

Agenda

1. Call To Order
Speaker(s): Board President
 - 1.1. Pledge of Allegiance
Speaker(s): Board President
 - 1.1.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
 - 1.2. Public Comment Sign In Procedure
 - 1.2.1. Public Comment
 - 1.3. Consent Agenda (Action)
Speaker(s): Board President
2. Board Development and Communication
 - 2.1. Board Members' Update
 - 2.2. Superintendent's Report
Speaker(s): Superintendent
 - 2.2.1. District Technology Plan Update
Speaker(s): Mr. Jason Richards
 - 2.2.2. Ralston Middle School Update
Speaker(s): Mr. Andy Parizek
 - 2.2.3. Re-Vision Plan Update
Speaker(s): Dr. Tiffanie Welte/Mrs. Jesse Tvrdy
 - 2.2.4. Legislative Relations Update
Speaker(s): Dr. Mark Adler
 - 2.2.5. Enrollment Update
Speaker(s): Dr. Mark Adler
3. Standards Based School Improvement
4. Policy Review
5. Executive Session Disclosure
 - 5.1. Executive Session (Action)
Speaker(s): Board President
6. Pre-Adjournment Information and Activities
 - 6.1. Announcements
 - 6.2. Board of Education Supplemental Meeting Information
 - 6.3. Future Board Calendar
 - 6.4. Adjourn



Staci Raddish <staci_raddish@ralstonschools.org>

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Letter of Resignation

2 messages

Staci Raddish <staci_raddish@ralstonschools.org>

Mon, Apr 10, 2017 at 8:33 PM

To: Mark Adler <madler@ralstonschools.org>

Cc: Jennifer Petty <jennifer.petty@ralstonschools.org>, Melissa Stolley <melissa_stolley@ralstonschools.org>

Dear Dr. Adler:

This is to formally notify you that I am ending employment with Ralston Public Schools on May 31, 2017. After 16 years, it is a bitter sweet moment for me as I have thoroughly enjoyed working with the students, staff and parents in the Ralston community.

I appreciate the opportunities I've had while with Ralston Public Schools, and thank you for the support you have provided during my tenure here.

Best Regards,

Staci Raddish

Staci Raddish

April 12, 2017

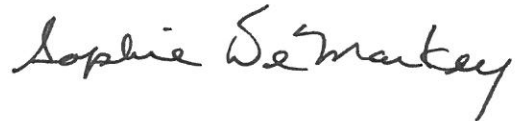
**The Board of Education
Ralston Public Schools
Ralston, NE 68127**

To whom it may concern:

I am resigning my teaching position with Ralston Public Schools effective at the end of the 2016 – 2017 contract.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Sophie DeMarkey". The signature is written in black ink and is positioned below the word "Sincerely,".

Sophie DeMarkey

Amy Dirgo
4723 Manchester Drive
Omaha, NE 68152
712-898-5681
amhora01@gmail.com

Dear Mrs. Tvrdy and Ralston Board of Education,

I am writing to inform all parties that this letter will serve as my official resignation of duties as a member of Ralston Public Schools at the culmination of the 2016-2017 school year. It is with regret that I am unable to continue with contractual employment, and I am appreciative of all of the opportunities afforded to me during the past 2 years.

I have received valuable mentoring and development during the formative years of my teaching career, and this development has provided me with an opportunity that is more in line with my long-term career goals.

I have formed valuable relationships with both staff and students, and I will work diligently to ensure that the transition to recruit a new resource teacher is as seamless as possible.

Please accept this letter, tendered on the 12 day of April 2017, and please let me know if I can be of assistance during this transitional time.

Thank you,

A handwritten signature in black ink, appearing to read 'Amy Dirgo', with a long horizontal flourish extending to the right.

Amy Dirgo

April 13, 2017

Dear Dr. Adler,

This letter is to inform you that I will be resigning my position at the end of the 2016-2017 school year. This decision was not made lightly as I have enjoyed my experience teaching for Ralston Public Schools but the time has come to stay at home with my children.

I would like to thank you and the Ralston Board of Education for the opportunity to serve our students both as a CADRE teacher and as a professional educator for the past 10 years. Please accept my thanks for your support and direction as an employee of the district.

Sincerely,

A handwritten signature in cursive script that reads "Wendi Nelson". The signature is written in black ink and is positioned above the typed name.

Wendi Nelson
ELL teacher
Meadows Elementary

5001 South 76th Plaza #206

Omaha, NE 68127

402-276-2224

rebecca.ferguson@ralstonschools.org

Dear Dr. Rupprecht and Mr. Ferguson,

Please accept this letter as my official resignation from my position as a 1st grade teacher with Mockingbird Elementary School. My final day of employment will be May 26th, 2017. I will be starting a new position in Phoenix, Arizona on July 24th, 2017. For personal reasons, I have chosen to seek employment elsewhere.

I have truly enjoyed my time at Mockingbird and am honored to have had the chance to work with amazing children and their families. It has been a rewarding experience to learn and grow as a professional this past year. Thank you for the opportunity.

I will work hard in my final days of employment to complete all required duties assigned to me. Please let me know if you need any additional information from me or have any questions.

Sincerely,
Rebecca Ferguson

A handwritten signature in black ink that reads "Rebecca Ferguson". The signature is written in a cursive style with a large, prominent "R" at the beginning.

IT Strategic Plan 2017

Board of Education Briefing

April 24, 2017

- IT Project Plan Update
- Question & Answers

- Since the last Board of Education briefing in December, and based upon discussions with IT Planning Team in January and February, the following are categories that were identified for grouping detailed projects into related Strategic Projects:
 - **Administrative Process Streamlining**
 - **Curriculum & Instructional Technology Evaluation**
 - **Hardware & Infrastructure Upgrades & Expansion**
 - **IT Governance, Policies & Procedures**
 - **Professional Development & Technology Training**
 - **Stakeholder Communication & Engagement**
- Each detailed project was categorized to one of these Strategic Projects
- IT Planning team members signed up as project lead(s) and team members for each of the Strategic Projects
- Initial planning discussions were conducted in March and April for each of the Strategic Projects to identify key tasks to be completed

Planning Overview (cont.)

STRATEGIC PROJECTS	AVERAGE WEIGHTED SCORE
Professional Development & Technology Training	818.0
IT Governance, Policies & Procedures	795.3
Hardware & Infrastructure Upgrades & Expansion	755.4
Stakeholder Communication & Engagement	752.8
Curriculum & Instructional Technology Evaluation	750.6
Administrative Process Streamlining	727.5

Professional Development & Technology Training

PROJECT OBJECTIVES	To extend use of Moodle LMS as a technology training platform for RPS staff. To automate professional development administrative processes.	
PROJECT TEAM	Leads: Tiffanie Welte / Jason Fink Members: Rebecca Dunn, Mike Rupprecht	
PROCESS AREA(S)	2.0 Develop, Deliver & Assess Curriculum Instruction 6.0 Develop & Manage Human Capital	
STRATEGIC GOAL(S)	#1. One-to-One Access #3. Technology Infused Curriculum & Instruction #6. Process Management, Automation & Integration	
STAKEHOLDER VALUE(S)	Accurate and Understandable Content Proactive, User Proficiency Adapted Training & Support	
PRIORITY SCORE	818.0	
KEY PROJECT TASKS	<ul style="list-style-type: none"> Enhance current new teacher onboarding use of Moodle LMS Identify other internal professional development programs that could be delivered with Moodle LMS Set-up, configure and load content for identified programs Provide support of Moodle LMS during in-service training 	<ul style="list-style-type: none"> Assess current state of professional development administrative processes Define requirements for professional development tracking and reporting processes Identify automation solutions for tracking professional development Implement solution Train staff on professional development tracking and reporting processes
TARGET TIMEFRAME	Moodle LMS - 5/2017-12/2017	Professional Development Process - 5/2017-10/2017

PROJECT OBJECTIVES	To update IT Planning team structure and define roles and responsibilities. To formalize and adopt software evaluation processes. To conduct a comprehensive technology security review.
PROJECT TEAM	Lead: Jason Buckingham Members: Jason Fink, Jennifer Ludes, Tyler Barna, Lynn Behounek
PROCESS AREA(S)	1.0 Develop Strategic Plan for District 2.0 Develop, Deliver & Assess Curriculum Instruction 7.0 Manage Information Technology
STRATEGIC GOAL(S)	#2. Infrastructure Improvement #3. Technology Infused Curriculum & Instruction #4. Effective and Consistent Communications and Interactions #6. Process Management, Automation & Integration
STAKEHOLDER VALUE(S)	Web-Based Applications Proactive, User Proficiency Adapted Training & Support Reliable, Secure Access
PRIORITY SCORE	795.3
KEY PROJECT TASKS	<ul style="list-style-type: none"> ● Identify new members to join team ● Define IT planning team roles and responsibilities ● Define standard software evaluation process ● Communicate new software evaluation process ● Define scope and requirements for technology security review ● Develop and distribute RFP for security review vendors ● Evaluate and select security review vendor(s) ● Conduct technology security review(s) ● Receive results of security review(s) ● Identify security gaps and recommendations
TARGET TIMEFRAME	IT Team Structure / Software Evaluation process - 4/2017 - 8/2017 Technology Security Review - 2018

PROJECT OBJECTIVES	To upgrade current wireless components and expand coverage areas in buildings. To upgrade server hardware. To incorporate special needs / HAL hardware replacement in rotation review. To evaluate district-wide security cameras and installation. To consider Board Room media updates.	
PROJECT TEAM	Lead(s): Jason Fink, Jennifer Ludes Members: Jason Buckingham, Steve Schrad	
PROCESS AREA(S)	3.0 Design & Deliver Student Support Services 7.0 Manage Information Technology 10.0 Manage Environmental Health, Safety & Security 11.0 Manage Inter- Government & Other Agency Relationships	
STRATEGIC GOAL(S)	#1. One-to-One Access #2. Infrastructure Improvement	
STAKEHOLDER VALUE(S)	Accurate & Understandable Content Reliable, Secure Access Proactive, User Proficiency Adapted Training & Support	
PRIORITY SCORE	755.4	
KEY PROJECT TASKS	<ul style="list-style-type: none"> Procure and install new wireless controllers Procure and install new access points in HS Identify coverage gaps in other buildings Re-deploy working access points at MS, Elementary schools 	<ul style="list-style-type: none"> Procure and install priority servers (e.g., active directory, VM, Google cloud print, SQL, SAN, Foundation, Nutrikids, Firewall) Incorporate special needs/HAL in hardware rotation Evaluate security cameras and equipment Implement security cameras and equipment Assess Board Room media needs
TARGET TIMEFRAME	Wireless Upgrade - 3/2017-7/2017 Server Upgrades - Various 6/2017-1/2019	Special Needs/HAL Hardware - 12/2017-2/2018 Security Camera - 2019 Board Room - 2020

Stakeholder Communication & Engagement

PROJECT OBJECTIVES:	To evaluate and update district website content. To evaluate and deploy district mobile app. To evaluate district customer relationship management (CRM) processes & systems. To deploy CRM solution(s).	
PROJECT TEAM	Leads: Jeremy Maskell, Katy Core Members: Lynn Behounek, Rebecca Dunn, Jason Fink	
PROCESS AREA(S)	5.0 Develop & Manage Stakeholder Relations & Services	
STRATEGIC GOAL(S)	#2. Infrastructure Improvement #3. Technology Infused Curriculum & Instruction #4. Effective and Consistent Communications and Interactions #6. Process Management, Automation & Integration	
STAKEHOLDER VALUE(S)	Web-Based Applications Accurate & Understandable Content Proactive, User Proficiency Adapted Training & Support Reliable, Secure Access	
PRIORITY SCORE	752.8	
KEY PROJECT TASKS	<ul style="list-style-type: none"> Review and identify district website content areas that need to be updated/added Evaluate mobile apps vendors Implement mobile app 	<ul style="list-style-type: none"> Define CRM requirements Evaluate CRM solutions Implement CRM solution Train users on CRM solution
TARGET TIMEFRAME	Website: 5/2017 - 12/2017 Mobile App: 5/2017 - 12/2017	CRM - 1/2018-5/2019

PROJECT OBJECTIVES:	<p>To conduct a classroom technology usage review and design. To complete a review of software applications utilized throughout the district. To deploy the AdvancEd tracking solution. To evaluate and implement a data analysis software solution</p>
PROJECT TEAM	<p>Leads: Tiffanie Welte, Jason Fink Members: Tyler Barna, Lynn Behounek, Rebecca Dunn, Mike Rupprecht, Steve Schrad, Peyton Lewis, Casey Knight, Ben Rasgorshek</p>
PROCESS AREA(S)	<p>2.0 Develop, Deliver & Assess Curriculum Instruction 3.0 Design & Deliver Student Support Services 7.0 Manage Information Technology 12.0 Manage Knowledge, Improvement & Change</p>
STRATEGIC GOAL(S)	<p>#1. One-to-One Access #2. Infrastructure Improvement #3. Technology Infused Curriculum & Instruction #4. Effective and Consistent Communications and Interactions #5. Data Driven Decision & Solution Development #6. Process Management, Automation & Integration</p>
STAKEHOLDER VALUE(S)	<p>Reliable, Secure Access Web-Based Applications Accurate & Understandable Content Proactive, User Proficiency Adapted Training & Support</p>
PRIORITY SCORE	<p>750.6</p>

Curriculum & Instructional Technology Evaluation (cont.)

<p>KEY PROJECT TASKS</p>	<p><u>Classroom Usage Review</u></p> <ul style="list-style-type: none"> • Define scope of classroom technology usage review and design • Conduct classroom technology usage review • Identify current technology usage by building, by classroom • Analyze and establish standard and best practice usage of technology in classroom • Identify usage gaps by building, by classroom • Develop plans to address usage gaps • Prioritize investments to address usage gaps <p><u>AdvancEd Tracking</u></p> <ul style="list-style-type: none"> • Plan and implement AdvancEd's new e-Prove system 	<p><u>Software Utilization</u></p> <ul style="list-style-type: none"> • Define scope of software utilization review • Document and inventory software utilized throughout district • Analyze utilization of software • Identify and recommend software to continue/expand or discontinue/uninstall <p><u>Special Needs/HAL Software</u></p> <ul style="list-style-type: none"> • Determine requirements for special needs/HAL software • Identify priority software needs • Evaluate available software solutions • Implement/adopt selected software solutions <p><u>Data Analysis Software</u></p> <ul style="list-style-type: none"> • Define scope and requirements of data analysis solution • Evaluate data analysis solutions • Implement data analysis solution • Train users on data analysis solution
<p>TARGET TIMEFRAME</p>	<p>Classroom Technology Usage Review: 6/2018 - 8/2020</p> <p>Software Application Utilization Review: 5/2017-12/2017</p>	<p>AdvancEd e-Prove: 9/2017 - 2/2018</p> <p>Special Needs/HAL Software: 5/2018-9/2018</p> <p>Data Analysis Software: 1/2019-1/2020</p>

Administrative Process Streamlining

PROJECT OBJECTIVES:	To evaluate and implement document management solutions for paper-based documents. To evaluate and implement budgeting and planning systems.	
PROJECT TEAM	Lead: Jason Buckingham Members: TBD	
PROCESS AREA(S)	6.0 Develop & Manage Human Capital 8.0 Manage Financial Resources 9.0 Acquire, Construct & Manage Facilities	
STRATEGIC GOAL(S)	#5. Data Driven Decision & Solution Development #6. Process Management, Automation & Integration	
STAKEHOLDER VALUE(S)	Web-Based Applications Accurate & Understandable Content	
PRIORITY SCORE	727.5	
KEY PROJECT TASKS	<ul style="list-style-type: none"> • Confirm document management requirements • Evaluate document management vendor solutions • Implement document management solution 	<ul style="list-style-type: none"> • Define budgeting and planning requirements • Evaluate budgeting and planning vendor solutions • Implement budgeting and planning vendor solutions
TARGET TIMEFRAME	Document Management-2019	Budget & Planning-2020

Program Summary Timeline

SCHOOL YEAR

Task Name	% Complete	Start	Finish	2016				2017				2018				2019				2020			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
RALSTON PUBLIC SCHOOLS UPDATED IT STRATEGIC PLAN - 2017-2020	0%	Wed 3/1/17	Tue 9/8/20																				
PROFESSIONAL DEVELOPMENT & TECHNOLOGY TRAINING	0%	Mon 5/1/17	Sun 12/31/17																				
Professional Development Automation	0%	Mon 5/1/17	Fri 9/29/17																				
Moodle LMS Technology Training	0%	Mon 5/1/17	Sun 12/31/17																				
IT GOVERNANCE, POLICIES & PROCEDURES	0%	Mon 5/1/17	Sat 6/30/18																				
IT Planning Team Structure	0%	Mon 5/1/17	Fri 6/2/17																				
Software Evaluation Process	0%	Mon 6/5/17	Thu 8/3/17																				
Technology Security Review	0%	Mon 1/1/18	Sat 6/30/18																				
HARDWARE & INFRASTRUCTURE UPGRADES & EXPANSION	2%	Wed 3/1/17	Sun 5/31/20																				
Wireless Upgrade	10%	Wed 3/1/17	Mon 7/31/17																				
Server Upgrades	0%	Thu 6/1/17	Thu 1/3/19																				
Special Needs/HAL Hardware	0%	Fri 12/1/17	Wed 2/28/18																				
Security Camera Districtwide	0%	Tue 1/1/19	Sat 8/31/19																				
Board Room Media Update	0%	Wed 1/1/20	Sun 5/31/20																				
STAKEHOLDER COMMUNICATION & ENGAGEMENT	0%	Mon 5/1/17	Fri 5/31/19																				
Website Update	0%	Mon 5/1/17	Fri 12/29/17																				
Mobile App	0%	Mon 5/1/17	Fri 12/29/17																				
CRM	0%	Mon 1/1/18	Fri 5/31/19																				
CURRICULUM & INSTRUCTION TECHNOLOGY EVALUATION	0%	Mon 5/1/17	Mon 8/3/20																				
Software Application Utilization Review	0%	Mon 5/1/17	Sun 12/31/17																				
AdvancEd e-Prove Solution Implementation & Training	0%	Fri 9/1/17	Thu 2/15/18																				
Classroom Technology Usage Review	0%	Fri 6/1/18	Mon 8/3/20																				
Special Needs/HAL Software Evaluation	0%	Tue 5/1/18	Sun 9/30/18																				
Data Analysis Software	0%	Tue 1/1/19	Wed 1/1/20																				
ADMINISTRATIVE PROCESS STREAMLINING	0%	Tue 1/1/19	Tue 9/8/20																				
Document Management	0%	Tue 1/1/19	Mon 9/9/19																				
Budget & Planning	0%	Wed 1/1/20	Tue 9/8/20																				

Questions & Answers





Ralston Next Steps

- Incorporate Board input and feedback
- Determine budget estimates for each project (as applicable)
- Launch projects

IT Strategic Plan 2017

Board of Education Briefing

April 24, 2017

RALSTON MIDDLE SCHOOL

IMPROVEMENT PLAN

GOAL

WE WILL SHOW GROWTH
IN READING LITERACY
AND MATH CONCEPTS.

STUDENT EXPECTATIONS

1. I will carry my independent reading material to all classes and read it in my free time.
2. I will write in complete sentences on all my assignments using capital letters, punctuation, and complete thoughts.
3. I will use my academic vocabulary from 30-for-30.
4. I will practice my math skills in my free time and in advisement.
5. I will set goals and monitor my growth on the MAP test in my planner.
6. I will focus on my learning by completing all assigned work, asking for help, and studying for quizzes and tests.



TEACHER EXPECTATIONS

1. I will use data to drive instruction.
2. I will require complete sentences from students on all assignments.
3. I will teach and use academic vocabulary from 30-for-30.
4. I will review math skills in advisement once a week.
5. I will help students set goals and monitor their growth on the MAP test in their planners.
6. I will participate in learning walks.



MEASUREMENT MAP data, NESAs data, Common Classroom Assessments

RMS MAP Data - 2016-2017 - Math 6+

Math 6+						Goal Performance			
Term	Grade	Student Count	RMS Mean RIT	Nation Norm Mean RIT	Median	Number Sense	Geometry and Measurement	Algebraic Concepts	Data Analysis and Probability
<i>Fall, 2016-2017</i>	7	222	222.7	222.6	225	222.9	220.6	222.8	224.7
Fall, 2015-2016	7	243	223.6	222.6	225	223.3	223.1	222.9	225.2
Fall, 2014-2015	7	218	221.1	222.6	222	221.5	220.8	220.8	221.6
<i>Winter, 2016-2017</i>	7	221	226.6	226.1	228	229.1	225.4	225.8	225.8
Winter, 2015-2016	7	240	226.6	226.1	228	227.4	225.8	226.2	227
Winter, 2014-2015	7	217	224.3	226.1	225	225.2	222.7	224.1	225.2
<i>Spring, 2016-2017</i>	7			228.6					
Spring, 2015-2016	7	241	229.7	228.6	231	230.3	228.3	227.8	232.5
Spring, 2014-2015	7	222	227.8	228.6	230	227.1	227.3	226.3	230.5
<i>Fall, 2016-2017</i>	8	236	228.4	226.3	229	228.3	226.1	227.7	231.4
Fall, 2015-2016	8	235	226.6	226.3	229	226.4	225.1	226.2	228.6
Fall, 2014-2015	8	266	223.8	226.3	227	224	223.1	223.7	224.5
<i>Winter, 2016-2017</i>	8	232	231.4	229.1	233	231.1	230.4	230.4	232.7
Winter, 2015-2016	8	233	230.4	229.1	232	229.3	229.6	229.7	233
Winter, 2014-2015	8	264	227.2	229.1	231	226.8	226.4	226	229.5
<i>Spring, 2016-2017</i>	8			230.9					
Spring, 2015-2016	8	223	232	230.9	234	231.1	230.4	231	235.2
Spring, 2014-2015	8	267	230.7	230.9	232	229.8	230.1	230.1	232.9

RMS MAP Data - 2016-2017 - Reading 6+

Term	Reading 6+					Goal Performance					
	Grade	Student Count	RMS Mean RIT	Nation Norm Mean RIT	Median	Build and Use Vocabulary	Use Main Idea, Supporting Details	Infer, Draw Conclusions, Predict	Identify Characteristics, Features of Text	Identify Bias, Purpose, Text Elements, Devices	
Fall, 2016-2017	7	222	214.6	214.4	217	215.7	212.7	212.4	215.8	216.8	
Fall, 2015-2016	7	243	216.3	214.4	217	215.9	213.6	214.5	218	219.3	
Fall, 2014-2015	7	218	214.3	214.4	217	214.9	212.3	212.8	215.1	217.1	
Winter, 2016-2017	7	220	217.8	216.9	217	218.1	217.1	216.9	218	218.9	
Winter, 2015-2016	7	240	219.1	216.9	221	217.8	218.5	218.1	219.4	221.6	
Winter, 2014-2015	7	219	217.6	216.9	220	216.5	216	216.8	219.4	219.3	
Spring, 2016-2017	7			218.2							
Spring, 2015-2016	7	241	219.4	218.2	221	218.1	218.3	217.6	221	222	
Spring, 2014-2015	7	223	217.7	218.2	221	217.9	215.3	215.7	219.2	220.4	
Fall, 2016-2017	8	236	218.4	217.2	220	218.2	216.5	216.4	220.7	220	
Fall, 2015-2016	8	236	218.3	217.2	221	216.7	216.3	217.6	219.5	221.3	
Fall, 2014-2015	8	264	216.7	217.2	218	217.3	214.8	215.1	218.1	218.8	
Winter, 2016-2017	8	233	219.4	219.1	222	221.3	217	217.6	220	220.6	
Winter, 2015-2016	8	230	220.8	219.1	223	220.2	219.1	219.4	221.3	223.9	
Winter, 2014-2015	8	258	219.3	219.1	221	219.3	217.3	217.4	220.1	222.3	
Spring, 2016-2017	8			220.1							
Spring, 2015-2016	8	225	222.7	220.1	225	221.9	222	222.2	224.3	223.4	
Spring, 2014-2015	8	265	220.7	220.1	222	221.1	219.3	218.2	221.5	223.6	

RMS MAP Data - 2016-2017 - Lang Usage

<i>Language 2-12</i>						<i>Goal Performance</i>			
Term	Grade	Student Count	RMS Mean RIT	Nation Norm Mean RIT	Median	Use Conventions Appropriate for Grade Level	Apply the Writing Process	Compose Sentences; Develop Coherent Paragraphs	Wrete Genres Considering Purpose, Organization
Fall, 2016-2017	7	222	214.9	214	216	214.9	215.4	213.1	216
Winter, 2016-2017	7	222	217	216.5	218	216.4	216.4	216.4	218.6
Spring, 2016-2017	7			217.6					
Fall, 2016-2017	8	238	218.2	216.2	219	217.3	218.2	217.2	220.1
Winter, 2016-2017	8	233	219.7	218.1	221	219.2	219.7	218.7	221.3
Spring, 2016-2017	8			219					

RMS MAP Data - 2016-2017 - Gen Science

General Science						Goal Performance		
Term	Grade	Student Count	RMS Mean RIT	Nation Norm Mean RIT	Median	Physical Science	Life Science	Earth and Space Sciences
<i>Fall, 2016-2017</i>	7	222	207.8	207.2	209	206.9	207.6	208.7
Fall, 2015-2016	7	243	206.9	207.2	207	206.9	206.2	208
Fall, 2014-2015	7	218	206.3	207.2	206	206.1	206.2	206.8
<i>Winter, 2016-2017</i>	7	223	211	209.5	211	209.8	212.9	210.3
Winter, 2015-2016	7	239	210.1	209.5	212	208.8	212.2	209
Winter, 2014-2015	7	219	208.8	209.5	209	207.6	210.1	208.6
<i>Spring, 2016-2017</i>	7			210.9				
Spring, 2015-2016	7	241	211.9	210.9	213	210.5	213	212.1
Spring, 2014-2015	7	221	211.5	210.9	212	211.3	212.2	211
<i>Fall, 2016-2017</i>	8	237	211.8	210.3	212	211.2	212.7	211.7
Fall, 2015-2016	8	235	209.4	210.3	212	208.9	210.1	209.5
Fall, 2014-2015	8	266	210	210.3	211	210.1	210.4	209.4
<i>Winter, 2016-2017</i>	8	234	213.5	212.3	214	214.5	213.8	212.2
Winter, 2015-2016	8	230	213.4	212.3	215	215.1	213.5	211.5
Winter, 2014-2015	8	264	213.2	212.3	214	214.3	213.4	211.7
<i>Spring, 2016-2017</i>	8			213.5				
Spring, 2015-2016	8	221	215.3	213.5	216	215.1	216.6	214.3
Spring, 2014-2015	8	263	213.9	213.5	214	213.8	214.5	213.5

RMS SCHOOL IMPROVEMENT ACTION PLAN

<p>Goal: All students will improve their reading literacy skills across their curricular areas.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> ● Ralston Middle School will increase its percentage of students who meet or exceed their projected growth on MAP Reading by 5% annually, with a goal of 70% by Spring 2019. 		
<p>Baseline data: As of Spring 2016, 55% of Ralston Middle School students met or exceeded their projected growth on the MAP reading assessment.</p>	<p>Standardized assessments to measure the intervention:</p> <ol style="list-style-type: none"> 1. MAP Reading assessment 	<p>Local assessments to measure the intervention:</p> <ol style="list-style-type: none"> 1. Common grade level assessments for all curricular classes.
<p>Intervention:</p> <ul style="list-style-type: none"> - All students will develop reading literacy skills through a variety of classroom instructional practices in all classes. - Pre-AP classes are offered for students who meet a certain criterion. - Digital Literacy classes are available to all students as a Tier One intervention for reading skills. - Reading Strategies is available as a Tier Two intervention. - Corrective Reading classes are available as a Tier Three intervention 		<p>Research base for the intervention:</p> <p>Gallagher, K. (2011). <i>Write like this: teaching real-world writing through modeling & mentor texts.</i> Portland, Me.: Stenhouse.</p> <p>Fisher, D., Frey, N., Anderson, H. & Thayre, M. (2015). <i>Text-dependent questions, grades 6-12 : pathways to close and critical reading.</i> Thousand Oaks, California: Corwin.</p> <p>Fisher, Douglas and Frey, Nancy (2014). <i>Principal Leadership, Using Teacher Learning Walks to Improve Instruction</i></p> <p>Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement.</i> Alexandria, Va: Association for Supervision and Curriculum Development.</p>

RMS SCHOOL IMPROVEMENT ACTION PLAN

Activities to implement the intervention:	Person(s) Accountable:	Timeline		Resources:	Staff Development:
		Begin	End		
Academic Activities <ul style="list-style-type: none"> Students are expected to carry an independent novel or reading material with them to all classes during the day. Students will be required to complete all coursework using complete sentences. Teachers will use 30-for-30 academic vocabulary. Students will read non-fiction through use of NEWSELA and other sources. Library Media Center programming (Golden Sower Knower, Lunch Bunch, Poetry Day, etc.) is available to all students for reading enrichment. In each of the first three quarters, teachers will assess a reading skill question in the form of a TDA (text-dependent analysis). 	<p>All students</p> <p>All students & teachers</p> <p>All teachers Announcements-word weekly</p> <p>All teachers</p> <p>Library Media Specialist</p> <p>All certified teachers</p>	<p>August 2016</p> <p>August 2017</p> <p>August 2016</p> <p>August 2017</p> <p>August 2016</p> <p>August 2016</p>	<p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p>	<p>Access to media center and material available at student Lexile level</p> <p>30-for-30 Vocabulary</p> <p>NEWSELA</p>	<p>Staff development on TDQ (text-dependent questioning) and how to implement into all classes for improvement.</p>
Staff Inservice and Data <ul style="list-style-type: none"> Teachers will use PLCs to review MAP reading data to determine appropriate interventions based on target strands. MAP data will be shared to parents/guardians with mid-quarter progress reports at parent-teacher conferences. Explicit goal-setting document will be utilized in student planners to monitor progress. All staff will explicitly address low indicators in classrooms through instruction. 	<p>All certified teachers</p> <p>All core teachers & students All parents & guardians</p> <p>All teachers All students</p> <p>All certified teachers</p>	<p>August 2016</p> <p>August 2016</p> <p>August 2016</p> <p>August 2017</p>	<p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p>	<p>NWEA online</p> <p>NWEA online</p> <p>NWEA online</p>	<p>All certified staff members will receive staff development on MAP data after the Fall and Winter tests, including identifying low indicators and providing strategies to implement for improvement.</p>

RMS SCHOOL IMPROVEMENT ACTION PLAN

<ul style="list-style-type: none"> Teachers will participate in learning walks once a semester to observe new instructional strategies to use in their classroom. 	All certified teachers	August 2016	May 2019		
<ul style="list-style-type: none"> Peer coaching will be available to teachers to improve instructional practices. 	Dan Boster, Shelley Sheets, and certified staff	August 2016	May 2019	Instructional Coaching Program	

RMS SCHOOL IMPROVEMENT ACTION PLAN

Goal: All students will improve their understanding of math concepts and problem solving strategies.

Measurable Objectives:

- Ralston Middle School will increase its percentage of students who meet or exceed their projected growth on MAP math by 5% annually, with a goal of 67% by Spring 2019.

Baseline data: As of Spring 2016, 52% of Ralston Middle School students met or exceed their projected growth on the MAP math assessment.	Standardized assessments to measure the intervention: 1. MAP Math Assessment	Local assessments to measure the intervention: 1. Common course level assessments for math.			
Intervention: <ul style="list-style-type: none"> All students will develop math literacy and problem solving skills through a variety of classroom instructional practices in all applicable classes. Leveled math courses are utilized as a Tier 1 intervention. Math B class is available as a Tier 3 intervention. Math Life Skills class is available as a Tier 3 intervention. 		Research base for the intervention: https://www.sri.com/work/projects/research-use-khan-academy-schools http://www.rtnetwork.org/essential/tieredinstruction/tier2/mathintervention Waggener, Erin L., November 2015, Vol. 22, Issue 4. Creating Math Talk Communities: NCTM			
Activities to implement the intervention:	Person(s) Accountable:	Timeline Begin End		Resources:	Staff Development:
<ul style="list-style-type: none"> Teachers will implement a variety of technology to reinforce math skills previously taught in the classroom Once a week in advisement, teachers will lead students in a math review activity. Once a week in advisement, math teachers will identify and review with students in need of additional math instruction as a Tier 2 intervention. Teachers will explicitly teach math vocabulary through 30-for-30 academic vocabulary. 	<p>Math teachers</p> <p>All advisement teachers (excluding math teacher)</p> <p>Math teachers (during advisements)</p> <p>All teachers</p>	<p>August 2017</p> <p>August 2017</p> <p>August 2017</p> <p>August 2016</p>	<p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p>	<p>Khan Academy, www.sowashco.org/ro//pages/studentlinks/map/</p> <p>30-for-30 Vocabulary</p>	<p>Math department leading professional development on math technology resources</p> <p>Math department leading professional development on math review activities (Number Sense, Math Minutes, etc.)</p> <p>Professional Development time to identify students, and develop math interventions.</p>

RMS SCHOOL IMPROVEMENT ACTION PLAN

<ul style="list-style-type: none"> ● All students are screened for potential math difficulties upon enrollment and after MAP testing. ● MAP data will be shared to parents/guardians with mid-quarter progress reports at parent-teacher conferences. ● Explicit goal-setting document will be utilized in student planners to monitor progress. ● Students will engage in “Math Talk,” and verbalize or write reasoning on test corrections. ● Review grade level essential outcomes and assessments for new state standard adoptions. ● Teachers will participate in a math survey to discover how math can be incorporated into non-math classes. ● Teachers will incorporate practical math lessons in their classes (i.e.: Determining a percentage for a grade, using the grade scale, text features). ● Teachers will participate in learning walks once a semester to observe new instructional strategies to use in their classroom. ● Peer coaching will be available to teachers to improve instructional practices. 	<p>School guidance counselor/Math teachers</p> <p>All core teachers & students All parents & guardians</p> <p>All students</p> <p>Students</p> <p>Math teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All certified teachers</p> <p>Dan Boster, Shelley Sheets, and certified staff</p>	<p>August 2016</p> <p>August 2017</p> <p>August 2017</p> <p>August 2016</p> <p>August 2016</p> <p>January 2017</p> <p>August 2017</p> <p>August 2017</p> <p>August 2016</p>	<p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p>	<p>NWEA online</p> <p>Instructional coaching program</p>	
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Ralston Middle School
Building-wide Bell Schedule - *Recommendation*
2017-2018 School Year

Building-wide Homeroom and Lunch Schedule (Monday, Tuesday, Wednesday, Thursday, Friday - 30 minutes for Homeroom and 30 minutes for Lunch) -

Monday - *DEAR (Drop Everything And Read) / Reading Intervention*

Tuesday - *Well-Managed Schools / Character Education*

Wednesday - *Planner and Grade Checks / Career Education / Academic Study Hall*

Thursday - *Math Facts / Math Intervention*

Friday - *Wooden 'Pyramid of Success' / Team Building*

Bell Schedule (Monday, Tuesday, Thursday and Friday - 44 minutes)

7th grade

- Period 1 - 8 to 8:44 am
- Period 2 - 8:48 to 9:32 am
- Period 3 - 9:36 to 10:20 am
- Period 4 - 10:24 to 11:08 am
- Period 5 (Lunch and Homeroom) - 11:12 am to 12:12 pm
 - 7A lunch - 11:22 to 11:52 am
 - 7B lunch - 11:32 am to 12:02 pm
- Period 6 - 12:16 to 1 pm
- Period 7 - 1:04 to 1:48 pm
- Period 8 - 1:52 to 2:36 pm
- Period 9 - 2:40 to 3:24 pm

8th grade

- Period 1 - 8 to 8:44 am
- Period 2 - 8:48 to 9:32 am
- Period 3 - 9:36 to 10:20 am
- Period 4 - 10:24 to 11:08 am
- Period 5 - 11:12 to 11:56 am
- Period 6 (Lunch and Homeroom) - Noon to 1 pm
 - 8A lunch - 12:10 to 12:40 pm
 - 8B lunch - 12:20 to 12:50 pm
- Period 7 - 1:04 to 1:48 pm
- Period 8 - 1:52 to 2:36 pm
- Period 9 - 2:40 to 3:24 pm

Bell Schedule (Wednesday - 40 minutes)

7th grade

- Period 1 - 8:32 to 9:12 am
- Period 2 - 9:16 to 9:56 am
- Period 3 - 10 to 10:40 am
- Period 4 - 10:44 am to 11:24 am
- Period 5 (Lunch and Homeroom) - 11:28 am to 12:28 pm
 - 7A lunch - 11:38 to 12:08 pm
 - 7B lunch - 11:48 am to 12:18 pm
- Period 6 - 12:32 to 1:12 pm
- Period 7 - 1:16 to 1:56 pm
- Period 8 - 2 to 2:40 pm
- Period 9 - 2:44 to 3:24 pm

8th grade

- Period 1 - 8:32 to 9:12 am
- Period 2 - 9:16 to 9:56 am
- Period 3 - 10 to 10:40 am
- Period 4 - 10:44 am to 11:24 am
- Period 5 - 11:28 am to 12:08 pm
- Period 6 (Lunch and Homeroom) - 12:12 to 1:12 pm
 - 8A lunch - 12:22 to 12:52 pm
 - 8B lunch - 12:32 to 1:02 pm
- Period 7 - 1:16 to 1:56 pm
- Period 8 - 2 to 2:40 pm
- Period 9 - 2:44 to 3:24 pm

Ralston Middle School
Building-wide Schedule - *Recommendation*
Spring 2017

Building-wide Homeroom and Lunch Schedule (Monday, Tuesday, Wednesday, Thursday, Friday - 30 minutes for Homeroom and 30 minutes for Lunch) -

Monday - *DEAR (Drop Everything And Read) / Reading Intervention*

Tuesday - *Well-Managed Schools / Character Education*

Wednesday - *Planner and Grade Checks / Career Education / Academic Study Hall*

Thursday - *Math Facts / Math Intervention*

Friday - *Wooden 'Pyramid of Success' / Team Building*

Change needs to occur -

- *Data that drives decision -*
 - Reading and Math (Classroom Assessments, NeSA and MAP) scores
 - Referral data at lunch time and at the end of the day
- *By modifying the schedule, the goal will to be -*
 - To provide extra practice and guidance (Reading, Math, Character, Career, Academic Support, Team Building)
 - To allow enrichment for 7th graders in study hall
 - To give academic support for 8th graders in study hall
- *By raising expectations for rigor and student engagement -*
 - Student referrals will decrease
 - Academic preparation and character education for high school will increase

Implementation Schedule

- *Phase 1 - 2017-18 school year -*
 - New bell schedule to provide framework for guidance and practice to all students in the areas of Reading, Math, Character, Academic and Career Support, and Team Building
 - Form Advisory Committee to focus on interventions and implementation for Phase 2
 - Utilize Building In-service time to work with staff on practice and guidance schedule for Phase 1
 - Compare academic and referral data from 2017-2018 school year to previous years
- *Phase 2 - 2018-2019 school year -*
 - Implementation of interventions based off committee's recommendations during Phase 1
 - Continue to utilize Advisory Committee to strengthen interventions during Phase 2
 - Utilize Building In-service time to reflect on current interventions and adjust plan of interventions for Phase 3
 - Compare academic and referral data from 2018-2019 school year to previous years
- *Phase 3 - 2019-2020 school year -*
 - Adjust plans from previous year, put into action, and reflect as needed from Phase 2 to Phase 3
 - Continue to utilize Advisory Committee to strengthen interventions during Phase 3
 - Utilize Building In-service time to reflect on current interventions and adjust plan of interventions for next school year
 - Compare academic and referral data from 2019-2020 school year to previous years

ACADEMY PROGRAM OPPORTUNITIES

- Medical Science Academy
 Year 1 (18)
 Year 2 (13)
 UNMC Alliance (0 - 4 applied)
 Metropolitan Community College Career Academies (7, started with 8)
- Automotive Collision Technology
 - Automotive Technology (1, started with 2)
 - Introduction to Trades
 - CNA
 - Healthcare Career
 - Criminal Justice (4)
 - Construction Technology
 - Diesel Technology
 - Digital Cinema
 - Early Childhood
 - Electrical Technology
 - Emergency Medical Technology
 - Process Operations Technology
 - Fire Science Technology (1)
 - Business for Starters
 - Theater Technology
 - Welding Technology (1)
 - Information Technology



INTERNSHIPS & WORK EXPERIENCE

- Medical Academy - Year 2 Rotations (14)
 Health Science Internships
 Future Teacher Internships (10)
 Marketing Internship
 Culinary 2 catering (19)



90%

PROGRAM OF STUDY PARTICIPANTS

955 RHS STUDENTS

vs. 72% of students statewide

61%

PROGRAM OF STUDY CONCENTRATORS

IN 5 OF 6 CAREER FIELDS

vs. 49% of seniors statewide

CERTIFICATION OFFERINGS

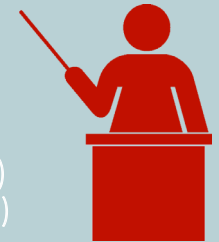
- Spanish - Seal of Biliteracy (1 student completed the application out of 5 eligible)
 Lifeguard - Lifeguard / First Aid / CPR (4 students attempted completed certification process of 17)
 Info Tech - MOS Certifications (11 out of 24)
 Culinary 2 - Safe Serve (13 out of 19)
 Nursing Assistant - CNA (20 potential)
 Medical Academy Year 1 - CNA (18 potential)



DUAL CREDIT OPPORTUNITIES

UNO

- AP English 4 (63)
 Creative Writing (38)
 AP US History (70)
 AP Biology (35)
 Spanish 5 (4)



PERU STATE

- AP Calculus (34)
 AP Statistics (29)

OPPORTUNITIES BEING PURSUED FOR 2017-2018

- AP Calculus (UNO)
 AP Statistics (UNO)
 Introduction to Education and Education Best Practices (UNO)
 Anatomy & Physiology (MCC)
 Culinary 2 (MCC)
 Introduction to Health Science (MCC)
 Medical Terminology (MCC)
 AP US History (Wesleyan)



***The Vision for Career-Technical Education for Ralston Public Schools is to:
Work collaboratively with all stakeholder groups to implement K-12 college and career ready programming,
highlighted by standards-based programs of study that provide extended learning opportunities for all students.***



Priority Activity #1

Embed a **certification**, **dual credit** and/or **internship** opportunity per career field where at least 1 program of study exists

Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Background: Several programs of study existed. One “academy” existed in health science, but is not recognized by NDE Rule 47.</p> <p>Agriculture Field - No plan to offer a program or academy</p>		
<p>Communication & Information Technology Establish a computer science program of study where none exists.</p> <p>Establish a communications program of study where none exists.</p>	<p>*Information technology program of study established based on new state standards *New courses in registration book - pg 36</p> <p>*Introductory course added for a possible communications program of study</p>	<p>*Investigate a 2nd computer science capstone that could be an AP title / test opportunity.</p> <p>*Investigate course offerings necessary to establish a full program of study in media communications</p>



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Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Skilled & Technical Science - Establish a two-year Rule 47 approved academy in automotive technology with certification, dual credit and internship opportunities for students.</p> <p>Shore up a construction program of study that offers students certification and dual credit.</p>	<ul style="list-style-type: none"> *Advisory Board established & meeting *New courses included in registration book for a 2-year academy program (pg 33-35) *Instruction resources purchased for pre-requisite & academy courses *English course tied to academy *Equipment updates through grant and advisory board donations *Applied for Kiewit Grant for MCC Modular math toward trade certification (not awarded) *Communications established with Construction Union *Postponed further action pending new state standards being released 	<ul style="list-style-type: none"> *Complete Rule 47 Application *Complete NATEF Certification of facilities *Secure dual credit for English course *Get instructor OSHA Certified to be able to offer certification to students *Purchase laptops for lab space and (hopefully) classrooms space to share with construction and FCS *Explore & establish internship opportunities for year 2 students *Explore alternative route for MCC Modular math toward trade certification *Review new state standards & adjust course offerings accordingly as a possible Rule 47 academy paired with new English course (English dual credit, possible certifications & MCC dual credit through Carpenter's Union) *Get instructor OSHA Certified to be able to offer certification to students
<p>Health Science - Secure recognition as a Rule 47 academy.</p>	<ul style="list-style-type: none"> *NDE CTE Advisory Board Member *Updated course requirements & reporting codes based on new standards 	<ul style="list-style-type: none"> *Establish advisory board *Complete Rule 47 Application *Be prepared to find personnel for the role

The Vision for Career-Technical Education for Ralston Public Schools is to:

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	*Purchasing new textbooks for courses	
Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Human Science - New course standards & codes were released this fall, so original action plan had to be revised</p> <p>Establish an education program of study</p>	<p>*RMS FCS module curriculum being updated</p> <p>*In communication with UNO to offer dual credit for combined introductory & intermediate course in the program</p> <p>*Revised plans for existing internship program</p>	<p>*Purchase technology to support improvements made to RMS curriculum</p> <p>*Offer Praxis test to students in capstone course</p> <p>*Purchase textbooks</p> <p>*Finalize dual credit process with UNO</p> <p>*Explore possible introductory course to establish program of study with existing textiles, design and entrepreneurship courses</p>
<p>Business, Marketing & Management -</p> <p>Several programs of study currently exist with internship opportunity available (MOS Certification exists; Marketing Internship exists)</p> <p>Establish existing Culinary Arts program as a Rule 47 academy - (Serve Safe Certification exists)</p>	<p>*Brand established to market existing programs (refer to Priority Activity #2)</p> <p>*English course tied to academy</p> <p>*In communication with MCC to offer dual credit for Culinary 2</p>	<p>*Secure dual credit for English course</p> <p>*Continue to seek catering events for students</p>

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Priority Activity #2

Establish a system to embed community support for K-12 College Career Readiness Education in all buildings as a means to support curriculum and market / communicate programs

Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Background: ABC Partnership existed in previous years.</p> <p>Goal: Establish a school-business partnership housed within the Ralston Schools Foundation to include business recognition for support and partnership. Also provide a centralized database for partnership requests.</p>	<p>*Partnership model is in progress in collaboration with alumnae & friends of RPS</p> <p>“teamRPS” to include businesses who donate supplies, resources, or time for the benefit of RPS students.</p>	<p>Summer 2017 Launch</p> <ul style="list-style-type: none"> *Recruit membership *Determine & order recognition supplies *Implement recognition system/program
<p>Establish an easily accessible pool for teachers to access contact information for speakers, field trips, etc</p>	<ul style="list-style-type: none"> *Shared Google Sheet with reVISION process partners’ contact information *Data base is being explored in collaboration with RPS Foundation 	<ul style="list-style-type: none"> *Implement data base and train staff



The Vision for Career-Technical Education for Ralston Public Schools is to:

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Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Establish a brand for Ralston Career Technical Education to market & promote program of study and academy opportunities to students, families and communities</p>	<ul style="list-style-type: none"> *Brand established *Registration book reorganized to reflect courses tied to CTE *Initial marketing supplies being ordered - banners for commons, signage, fliers *Kick-off event being planned for early June *Video footage shot of all Career Field areas *Increased social media presence of student organization accomplishments via Twitter & Facebook 	<ul style="list-style-type: none"> *Further improve registration book & other marketing tools using established brand *Add to brand signage at middle school and elementaries *Increase social media presence including a web page presence *Improve communication of CTE opportunities with students, parents and partners
<p>Establish Advisory Boards connected to Career Fields</p>	<ul style="list-style-type: none"> *Automotive Advisory Board established and meeting every other month (NATEF Certification requires specific advisory board for this academy) 	<ul style="list-style-type: none"> *Further advisory boards on hold pending school-business partnership kick-off & direction from NDE CTE Leadership (one advisory board with quarterly meetings is all that is required by Rule 47, not one for each Career Field or program of study wishing to establish Rule 47 academy recognition)

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 highlighted by standards-based programs of study that provide extended learning opportunities for all students.***



Priority Activity #3

Establish a systemic K-12 College & Career Ready curriculum tied to guidance and/or content area standards

Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Background: Only CTE teachers had any real understanding of career readiness standards and programs of study</p> <p>Infuse career standards & support activities in all buildings</p>	<p>*Career readiness standards emphasized during inservice at secondary / introduced at elementary</p> <p>*reVISION partners collaborated with secondary staff at March inservice</p> <p>* Secondary unit plans include career readiness standards along with content area standards</p> <p>*ENGAGE curriculum implemented in rotations at RMS</p>	<p>*Establish age appropriate activities at each elementary level to introduce career exploration and career readiness skills tied to existing curriculum</p>



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	*Habitudes curriculum implemented in Career Exploration course at RHS	
Background & Overall Goals	2016-2017 Accomplishments	Next Steps
Purposefully group students based on expressed interests to improve communication and access to exploration opportunities	*Moved career interest survey to middle school *RHS homeroom assignments based on career interest results	*Utilize Homeroom groups as target audiences for career field guest speakers, college recruiters, etc. *Involve Homeroom groups in Student Organizations based on career interests *Establish RMS Advisement activities tied to career exploration as part of new bell schedule proposal

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Priority Activity #4

Establish Career Technical Student Organizations as an extension of classroom learning

Background & Overall Goals	2016-2017 Accomplishments	Next Steps
<p>Background: Organizations that existed prior to reVISION: HOSA (Health Science Field) Sponsor - Deb Ziegler</p> <p>DECA (Business, Marketing & Management Field) Sponsor - Tracy Hinchcliff-Smith</p> <p>Goal - Establish a student organization tied to each career field where RHS offers a program of study and/or academy.</p>	<p>Skills USA (Skilled & Technical Sciences & Communication & Information Technology) Sponsor - Andy Berthold 4 member</p> <p>FCCLA (Human Sciences) Sponsor - Christy Krist 10 members</p>	<p>Educator's Rising (Human Sciences) Sponsor - Rebecca Dunn</p>

Ralston High School

Graduation Requirements and Registration Information



2017 - 2018

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Dear Parents and Students

The Ralston High School administration and staff have made it a goal to facilitate the development of curricular and co-curricular programs which result in high levels of student engagement, reflect student needs and interests, integrate technology to achieve program goals, and enable students to understand and appreciate diverse cultures. We are a comprehensive high school offering classes and activities to meet the needs and interests of all students.

This handbook has been prepared to provide specific information about the educational programs we offer, including descriptions for more than 150 course offerings. Parents are encouraged to examine each offering with their son or daughter and assist with class selections. Please give careful consideration to each course selected as we identify our staffing needs, textbook requisitions, and facility needs for the upcoming year based on requests and registrations for each class.

Graduation requirements are given on page 3 of this handbook and the college preparatory program of study is described on page 4. Please note that these totals are the minimum requirements for classes of interest and recognize the educational opportunities made available to them by our staff, and graduate with more than the minimum required number of credits. Students are expected to register for 80 credits per year but would be on track to graduate on time with as few as 60 credits per year.

Now is the time to take advantage of your opportunities! Ralston High School is committed to helping all students plan and prepare for educational opportunities after graduation. Should you have questions or concerns, which are not addressed in this handbook, please feel free to contact any member of our staff for assistance.

Sincerely,
Jesse Tvrdy, Principal

GRADUATION REQUIREMENTS FOR CLASSES 2018, 2019, AND 2020:

	<u>Credits</u>	
1. <u>English (EN)</u> : 35 credit hours (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)	35	Page 12
2. <u>Oral Communication (OC)</u> : 5 credit hours	5	Page 15
3. <u>Social Studies (SS)</u> : 30 credit hours (Must pass World Cultures and Geography, U. S. History and American Government)	30	Page 16
4. <u>Mathematics (MA)</u> : 30 credit hours (Including 10 above Pre-Algebra level.)	30	Page 18
5. <u>Science (SC)</u> : 30 credit hours (Including at least 10 from a life science & 10 from a physical science.)	30	Page 20
6. <u>Physical Education (PE)</u> : *20 credit hours (Must pass Family Life Education/Wellness and Swim / Activity)	20	Page 22
7. <u>Fine Arts (FA)</u> : 10 credit hours	10	
Art		Page 24
Drama		Page 25
Music		Page 25
8. <u>Career Education (CE)</u> : 25 credit hours	25	
Business Education (Must pass Consumer Finance, and Career Exploration)		Page 27
Family & Consumer Sciences		Page 29
Health Sciences		Page 31
Industrial Technology		Page 33
Information Technology		Page 36
9. <u>Elective Courses (EL)</u> : 55 credit hours	55	
World Language		Page 37
Journalism		Page 38
Miscellaneous Elective Courses		Page 39

MINIMUM CREDIT HOURS REQUIRED TO GRADUATE

240

In addition, students must complete 10 hours of Service for Others for each year of attendance at RHS before being awarded a Ralston High School graduation diploma.

*Students may replace up to 5 credits of PE with elective credit if they begin and complete one full season of the following activities: pom, cheer, football, cross country, volleyball, soccer, tennis, swim/dive, basketball, wrestling, golf, track & field, baseball, or softball. The swim & FLE requirements may not be waived. This does not change the minimum number of credits required for graduation.

COLLEGE-PREP PROGRAM OF STUDY FOR CLASSES 2018, 2019, AND 2020:

	<u>Credits</u>
1. <u>English (EN)</u> : 40 credit hours	40 Page 12
2. <u>Oral Communication (OC)</u> : 5 credit hours	5 Page 15
3. <u>Social Studies (SS)</u> : 40 credit hours (Must pass World Cultures and Geography, U. S. History and American Government)	40 Page 16
4. <u>Mathematics (MA)</u> : 40 credit hours (Must include Algebra II or Algebra II/Trig)	40 Page 18
5. <u>Science (SC)</u> : 30 credit hours (Chemistry is recommended)	30 Page 20
6. <u>Physical Education (PE)</u> : *20 credit hours	30 Page 22
7. <u>Fine Arts (FA)</u> : 10 credit hours	10
Art	Page 24
Drama	Page 25
Music	Page 25
8. <u>Career Education (CE)</u> : 25 credit hours	25
Business Education	Page 27
Family & Consumer Sciences	Page 29
Health Sciences	Page 31
Industrial Technology	Page 33
Information Technology	Page 36
9. <u>World Language</u> : 20 credit hours in the same language	20 Page 37
10. <u>Elective Courses (EL)</u> : 10 credit hours	10
World Language	Page 37
Journalism	Page 38
Miscellaneous Courses	Page 39
MINIMUM CREDIT HOURS REQUIRED TO GRADUATE	240

In addition, students must complete 10 hours of Service for Others for each year of attendance at RHS before being awarded a Ralston High School graduation diploma.

*Students may replace up to 5 credits of PE with elective credit if they begin and complete one full season of the following activities: pom, cheer, football, cross country, volleyball, soccer, tennis, swim/dive, basketball, wrestling, golf, track & field, baseball, or softball. The swim & FLE requirements may not be waived. This does not change the minimum number of credits required for graduation.

DEFINITIONS:

Advanced Placement (AP): The Advanced Placement Program provides college level course work in various subject areas to motivate and challenge high school students. Through these courses and their corresponding AP exams, students can earn college credit or placement while still in high school. Students may take any AP test available, regardless of courses completed/course title.

Advanced Rank Classes (AR): These classes are designed for students who are planning to attend four-year colleges. Advanced rank classes are offered in nearly every content area. These courses are demanding, so students should expect to spend additional time outside of class on homework, practice, and study.

Class Load for Students: All students need to register for a minimum of 30 credits each semester. Maintaining passing grades with these class loads will keep students on schedule to meet the minimum graduation requirements within 4 years.

Course Change Policy: Because of the time spent with the Individual Learning Plans and the focus spent on planning for a career, there are only a few ways a schedule will be changed after students' registrations are received: if there is an irresolvable conflict caused by the master schedule; if there was an "F" in the specific curriculum area on the previous report card; if a student picks up an approved class from Metro, UNO, or an internship; or if a student is scheduled with a teacher from whom he/she previously earned an "F" for the course being repeated. Students' schedules will not be changed to get a release period or to leave early for work. Any other requests need to be directed to the counseling department **prior to August 1.** After August 1, consideration will be given only to students who are academically misplaced. In rare circumstances during the semester, parents may wish to drop their son/daughter from a class against the counselor and/or administration's educational recommendations. These students will be dropped with a "WF" for the course grade. There will be a 2 day window at the start of each term to make necessary adjustments to schedules.

Credit: Points earned toward graduation requirements for successfully meeting course objectives. Credit is awarded at the conclusion of each term. Credit is not awarded for repeating a course for which credit has already been earned, unless otherwise noted.

Dual Credit: Several courses in this guide may earn students simultaneous credit in high school and at a postsecondary institution, depending on staff qualifications. In order to earn the credit, the student needs to work with his/her counselor, have a 3.0 GPA and pay the enrollment fee for the college credit. Other courses offered at accredited colleges and universities that are not offered at RHS may receive dual credit. Credit for these courses must be **pre-approved** by the high school administration.

Early Graduation: Students wishing to graduate midterm their senior year must complete an application form with their counselor during their Junior Audit in April. Should students change their minds over summer, the final deadline for application will be August 1st. Any student request to graduate earlier than mid-term must be reviewed by the principal and a recommendation made to the Board of Education for approval.

Scholarships: Students pursuing academic or vocational scholarships for post-secondary education should consult with the College/Career Coordinator in the College/Career Center on a regular basis for scholarship procedures and deadlines. Juniors and sophomores may wish to begin planning with their counselor to identify potential scholarship sources.

Summer School: Offerings will be announced on the school's web page and student announcements in late April or early May.

Grading & Grade Point Average: Most courses are graded on an A-F basis. Some courses are graded on a satisfactory/unsatisfactory (pass/fail) basis. A grade of "F" or unsatisfactory/fail in a course means there have been no credits earned for that course. The Ralston High School Mark Point Table is shown below and an example of how a student's Grade Point Average (GPA) can be determined for a single semester.

Mark Point Table			Example: Determining a Student's Grade Point Average				
Grade Earned	Weighted AP/AR Class	Unweighted Class	Course	Grade	Credits	Mark Point Value	Mark Points
A	5 Mark Points	4 Mark Points	Spanish 3	B	5	times 3	equals 15
B	4 Mark Points	3 Mark Points	US History	C+	5	times 2	equals 10
C	3 Mark Points	2 Mark Points	Geometry	C	5	times 2	equals 10
D	2 Mark Points	1 Mark Point	Biology	B	5	times 3	equals 15
F	0 Mark Points	0 Mark Points	English 2 AR	A-	5	times 5	equals 25
Pass/Fail	Not Computed	Not Computed	Homeroom	P	.25	Not computed in GPA	
For further information please refer to the RHS Student Handbook or see your counselor.			Total Credits	Earned	25.25	Total Mark Points	75
				Attempted	25		
			75 Mark Points divided by 25 Credits Attempted = 3.00 GPA				

Nebraska Career Education Model - <https://www.education.ne.gov/nce/careerclusters/2012NCEModelPoster11X17.pdf>

Courses at Ralston High School are designed to help students meet personal college and career goals. Core academics (1) to prepare students for all facets of life beyond high school in English (EN), math (MA), science (SC), and social studies (SS) are represented by the center of the Nebraska Career Education Model pictured below. Courses in core academics, Fine Arts, (FA), Physical Education (PE), Career Education (CE), and Elective (EL) areas also help students explore possible career interests in each of the six different Career Fields (2) represented by the model's inside colored ring. Icons will appear throughout this book to help identify courses that would be good options for students interested in exploring particular Career Fields (2). Students and parents are encouraged to visit www.education.ne.gov/nce/index.html for more detailed information about the Nebraska Career Education Model, Career Readiness Standards, Programs of Study, and Career Academies to help students plan for meeting their goals after high school.

Program of Study: A sequence of at least three (3) semester-long career education courses in a Career Cluster (from the Nebraska Career Education Model) that prepares students for postsecondary education and entry into a career area of personal choice. The primary purpose of a Program of Study is to provide successful student transitions between high school and postsecondary education. Ralston High School offers programs of study in five of the six Career Field areas: Communication & Information Systems; Skilled & Technical Sciences; Health Sciences; Human Sciences & Education; and Business, Marketing & Management.

Career Academy: A cohort of students engage in a sequence of credit-bearing core academic and career technical courses which reflect a Career Cluster (from the Nebraska Career Education Model) selected in response to local, regional or state employment needs and demand for expertise. Ralston High School offers Career Academies in the Health Science and Skilled and Technical Science Career Fields. An additional academy is being developed in the Human Sciences and Education Career Field.

LEARNING THAT WORKS FOR NEBRASKA™

nebraska career education model

EXPLANATION

The Nebraska Career Education (NCE) Model is a visual representation of the organizational structure of courses designed to prepare students for specific career areas. These courses are offered at middle school, high school, and at two- and four-year colleges and universities.

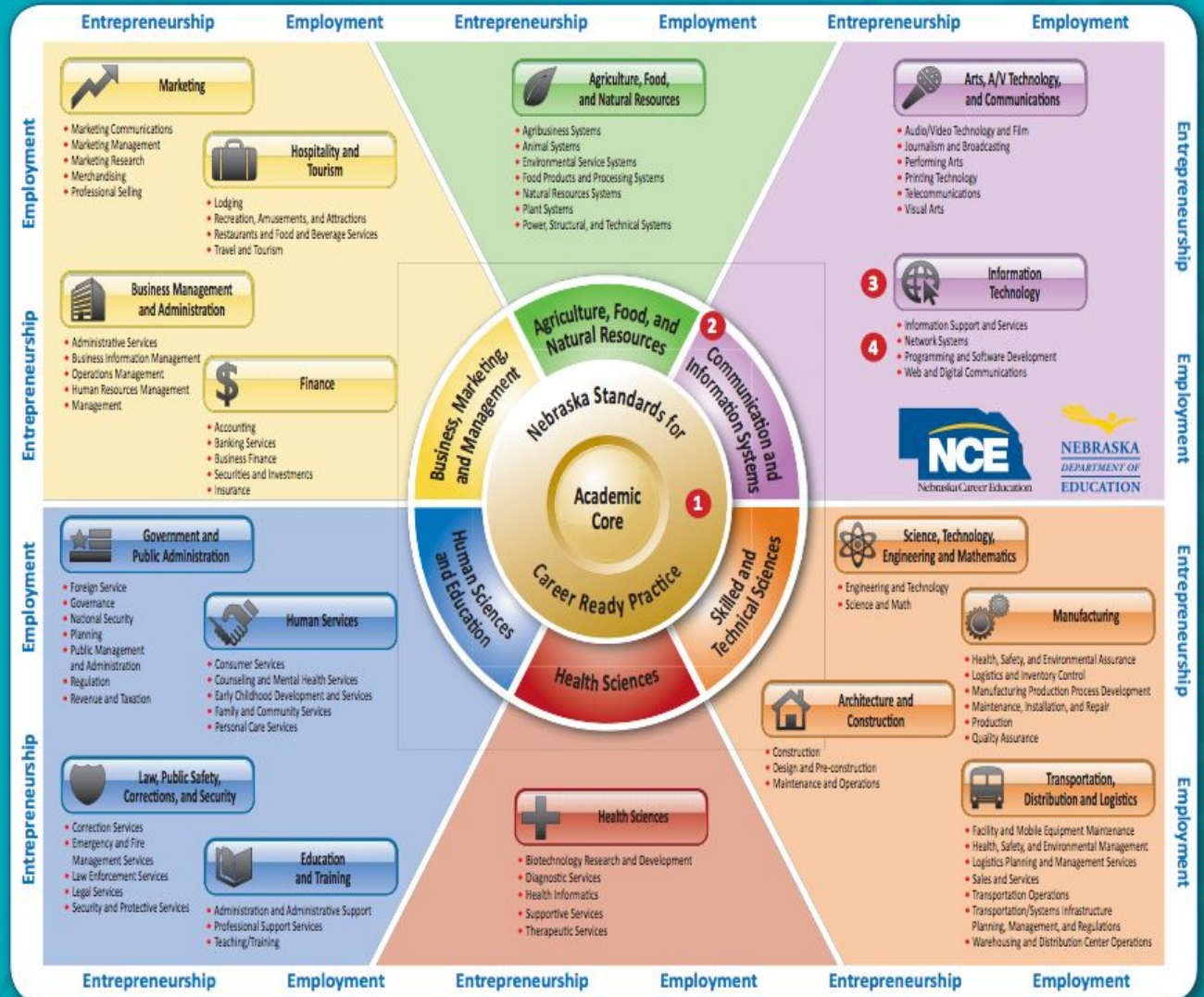
The NCE Model has five distinct levels, each with specific sets of knowledge and skill statements.

- College and Career Readiness** are a set of knowledge and skills common to all 16 Career Clusters.
- Career Fields** are broad groupings of 16 Career Clusters based on commonalities among Clusters.
- Career Clusters** are a grouping of careers with similar skills or common themes based on industry groupings at all educational levels.
- Career Pathways** further define the types of career opportunities within the Cluster.
- Career Specialties** (not shown) are specific job titles within a Pathway within a Cluster.

Additional Resources:

- www.education.ne.gov/nce
- www.ctenebraska.org
- www.nebraskacareerconnections.org
- www.careerclusters.org

Adapted from NASDCTEe/NCTEF Career Clusters: Pathways to College and Career Readiness. Developed by the Nebraska Department of Education 2011.



Recommended Academic Plan

Students are expected to enroll for 80 hours of credit per year, the equivalent of 4 classes per day.

60 hours of courses per year are required as a minimum to be on track to graduate.

* = College Prep program

	Grade 9				Grade 10				Grade 11				Grade 12		
	Term 1	Term 2	Credits		Term 1	Term 2	Credits		Term 1	Term 2	Credits		Term 1	Term 2	Credits
1	English		10	1	English		10	1	English		10	1	*English	*English	10
2	Math		10	2	Math		10	2	Math		10	2	*Math		10
3	World Civilization		10	3	U.S. History OR World Civilization		10	3	Social Studies	Social Studies	10	3	*Social Studies	*Social Studies	10
4	Physical Science OR Biology		10	4	Science		10	4	Science		10	4			
5	Family Life Ed	Swim/ Activity	10	5	Composition	Career Exploration	10	5	Consumer Finance	Speech	10	5			
6	*World Languages		10	6	*World Languages		10	6	Am. Gov.		5	6			
7				7				7				7			
8				8				8				8			

Total Credits 9th _____ (80)

Total Credits 10th _____ (80)

Total Credits 11th _____ (80)

Total Credits 12th _____ (80)

Total = _____ (240)

Registration Worksheet 2017-2018 • 9th Grade

Name _____

All students are expected to sign up for 80 credits per year.
Please double check course numbers. Course numbers must be accurate.

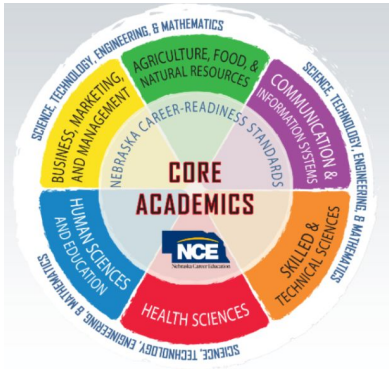
Bring this worksheet, complete with signatures, to your ILP meeting with your Homeroom teacher.

Course #	ENGLISH (Select 1)	Signature	Credits		Course #	PE	Signature	Credits
EN11	ELL Sheltered English I		10		PE01	Family Life Education		5
EN10	English I		10		PE02	Swim/Activity		5
EN12	English 1 AR		10					
Course #	MATH (Select 1)	Signature	Credits		Course #	FINE ARTS	Signature	Credits
MA03	Pre-Algebra		10					
MA04/05	Algebra 1A/Algebra 1B		20					
MA07	Algebra I		10		Course #	CAREER EDUCATION	Signature	Credits
MA08	Freshman Geometry		10					
Course #	SOCIAL STUDIES	Signature	Credits		Course #	ELECTIVE	Signature	Credits
SS25	World Civilization		10					
Course #	SCIENCE	Signature	Credits	Staffing needs, resource requisitions, and facility needs for the upcoming year are based on student selections during the registration process. Requests for course changes after registration, therefore, may not be honored. Give careful consideration to each course selected, so that graduation requirements and post-high school goals are met.				
SC06	General Science		5					
SC02	Biology		10					
SC03	Biology AR		10					
SC08	Physical Science		10					

All students are encouraged to sign up for 80 credits per year, but expected to complete a minimum of 60 credits per year.
Please double check course numbers. Course numbers must be accurate.

Bring this worksheet, complete with signatures, to your ILP meeting with your Homeroom teacher.

	Course #	ENGLISH	Signature	Credits			Course #	PHYSICAL EDUCATION	Signature	Credits
	Course #	SOCIAL STUDIES	Signature	Credits			Course #	CAREER EDUCATION	Signature	Credits
	Course #	MATH	Signature	Credits			Course #	FINE ARTS	Signature	Credits
	Course #	SCIENCE	Signature	Credits			Course #	ELECTIVES	Signature	Credits
Staffing needs, resource requisitions, and facility needs for the upcoming year are based on student selections during the registration process. Requests for course changes after registration, therefore, may not be honored. Give careful consideration to each course selected, so that graduation requirements and post-high school goals are met.										



ENGLISH

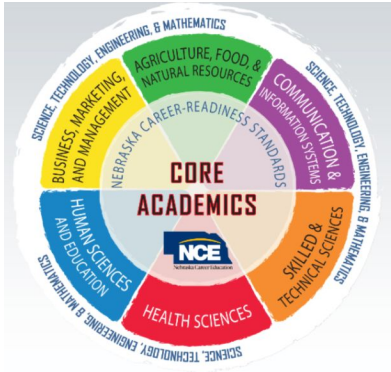
All courses apply to the English Graduation Requirements, unless otherwise noted.

Thirty-five (35) credit hours are required. Students must pass English 1, English 2, English 3, and Composition.

COURSE	CREDITS	PREREQUISITE	COMMENTS
ELL Sheltered English 1 #EN11	10	Teacher recommendation	A comprehensive language arts course that encompasses writing, speaking, grammar usage and literature survey of a variety of genres including poetry, short stories, non fiction, drama and novels. Typical literature units include: <i>The Old Man and the Sea</i> , <i>Romeo & Juliet</i> , and <i>The Odyssey</i> . This course is exclusively for ELL students.
English 1 #EN10	10	None	A comprehensive language arts course that encompasses writing, speaking, grammar usage, ACT vocabulary building, and literature survey of a variety of genres including poetry, short stories, nonfiction, drama, and novels. Typical literature units include, but are not limited to: <i>Of Mice and Men</i> , <i>Romeo and Juliet</i> , and <i>Animal Farm</i> .
English 1 AR #EN12	10	Teacher recommendation & assigned reading	Similar content as English 1 but is for students with above-average English skills and motivation who wish to be challenged by studying literature and writing intensely and at an accelerated pace. Typical literature units include, but are not limited to: <i>The Odyssey</i> , <i>Romeo and Juliet</i> , <i>Oedipus</i> , <i>To Kill a Mockingbird</i> , and <i>Animal Farm</i> .
English 2 #EN20	10	English 1	A comprehensive language arts course that encompasses writing, speaking, grammar usage, ACT vocabulary building, and literature survey of a variety of genres including poetry, short stories, nonfiction, drama, and novels. Typical literature units include (but are not limited to) <i>Night</i> , <i>A Raisin in the Sun</i> , <i>Macbeth</i> , and biographies.
English 2 AR #EN21	10	English 1, teacher recommendation & assigned reading	Similar content as English 2 but is for students with above-average English skills and motivation who wish to be challenged by studying literature and writing at an accelerated pace. The curriculum places an emphasis on nonfiction writing and literary analysis, and includes works such as <i>Night</i> , <i>Brave New World</i> and <i>Macbeth</i> .
English 3/American Literature #EN30	10	English 2	A comprehensive experience exploring selections from major periods in American literary history including works such as: <i>The Crucible</i> , <i>The Scarlet Letter</i> , <i>Huck Finn</i> , <i>The Great Gatsby</i> , <i>The Narrative of the Life of Frederick Douglass</i> , and various essays and poetry. Persuasive writing and literary analysis are the focus for writing instruction. *Please Note: Students who request enrollment in Junior Avenue Scholars will automatically be enrolled in this English course and do NOT need to request it during their ILP meeting.

COURSE	CREDITS	PREREQUISITE	COMMENTS
English 3/ Themes American Lit #EN31	10	English 2 and teacher recommendation	An American literature experience for students who need additional academic support in English courses. This course is not necessarily designed to prepare students for post-secondary English courses.
English 3/ American Lit AR #EN32	10	English 2, teacher recommendation & assigned reading	A comprehensive American literature course for students with superior English skills and motivation who wish to be challenged by studying intensely and at an accelerated pace. A comprehensive literature experience exploring selections from major literary periods in American history including the following: <i>The Crucible</i> , <i>The Narrative of the Life of Frederick Douglass</i> , <i>The Great Gatsby</i> , <i>The Awakening</i> , and <i>The Things They Carried</i> , various essays and poetry appropriate to the corresponding time periods. Persuasive writing and literary analysis are the focus for writing instruction.
Contemporary Literature #EN40	5	Any English 3 class	Contemporary literature is an elective course designed for seniors who have completed required English courses and choose to continue their literary education and development as readers. Books for this course have been selected to encourage students to read literature as a way to personally and critically engage with the world around them and to become lifelong readers. *Please Note: Students who request enrollment in Senior Avenue Scholars will automatically be enrolled in this English course and do NOT need to request it during their ILP meeting.
World Literature #EN41	5	Any English 3 class	For seniors with average to above-average work in American Literature. This is a comprehensive literature class that focuses on the works of writers from other countries.
Reading and Writing for Career #EN42	5	Any English 3 class	Students develop and practice communication skills for career readiness. Emphasis is placed on technical writing styles and critical nonfiction reading. Ethical use of technology and media is explored as students develop awareness of their own leadership and communication styles.
AP English 4/Composition AR #EN43	10	Composition, English 3, teacher recommendation & assigned reading	AP English 4/Composition AR is a college-level course designed to prepare students for the reading and writing they will do in future academic settings. The reading selections, films, concepts, and supplemental materials are rich and challenging, and the pace of the class is intense and demanding. In addition to dozens of poems, short selections, and critical articles, students will read up to ten major works. Students will also be encouraged and expected to connect the course materials to the world around them. Students will be expected to engage in mature critical reading, writing, and discussion that will help them develop skills necessary for their future academic and intellectual endeavors. Students will prepare for AP English exams. Students should expect to either pay for one of the two AP English exams offered in May or the dual credit option when registering for this course. Possible Dual Credit Opportunity

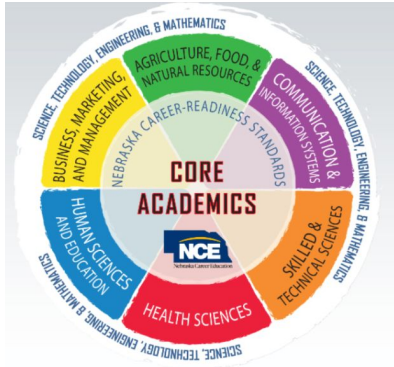
COURSE	CREDITS	PREREQUISITE	COMMENTS
Composition #EN50	5	English 1	Required of all students. Students will enroll for this course during 10 th grade year.
Basic Composition #EN51	5	English 1, Teacher recommendation	A composition class for students who have consistently struggled with English courses and/or do not intend to attend a four-year post-secondary school.
Creative Writing AR #EN52	5	English 1, English 2, and composition. Teacher recommendation	For students who are interested in an intense writing atmosphere, building a writing portfolio, developing skills in revision, independent thought, and collaboration on an in-class publication. Special emphasis is given to creative and personal writing, seeking publication, and written oral feedback and response from other writers. This course will <u>not</u> fulfill the RHS composition graduation requirement. Possible Dual Credit Opportunity



ORAL COMMUNICATIONS

The following courses apply to the Oral Communications Graduation Requirement. Five (5) credit hours are required.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Speech Communication #OC04	5	None	Required course where students analyze and practice a variety of speaking and listening skills.
Basic Speech Communication #OC05	5	Teacher recommendation	A speech class for students who have consistently struggled with English courses and/or do not intend to attend a four-year post-secondary school.
Introduction to Mass Communications #OC06	5	None	This course explores the production, distribution, and impact of mass media texts. Introduction to Mass Media is a prerequisite course for Yearbook 1 and fulfills the Oral Communications graduation requirement.
Debate 1 #OC07	10	None	Students will discuss, research, think and argue about topics sponsored by the National Speech and Debate Association. Students will debate a variety of timely topics regarding current events and moral/philosophical questions. Students enrolled in this course are members of the RHS Debate team and, in order to get the most benefit from the course, students will be expected to participate in tournaments outside the school day.
Debate 2 #OC08 Debate 3 AR #OC09 Debate 4 AR #OC10	10	Debate 1 and Teacher recommendation	For Varsity level debaters who wish to hone their skills and continue to practice argumentation, research, and writing. In addition to the type of work from Debate 1, students in these courses will be responsible for preparing their own debate work, as well as helping new debaters prepare for tournaments. Students enrolled in this course are members of the RHS Debate team and, in order to get the most benefit from the course, students will be expected to participate in tournaments outside the school day.



SOCIAL STUDIES

All courses apply to the Social Studies Graduation Requirements, unless otherwise noted.

Thirty (30) credit hours are required. Students must pass World Cultures & Geography, a US History, and American Government.

COURSE	CREDITS	PREREQUISITE	COMMENTS
World Cultures & Geography #SS09	5	None	A <i>required class</i> for students in graduating classes of 2018, 2019 and 2020. Students will study the characteristics of various cultures along with basic principles of geography.
World Civilization #SS25	10	None	This course provides students with a survey of world history from the medieval period to the present. While it exposes them to a broad view of world events, the focus of this course is to provide students with an understanding of the geography, events, people, ideas, and institutions which have contributed to the modern world.
U.S. History #SS10	10	None	U.S. History is a <i>required course</i> . SS10 is an option to fulfill the credit requirement for U.S. History. This is a survey class that examines American History from 1900 to the present.
ELL Sheltered U. S. History #SS11	10	Teacher recommendation	U.S. History is a <i>required course</i> . This is a survey class that examines American History from 1900 to the present. This class is recommended for ELL students to prepare them for non-ELL Social Studies classes and fulfills the credit requirement for U.S. History.
AP U.S. History AR #SS12	10	Juniors & Seniors only	U.S. History is a <i>required course</i> . SS12 is an academically rigorous option to fulfill the credit requirement for U.S. History and can be taken in addition to SS10. The major purpose of this class is to prepare students for the AP U. S. History exam for college credit. Students should expect to either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity
American Government #SS15	5	None Recommended for Junior or Seniors	A <i>required course</i> that consists of an in-depth study of the Constitution, the interactions of federal, state, and local governments, presidents, and Supreme Court cases.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Economics #SS16	5	None	Economics is the study of making choices on how to use limited resources. This course includes study of both micro and macroeconomics and includes topics such as the banking system, stock market, international trade, and fiscal and monetary policy. Emphasis is placed on information that is relevant and useful to the student.
Intro to Criminal Justice #SS17	5	None	This course is an overview of the history, development, and philosophies of crime control in a democratic society. It examines the 3 main components of the criminal justice system including the police, the courts, and correctional agencies. This course also includes a variety of guest speakers from various components of the justice system.
Ethnic Perspectives #SS18	5	Juniors & Seniors only	A psychological, sociological and historical look at minorities and women in the United States. Due to mature discussion topics, this course is reserved for junior or senior students.
Modern Concepts #SS26	10	None	An in-depth analysis of modern American History with an emphasis on relating historical concepts to today's events. Units of study include the Kennedy Administration, the Kennedy assassination, Vietnam, Watergate, Ford through Bush Administrations, and Terrorism.
Psychology/ Sociology AR #SS27	10	None	Psychology is the study of how the mind and body work together and Sociology is the study of group interactions.



MATHEMATICS

All courses apply to the Math Graduation Requirements, unless otherwise noted.
Thirty (30) credit hours are required.

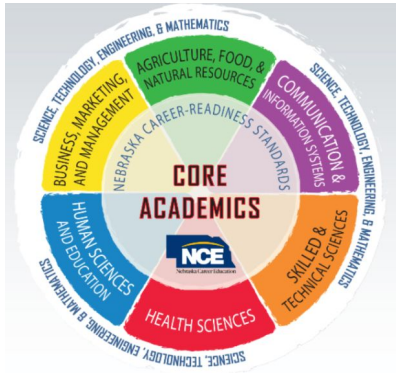
COURSE	CREDITS	PREREQUISITE	COMMENTS
Applied Math #MA02	10	Teacher recommendation	Intended for Junior or Senior students who have not taken Algebra 1. Students explore personal finance, use of formulas for independent living, using statistics in daily life, and problem solving strategies in consumer math. Does not meet college entry requirements.
Pre-Algebra #MA03	10	Teacher recommendation	Intended for students who need a foundation in computations, formulas and basic Algebra skills before taking Algebra 1. Does not meet the college entry requirements.
Algebra 1A #MA04	10	Teacher recommendation	Algebra 1A is designed to meet the needs of the student who will benefit from additional time to study first year algebra. Learn concepts traditionally covered in the first half of Algebra 1, including solving, writing and graphing linear equations. Students must also enroll in Algebra 1B to fulfill the Algebra 1 requirement.
Algebra 1B #MA05	10	Algebra 1A	Algebra 1B is designed to meet the needs of the student who will benefit from additional time to study first year algebra. Learn concepts traditionally covered in the second half of Algebra 1, including quadratic functions, exponents and radicals, and data analysis. Completion of both Algebra 1A and 1B fulfills the Algebra 1 requirement.
Algebra 1 #MA07	10	None	Concepts include solving, graphing, and writing linear and quadratic functions, exponents and radicals, and data analysis.
Freshman Geometry #MA08	10	Algebra 1 and Teacher recommendation	Intended for students at the 9 th grade level. Learn the properties and mathematics of 2 and 3 dimensional shapes. Concepts include logic and proofs, parallel and perpendicular lines, polygons and circles, congruence and similarity of figures, perimeter, area, and volume, and right triangle trigonometry.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Geometry #MA09	10	Algebra 1 or Algebra 1A & 1B	Learn the properties and mathematics of 2 & 3 dimensional shapes. Concepts include logic and proofs, parallel and perpendicular lines, polygons and circles, congruence and similarity of figures, perimeter, area, and volume, and right triangle trigonometry.
Algebra 2 #MA10	10	Algebra 1, Geometry	Algebra 2 is designed to develop advanced Algebra skills. Topics include equations and inequalities, linear, quadratic, and polynomial functions, exponential and logarithmic functions, rational functions, and the study of complex number systems.
Honors Algebra 2/Trig AR #MA11	10	Algebra 1, Freshman Geometry, Teacher recommendation	Develop advanced Algebra skills at a more rapid pace to include the study of right triangle trigonometry, trigonometric functions and applications. AR*
Algebra 3/Trig #MA12	10	Algebra 2 or Algebra 2/Trig	Develop college algebra and trigonometry skills. Study polynomials, exponential and logarithmic functions, and the fundamental trigonometric identities.
Pre-Calculus AR #MA13	10	Algebra 2/Trig or Algebra 3/Trig	A study of a variety of functions including polynomials, exponential, logarithmic and trigonometric functions to prepare for Calculus. A graphing calculator is required.** AR*
AP Calculus AB AR #MA14	10	Pre-Calculus	A study of differentiation and integration. Students should expect to pay for completing the AP Calculus exam or dual credit option when registering for this course. A graphing calculator is required.** AR*
AP Statistics AR #MA15	10	Pre-Calculus	A study of probability and statistics. Students should expect to pay for completing the AP Statistics exam or dual credit option when registering for this course. A graphing calculator with statistics software is required**. AR*

AR* = Advanced Rank classes should expect homework daily.

****Math Supplies:** A graphing calculator for Pre Calculus or Calculus may be checked out or purchased independently.





SCIENCE

All courses apply to the Science Graduation Requirements, unless otherwise noted.

Thirty (30) credit hours are required. Ten (10) hours must be a life science course; ten (10) hours must be a physical science course.

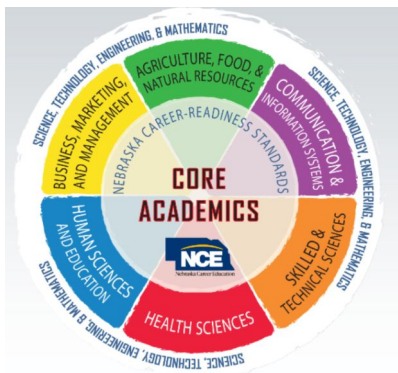
LIFE SCIENCES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Biology #SC02	10	None	A lab based general biology course. Topics include: cell biology, genetics, evolution, and ecology.
Honors Biology AR #SC03	10	Algebra 1 and/or Science Teacher recommendation	A lab based course for students who are highly motivated and wish to be challenged by studying biological topics intensely and at an accelerated pace. Topics include cell biology, genetics, evolution and ecology.
AP Biology AR #SC04	10	Biology, Chemistry, and completion of summer project	Recommended for highly motivated students with an interest in advanced study in science. Periodically, labs may extend past regular school hours. Students should expect to either pay for completing the AP exam or dual credit option when registering for this course. UNO
Human Anatomy & Physiology AR #SC05	10	Biology & Chemistry OR Physical Science with teacher recommendation	For students participating in a college preparatory program and interested in Health Science and/or Agriculture, Food and Natural Resource Career fields. Students will study structure and function of the human body.
Medical Sciences Academy 1 AR #CE33 Year 1	20	<i>Application</i> ; Strong Math & Science recommended; to be taken as a junior	Students in Year 1 of the Academy will complete the Human Anatomy and Physiology AR course as outlined above. Students who are not accepted in the Academy program may not be in this section of Anatomy & Physiology. See page 31 for a full description. <i>Please Note: Application Required, available in the Guidance Office.</i>

COURSE	CREDITS	PREREQUISITE	COMMENTS
UNMC Alliance AR #CE35	20	Junior/Senior <i>Application Required</i> , available in the Guidance Office	The UNMC High School Alliance is a partnership between the University of Nebraska Medical Center and public school districts in the greater Omaha area. It is designed to offer unique and innovative science classes to high school juniors and seniors that are not available in the traditional high school setting. Classes are conducted each day at the UNMC campus from 1:00 – 3:00, selected RHS students would commit periods 3-5 each day for the year to the courses offered by UNMC staff. Ten of the 20 credits will count as SC05 Anatomy & Physiology credit; the remaining 10 credits will count as career elective credits graded as an average of UNMC grades earned by the end of RHS terms 2 and 4 dates. Please Note: Application Required, available in the Guidance Office.

PHYSICAL SCIENCES

General Science #SC06	10	None	A lab-based course intended for freshmen who need a foundation in the science skills necessary to succeed in future high school science courses. The course will introduce biology and earth science concepts and laboratory skills.
Applied Physical Science #SC07	10	None	A lab-based, general physical science class that involves everyday applications of physics and chemistry principles. Not recognized for college-prep program of study.
Physical Science #SC08	10	None	An introductory chemistry and physics course involving the study of atomic structure, matter, chemical reactions, motion, forces, and energy.
Earth Science #SC09	10	Biology OR Physical Science	Study of the earth processes, including geology, meteorology, astronomy, and oceanography.
Chemistry 1 AR #SC10	10	Biology, and Algebra 1	Traditional algebra-based chemistry course. Central themes will involve atomic structure, properties of matter, chemical reactions, stoichiometric calculations.
*AP Chemistry 2 AR Offered again in 2018-2019	10	Chemistry I, Algebra II, Physics OR Teacher recommendation	An in-depth extension of Chemistry, which will include the following topics; reaction rates, thermochemistry, electrochemistry, equilibrium, and organic chemistry. Students should expect to pay for completing the AP exam when registering for this course. *Please Note: This course will be offered every OTHER year, beginning with the 2016-17 school year. Please plan and register accordingly. Possible Dual Credit Opportunity
Physics AR #SC12	10	Biology, and Algebra II	An academically rigorous course emphasizing Newtonian mechanics, waves, and optics.
AP Physics 2 AR #SC13	10	Physics AR	Second-year Physics course emphasizing fluid mechanics, nuclear physics, electricity and magnetism. Students should expect to either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity



PHYSICAL EDUCATION

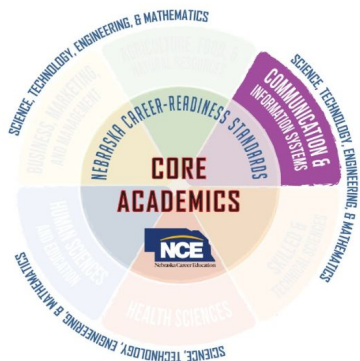
All courses apply to the Physical Education Graduation Requirements, unless otherwise noted.

Twenty (20) credit hours are required, including Family Life Education and **Intro to Swim and Activity**.

All classes except FLE will have a thirty minute fitness component.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Family Life Education #PE01	5	None	<i>Required</i> basic wellness course. This class covers information that will help students progress through life and covers topics such as harassment, healthy choices and behaviors, nutrition, injury prevention, drug/alcohol education, reproduction, pregnancy and STD's education. Parents concerned by this course content are encouraged to read the "Parent/Guardian Option to Remove" section of the RHS student handbook.
Intro to Swim and Activity #PE02	5	None	<i>Required.</i> One term comprised of basic fitness and game activities with an introduction to basic swimming skills, strokes, water survival, and aquatic activities.
Cardio Fitness #PE04	5	None	Cardiovascular workouts and development through the involvement in a variety of activities such as dance, kickboxing, walking, running, step aerobics, yoga, pilates, and cardio games. Course can be repeated for credit.
Team Sports #PE05	5	None	Team sports and dual sports of all kinds. An introduction to the origin, and strategies of sports and games. Course can be repeated for credit.
Scuba Diving #PE06	5	PE01, PE02, teacher recommendation	Scuba lessons; materials fee of approximately \$85.00 to cover air refills. Open water certification dive (spring only) will be offered for a fee.
Lifeguard Training #PE07	5	15 years old, PE01, PE02, and teacher recommendation	American Red Cross certification in lifeguarding techniques. Approximate charge of \$55.00 for handbook and breathing mask.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Outdoor Education and Recreation #PE08	5	PE01, PE02, and one additional PE course	Junior or senior students who have completed their required courses PE01 and PE02 participate in a variety of outdoor activities consisting of units in golf, tennis, volleyball, badminton, canoeing, bicycling, and survival skills.
Introduction to Strength and Fitness #PE10	5	None	Introduction to weight room concepts and a variety of lifting programs. Technique, safety and injury prevention will be strongly emphasized. Course can be repeated for credit.
Intermediate Strength and Conditioning #PE11	5	Introduction to Strength and Fitness	This course provides more advanced lifting techniques and offers speed and agility training. Students will learn to identify physiological differences in strength training phases and development. Course can be repeated for credit.



FINE ARTS

All courses apply to the Fine Arts Graduation Requirements, unless otherwise noted.
Ten (10) credit hours are required.

The following courses support exploration in the Communications and Information Systems Career Fields, unless otherwise noted.

ART

All art students keep portfolios and sketchbooks. Fees are assessed for missing and/or damaged art supplies and books assigned to students.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Art #FA01	5	None	This is the foundation course for the other course offerings in the art department. Students will build vocabulary and make works of art that explore different kinds of subject matter, media and technique.
Basic Art #FA02	5	Intro to Art	Students will understand and use organizational principles and expressive images to communicate their own ideas in works of art. An understanding of art style will be demonstrated while developing unique media skills such as drawing, painting, printmaking and collage.
Computer Art #FA04	5	Intro to Art	This course works entirely on the computer to build technology skills required to make art with industry standard programs like Photoshop and Flash. Students will draw, photo manipulate and animate with a variety of projects as they learn how to be creative with some of the same software used in the professional world today. A basic knowledge of computer programs is helpful but not required.
Pottery/Sculpture #FA05	5	Intro to Art	This course explores the basic processes needed to make artwork in 3 dimensions. Students will learn a variety of skills such as basic techniques for hand building clay and wheel throwing as well as sculptural building for a unique hands on course. Take this course repeatedly to explore new ideas and individualize the content developed. <i>A clay fee for projects is required.</i>
Graphic Design #FA06	5	Computer Art	Students will explore a mixture of technology and traditional media to create artwork used to communicate idea and function as a real world experience. Take this course repeatedly to explore new ideas and individualize the content developed.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Advanced Art #FA07	5	FA01 plus 5 additional art credits	This course will use advanced art processes and further develop skills needed to grow as an artist. Students will use drawing and painting skills to communicate unique ideas as they learn more about style and process. Those who enjoy making art and those who plan on a career in art will find this course challenging and fun. Take this course repeatedly to explore new ideas and individualize the content developed.

DRAMA

COURSE	CREDITS	PREREQUISITE	COMMENTS
Drama 1 #FA10	10	None	Present cuttings from plays, look at past, present and the future of theater; introduction to pantomime, improvisation, combat, and voice.
Drama 2 #FA11	10	Drama 1	Participate in directing, acting, and designing; work on individual areas; explore theatre history.
Stagecraft #CE56	10	None	Construct stage settings; work on theater sound and lighting systems, props (design and construct), and all technical aspects of theater. May be responsible for theater management outside of the school day. Course can be repeated for credit. Career Education or Elective Credit Only – Does not count as fine arts credit.

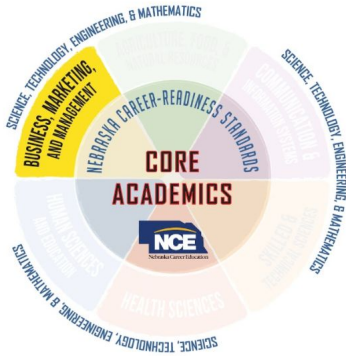
INSTRUMENTAL AND VOCAL MUSIC

COURSE	CREDITS	PREREQUISITE	COMMENTS
Marching/Concert Band #FA20	10	Previous experience playing a musical instrument, teacher recommendation	Rehearsals, competitions and concerts outside of the school day are required. Develop advanced musical skills, individual and ensemble techniques, marching band drill techniques and concert band repertoire.
Color Guard/ Winter Guard #FA24	2.5	Audition	Recommended for band auxiliary units. Rehearsals, competitions and performances outside of the school day are required. Develop dance and movement techniques. Rehearse and perform as an ensemble. Attend one required section per week plus full band rehearsals in fall season.
Jazz/Rock Ensemble #FA25	7.5	Audition; concurrent enrollment in Band	Proficiency on wind, keyboard, guitar or percussion instruments. Provide ensemble, sectional, and solo experience in a big band jazz format. Improvisation skills will be encouraged. In order to get the most benefit from the course, rehearsals and performances outside of the school day are expected.

COURSE	CREDITS	PREREQUISITE	COMMENTS
RAM Choir #FA32	10	Basic singing ability and the ability to match pitch	Students will study a wide variety of musical styles, with particular emphasis on contemporary music. Develop advanced singing techniques, voice production, sight singing and music reading skills. Study various music styles and periods of music. Students will perform in all department Concerts and performances. In order to get the most benefit from the course, performances outside of the school day are expected.
Class Voice and Advanced Musicianship #FA33	5	Previous music experience; teacher recommendation	An advanced-level course for singers. Students will study basic music theory, and vocal production on an individual basis. Students will learn vocal pedagogy, vocal health, study oratorios, art songs and arias, and perform in student recitals. Students are required to participate in All State Music auditions as well as District Music Contest. This course may be repeated for credit.
Women's Choir: Runway #FA31	10	Audition; teacher recommendation	All women's ensemble performs various styles of music, using choreography. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. Group will perform at all assigned concerts and competitions. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day are expected. This course may be repeated for credit.
JV Show Choir: Rampage #FA34	10	Audition; teacher recommendation	Perform various styles of music, using choreography. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. Group will perform at all assigned concerts and competitions. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day are expected. This course may be repeated for credit.
Show/Chamber Choir: RUSH #FA35	10	Audition; teacher recommendation	Perform contemporary choral music, using choreography when appropriate. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. Simultaneously study standard choral and chamber music as well as a competition show choir show. Group will perform at all assigned concerts and competitions. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day / term the course meets are expected. This course may be repeated for credit.

Career Education

All courses apply to the Career Education Graduation Requirements unless otherwise noted. Twenty-five (25) credits are required, including Career Exploration and Consumer Finance.



BUSINESS EDUCATION

The following courses support career exploration in the Business, Marketing and Management Career Field unless otherwise noted. Students interested in these Career Fields are strongly encouraged to become involved in DECA, Distributive Education Clubs of America.

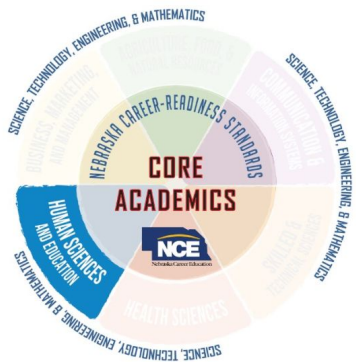
COURSE	CREDITS	PREREQUISITE	COMMENTS
Intro to Business, Marketing & Management #CE00	5	None	This course is designed as an introductory overview of Business, Marketing, and Management Career Fields. Units of study include economic systems, forms of business ownership, management, marketing, and accounting. Career opportunities will also be studied.
Career Exploration #CE01	5	None	<i>Successful completion of this course is required as a part of the Career Education graduation requirements.</i> Students use the NECC web site to complete values, skills and interest surveys as part of a career research paper. Students create a resume and practice job interview and workplace communication skills.
Personal Finance #CE02	5	None	<i>Successful completion of this course is required as part of the Career Education graduation requirements.</i> Learn the following economic concepts used in everyday life: banking, credit, insurance, income tax, budgeting, investments and consumerism. This requirement will be waived if a satisfactory score is earned on the competency test.
Info Tech 1 #CE03	5	None	Students will have the opportunity to earn Microsoft Office certification. By obtaining MOS certification, you demonstrate to employers that your knowledge is up-to-date with the industry standard. Though you are likely to be familiar with the MS Office Suite through your studies in technology, formal MOS certification shows that you have an in-depth knowledge of these programs.

Digital Media #CE04	5	None	Students will work with a variety of software to develop items, such as digital media, podcasts, and E-portfolios. Students will develop skills in storyboarding, digital video capturing and editing, beginning animation, photo editing and web design. A project-based approach is used through the integration of a variety of digital media.
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COURSE	CREDITS	PREREQUISITE	COMMENTS
Accounting 1 #CE05	10	None	Learn the accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. Basic accounting including recording, summarizing, reporting, principles of income measurement, asset valuation, accounting systems, and control.
Accounting 2 #CE06	10	Accounting 1	Students will learn partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills. Recommended for all students taking business curriculum post-high school.
Business Law #CE07	5	None	Students will study law as it generally relates to society, consumers, and the business community. Be introduced to “preventive law” by crimes, torts, law enforcement, court systems, and procedures.
Marketing/Marketing 2 Management #CE10/ #CE1M	10	None	In this two term course, students explore basic business skills that can be used in any career. Essential if taking business courses in college. Students learn the 4 P’s (Product, Price, Place, Promotion) of marketing, general economics and business foundations. The application of academic concepts and technology are integrated throughout the curriculum. Students will also apply promotion, channel management, marketing information management, market planning, pricing, and product management in the creation of a marketing proposal for a product invention. The course utilizes communication, team building and problem solving skills while applying academic and critical thinking strategies. Students can also join DECA by taking this two-term course.
*Entrepreneurship #CE11	5	CE10 and CE1M are required	Students will apply marketing fundamentals (market analysis, marketing mix and financial analysis) to develop a business plan. Students will analyze a business plan for a small business and they will apply the skills of human resource management that are critical to success in operating a small business. Students will gain knowledge from business owners through speaking engagements or field trips. Students are eligible for Marketing Internship and DECA. *Please Note: This course will be offered every OTHER year, beginning with the 2017-2018 school year. Please plan and register accordingly.
Advanced Marketing This course will be offered again in 2018-19	5	CE10 and CE1M are required	Students will apply concepts of business development to conduct market research analysis, create start-up plans and/or propose promotional activities for current businesses and local organizations. Students can choose to write a project in relation to Sports, Fashion or Business Research. Students will demonstrate communication, interpersonal, leadership, technology skills, employability, and career development strategies in project-based activities. They are eligible for Marketing Internship and DECA. *Please Note: This course will be offered every OTHER year, beginning with the 2018-2019 school year. Please plan and register accordingly.

Intro to Principles of Business AR #CE16	5	Teacher Recommendation	This course is a college level course intended for junior and senior students who are interested in learning the basics of business. Students have the option to earn college credit. The course is designed to clarify the many aspects of business functions such as management, organization, human relations, marketing, accounting, finance, and ethics. Students will write a business plan and are eligible for DECA.
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COURSE	CREDITS	PREREQUISITE	COMMENTS
Marketing Internship #CE17	10	CE10 and CE1M are required plus current enrollment in CE11 or above	Supervised work experience for seniors only who are considering a future career in marketing-related occupations. Early release can be obtained. Must be in an advanced marketing class at the same time and provide own transportation. This class is graded on a pass/fail basis and does not impact a student's GPA or class rank calculations.



FAMILY & CONSUMER SCIENCES

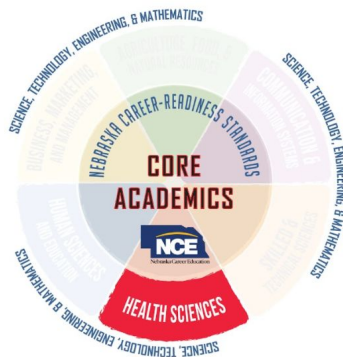
The following courses support career exploration in the Human Sciences and Education Career Field, unless otherwise noted.

Students interested in these Career Fields are strongly encouraged to become involved in FCCLA, Family, Career & Community Leaders of America.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Foods 1: Nutrition & Wellness #CE20	5	None	This class introduces students to the basics of cooking, healthy meal planning, and food budgeting. This class focuses on the 6 essential nutrients, principles of food preparation, the proper use of cooking equipment, and safe kitchen practices. This class is the first class in the Culinary Arts pathway.
Culinary Skills 1 #CE21	5	Foods 1	Students will explore cultural influences of food, meal planning, basic kitchen math and budgeting, and scientific advances in food. Curriculum will focus on intermediate culinary skills, industry safety and sanitation practices, interpersonal and communication skills. This class is the intermediate course in the Culinary Arts pathway.
Culinary Skills 2	10	Foods 1, and Culinary Skills 1	Designed for students interested in a future career involving food preparation. The advanced curriculum focuses on the food service industry and provides training in workplace and culinary skills, interpersonal and communication

#CE22		plus Application available in Guidance Office	skills, as well as an exposure to the areas of restaurant management and career exploration. ServSafe Food Handler Certification is available at this level through the National Restaurant Association. This is the capstone course for the Culinary Arts pathway. Juniors and Seniors will be given first priority in the application process.
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COURSE	CREDITS	PREREQUISITE	COMMENTS
Child Development #CE24	5	None	The study of parenting and child development from prenatal stage to kindergarten. The following concepts will be covered in this course: developmental theories such as nature vs. nurture; heredity; social, emotional, physical, and intellectual development; parenting styles; nutrition; and child development careers. Students will observe children during school and outside of school to analyze developmental milestones and concepts learned in the course. This class is recommended in preparation for the Education and Training Pathway consisting of Introduction to Education and Training, Best Practices in Education and Training, and the Future Teacher Internship.
Interior Design #CE25	5	None	Explore the careers of interior design and architecture through the principles and elements of design. Students will learn the history of American home architecture. Students will utilize online CAD programs to build and furnish homes. along with creating design boards to present to a client.
Creative Textiles Design #CE26	5	None	A project-oriented, hands-on class designing and creating textile pieces. Students will learn skills to be used in clothing care, maintenance, repair, and construction. Students will explore the concepts of design related to clothing and explore career opportunities in the textile industry. Course expenses: approximately \$20 per project, average 2-4 projects. Course may be repeated for credit with more advanced skills/projects created.
Introduction to Education and Training #CE27	5	None	This class is for students who are exploring the idea of a career in education and/or child care industries. Students will learn about the history of education in America and analyze the impact on current education and training trends. Students will explore different teaching philosophies and how they work in order to engage individual students in their education.
Best Practices in Education and Training / Future-Teacher Internship #CE29/ #CE28	10	Introduction to Education and Training & Application Available in Guidance Office	This academy series of courses is for students pursuing a career in education and/or child care industries. Juniors and Seniors will be given first priority in the application process. Students will explore strategies and practices used in education and have supervised work experience to apply that learning . Students will learn the developmental stages of children in order to tailor learning strategies appropriately and plan instruction for the learning environment. Students will be responsible for their own transportation for the Internship portion of the class. Please Note: Application Required, available in the Guidance Office.



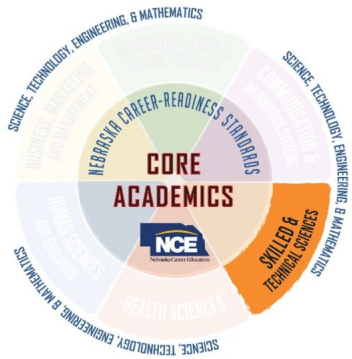
HEALTH SCIENCES

The following courses support career exploration in the Health Sciences Career Field.

Students interested in these Career Fields are strongly encouraged to become involved in HOSA, Health Occupations Students of America.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Health Science/ Medical Terminology #CE30/CE36	10	None	Intro to Health Science / Medical Terminology is a two-term course strongly recommended for entry to Nursing Assisting and is required for entry into the Medical Sciences Academy. Students explore all of the body systems, diseases that affect those systems and the health careers that are involved in the care of each system. Medical terminology is infused throughout the course and includes medical word roots, prefixes and suffixes. Application of these terms increases as the course progresses.
Health Science/ CERT #CE31	10	Intro to Health Science is highly recommended	CERT (community emergency response training) is a training program that prepares you to help yourself, your family, and your neighbors in the event of a disaster. You will learn how to: identify and anticipate hazards, reduce fire hazards in the home and workplace, extinguish small fires, assist emergency responders, conduct light search and rescue, set up medical treatment areas, apply basic medical techniques, help reduce survivor stress. A limited number of students will be selected for this class.
Nursing Assisting #CE32	10	Intro to Health Science is highly recommended	This course is the basic 76+ hour nursing assisting course approved by the Department of Health and Human Services. Upon successful completion of the course and the state testing, students will be placed on the nurse aide registry at the department of health and would be qualified to work as a nursing assistant. Please note that you must be 16 in order to work as a nurse assistant but you do NOT have to be 16 to take the course. A limited number of students will be selected for this class.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Medical Sciences Academy 1 #CE33	20	Application Required Available in Guidance Office	There will be a limited number of <u>juniors</u> accepted into this program. Selection is based on successful completion of Intro to Health Science, science and math courses taken, GPA, attendance and classroom/school behavior. This Academy is taken concurrently with Anatomy & Physiology. Students in Academy I will complete the basic 76+ hour nursing assisting course approved by the Department of Health and Human Services. Upon successful completion of the course and the state testing, students will be placed on the nurse aide registry at the department of health and would be qualified to work as a nursing assistant. Please note that you must be 16 in order to work as a nurse assistant but you do NOT have to be 16 to take the course. <i>Please Note: Application Required, available in the Guidance Office.</i>
Medical Sciences Academy 2 AR #CE34	20	Health Sciences Academy 1 OR Nursing Assisting AND Anatomy & Physiology	Academy 2 <u>seniors</u> meet M – F at various locations in the Omaha area in order to complete job shadowing and mini-internship experiences in a wide range of health related occupational fields. Students are responsible for their own timely and reliable transportation to sites. It is important to note that students coming from Academy I will have first choice for Academy II. There may be a limited number of spaces available for Year II students entering the program who have not taken Year I, provided the applicant has earned CNA certification and successfully completed Anatomy & Physiology.
Health Science Internship #CE39	10	Academy 1 or Nursing Assisting	A course that allows seniors to receive high school credit for a job in the health care areas. The Health Science coordinator must approve the job. Students should plan to work a minimum of 10 hours per week and complete regular written reflections to earn credit.
UNMC Alliance AR #CE35	20	Junior/Senior Application Required, available in the Guidance Office	The UNMC High School Alliance is a partnership between the University of Nebraska Medical Center and public school districts in the greater Omaha area. It is designed to offer unique and innovative science classes to high school juniors and seniors that are not available in the traditional high school setting. Classes are conducted each day at the UNMC campus from 1:00 – 3:00, selected RHS students would commit periods 3-5 each day for the year to the courses offered by UNMC staff. Ten of the 20 credits will count as SC05 Anatomy & Physiology credit; the remaining 10 credits will count as career elective credits graded as an average of UNMC grades earned by the end of RHS terms 2 and 4 dates. <i>Please Note: Application Required, available in the Guidance Office.</i>

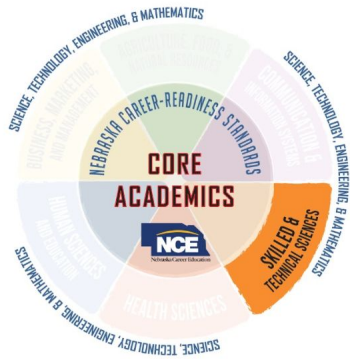


INDUSTRIAL TECHNOLOGY – AUTOMOTIVE

The following courses support career exploration in the Skilled and Technical Sciences Career Field.

Students interested in these Career Fields are strongly encouraged to become involved in Skills USA.

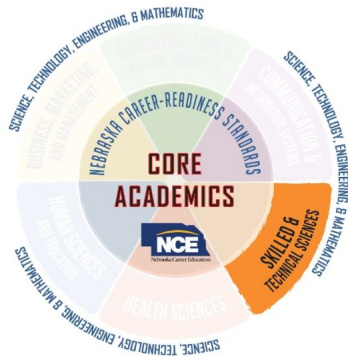
COURSE	CREDITS	PREREQUISITE	COMMENTS
Intro to Small Engines Environment #CE40	5	None	Small engines is designed to provide students with the fundamental knowledge and experience in using and maintaining equipment powered by a small gas engine. Students will disassemble and reassemble the engine. Students will also learn engine components and systems that make the engine run. Routine maintenance procedures related to small gas engines will also be discussed.
Intro to Transportation Systems #CE41	5	None	Formerly known as Car Care, this class is designed to provide all drivers with the fundamental knowledge and experience in owning and maintaining an automobile. Students will learn how to perform basic services to his/her vehicle such as changing oil, putting on a spare tire, rotating tires, checking fluids, belts, hoses, filters, wipers, tires, and lights.
Automotive Technology Academy Year 1 #CEA1 / CEA2 / CEA3 / CEA4 COMING IN 2018-2019 Automotive Academy - Year 2 giving students experience to move into a career in Transportation, Distribution, and Logistics.	20	Intro to Transportation Systems & Small Engines OR make arrangements with the academy teacher and pass a Mechanical Aptitude Test	The Automotive Technology Academy is a 2 year program that helps students develop skills needed to be successful in the automotive service industry. Students will learn theory, diagnosis, and service procedures related to the automotive service industry in the following areas: <u>Intro to Automotive Technology</u> - provides instruction and hands-on activities in automotive safety, chemicals used, careers, and common shop practices including, but not limited to: tool and equipment usage, fasteners and torquing techniques, measurements, and reference materials. <u>Automotive Electricity / Electronics</u> - provided instruction and hands-on activities in automotive electrical/electronic systems. Topics include safety, electrical/electronic components and circuits, meter use, starting systems, and charging systems. <u>Automotive Brake Systems</u> - provides instruction and hands-on activities in automotive braking systems and service. Operation and component information for various types of braking systems will be presented and discussed. Anti-lock brakes and traction/stability controls are introduced. <u>Automotive Suspension and Steering</u> - provides instruction and hands-on activities on automotive suspension and steering systems and service. Inspection and repair procedures are emphasized and wheel alignment theory and practice is presented.



INDUSTRIAL TECHNOLOGY – COMPUTER AIDED DRAFTING

The following courses support career exploration in the Skilled and Technical Sciences Career Field. Students interested in these Career Fields are strongly encouraged to become involved in Skills USA.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Intro to Drafting & Engineering #CE49	5	None	This is an introductory class for the Drafting and Engineering courses. It is designed to expose students for future Drafting and/or Engineering classes. Topics addressed will include engineering design process, career opportunities, and basic uses of Autodesk Computer Aided Drafting (CAD) software.
Architecture Environment #CE45	5	Intro to Drafting & Engineering	This course is designed to give the students the opportunity to build on skills from the previous Introduction class. Students will learn about house styles, the history of homes, building construction processes, building materials and print reading skills while using Autodesk Computer Aided Drafting (CAD) Software.
Engineering Concepts #CE46	5	Intro to Drafting & Engineering	This course is designed to give students the opportunity to learn about various careers in engineering. Students will work on mechanical/engineering projects that promote problem solving skills through hand on activities and continued application of CAD software. Students will learn about the engineering design process and implement it throughout the class.

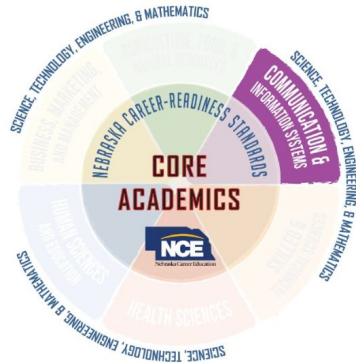


INDUSTRIAL TECHNOLOGY – WOODWORKING / CONSTRUCTION

The following courses support career exploration in the Skilled and Technical Sciences Career Field. Students interested in these Career Fields are strongly encouraged to become involved in Skills USA.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Construction Zone Environment #CE50	5	None	This course provides the skills and technical knowledge for a beginning student in areas of industry, safety, material, and process understanding as it relates to the building trades. The student will develop an awareness of construction, design, and manufacturing areas. Skills taught include plumbing, HVAC, electrical, drywall, bricklaying, roofing, and metal machining. Hands-on learning allows students to actively participate during this class to acquire a broad understanding of construction skills.
Introduction to Woods Environment #CE51	5	None	This is a beginning level woodworking course that provides hands on experience for students as they learn about career opportunities in the construction industry. The students will work toward mastery level measuring skills, and demonstrate proper use and safety procedures for hand tools, equipment, and machine tool operations. Students will create multiple projects in the class. <i>A project fee is required.</i>
Woods 2 Manufacturing #CE52	5	Intro to Woods Environment	This course builds on the concepts and skills that were introduced in Introduction to Woods Environment. Students will demonstrate skill mastery and be responsible for calculating materials and costs for projects. Students will create multiple projects in the class. <i>A project fee is required.</i>
Advanced Woods Manufacturing #CE53	10	Intro Woods and Woods 2	This is a capstone level woodworking course designed for students interested in construction industry careers. Students will demonstrate mastery of advanced project planning skills along with continued machine operation and safety. Individual projects will be discussed in advance with <i>fees assigned accordingly</i> prior to work beginning.
Principles of Home Maintenance #CE54	5	None	This course provides an overview of the total construction process of a home. Students will develop problem-solving and critical-thinking skills by identifying the relationship between resources and requirements of a project/problem to accomplish realistic planning in a home. Students develop basic skills necessary for maintenance and repairs around the home. Students will be introduced to power tools and basic hand tools.

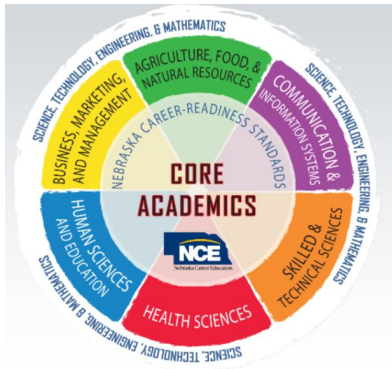
COURSE	CREDITS	PREREQUISITE	COMMENTS
Advanced Construction #CE55	10	Intro Woods and Woods 2	This is a capstone level construction course designed for students interested in pursuing a career in the construction industry. Students will demonstrate mastery of advanced project planning skills along with continued machine operation and safety. Students will work as a team to engage in construction processes to include framing, siding, or other relevant projects both on and off the RHS Campus. Any individual projects will be discussed in advance with <i>fees assigned accordingly</i> prior to work beginning.



INFORMATION TECHNOLOGY

The following courses support career exploration in the Communication and Information Systems Career Field. Students interested in these Career Fields are strongly encouraged to become involved in Skills USA.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Foundations of Computing #CE64	5	None	Foundations of Computing is an introductory computer science survey course. It covers a large array of topics such as physical computing, web design, animation, data, and an introduction to programming. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.
Computer Science Principles #CE65	10	Algebra 1 or Foundations of Computing	This course builds on the Foundations of Computing course and is for students who are interested in pursuing a career in computer science. Students will be introduced to the foundational concepts of computer programming while being challenged to explore how computing and technology can impact the world. This class is project based and will foster collaboration and creativity while exploring the social and ethical impacts of computing.



ELECTIVE COURSES

All courses apply to the Elective Credit Graduation Requirements, unless otherwise noted.

The following courses support Core Academics or career exploration as noted by their color.

Students are strongly encouraged to become involved in corresponding student organizations, DECA, FCCLA, HOSA, and/or Skills USA.

WORLD LANGUAGES

To graduate from Ralston High School, students do not need World Language credit (elective credit only). However, many universities have an admission requirement of at least two years of the same world language in high school.

The Seal of Biliteracy will be awarded to graduating seniors who have mastered standard academic English, as well as a second language. Students must be enrolled in 3 or 4 consecutive years or more in the same language, must be of junior or senior standing, and attain a score of 3 or higher on the Advanced Placement [AP] Language and Culture World Language exam to earn this honor on their diploma their senior year.

COURSE	CREDITS	PREREQUISITE	COMMENTS
French 1 #EL01 Spanish 1 #EL11	10	None	Learn basic listening, speaking, writing and reading skills. Master common vocabulary and expressions. Study fundamental grammatical structures. Gain understanding of cultural traditions and institutions of the target countries.
French 2 #EL02 Spanish 2 #EL12	10	French 1 (C or higher recommended) Spanish 1 (C or higher recommended)	Continue to practice core language skills in target language while expanding fluency. Study culture on an expanded level, as well as compare and contrast the various target countries. A “C” or higher in previous level is recommended.
French 3 #EL03 Spanish 3 #EL13	10	French 2 (C or higher recommended) Spanish 2 (C or higher recommended)	Speak and write language in authentic context. Read creative writings in the target language. Unique cross-cultural experiences will be offered. A “C” or higher in previous level is recommended.
French 4 AR #EL04 Spanish 4 AR #EL14	10	French 3 Spanish 3 Teacher recommendation	Level 4 of language is considered “Pre-AP” with the course being designed to prepare students for AP World Language 5 AR or anticipated college curriculum. Curriculum centers around building fluency and communicative competency so that students can express themselves on the intermediate level using global themes (families and communities, personal and public identities, global challenges, science and technology, contemporary life, beauty and the aesthetic).

COURSE	CREDITS	PREREQUISITE	COMMENTS
French 5 AR #EL05 AP Spanish 5 AR #EL15	10	French 4 Spanish 4 Teacher recommendation	Level 5 of language study focuses on intermediate proficiency in reading, writing, and speaking in the target language. Students who complete this course expand their skills while communicating about global themes (families and communities, personal and public identities, global challenges, science and technology, contemporary life, beauty and the aesthetic). Students should expect to either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity. Students who pass the AP exam qualify for the Seal of Biliteracy.
Spanish for Spanish Speakers 1 #EL16	10	Spanish Speaker	Spanish for Spanish Speakers 1 is designed to help students improve grammatically and phonetically in the Spanish language. Students will expand their fluency in reading and writing by analyzing literary elements and applying their skills in writing and reading. Students also participate in discussion of current events and global themes related to hispanic/latino culture internationally and within the United States.
Spanish for Spanish Speakers 2 AR #EL17	10	Spanish Speaker (C or higher recommended)	Spanish for Spanish Speakers 2 will build upon what the students learned in SSS 1 as it is also designed to help SSS 2 speakers improve grammatically and phonetically in the Spanish language. Additionally, students will expand their knowledge of literary themes and global current events with an emphasis on career-readiness skills to become bilingual professionals.

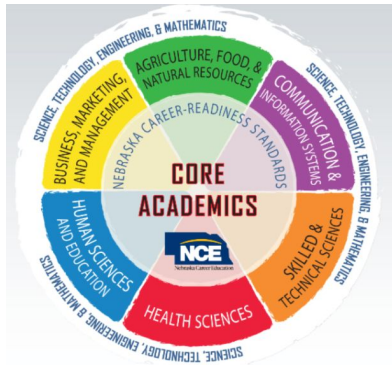
JOURNALISM

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Mass Communications #OC06	5	None	This course explores the production, distribution, and impact of mass media texts. Introduction to Mass Media is a prerequisite course for Yearbook 1 and fulfills the Oral Communications graduation requirement.
Yearbook 1 #EL54	10	Introduction to Mass Communications OC06	For motivated students interested in journalism, photography, and graphic design. Because students will be producing Ralston High School's yearbook, this course requires work outside of regular class time.
Yearbook Staff AR #EL55	10	Yearbook 1; Teacher recommendation	For motivated students interested in journalism, photography, and graphic design. Because students will be producing Ralston High School's yearbook, this course requires work outside of regular class time. Students will be expected to take on greater responsibilities, including editing, marketing, and selling yearbook ads. This course may be repeated multiple years for elective credit.

MISCELLANEOUS ELECTIVE COURSES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Best Practices in Education and Training / Future-Teacher Internship #CE29/ #CE28	10	Introduction to Education and Training & Application <i>Available in Guidance Office</i>	This academy series of courses is for students pursuing a career in education and/or child care industries. Juniors and Seniors will be given first priority in the application process. Students will explore strategies and practices used in education and have supervised work experience to apply that learning. Students will learn the developmental stages of children in order to tailor learning strategies appropriately and plan instruction for the learning environment. Students will be responsible for their own transportation for the Internship portion of the class. Please Note: Application Required, available in the Guidance Office.
Marketing Internship #CE17	10	Intro to Marketing plus current enrollment in 2 nd year course	Supervised work experience for seniors considering a future career in marketing-related occupations. Early release can be obtained. Must be in an advanced marketing class at the same time. Must provide own transportation.
Health Science Internship #CE39	10	Academy I or Nursing Assisting	A course that allows seniors to receive high school credit for a job in the health care areas. The Health Science coordinator must approve the job. Students should plan to work a minimum of 10 hours per week and complete regular written reflections to earn credit.
Work Experience #ST98	10	Recommendation of counselor or work based Learning Coordinator	On the job training in career areas based on a student's interests and abilities. Students may enroll in this course with counselor permission only for 2 semesters for credit.
Corrective Reading #ST21 Level 1 #ST22 Level 2 #ST23 Level 3	10	Official criteria for placement	Course focuses on development of basic reading skill development, including decoding and fluency.
ELL Reading 1 #ST06	10	Official criteria for placement	This course focuses on phonemic awareness, word recognition, spelling, vocabulary, morphology, grammar, listening comprehension, reading comprehension, speaking and writing.
ELL Reading 2: Reading to Learn #ST07	10	Official criteria for placement ELL Reading 1	This course focuses on many aspects of the reading process: word recognition, word attack skills, reading comprehension, and reading strategies. Throughout the course, spelling and writing in response to reading are emphasized.
ELD 1 #ST16	10	Official criteria for placement	Students focus on understanding conversational and academic language, semantics, oral and written grammar, and the Six Traits of Writing.

COURSE	CREDITS	PREREQUISITE	COMMENTS
ELD 2 #ST17	10	Official criteria for placement ELD 1	Students focus on written grammar, syntax, identifying the point of view of a writer or speaker, using a variety of writing styles with attention to the purpose and the audience, research strategies, and revising and editing to produce a final product.
Career & Life Skills Preparation #ST80	10	Official criteria for placement	Explore career interests and aptitudes and gain skills in the areas of daily living, community access and interpersonal skills.
Content Study Skills #ST90 Transitions #ST92 IPR Skills #ST95 DHH Skills #ST96	10	Official criteria for placement.	Skill instruction in academic areas.



METROPOLITAN COMMUNITY COLLEGE CAREER ACADEMIES

Career Academies are programs available to RHS students to assist them in becoming “College & Career Ready.” The career academies are designed to provide high school juniors and seniors with opportunities to explore various Career Fields prior to high school graduation so students can make more informed career decisions. Through the Career Academy, students will benefit in many ways:

- gain practical skills for both the workplace, in general, and the specific career area
- earn 10 – 36 college credit hours per year while in high school
- earn 15 high school credits per semester
- receive a discount on college tuition (50% off regular in-state tuition rates as determined by MCC Board of Governors)
- get a “head start” on a college degree
- gain exposure to the college environment
- gain work-based internship or apprentice opportunities in select academy programs

Students who participate in the academy programs will need to commit half a day to the college experience (Periods 3 - 5) and have reliable transportation available to them. Students should see their guidance counselor for more specific information about the courses that comprise each academy program, as exact times and locations for courses will vary. RHS students will earn both credits for college and high school graduation by participating in an academy program. A student's college GPA will begin with the letter grades earned in these classes. High school grades will be posted on a pass/no pass basis, however, and not impact a student's high school GPA.

Academy programs are limited in size and require advanced application. See your counselor for application and recommendation forms and more specific information regarding participation expectations.

COURSE	CREDITS at RHS	YEARS AVAILABLE FOR CREDIT	COMMENTS & ACADEMY LOCATION
Auto Collision Technology #CE70 Year 1	30	2	This program, when finished through an Associate Degree, covers the entire scope of the auto collision field, including basic and advanced metal finishing repair, frame repair and alignment, panel replacement, major body repair, estimating, and all aspects of automotive painting using the latest technology. Applied Technology Center 10407 State
Automotive Technology #CE71 Year 1	30	2	The Automotive Technology program is NATEF certified, hands-on, and focuses on preparing students for careers in the automotive field. The program works closely with regional and national industry to encourage growth and training in preparation for real-world work environments. This program utilizes the most current technology and testing equipment to enhance the training required by today's automotive industry. South Omaha Campus 27th & Q, Mahoney Building A drivers license is required.

COURSE	CREDITS at RHS	YEARS AVAILABLE FOR CREDIT	COMMENTS & ACADEMY LOCATION
Intro to the Trades /Manufacturing Internship #CE72	30	1 Two different one year programs available.	The Industrial and Commercial Trades program serves students by providing a diverse education in the trades, maintenance, and distribution fields. All students learn the basics of workplace safety and health, as well as effective problem-solving and troubleshooting skills. Depending on the chosen degree option, students prepare to work in building maintenance, industrial maintenance, precision machining, and product distribution fields. Faculty with direct experience in the industry teach the courses. A major strength of the program is the strong hands-on approach to learning. Students in the Academy will be part of the Dream It! Do It! program and will participate in a spring quarter internship with an area manufacturer. www.dreamitdoitnebraska.com/#sthash.La8PTWYr.dpbs Seniors preferred, must be 17 years of age before enrollment into spring internship. Some manufacturers require students to be 18 years of age. Industrial Training Center Building or Fremont Center, 9th & Broad Street
Certified Nursing Assistant #CE73	30	1	Numerous and diverse opportunities exist in the area of health and public services. This academy provides students an exposure to the medical area with CPR, First Aid, Medical Terminology, Employability Skills, and a CAN certification upon completion. South Omaha Campus 27th & Q, Mahoney Building
Healthcare Career #CE74	30	1	This course provides an overview of the healthcare field and medical terminology. Students interested in working in the health career areas will benefit from this academy. Fremont Center, 9th & Broad Streets
Criminal Justice #CE75 Year 1	30	1	This academy provides practical knowledge of the criminal justice system and operations. Study focuses on local law enforcement, judicial processes, corrections, and homeland security. The academy also explores the criminal justice system's role within society. Sarpy Center 91st & Giles
Construction Technology #CE76	30	1	The Construction and Building Science program offers students a wide array of choices in the field of construction. An associate degree, certificate of achievement, and career certificate are available across several options, including concrete/masonry, general, residential, commercial, management, remodeling, and finish/cabinetry. Students gain practical experience in a lab setting, applying their skills to real world situations. South Omaha Campus, 27th & Q
Diesel Technology #CE77	30	2	The Diesel Technology program prepares students for a career in the growing transportation industry. The curriculum addresses the latest technology in engine repair, hydraulic and electrical systems, test procedures and diagnostics, and power generation. Applied Technology Center 10407 State

COURSE	CREDITS at RHS	YEARS AVAILABLE FOR CREDIT	COMMENTS & ACADEMY LOCATION
Digital Cinema - Filmmaking #CE78	30	1	The Video/Audio Communication Arts program teaches students the production process for television, film, commercial, and other media production. Students learn to use professional moving image cameras in the field and the studio. Students learn how to record quality professional audio in the field and studio. Students learn how to write scripts for feature films, commercials, and corporate industrial media. Students also learn how to edit and manipulate visual and sound media using industry standard professional tools and software. Elkhorn Valley Campus 204th & Dodge
Early Childhood Education #CE79	30	1	The Early Childhood Education program prepares students for employment as a head teacher or director of childcare facilities. Learning opportunities center on curriculum planning, managing, and teaching within a childcare facility Skills essential to working with parents and children in a variety of settings and activities are stressed. Students finishing this academy will receive the Early Childhood Generalist Career Certificate. Sarpy Center 91st & Giles
Electrical Technology #CE80	30	2	The Electrical Technology program provides education and training for students who wish to join the electrical field. Students entering into this program study electrical systems in residential wiring, commercial wiring, and industrial motor controls. South Omaha Campus 27th & Q, Industrial Training Center Building
Emergency Medical Technician #CE81	30	1	Seniors Only This academy gives students exposure to work as a Paramedic with fire departments, transport services, or in a hospital emergency room. This academy provides students an exposure to the medical area with CPR, First Aid, Medical Terminology, Employability Skills, and the first course of the EMT program of study. Students who complete EMSP 1100 will be in the National registry as an EMT. South Omaha Campus 27th & Q, Mahoney Building
Process Operations Technology #CE82	30	2	This program provides training and advancement opportunities for entry-level employees in a variety of continuous process operating plants. These include ethanol and biodiesel plants along with other bioprocessing industries. A complete power plant operations option is also available. Students are trained to operate and maintain process plants and power generating plants. hands-on training in lab settings simulates real work environments. Washington County Technology Center, Hwy 30 & Hwy 75
Fire Science Technology #CE83	30	2	This academy provides a unique opportunity to build professional skills and expand career possibilities. Insurance investigators, and adjusters, industrial safety specialists, fire protection system designers, and professionals, and volunteer firefighters benefit from enrolling in the Fire Science Technology program. South Omaha Campus, 27th & Q, and Applied Technology Center, 10407 State
Business for Starters #CE84	30	1	Students learn hand-on principles in financial studies including the real estate, insurance, and entrepreneurship. Upon satisfactory completion, students will receive a Career Certificate in Financial Studies. Potential additional certifications; at age 18, those with a grade of C or better in both REES 1000 and REES 1100 may take the Nebraska Real Estate exam for certification for employment in the Real Estate industry. Upon satisfactory completion of INSU 100, pre-certification exam may be taken with the Nebraska Insurance Commission for Licensure for employment in the insurance field. Additional employment and life skills are gained in Customer Service and Financial Literacy. Fort Omaha Campus, 30th & Fort

COURSE	CREDITS at RHS	YEARS AVAILABLE FOR CREDIT	COMMENTS & ACADEMY LOCATION
Theatre Technology #CE85	30	2	Theatre - a blend of visual arts/design, music, literature, research, physical expression, technology, and business – is the quintessential liberal arts degree. Theatre studies strengthen interpersonal communication and public presentation skills; develop critical thinking and collaborative skills; and give a solid background in interdisciplinary arts, social awareness, and appreciation of diverse cultures. The Omaha Community Playhouse 6915 Cass
Welding Technology #CE87	30	2	This program provides basic to advanced training in the major welding processes. Students completing the program are exposed to standard welding procedures used in construction and industry, as well as established safety standards and measures. A fabrication project requires students to use their welding skills, including the reading of welding blueprints. Year 1 – Fort Omaha Campus, 30th & Fort; Year 2 - South Omaha Campus 27th & Q, Industrial Training Center Building
Information Technology #CE88	30	1	This program provides the student with the knowledge necessary to succeed in the rapidly growing field of data center management. Fremont Center, 9th & Broad Streets

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**NEBRASKA DEPARTMENT
OF EDUCATION**

RULE 47

**REGULATIONS FOR CAREER ACADEMY PROGRAMS ESTABLISHED BY
SCHOOL DISTRICTS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 47**

**EFFECTIVE DATE
NOVEMBER 19, 2013**

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



TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 47 - REGULATIONS FOR CAREER ACADEMY PROGRAMS
ESTABLISHED BY SCHOOL DISTRICTS

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Appendix A - Nebraska Career Education Model

Appendix B - Nebraska Standards for Career Ready Practice Checklist

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 47 - REGULATIONS FOR CAREER ACADEMY PROGRAMS
ESTABLISHED BY SCHOOL DISTRICTS

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Section 79-777, and 79-318 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application of this Rule. This Chapter governs the (a) establishment, evaluation and continuing approval of Career Academy Programs; (b) career based curriculum utilized by the Career Academy Programs; (c) necessary data elements and collection of data pertaining to Career Academy Programs including but not limited to, the number of students enrolled in a Career Academy Programs and their grade levels; and (d) the establishment of advisory boards consisting of business and education representatives to provide guidance and direction for the operation of Career Academy Programs under the provisions of Sections 79-777, and 79-318 R.R.S.

001.03 Intent. This Chapter provides for the approval and continued operation of any Career Academy Program that is established by a school district.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school districts are also governed by regulations contained in Title 92, Nebraska Administrative Code (NAC), Chapter 10, dealing with the accreditation of schools; 92 NAC Chapters 21 and 24 dealing with teacher certification and endorsement; and 92 NAC Chapter 51 dealing with special education programs.

002 Definitions.

002.01 Academic Courses include Language Arts, Mathematics, Science and Social Studies/History.

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002.02 Advisory Board means a group of business and education representatives who provide guidance and direction for the operation of Career Academy Programs.

002.03 Career Academy Program means a sequence of credit bearing academic and career technical courses which reflect a Career Cluster selected in response to local, regional or state employment needs and demand for expertise.

002.04 Career Cluster means a grouping of career pathways and occupations identified by the Nebraska Career Education Model contained in Appendix A.

002.05 Career Readiness Standards means the Nebraska Standards for Career Ready Practice adopted by the Nebraska State Board of Education on December 8, 2011 Checklist (contained in Appendix B).

002.06 Career Student Organization(s) means an organization for individuals enrolled in a career and technical education program that engages career and technical education activities as an integral part of the instructional program. The following organizations are recognized as Career Student Organizations: Family Career and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA); Future Educators of America (FEA); HOSA | Future Health Professionals (HOSA); Nebraska Association of DECA; Nebraska FFA Association and Nebraska SkillsUSA.

002.07 Career Technical Education means educational programs that support the development of knowledge and skill in the following areas: agriculture, food, and natural resources; architecture and construction; arts, audiovisual, technology, and communication; business management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, and security; marketing; manufacturing; science, technology, engineering, and mathematics; and transportation, distribution, and logistics; organized by the Nebraska Career Education Model, which includes career student organizations, career guidance, and work-based learning. Career Technical Education may begin in middle grades continuing through secondary education and may include postsecondary education.

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002.08 Commissioner means the State Commissioner of Education.

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

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

002.11 Extended Learning means activities and programs that expand opportunities for students to participate in educational activities outside the normal classroom.

002.12 Industry Certification means a credential awarded by an industry association or independent agency that requires passage of an examination benchmarked to predetermined occupational or professional standards.

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 and which is established pursuant to Section 79-2102 R.R.S.

002.14 Middle Grades means grade(s) designated by the school district 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 seven through nine.

002.15 Nebraska Career Education Model is the organizing structure of occupational knowledge and skills adopted by the Nebraska Department of Education (see Appendix A).

002.16 Personal Learning Plan means a student tool used to identify coursework and activities for the purpose of high school and postsecondary planning.

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002.17 Private Entity means a business, industry, nonprofit organization or individual.

002.18 Program of Study means a coordinated non-duplicative sequence of courses within a career cluster that aligns secondary academic and career technical education with postsecondary education and that are listed as a Nebraska State Model Program of Study by the Department at <http://cestandards.education.ne.gov/>.

002.19 Postsecondary Education includes apprenticeship, workforce or employment training programs, community colleges, baccalaureate and post-baccalaureate opportunities.

002.20 Postsecondary Educational Institution means an accredited community college, state college, university or non-profit private postsecondary institution.

002.21 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*.

002.22 Teacher means a person who is certificated pursuant to 92 NAC 21 to teach.

002.23 Work-Based Learning means an educational strategy that provides a range of experiences that are intentionally designed to help students to extend and deepen classroom instruction through experiences in the employment sector.

003 Specific Requirements for Initial Approval and Continued Operation of Career Academy Programs Established by School Districts.

003.01 Planning for Initial Approval. Each school district establishing a Career Academy Program shall conduct a planning process to be completed prior to submitting the application for initial approval. The planning process shall include the following:

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003.01A Establish a Career Academy Program Taskforce consisting of representatives of education, business, industry and the community to assist in conducting the planning process which shall include but is not limited to:

003.01A1 Evaluation of the applicant district's current career technical education Program of Study offerings, career guidance, and extended learning opportunities.

003.01A2 Identification of needed Career Academy Program's Program(s) of Study based on regional and state workforce and economic development needs.

003.01A3 Identification of technical skill assessment, industry certifications, work-based learning, career student organization and extended learning opportunities that could be available through a Career Academy Program's Program of Study.

003.01A4 Identification of the potential for alignment of career academy Programs of Study to postsecondary educational institution(s) offering instruction in the same Career Cluster.

003.01A5 Identification of needed staffing and professional development.

003.01A6 Identification of private entity partners and potential resources.

003.01A7 Identification of the opportunities for collaboration with other district(s), Educational Service Unit(s), Learning Community, postsecondary educational institution(s) or private entity(s) in the establishment and operation of the Career Academy Program.

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003.02 Required Career Academy Program Components.

003.02A Curriculum. Career Academy Program curriculum shall include the following courses:

003.02A1 A credit-bearing career exploration course which introduces students to the Nebraska Career Education Model in preparation for a Career Academy Program, and

003.02A2 A Program of Study that includes:

003.02A2a A credit-bearing introductory course within the scope of the Career Academy Program's Program of Study, and

003.02A2b A minimum of two credit-bearing career technical education courses to develop the appropriate knowledge and skill in preparation for employment or entrepreneurship in the Career Academy Program's Program of Study, and

003.02A2c One or more academic courses offered for credit with the course content taught in the context of the Career Academy Program's Program of Study.

003.02B Career Development. A Career Academy Program shall include a program of career development including but not limited to:

003.02B1 Career information including career interests and aptitude assessments, labor market data, and postsecondary education and training options.

003.02B2 Career exploration and planning activities.

003.02B3 Personal Learning Plans.

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003.02B4 Opportunities to learn and practice the Nebraska Standards for Career Ready Practice as standards adopted by the Nebraska State Board of Education.

003.02C Career Student Organizations. A Career Academy Program shall include a district level chapter of the career student organization aligned to the focus of the Career Academy Program's Program of Study.

003.02D Work-Based Learning. Career Academy Programs shall include work-based learning that provides a range of experiences that are intentionally designed to help students to extend and deepen classroom instruction through experiences in the employment sector that may include but are not limited to internships, apprenticeships, job shadowing, or business/industry visits and explorations.

003.02E Recruitment of Students. The school district, collaborating with identified Career Academy Program's partners, shall develop a process for the recruitment of students. The process shall include the following components:

003.02E1 Communication and marketing efforts in the district to parents, students, community members and non-academy teachers;

003.02E2 Student career interest and aptitude surveys or assessments; and

003.02E3 Student application and acceptance policies determined by the school district.

003.02F Instructors. The school district shall secure the services of teachers who meet the requirements of Nebraska Department of Education, Title 92, Chapters 21 and 24. Teachers shall hold a valid Nebraska Teaching Certificate.

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003.03 Participation. Participation of students in any Career Academy Program approved under this Chapter shall be voluntary.

003.04 Advisory Board. A local Career Academy Program advisory board shall be established with membership representing key stakeholders from education and business.

003.04A The advisory board shall be comprised of no less than fifty-one percent (51%) business members not currently employed by the school district.

003.04B The advisory board shall meet a minimum of one time during a school year.

003.04C The advisory board shall provide guidance and direction for the operation of the Career Academy Program including but not limited to:

003.04C1 Aligning the Career Academy Program to economic and labor market needs;

003.04C2 Identifying external partners;

003.04C3 Securing and allocating financial, material and personnel resources;

003.04C4 Aligning curriculum and instruction including, but not limited to coursework, graduation requirements; career academy program exit requirements, and postsecondary educational institution(s) entrance requirements;

003.04C5 Securing work-based learning opportunities;

003.04C6 Identifying needed professional development; and

003.04C7 Evaluating the Career Academy Program's effectiveness;

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004 Career Academy Program Initial Approval Process.

004.01 Career Academy Program Initial Application. Each school district establishing a Career Academy Program under this chapter shall submit an application electronically via the Department portal by September 1 of the school year preceding the start of the Career Academy Program. The Career Academy Program application must document each of the following components:

004.01A Planning as required in 003.01A1 – 003.01A7;

004.01B Curriculum as required in 003.02A;

004.01C Career Development as required in 003.02B;

004.01D Career Student Organization as required in 003.02C;

004.01E Work-Based Learning as required in 003.02D;

004.01F Recruitment of Students as required in 003.02E;

004.01G Instructors as required in 003.02F; and

004.01H Advisory Board as required in 003.04.

004.02 Career Academy Program Approval. Career Academy Programs established by the school district shall be approved by the Commissioner for initial and continued operation pursuant to this Chapter.

004.03 Approval Requirements. Approval requires compliance with the requirements identified in Sections 003.01 through 003.04 of this Chapter.

004.04 Initial Career Academy Program Approval. Initial Career Academy Program approval may be granted by the Commissioner for one school year beginning on July 1 of the school year (July 1 – June 30) in which the Career Academy Program is to begin.

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005 Career Academy Program Approval for Continued Operation.

005.01 Career Academy Program Annual Report. An Annual Career Academy Program Report Form shall be submitted electronically via the Department portal by the district by August 1.

005.01A The report shall include the following information from the prior school year:

005.01A1 Compliance with Career Academy Program required components as defined in Section 003.02 of this Chapter.

005.01A2 Description of Career Academy Program accomplishments that may include student and stakeholder satisfaction.

005.02 Improvement Plan. When the Annual Career Academy Program Annual Report reflects failure to comply with the requirements of Section 003.02, (as required in Subsection 005.01A1) it shall be accompanied by an improvement plan submitted electronically via the Department portal. The Improvement Plan must detail the actions and timeline that are planned to bring the Career Academy Program back into compliance with Section 003.02,

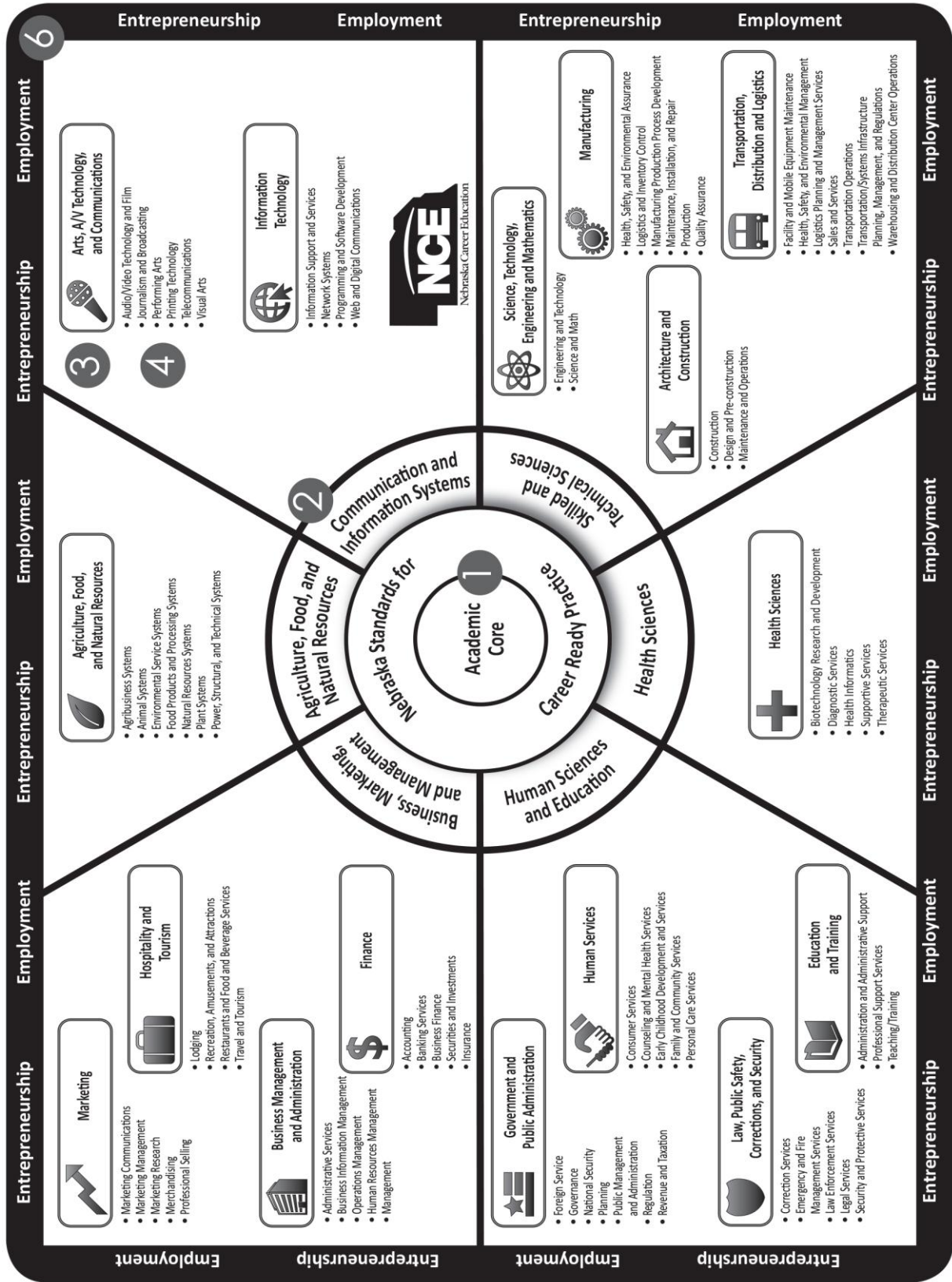
005.03 Loss of Approval for Continued Operation. A Career Academy Program not in compliance with the requirements of this Chapter may be subject to loss of Career Academy Program approval for continued operation. The Commissioner may, at his or her discretion, deny Career Academy Program approval.

005.03A Notification When the Commissioner intends to deny program approval or continued operation, notice shall be given by certified mail to the head administrator of the school district prior to the effective date of the denial. The notice shall specify the basis for the Commissioner's decision.

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005.04 Appeal. The school district will have a maximum of thirty (30) calendar days from receipt of the certified letter to appeal the decision of the Commissioner to the State Board of Education. Denial of Career Academy Program approval or continued operation by the Commissioner, pursuant to Section 005 of this Chapter, may be appealed to the State Board of Education under 92 NAC 61. 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.

Understanding the Nebraska Career Education Model



Understanding the Nebraska Career Education Model

Nebraska Career Education is depicted by the NCE model, a visual map of "career fields" and "career clusters/pathways". The model organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them
- Students to begin to prepare for their career with plans for secondary and postsecondary education
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy

1 Academic Core/College and Career Readiness

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific college and career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 Career Fields

The six career fields represent broad sectors of the job market on which students may choose to focus.

3 Career Clusters

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 Career Pathways

Listed below each cluster, career pathways (indicated with red bullets) further define the specific types of career opportunities within the cluster. Each career pathway within a cluster requires mastery of a more specific set of knowledge and skills related to that pathway.






5 Career Specialties (not shown)







Career Specialties (not shown on the model) are the specific occupation/job titles within a cluster and pathway. With changes in technology, the labor market, and international economy, new job titles will be created while others decline or disappear.

6 Employability and Entrepreneurship

Career education provides the opportunity to gain the knowledge and skills for both employment AND entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure our economic growth and vitality. By infusing entrepreneurship competencies, career education is helping to create the next generation of America's innovators and entrepreneurs.

NEBRASKA STANDARDS FOR **career ready practice** checklist

<input checked="" type="checkbox"/>	Standard/Benchmark	
<input type="checkbox"/>		<p>Applies appropriate academic and technical skills Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.</p>
<input type="checkbox"/>		A. Academic Attainment
<input type="checkbox"/>		B. Technical Skill Attainment
<input type="checkbox"/>		C. Strategic Thinking
<input type="checkbox"/>		<p>Communicates effectively and appropriately Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.</p>
<input type="checkbox"/>		A. Speaking
<input type="checkbox"/>		B. Writing
<input type="checkbox"/>		C. Presentations
<input type="checkbox"/>		D. Professional Etiquette
<input type="checkbox"/>		E. Customer Service
<input type="checkbox"/>		<p>Contributes to employer and community success Career ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic and community actions.</p>
<input type="checkbox"/>		A. Personal Responsibility
<input type="checkbox"/>		B. Meets Workplace Expectations
<input type="checkbox"/>		C. Civic Responsibility and Service
<input type="checkbox"/>		<p>Makes sense of problems and perseveres in solving them Recognizing and solving problems is a daily requirement of nearly every American worker and entrepreneur. From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career ready individual to solve problems in the workplace.</p>
<input type="checkbox"/>		A. Perceptiveness
<input type="checkbox"/>		B. Problem Solving
<input type="checkbox"/>		C. Perseverance/Work Ethic
<input type="checkbox"/>		<p>Uses critical thinking Nearly all careers now require interaction with complex systems of technical components, complex dynamics of people or both. Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.</p>
<input type="checkbox"/>		A. Critical Thinking
<input type="checkbox"/>		B. Decision-Making
<input type="checkbox"/>		C. Adaptability

<input checked="" type="checkbox"/>	Standard/Benchmark	
<input type="checkbox"/>		Demonstrates innovation and creativity The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.
<input type="checkbox"/>		A. Creativity
<input type="checkbox"/>		B. Innovation
<input type="checkbox"/>		Models ethical leadership and effective management The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.
<input type="checkbox"/>		A. Leadership
<input type="checkbox"/>		B. Ethics
<input type="checkbox"/>		C. Management
<input type="checkbox"/>		Works productively in teams and demonstrates cultural competency Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the American workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.
<input type="checkbox"/>		A. Teamwork
<input type="checkbox"/>		B. Conflict Resolution
<input type="checkbox"/>		C. Social and Cultural Competence
<input type="checkbox"/>		Utilizes technology The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications.
<input type="checkbox"/>		A. Data Gathering, Access and Management
<input type="checkbox"/>		B. Tools and Applications
<input type="checkbox"/>		C. Technology Ethics
<input type="checkbox"/>		Manages personal career development Managing a personal career includes exploration, preparation and participation. Each person is responsible for creating and maintaining their own career. Career management includes understanding and meeting the expectations for behavior and skills in the workplace.
<input type="checkbox"/>		A. Planning
<input type="checkbox"/>		B. Job Seeking
<input type="checkbox"/>		C. Résumés, Portfolios and Interviews
<input type="checkbox"/>		D. Professional Development
<input type="checkbox"/>		E. Entrepreneurship
<input type="checkbox"/>		Attends to personal and financial well-being The career ready individual recognizes the benefits of physical, mental, social and financial well-being to be successful in a career.
<input type="checkbox"/>		A. Personal Well-being
<input type="checkbox"/>		B. Financial Well-being

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, or national origin in its education programs, admission policies, employment, or other agency programs.

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006, administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education and you should not assume endorsement by the Federal Government.

LEARNING THAT WORKS FOR NEBRASKA™

nebraska career education model

EXPLANATION

The Nebraska Career Education (NCE) Model is a visual representation of the organizational structure of courses designed to prepare students for specific career areas. These courses are offered at middle school, high school, and at two- and four-year colleges and universities.

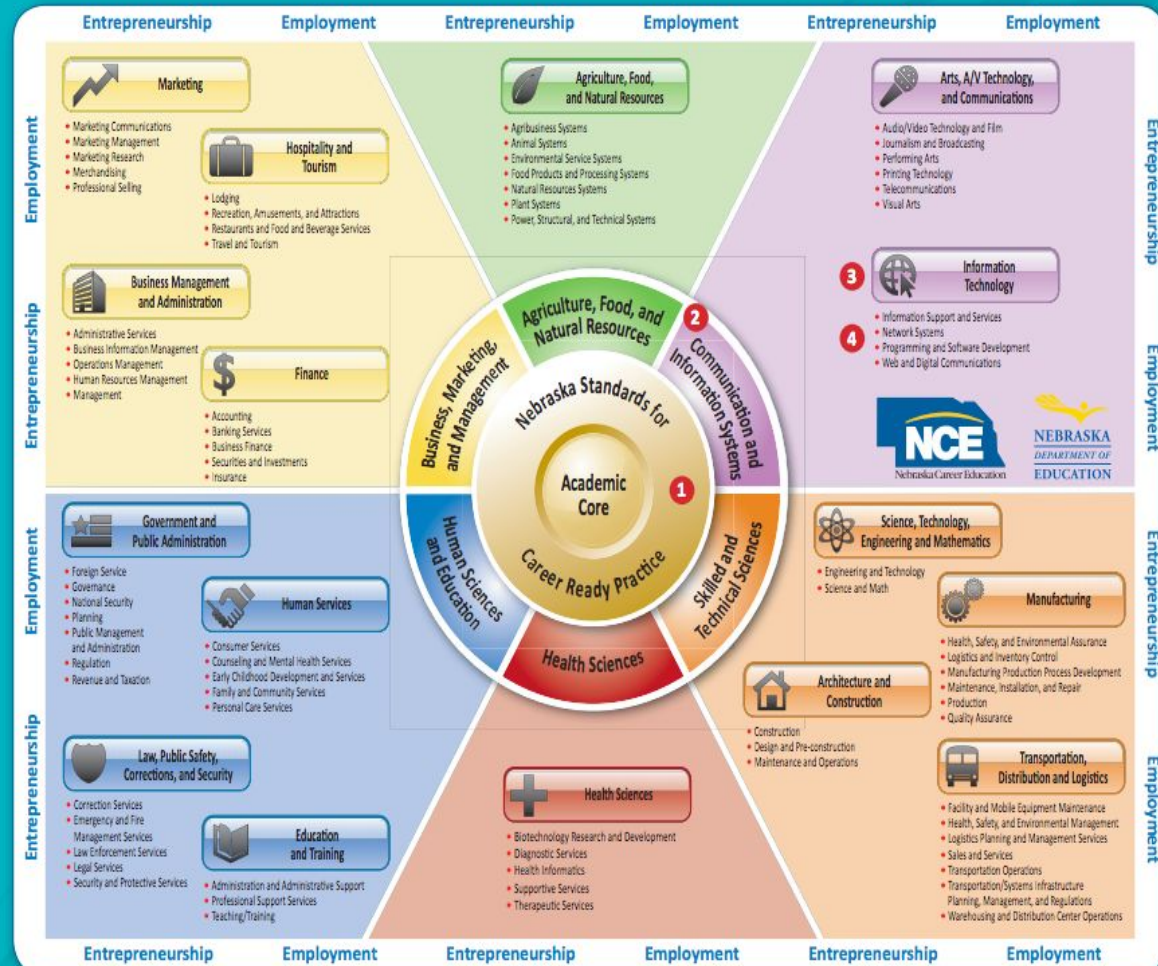
The NCE Model has five distinct levels, each with specific sets of knowledge and skill statements.

- College and Career Readiness** are a set of knowledge and skills common to all 16 Career Clusters.
- Career Fields** are broad groupings of 16 Career Clusters based on commonalities among Clusters.
- Career Clusters** are a grouping of careers with similar skills or common themes based on industry groupings at all educational levels.
- Career Pathways** further define the types of career opportunities within the Cluster.
- Career Specialties** (not shown) are specific job titles within a Pathway within a Cluster.

Additional Resources:

- www.education.ne.gov/nce
- www.ctenebraska.org
- www.nebraskacareerconnections.org
- www.careerclusters.org

Adapted from NASDCTE/NCIEF Career Clusters: Pathways to College and Career Readiness. Developed by the Nebraska Department of Education 2011.



LEGISLATURE OF NEBRASKA
ONE HUNDRED FIFTH LEGISLATURE
FIRST SESSION

LEGISLATIVE BILL 512

FINAL READING

Introduced by Education Committee: Groene, 42, Chairperson; Ebke, 32; Erdman, 47; Kolowski, 31; Linehan, 39; Morfeld, 46; Pansing Brooks, 28; Walz, 15.

Read first time January 18, 2017

Committee: Education

1 A BILL FOR AN ACT relating to education; to amend sections 79-319,
2 79-746, 79-1065, 79-10,141, 79-1108.02, 79-1144, 85-173, 85-174,
3 85-308, 85-917, 85-933, 85-949, 85-2401, 85-2403, and 85-2405,
4 Reissue Revised Statutes of Nebraska, and sections 9-812, 77-3442,
5 79-237, 79-2,144, 79-1003, 79-1007.11, 79-1017.01, 79-1028.01,
6 79-1054, and 85-502.01, Revised Statutes Cumulative Supplement,
7 2016; to adopt the Student Online Personal Protection Act; to
8 provide requirements for public school districts relating to
9 swimming activities; to eliminate the Education Innovation Fund; to
10 change provisions related to the Nebraska Education Improvement
11 Fund; to change exceptions to levy limitations and budget
12 limitations for new voluntary termination agreements; to change
13 provisions relating to option enrollment; to change a deadline for
14 the state school security director; to transfer duties and eliminate
15 the State Board of Vocational Education; to define and redefine
16 terms; to eliminate the best practices allowance and best practices
17 aid; to provide for adjustments of federal funding for school
18 districts; to change provisions relating to grants under the Summer
19 Food Service Program; to provide for repayment of federal funds; to
20 change and eliminate provisions relating to educational institutions
21 ceasing to function; to change residency provisions for veterans and

1 their spouses and dependents and other eligible persons; to provide
2 duties for the Coordinating Commission for Postsecondary Education;
3 to create a fund; to assess for-profit postsecondary institutions;
4 to require bonds or other security agreements; to authorize claims
5 resulting from the termination of operations; to allow for
6 advertising as prescribed; to require a report; to eliminate the
7 Council on Student Attendance; to harmonize provisions; to provide
8 operative dates; to repeal the original sections; to outright repeal
9 sections 79-321, 79-527.01, 79-738, 79-739, 79-740, 79-741, 79-742,
10 79-743, 79-744, and 85-175, Reissue Revised Statutes of Nebraska,
11 and section 79-1004, Revised Statutes Cumulative Supplement, 2016;
12 and to declare an emergency.

13 Be it enacted by the people of the State of Nebraska,

1 Section 1. Sections 1 to 3 of this act shall be known and may be
2 cited as the Student Online Personal Protection Act.

3 Sec. 2. For purposes of the Student Online Personal Protection Act:

4 (1) Covered information means personally identifiable information or
5 material or information that is linked to personally identifiable
6 information or material in any medium or format that is not publicly
7 available and is any of the following:

8 (a) Created or gathered by or provided to an operator by a student,
9 or the student's parent or legal guardian, in the course of the
10 student's, parent's, or legal guardian's use of the operator's site,
11 service, or application for elementary, middle, or high school purposes;

12 (b) Created by or provided to an operator by an employee or agent of
13 an elementary school, middle school, high school, or school district for
14 elementary, middle, or high school purposes; or

15 (c) Gathered by an operator through the operation of its site,
16 service, or application for elementary, middle, or high school purposes
17 and personally identifies a student, including, but not limited to,
18 information in the student's educational record or electronic mail, first
19 and last name, home address, telephone number, electronic mail address,
20 or other information that allows physical or online contact, discipline
21 records, test results, special education data, juvenile dependency
22 records, grades, evaluations, criminal records, medical records, health
23 records, social security number, biometric information, disabilities,
24 socioeconomic information, food purchases, political affiliations,
25 religious information, text messages, documents, student identifiers,
26 search activity, photos, voice recordings, or geolocation information;

27 (2) Interactive computer service has the definition found in 47
28 U.S.C. 230, as such section existed on January 1, 2017;

29 (3) Elementary, middle, or high school purposes means purposes that
30 are directed by or that customarily take place at the direction of an
31 elementary school, a middle school, a high school, a teacher, or a school

1 district or that aid in the administration of school activities,
2 including, but not limited to, instruction in the classroom or at home,
3 administrative activities, collaboration between students, school
4 personnel, or parents, and other purposes that are pursued for the use
5 and benefit of the school or school district;

6 (4) Operator means, to the extent it is operating in this capacity,
7 the operator of an Internet web site, online service, online application,
8 or mobile application with actual knowledge that the site, service, or
9 application is used primarily for elementary, middle, or high school
10 purposes and was designed and marketed for elementary, middle, or high
11 school purposes. This term does not include Internet web sites, online
12 services, online applications, or mobile applications operated by a
13 postsecondary institution with a physical presence in Nebraska; and

14 (5) Targeted advertising means presenting advertisements to a
15 student where the advertisement is selected based on information obtained
16 or inferred over time from that student's online behavior, usage of
17 applications, or covered information. It does not include advertising to
18 a student at an online location based upon that student's current visit
19 to that location, or in response to that student's request for
20 information or feedback, without the retention of that student's online
21 activities or requests over time for the purpose of targeting subsequent
22 advertisements.

23 Sec. 3. (1) An operator shall not knowingly:

24 (a) Engage in targeted advertising on the operator's site, service,
25 or application or targeted advertising on any other site, service, or
26 application if the targeting of the advertising is based on any
27 information, including covered information and persistent unique
28 identifiers, that the operator has acquired because of the use of that
29 operator's site, service, or application for elementary, middle, or high
30 school purposes;

31 (b) Use covered information, including persistent unique

1 identifiers, created or gathered by the operator's site, service, or
2 application to amass a profile about a student except in furtherance of
3 elementary, middle, or high school purposes. Amassing a profile does not
4 include the collection and retention of account information that remains
5 under the control of the student, the student's parent or guardian, or
6 the elementary school, middle school, or high school;

7 (c) Sell or rent a student's covered information. This subdivision
8 does not apply to (i) the purchase, merger, or other type of acquisition
9 of an operator by another entity if the operator or successor entity
10 complies with this section regarding such covered information or (ii) a
11 national assessment provider if the provider secures the express written
12 consent of the student or parent or guardian of the student given in
13 response to clear and conspicuous notice that access to covered
14 information shall only be provided for purposes of obtaining employment,
15 educational scholarships, financial aid, or postsecondary educational
16 opportunities for such student; or

17 (d) Except as otherwise provided in subsection (3) of this section,
18 disclose covered information unless the disclosure is made for the
19 following purposes:

20 (i) In furtherance of the elementary, middle, or high school purpose
21 of the site, service, or application, if the recipient of the covered
22 information disclosed under this subdivision does not further disclose
23 the covered information except to allow or improve operability and
24 functionality of the operator's site, service, or application;

25 (ii) To ensure legal and regulatory compliance or protect against
26 liability;

27 (iii) To respond to or participate in the judicial process;

28 (iv) To protect the safety or integrity of users of the site or
29 other individuals or the security of the site, service, or application;

30 (v) For a school, educational, or employment purpose requested by
31 the student or the student's parent or guardian if the covered

1 information is not used or further disclosed for any other purpose; or

2 (vi) To a third party if the operator contractually prohibits the
3 third party from using any covered information for any purpose other than
4 providing the contracted service to or on behalf of the operator,
5 prohibits the third party from disclosing any covered information
6 provided by the operator with subsequent third parties, and requires the
7 third party to implement and maintain reasonable security procedures and
8 practices.

9 (2) Nothing in this section shall prohibit the operator from using
10 covered information for maintaining, developing, supporting, improving,
11 or diagnosing the operator's site, service, or application.

12 (3) An operator shall:

13 (a) Implement and maintain reasonable security procedures and
14 practices appropriate to the nature of the covered information designed
15 to protect that covered information from unauthorized access,
16 destruction, use, modification, or disclosure; and

17 (b) Delete within a reasonable time period a student's covered
18 information if the elementary school, middle school, high school, or
19 school district requests deletion of covered information under the
20 control of the elementary school, middle school, high school, or school
21 district, unless a student or parent or guardian consents to the
22 maintenance of the covered information.

23 (4) An operator may use or disclose covered information of a student
24 under the following circumstances:

25 (a) If other provisions of federal or state law require the operator
26 to disclose the covered information and the operator complies with the
27 requirements of federal and state law in protecting and disclosing such
28 covered information;

29 (b) As long as no covered information is used for advertising or to
30 amass a profile on the student for purposes other than elementary,
31 middle, or high school purposes, for legitimate research purposes as

1 required by state or federal law and subject to the restrictions under
2 applicable state and federal law or as allowed by state or federal law
3 and in furtherance of elementary, middle, or high school purposes or
4 postsecondary educational purposes; or

5 (c) To state or local educational agencies, including elementary
6 schools, middle schools, high schools, and school districts, for
7 elementary, middle, or high school purposes, as permitted by state or
8 federal law.

9 (5) This section does not prohibit an operator from doing any of the
10 following:

11 (a) Using covered information to improve educational products if
12 such covered information is not associated with an identified student
13 within the operator's site, service, or application or other sites,
14 services, or applications owned by the operator;

15 (b) Using covered information that is not associated with an
16 identified student to demonstrate or market the effectiveness of the
17 operator's products or services;

18 (c) Sharing covered information that is not associated with an
19 identified student for the development and improvement of educational
20 sites, services, or applications;

21 (d) Using recommendation engines to recommend to a student either of
22 the following:

23 (i) Additional content relating to an educational, other learning,
24 or employment opportunity purpose within an online site, service, or
25 application if the recommendation is not determined in whole or in part
26 by payment or other consideration from a third party; or

27 (ii) Additional services relating to an educational, other learning,
28 or employment opportunity purpose within an online site, service, or
29 application if the recommendation is not determined in whole or in part
30 by payment or other consideration from a third party; or

31 (e) Responding to a student's request for information or for

1 feedback without the information or response being determined in whole or
2 in part by payment or other consideration from a third party.

3 (6) This section does not:

4 (a) Limit the authority of a law enforcement agency to obtain any
5 content or covered information from an operator as authorized by law or
6 under a court order;

7 (b) Limit the ability of an operator to use student data, including
8 covered information, for adaptive learning or customized student learning
9 purposes;

10 (c) Apply to general audience Internet web sites, general audience
11 online services, general audience online applications, or general
12 audience mobile applications, even if login credentials created for an
13 operator's site, service, or application may be used to access those
14 general audience sites, services, or applications;

15 (d) Limit service providers from providing Internet connectivity to
16 schools or a student and his or her family;

17 (e) Prohibit an operator of an Internet web site, online service,
18 online application, or mobile application from marketing educational
19 products directly to parents if the marketing did not result from the use
20 of covered information obtained by the operator through the provision of
21 services covered under this section;

22 (f) Impose a duty upon a provider of an electronic store, network
23 gateway, marketplace, or other means of purchasing or downloading
24 software or applications to review or enforce compliance with this
25 section on those applications or software;

26 (g) Impose a duty upon a provider of an interactive computer service
27 to review or enforce compliance with this section by third-party content
28 providers; or

29 (h) Prohibit a student from downloading, exporting, transferring,
30 saving, or maintaining his or her own student data or documents.

31 Sec. 4. Every swimming pool owned, rented, leased, or otherwise

1 used by a school district for practice, competition, or any other school
2 function shall have at least one person present during such use who is
3 currently certified by a nationally recognized aquatic training program
4 in first aid, cardiopulmonary resuscitation, and drowning risk
5 prevention.

6 Sec. 5. Section 9-812, Revised Statutes Cumulative Supplement, 2016,
7 is amended to read:

8 9-812 (1) All money received from the operation of lottery games
9 conducted pursuant to the State Lottery Act in Nebraska shall be credited
10 to the State Lottery Operation Trust Fund, which fund is hereby created.
11 All payments of the costs of establishing and maintaining the lottery
12 games shall be made from the State Lottery Operation Cash Fund. In
13 accordance with legislative appropriations, money for payments for
14 expenses of the division shall be transferred from the State Lottery
15 Operation Trust Fund to the State Lottery Operation Cash Fund, which fund
16 is hereby created. All money necessary for the payment of lottery prizes
17 shall be transferred from the State Lottery Operation Trust Fund to the
18 State Lottery Prize Trust Fund, which fund is hereby created. The amount
19 used for the payment of lottery prizes shall not be less than forty
20 percent of the dollar amount of the lottery tickets which have been sold.

21 (2) A portion of the dollar amount of the lottery tickets which have
22 been sold on an annualized basis shall be transferred from the State
23 Lottery Operation Trust Fund to the Education Innovation Fund, the
24 Nebraska Opportunity Grant Fund, the Nebraska Education Improvement Fund,
25 the Nebraska Environmental Trust Fund, the Nebraska State Fair Board, and
26 the Compulsive Gamblers Assistance Fund as provided in subsection (3) of
27 this section. The dollar amount transferred pursuant to this subsection
28 shall equal the greater of (a) the dollar amount transferred to the funds
29 in fiscal year 2002-03 or (b) any amount which constitutes at least
30 twenty-two percent and no more than twenty-five percent of the dollar
31 amount of the lottery tickets which have been sold on an annualized

1 basis. To the extent that funds are available, the Tax Commissioner and
2 director may authorize a transfer exceeding twenty-five percent of the
3 dollar amount of the lottery tickets sold on an annualized basis.

4 (3) Of the money available to be transferred to the Education
5 Innovation Fund, the Nebraska Opportunity Grant Fund, the Nebraska
6 Education Improvement Fund, the Nebraska Environmental Trust Fund, the
7 Nebraska State Fair Board, and the Compulsive Gamblers Assistance Fund:

8 (a) The first five hundred thousand dollars shall be transferred to
9 the Compulsive Gamblers Assistance Fund to be used as provided in section
10 9-1006;

11 (b) Beginning July 1, 2016, forty-four and one-half percent of the
12 money remaining after the payment of prizes and operating expenses and
13 the initial transfer to the Compulsive Gamblers Assistance Fund shall be
14 transferred to the Nebraska Education Improvement Fund;

15 ~~(c) Through June 30, 2016, nineteen and three-fourths percent of the~~
16 ~~money remaining after the payment of prizes and operating expenses and~~
17 ~~the initial transfer to the Compulsive Gamblers Assistance Fund shall be~~
18 ~~transferred to the Education Innovation Fund;~~

19 ~~(d) Through June 30, 2016, twenty-four and three-fourths percent of~~
20 ~~the money remaining after the payment of prizes and operating expenses~~
21 ~~and the initial transfer to the Compulsive Gamblers Assistance Fund shall~~
22 ~~be transferred to the Nebraska Opportunity Grant Fund;~~

23 (c) ~~(e)~~ Forty-four and one-half percent of the money remaining after
24 the payment of prizes and operating expenses and the initial transfer to
25 the Compulsive Gamblers Assistance Fund shall be transferred to the
26 Nebraska Environmental Trust Fund to be used as provided in the Nebraska
27 Environmental Trust Act;

28 (d) ~~(f)~~ Ten percent of the money remaining after the payment of
29 prizes and operating expenses and the initial transfer to the Compulsive
30 Gamblers Assistance Fund shall be transferred to the Nebraska State Fair
31 Board if the most populous city within the county in which the fair is

1 located provides matching funds equivalent to ten percent of the funds
2 available for transfer. Such matching funds may be obtained from the city
3 and any other private or public entity, except that no portion of such
4 matching funds shall be provided by the state. If the Nebraska State Fair
5 ceases operations, ten percent of the money remaining after the payment
6 of prizes and operating expenses and the initial transfer to the
7 Compulsive Gamblers Assistance Fund shall be transferred to the General
8 Fund; and

9 ~~(e)~~ ~~(g)~~ One percent of the money remaining after the payment of
10 prizes and operating expenses and the initial transfer to the Compulsive
11 Gamblers Assistance Fund shall be transferred to the Compulsive Gamblers
12 Assistance Fund to be used as provided in section 9-1006.

13 ~~(4)(a) The Education Innovation Fund is created. At least seventy-~~
14 ~~five percent of the lottery proceeds allocated to the Education~~
15 ~~Innovation Fund shall be available for disbursement.~~

16 ~~(b) For fiscal year 2014-15, the Education Innovation Fund shall be~~
17 ~~allocated, after administrative expenses, as follows: (i) The first one~~
18 ~~million two hundred thousand dollars shall be transferred to the~~
19 ~~Excellence in Teaching Cash Fund to fund the Excellence in Teaching Act;~~
20 ~~(ii) the next allocation shall be distributed to local systems as grants~~
21 ~~for approved accelerated or differentiated curriculum programs for~~
22 ~~students identified as learners with high ability pursuant to section~~
23 ~~79-1108.02 in an aggregated amount up to the amount distributed in the~~
24 ~~prior fiscal year for such purposes increased by the basic allowable~~
25 ~~growth rate pursuant to section 79-1025; (iii) the next one million eight~~
26 ~~hundred fifty thousand dollars shall be allocated to early childhood~~
27 ~~education grants awarded by the State Department of Education pursuant to~~
28 ~~section 79-1103; (iv) the next one million dollars shall be transferred~~
29 ~~to the Early Childhood Education Endowment Cash Fund for use pursuant to~~
30 ~~section 79-1104.02; (v) the next two hundred thousand dollars shall be~~
31 ~~used to provide grants to establish bridge programs pursuant to sections~~

1 ~~79-1189 to 79-1195; (vi) the next ten thousand dollars shall be used to~~
2 ~~fund the Interstate Compact on Educational Opportunity for Military~~
3 ~~Children; (vii) the next two million dollars shall be allocated for~~
4 ~~distance education equipment and incentives pursuant to sections 79-1336~~
5 ~~and 79-1337; (viii) the next one million dollars shall be transferred to~~
6 ~~the School District Reorganization Fund; (ix) up to the next one hundred~~
7 ~~forty-five thousand dollars shall be used by the State Department of~~
8 ~~Education to implement section 79-759; and (x) the next three hundred~~
9 ~~thirty-five thousand dollars shall be allocated to local systems as~~
10 ~~grants awarded by the State Department of Education to assist schools in~~
11 ~~evaluating and improving career education programs to align such programs~~
12 ~~with the state's economic and workforce needs. Except for funds~~
13 ~~transferred to the School District Reorganization Fund, the Early~~
14 ~~Childhood Education Endowment Cash Fund, or the department for early~~
15 ~~childhood education grants pursuant to section 79-1103, no funds received~~
16 ~~as allocations from the Education Innovation Fund pursuant to this~~
17 ~~subdivision may be obligated for payment to be made after June 30, 2016,~~
18 ~~and such funds received as transfers or allocations from the Education~~
19 ~~Innovation Fund that have not been used for their designated purpose as~~
20 ~~of such date shall be transferred to the Nebraska Education Improvement~~
21 ~~Fund on or before August 1, 2016.~~

22 ~~(c) For fiscal year 2015-16, the Education Innovation Fund shall be~~
23 ~~allocated, after administrative expenses, as follows: (i) The first one~~
24 ~~million two hundred thousand dollars shall be transferred to the~~
25 ~~Excellence in Teaching Cash Fund to fund the Excellence in Teaching Act;~~
26 ~~(ii) the next allocation shall be distributed to local systems as grants~~
27 ~~for approved accelerated or differentiated curriculum programs for~~
28 ~~students identified as learners with high ability pursuant to section~~
29 ~~79-1108.02 in an aggregated amount up to the amount distributed in the~~
30 ~~prior fiscal year for such purposes increased by the basic allowable~~
31 ~~growth rate pursuant to section 79-1025; (iii) the next one million nine~~

1 ~~hundred fifty thousand dollars shall be allocated to early childhood~~
2 ~~education grants awarded by the State Department of Education pursuant to~~
3 ~~section 79-1103; (iv) the next one million dollars shall be transferred~~
4 ~~to the Early Childhood Education Endowment Cash Fund for use pursuant to~~
5 ~~section 79-1104.02; (v) the next ten thousand dollars shall be used to~~
6 ~~fund the Interstate Compact on Educational Opportunity for Military~~
7 ~~Children; (vi) the next two million five hundred thousand dollars shall~~
8 ~~be allocated for distance education equipment and incentives pursuant to~~
9 ~~sections 79-1336 and 79-1337; (vii) the next one million dollars shall be~~
10 ~~transferred to the School District Reorganization Fund; (viii) up to the~~
11 ~~next one hundred forty five thousand dollars shall be used by the State~~
12 ~~Department of Education to implement section 79-759; and (ix) of the~~
13 ~~amount remaining, (A) three million dollars shall be retained in the~~
14 ~~Education Innovation Fund to transfer to the Nebraska Education~~
15 ~~Improvement Fund on June 30, 2016, and (B) the remaining amount shall be~~
16 ~~allocated to local systems as grants awarded by the State Department of~~
17 ~~Education to assist schools in evaluating and improving career education~~
18 ~~programs to align such programs with the state's economic and workforce~~
19 ~~needs. Except for funds transferred to the School District Reorganization~~
20 ~~Fund, the Early Childhood Education Endowment Cash Fund, or the~~
21 ~~department for early childhood education grants pursuant to section~~
22 ~~79-1103, no funds received as allocations from the Education Innovation~~
23 ~~Fund pursuant to this subdivision may be obligated for payment to be made~~
24 ~~after June 30, 2016, and such funds received as transfers or allocations~~
25 ~~from the Education Innovation Fund that have not been used for their~~
26 ~~designated purpose as of such date shall be transferred to the Nebraska~~
27 ~~Education Improvement Fund on or before August 1, 2016.~~

28 ~~(d) The Education Innovation Fund terminates on June 30, 2016. Any~~
29 ~~money in the fund on such date shall be transferred to the Nebraska~~
30 ~~Education Improvement Fund on such date.~~

31 ~~(4) (5) The Nebraska Education Improvement Fund is created. The fund~~

1 shall consist of money transferred pursuant to subsection ~~subsections~~ (3)
2 ~~and (4)~~ of this section, money transferred pursuant to section 85-1920,
3 and any other funds appropriated by the Legislature. The fund shall be
4 allocated, after actual and necessary administrative expenses, as
5 provided in this section for fiscal years 2016-17 through 2020-21. A
6 portion of each allocation may be retained by the agency to which the
7 allocation is made or the agency administering the fund to which the
8 allocation is made for actual and necessary expenses incurred by such
9 agency for administration, evaluation, and technical assistance related
10 to the purposes of the allocation, except that no amount of the
11 allocation to the Nebraska Opportunity Grant Fund may be used for such
12 purposes. On or before December 31, 2019, the Education Committee of the
13 Legislature shall electronically submit recommendations to the Clerk of
14 the Legislature regarding how the fund should be allocated to best
15 advance the educational priorities of the state for the five-year period
16 beginning with fiscal year 2021-22. For fiscal year 2016-17, an amount
17 equal to ten percent of the revenue allocated to the Education Innovation
18 Fund and to the Nebraska Opportunity Grant Fund for fiscal year 2015-16
19 shall be retained in the Nebraska Education Improvement Fund. For fiscal
20 years 2017-18 through 2020-21, an amount equal to ten percent of the
21 revenue received by the Nebraska Education Improvement Fund in the prior
22 fiscal year shall be retained in the fund. For fiscal years 2016-17
23 through 2020-21, the remainder of the fund, after payment of any learning
24 community transition aid pursuant to section 79-10,145, shall be
25 allocated as follows:

26 (a) One percent of the allocated funds to the Expanded Learning
27 Opportunity Grant Fund to carry out the Expanded Learning Opportunity
28 Grant Program Act;

29 (b) Seventeen percent of the allocated funds to the Department of
30 Education Innovative Grant Fund to be used (i) for competitive innovation
31 grants pursuant to section 79-1054 and (ii) ~~for school fiscal year~~

1 ~~2017-18,~~ to carry out the purposes of section 79-759;

2 (c) Nine percent of the allocated funds to the Community College Gap
3 Assistance Program Fund to carry out the community college gap assistance
4 program;

5 (d) Eight percent of the allocated funds to the Excellence in
6 Teaching Cash Fund to carry out the Excellence in Teaching Act;

7 (e) Sixty-two percent of the allocated funds to the Nebraska
8 Opportunity Grant Fund to carry out the Nebraska Opportunity Grant Act in
9 conjunction with appropriations from the General Fund; and

10 (f) Three percent of the allocated funds to fund distance education
11 incentives pursuant to section 79-1337.

12 (5) ~~(6)~~ Any money in the State Lottery Operation Trust Fund, the
13 State Lottery Operation Cash Fund, the State Lottery Prize Trust Fund,
14 the Nebraska Education Improvement Fund, or the Education Innovation Fund
15 available for investment shall be invested by the state investment
16 officer pursuant to the Nebraska Capital Expansion Act and the Nebraska
17 State Funds Investment Act.

18 (6) ~~(7)~~ Unclaimed prize money on a winning lottery ticket shall be
19 retained for a period of time prescribed by rules and regulations. If no
20 claim is made within such period, the prize money shall be used at the
21 discretion of the Tax Commissioner for any of the purposes prescribed in
22 this section.

23 Sec. 6. Section 77-3442, Revised Statutes Cumulative Supplement,
24 2016, is amended to read:

25 77-3442 (1) Property tax levies for the support of local governments
26 for fiscal years beginning on or after July 1, 1998, shall be limited to
27 the amounts set forth in this section except as provided in section
28 77-3444.

29 (2)(a) Except as provided in subdivisions (2)(b) and (2)(e) of this
30 section, school districts and multiple-district school systems may levy a
31 maximum levy of one dollar and five cents per one hundred dollars of

1 taxable valuation of property subject to the levy.

2 (b) For each fiscal year prior to fiscal year 2017-18, learning
3 communities may levy a maximum levy for the general fund budgets of
4 member school districts of ninety-five cents per one hundred dollars of
5 taxable valuation of property subject to the levy. The proceeds from the
6 levy pursuant to this subdivision shall be distributed pursuant to
7 section 79-1073.

8 (c) Except as provided in subdivision (2)(e) of this section, for
9 each fiscal year prior to fiscal year 2017-18, school districts that are
10 members of learning communities may levy for purposes of such districts'
11 general fund budget and special building funds a maximum combined levy of
12 the difference of one dollar and five cents on each one hundred dollars
13 of taxable property subject to the levy minus the learning community levy
14 pursuant to subdivision (2)(b) of this section for such learning
15 community.

16 (d) Excluded from the limitations in subdivisions (2)(a) and (2)(c)
17 of this section are amounts levied to pay for current and future sums
18 agreed to be paid by a school district to certificated employees in
19 exchange for a voluntary termination of employment occurring prior to the
20 operative date of this section, amounts levied by a school district
21 otherwise at the maximum levy pursuant to subdivision (2)(a) of this
22 section to pay for current and future sums agreed to be paid by such
23 school district in exchange for the voluntary termination of a
24 certificated teacher occurring on or after the operative date of this
25 section and not as a result of a collective-bargaining agreement if such
26 current and future sums do not exceed thirty-five thousand dollars in
27 total for such certificated teacher and such current and future sums are
28 paid prior to such certificated teacher becoming eligible for medicare or
29 within five years after the voluntary termination, whichever occurs
30 first, amounts levied in compliance with sections 79-10,110 and
31 79-10,110.02, and amounts levied to pay for special building funds and

1 sinking funds established for projects commenced prior to April 1, 1996,
2 for construction, expansion, or alteration of school district buildings.
3 For purposes of this subsection, commenced means any action taken by the
4 school board on the record which commits the board to expend district
5 funds in planning, constructing, or carrying out the project.

6 (e) Federal aid school districts may exceed the maximum levy
7 prescribed by subdivision (2)(a) or (2)(c) of this section only to the
8 extent necessary to qualify to receive federal aid pursuant to Title VIII
9 of Public Law 103-382, as such title existed on September 1, 2001. For
10 purposes of this subdivision, federal aid school district means any
11 school district which receives ten percent or more of the revenue for its
12 general fund budget from federal government sources pursuant to Title
13 VIII of Public Law 103-382, as such title existed on September 1, 2001.

14 (f) For each fiscal year, learning communities may levy a maximum
15 levy of one-half cent on each one hundred dollars of taxable property
16 subject to the levy for elementary learning center facility leases, for
17 remodeling of leased elementary learning center facilities, and for up to
18 fifty percent of the estimated cost for focus school or program capital
19 projects approved by the learning community coordinating council pursuant
20 to section 79-2111.

21 (g) For each fiscal year, learning communities may levy a maximum
22 levy of one and one-half cents on each one hundred dollars of taxable
23 property subject to the levy for early childhood education programs for
24 children in poverty, for elementary learning center employees, for
25 contracts with other entities or individuals who are not employees of the
26 learning community for elementary learning center programs and services,
27 and for pilot projects, except that no more than ten percent of such levy
28 may be used for elementary learning center employees.

29 (3) For each fiscal year, community college areas may levy the
30 levies provided in subdivisions (2)(a) through (c) of section 85-1517, in
31 accordance with the provisions of such subdivisions. A community college

1 area may exceed the levy provided in subdivision (2)(b) of section
2 85-1517 by the amount necessary to retire general obligation bonds
3 assumed by the community college area or issued pursuant to section
4 85-1515 according to the terms of such bonds or for any obligation
5 pursuant to section 85-1535 entered into prior to January 1, 1997.

6 (4)(a) Natural resources districts may levy a maximum levy of four
7 and one-half cents per one hundred dollars of taxable valuation of
8 property subject to the levy.

9 (b) Natural resources districts shall also have the power and
10 authority to levy a tax equal to the dollar amount by which their
11 restricted funds budgeted to administer and implement ground water
12 management activities and integrated management activities under the
13 Nebraska Ground Water Management and Protection Act exceed their
14 restricted funds budgeted to administer and implement ground water
15 management activities and integrated management activities for FY2003-04,
16 not to exceed one cent on each one hundred dollars of taxable valuation
17 annually on all of the taxable property within the district.

18 (c) In addition, natural resources districts located in a river
19 basin, subbasin, or reach that has been determined to be fully
20 appropriated pursuant to section 46-714 or designated as overappropriated
21 pursuant to section 46-713 by the Department of Natural Resources shall
22 also have the power and authority to levy a tax equal to the dollar
23 amount by which their restricted funds budgeted to administer and
24 implement ground water management activities and integrated management
25 activities under the Nebraska Ground Water Management and Protection Act
26 exceed their restricted funds budgeted to administer and implement ground
27 water management activities and integrated management activities for
28 FY2005-06, not to exceed three cents on each one hundred dollars of
29 taxable valuation on all of the taxable property within the district for
30 fiscal year 2006-07 and each fiscal year thereafter through fiscal year
31 2017-18.

1 (5) Any educational service unit authorized to levy a property tax
2 pursuant to section 79-1225 may levy a maximum levy of one and one-half
3 cents per one hundred dollars of taxable valuation of property subject to
4 the levy.

5 (6)(a) Incorporated cities and villages which are not within the
6 boundaries of a municipal county may levy a maximum levy of forty-five
7 cents per one hundred dollars of taxable valuation of property subject to
8 the levy plus an additional five cents per one hundred dollars of taxable
9 valuation to provide financing for the municipality's share of revenue
10 required under an agreement or agreements executed pursuant to the
11 Interlocal Cooperation Act or the Joint Public Agency Act. The maximum
12 levy shall include amounts levied to pay for sums to support a library
13 pursuant to section 51-201, museum pursuant to section 51-501, visiting
14 community nurse, home health nurse, or home health agency pursuant to
15 section 71-1637, or statue, memorial, or monument pursuant to section
16 80-202.

17 (b) Incorporated cities and villages which are within the boundaries
18 of a municipal county may levy a maximum levy of ninety cents per one
19 hundred dollars of taxable valuation of property subject to the levy. The
20 maximum levy shall include amounts paid to a municipal county for county
21 services, amounts levied to pay for sums to support a library pursuant to
22 section 51-201, a museum pursuant to section 51-501, a visiting community
23 nurse, home health nurse, or home health agency pursuant to section
24 71-1637, or a statue, memorial, or monument pursuant to section 80-202.

25 (7) Sanitary and improvement districts which have been in existence
26 for more than five years may levy a maximum levy of forty cents per one
27 hundred dollars of taxable valuation of property subject to the levy, and
28 sanitary and improvement districts which have been in existence for five
29 years or less shall not have a maximum levy. Unconsolidated sanitary and
30 improvement districts which have been in existence for more than five
31 years and are located in a municipal county may levy a maximum of eighty-

1 five cents per hundred dollars of taxable valuation of property subject
2 to the levy.

3 (8) Counties may levy or authorize a maximum levy of fifty cents per
4 one hundred dollars of taxable valuation of property subject to the levy,
5 except that five cents per one hundred dollars of taxable valuation of
6 property subject to the levy may only be levied to provide financing for
7 the county's share of revenue required under an agreement or agreements
8 executed pursuant to the Interlocal Cooperation Act or the Joint Public
9 Agency Act. The maximum levy shall include amounts levied to pay for sums
10 to support a library pursuant to section 51-201 or museum pursuant to
11 section 51-501. The county may allocate up to fifteen cents of its
12 authority to other political subdivisions subject to allocation of
13 property tax authority under subsection (1) of section 77-3443 and not
14 specifically covered in this section to levy taxes as authorized by law
15 which do not collectively exceed fifteen cents per one hundred dollars of
16 taxable valuation on any parcel or item of taxable property. The county
17 may allocate to one or more other political subdivisions subject to
18 allocation of property tax authority by the county under subsection (1)
19 of section 77-3443 some or all of the county's five cents per one hundred
20 dollars of valuation authorized for support of an agreement or agreements
21 to be levied by the political subdivision for the purpose of supporting
22 that political subdivision's share of revenue required under an agreement
23 or agreements executed pursuant to the Interlocal Cooperation Act or the
24 Joint Public Agency Act. If an allocation by a county would cause another
25 county to exceed its levy authority under this section, the second county
26 may exceed the levy authority in order to levy the amount allocated.

27 (9) Municipal counties may levy or authorize a maximum levy of one
28 dollar per one hundred dollars of taxable valuation of property subject
29 to the levy. The municipal county may allocate levy authority to any
30 political subdivision or entity subject to allocation under section
31 77-3443.

1 (10) Beginning July 1, 2016, rural and suburban fire protection
2 districts may levy a maximum levy of ten and one-half cents per one
3 hundred dollars of taxable valuation of property subject to the levy if
4 (a) such district is located in a county that had a levy pursuant to
5 subsection (8) of this section in the previous year of at least forty
6 cents per one hundred dollars of taxable valuation of property subject to
7 the levy or (b) for any rural or suburban fire protection district that
8 had a levy request pursuant to section 77-3443 in the previous year, the
9 county board of the county in which the greatest portion of the valuation
10 of such district is located did not authorize any levy authority to such
11 district in the previous year.

12 (11) Property tax levies (a) for judgments, except judgments or
13 orders from the Commission of Industrial Relations, obtained against a
14 political subdivision which require or obligate a political subdivision
15 to pay such judgment, to the extent such judgment is not paid by
16 liability insurance coverage of a political subdivision, (b) for
17 preexisting lease-purchase contracts approved prior to July 1, 1998, (c)
18 for bonds as defined in section 10-134 approved according to law and
19 secured by a levy on property except as provided in section 44-4317 for
20 bonded indebtedness issued by educational service units and school
21 districts, and (d) for payments by a public airport to retire interest-
22 free loans from the Department of Aeronautics in lieu of bonded
23 indebtedness at a lower cost to the public airport are not included in
24 the levy limits established by this section.

25 (12) The limitations on tax levies provided in this section are to
26 include all other general or special levies provided by law.
27 Notwithstanding other provisions of law, the only exceptions to the
28 limits in this section are those provided by or authorized by sections
29 77-3442 to 77-3444.

30 (13) Tax levies in excess of the limitations in this section shall
31 be considered unauthorized levies under section 77-1606 unless approved

1 under section 77-3444.

2 (14) For purposes of sections 77-3442 to 77-3444, political
3 subdivision means a political subdivision of this state and a county
4 agricultural society.

5 (15) For school districts that file a binding resolution on or
6 before May 9, 2008, with the county assessors, county clerks, and county
7 treasurers for all counties in which the school district has territory
8 pursuant to subsection (7) of section 79-458, if the combined levies,
9 except levies for bonded indebtedness approved by the voters of the
10 school district and levies for the refinancing of such bonded
11 indebtedness, are in excess of the greater of (a) one dollar and twenty
12 cents per one hundred dollars of taxable valuation of property subject to
13 the levy or (b) the maximum levy authorized by a vote pursuant to section
14 77-3444, all school district levies, except levies for bonded
15 indebtedness approved by the voters of the school district and levies for
16 the refinancing of such bonded indebtedness, shall be considered
17 unauthorized levies under section 77-1606.

18 Sec. 7. Section 79-237, Revised Statutes Cumulative Supplement,
19 2016, is amended to read:

20 79-237 (1) For a student to begin attendance as an option student in
21 an option school district in which the student resides, the student's
22 parent or legal guardian shall submit an application to the school board
23 of the option school district between September 1 and March 15 for
24 attendance during the following and subsequent school years. Except as
25 provided in subsection (2) of this section, applications submitted after
26 March 15 shall contain a release approval from the resident school
27 district on the application form prescribed and furnished by the State
28 Department of Education pursuant to subsection (8) of this section. A
29 district may not accept or approve any applications submitted after such
30 date without such a release approval. The option school district shall
31 provide the resident school district with the name of the applicant on or

1 before April 1 or, in the case of an application submitted after March
2 15, within sixty days after submission. The option school district shall
3 notify, in writing, the parent or legal guardian of the student and the
4 resident school district whether the application is accepted or rejected
5 on or before April 1 or, in the case of an application submitted after
6 March 15, within sixty days after submission. An option school district
7 that is a member of a learning community may not approve an application
8 pursuant to this section for a student who resides in such learning
9 community to attend prior to school year 2017-18.

10 (2) A student who relocates to a different resident school district
11 after February 1 or whose option school district merges with another
12 district effective after February 1 may submit an application to the
13 school board of an option school district for attendance during the
14 current or immediately following and subsequent school years unless the
15 applicant is a resident of a learning community and the application is
16 for attendance to begin prior to school year 2017-18 in an option school
17 district that is also a member of such learning community. Such
18 application does not require the release approval of the resident school
19 district. The option school district shall accept or reject such
20 application within forty-five days.

21 (3) A parent or guardian may provide information on the application
22 for an option school district that is a member of a learning community
23 regarding the applicant's potential qualification for free or reduced-
24 price lunches. Any such information provided shall be subject to
25 verification and shall only be used for the purposes of subsection (4) of
26 section 79-238. Nothing in this subsection requires a parent or guardian
27 to provide such information. Determinations about an applicant's
28 qualification for free or reduced-price lunches for purposes of
29 subsection (4) of section 79-238 shall be based on any verified
30 information provided on the application. If no such information is
31 provided, the student shall be presumed not to qualify for free or

1 reduced-price lunches for the purposes of subsection (4) of section
2 79-238.

3 (4) Applications for students who do not actually attend the option
4 school district may be withdrawn in good standing upon mutual agreement
5 by both the resident and option school districts.

6 (5) No option student shall attend an option school district for
7 less than one school year unless the student relocates to a different
8 resident school district, completes requirements for graduation prior to
9 the end of his or her senior year, transfers to a private or parochial
10 school, or upon mutual agreement of the resident and option school
11 districts cancels the enrollment option and returns to the resident
12 school district.

13 (6) Except as provided in subsection (5) of this section or, for
14 open enrollment option students, in section 79-235.01, the option student
15 shall attend the option school district until graduation unless the
16 student relocates in a different resident school district, transfers to a
17 private or parochial school, or chooses to return to the resident school
18 district.

19 (7) In each case of cancellation pursuant to subsections (5) and (6)
20 of this section, the student's parent or legal guardian shall provide
21 written notification to the school board of the option school district
22 and the resident school district on forms prescribed and furnished by the
23 department under subsection (8) of this section in advance of such
24 cancellation.

25 (8) The application and cancellation forms shall be prescribed and
26 furnished by the State Department of Education.

27 (9) An option student who subsequently chooses to attend a private
28 or parochial school and who is not an open enrollment option student
29 shall be automatically accepted to return to either the resident school
30 district or option school district upon the completion of the grade
31 levels offered at the private or parochial school. If such student

1 chooses to return to the option school district, the student's parent or
2 legal guardian shall submit another application to the school board of
3 the option school district which shall be automatically accepted, and the
4 deadlines prescribed in this section shall be waived.

5 Sec. 8. Section 79-2,144, Revised Statutes Cumulative Supplement,
6 2016, is amended to read:

7 79-2,144 The state school security director appointed pursuant to
8 section 79-2,143 shall be responsible for providing leadership and
9 support for safety and security for the public schools. Duties of the
10 director include, but are not limited to:

11 (1) Collecting safety and security plans, required pursuant to rules
12 and regulations of the State Department of Education relating to
13 accreditation of schools, and other school security information from each
14 school system in Nebraska. School districts shall provide the state
15 school security director with the safety and security plans of the school
16 district and any other security information requested by the director,
17 but any plans or information submitted by a school district may be
18 withheld by the department pursuant to subdivision (8) of section
19 84-712.05;

20 (2) Recommending minimum standards for school security on or before
21 January 1, 2016, to the State Board of Education;

22 (3) Conducting an assessment of the security of each public school
23 building, which assessment shall be completed by August 31, 2019 ~~2017~~;

24 (4) Identifying deficiencies in school security based on the minimum
25 standards adopted by the State Board of Education and making
26 recommendations to school boards for remedying such deficiencies;

27 (5) Establishing security awareness and preparedness tools and
28 training programs for public school staff;

29 (6) Establishing research-based model instructional programs for
30 staff, students, and parents to address the underlying causes for violent
31 attacks on schools;

1 (7) Overseeing suicide awareness and prevention training in public
2 schools pursuant to section 79-2,146;

3 (8) Establishing tornado preparedness standards which shall include,
4 but not be limited to, ensuring that every school conducts ~~conduct~~ at
5 least two tornado drills per year;

6 (9) Responding to inquiries and requests for assistance relating to
7 school security from private, denominational, and parochial schools; and

8 (10) Recommending curricular and extracurricular materials to assist
9 school districts in preventing and responding to cyberbullying and
10 digital citizenship issues.

11 Sec. 9. Section 79-319, Reissue Revised Statutes of Nebraska, is
12 amended to read:

13 79-319 The State Board of Education has the authority to (1) provide
14 for the education of and approve special educational facilities and
15 programs provided in the public schools for children with disabilities,
16 (2) act as the state's authority for the approval of all types of
17 veterans educational programs and have jurisdiction over the
18 administration and supervision of on-the-job and apprenticeship training,
19 on-the-farm training, and flight training programs for veterans which are
20 financially supported in whole or in part by the federal government, (3)
21 supervise and administer any educational or training program established
22 within the state by the federal government, except postsecondary
23 education in approved colleges, (4) coordinate educational activities in
24 the state that pertain to elementary and secondary education and such
25 other educational programs as are placed by statute under the
26 jurisdiction of the board, (5) administer any state or federal career and
27 technical education laws and funding as directed, (6) receive and
28 distribute according to law any money, commodities, goods, or services
29 made available to the board from the state or federal government or from
30 any other source and distribute money in accordance with the terms of any
31 grant received, including the distribution of money from grants by the

1 federal government to schools, preschools, day care centers, day care
2 homes, nonprofit agencies, and political subdivisions of the state or
3 institutions of learning not owned or exclusively controlled by the state
4 or a political subdivision thereof, so long as no public funds of the
5 state, any political subdivision, or any public corporation are added to
6 such federal grants, (7) ~~(6)~~ publish, from time to time, directories of
7 schools and educators, pamphlets, curriculum guides, rules and
8 regulations, handbooks on school constitution and other matters of
9 interest to educators, and similar publications. Such publications may be
10 distributed without charge to schools and school officials within this
11 state or may be sold at a price not less than the actual cost of
12 printing. The proceeds of such sale shall be remitted to the State
13 Treasurer for credit to the State Department of Education Cash Fund which
14 may be used by the State Department of Education for the purpose of
15 printing and distributing further such publications on a nonprofit basis.
16 Copies of such publications shall be provided to the Nebraska
17 Publications Clearinghouse pursuant to section 51-413, and (8) ~~(7)~~ when
18 necessary for the proper administration of the functions of the
19 department and with the approval of the Governor and the Department of
20 Administrative Services, rent or lease space outside the State Capitol.

21 Sec. 10. Section 79-746, Reissue Revised Statutes of Nebraska, is
22 amended to read:

23 79-746 Any public school district in this state may enter into an
24 agreement with any other public school district in this state to provide
25 and share vocational educational programs, particularly programs
26 involving recent technological developments such as electronics, computer
27 science, and communications. The agreement's terms shall be approved by
28 the school board or board of education of each school district
29 participating in the agreement. The terms of the agreement shall include,
30 but not be limited to, the method of sharing or hiring personnel,
31 purchasing equipment and materials, and course curriculum.

1 The State Board of ~~Vocational~~ Education shall be apprised of all
2 interdistrict school agreements at the time such agreements are executed.

3 Sec. 11. Section 79-1003, Revised Statutes Cumulative Supplement,
4 2016, is amended to read:

5 79-1003 For purposes of the Tax Equity and Educational Opportunities
6 Support Act:

7 (1) Adjusted general fund operating expenditures means (a) for
8 school fiscal years 2013-14 through 2015-16, the difference of the
9 general fund operating expenditures as calculated pursuant to subdivision
10 (23) of this section increased by the cost growth factor calculated
11 pursuant to section 79-1007.10, minus the transportation allowance,
12 special receipts allowance, poverty allowance, limited English
13 proficiency allowance, distance education and telecommunications
14 allowance, elementary site allowance, summer school allowance,
15 instructional time allowance, teacher education allowance, and focus
16 school and program allowance, (b) for school fiscal years 2016-17 through
17 2018-19, the difference of the general fund operating expenditures as
18 calculated pursuant to subdivision (23) of this section increased by the
19 cost growth factor calculated pursuant to section 79-1007.10, minus the
20 transportation allowance, special receipts allowance, poverty allowance,
21 limited English proficiency allowance, distance education and
22 telecommunications allowance, elementary site allowance, summer school
23 allowance, ~~best practices allowance~~, and focus school and program
24 allowance, and (c) for school fiscal year 2019-20 and each school fiscal
25 year thereafter, the difference of the general fund operating
26 expenditures as calculated pursuant to subdivision (23) of this section
27 increased by the cost growth factor calculated pursuant to section
28 79-1007.10, minus the transportation allowance, special receipts
29 allowance, poverty allowance, limited English proficiency allowance,
30 distance education and telecommunications allowance, elementary site
31 allowance, summer school allowance, ~~best practices allowance~~, community

1 achievement plan allowance, and focus school and program allowance;

2 (2) Adjusted valuation means the assessed valuation of taxable
3 property of each local system in the state, adjusted pursuant to the
4 adjustment factors described in section 79-1016. Adjusted valuation means
5 the adjusted valuation for the property tax year ending during the school
6 fiscal year immediately preceding the school fiscal year in which the aid
7 based upon that value is to be paid. For purposes of determining the
8 local effort rate yield pursuant to section 79-1015.01, adjusted
9 valuation does not include the value of any property which a court, by a
10 final judgment from which no appeal is taken, has declared to be
11 nontaxable or exempt from taxation;

12 (3) Allocated income tax funds means the amount of assistance paid
13 to a local system pursuant to section 79-1005.01 as adjusted, for school
14 fiscal years prior to school fiscal year 2017-18, by the minimum levy
15 adjustment pursuant to section 79-1008.02;

16 (4) Average daily membership means the average daily membership for
17 grades kindergarten through twelve attributable to the local system, as
18 provided in each district's annual statistical summary, and includes the
19 proportionate share of students enrolled in a public school instructional
20 program on less than a full-time basis;

21 (5) Base fiscal year means the first school fiscal year following
22 the school fiscal year in which the reorganization or unification
23 occurred;

24 (6) Board means the school board of each school district;

25 (7) Categorical funds means funds limited to a specific purpose by
26 federal or state law, including, but not limited to, Title I funds, Title
27 VI funds, federal vocational education funds, federal school lunch funds,
28 Indian education funds, Head Start funds, and funds from the Education
29 Innovation Fund;

30 (8) Consolidate means to voluntarily reduce the number of school
31 districts providing education to a grade group and does not include

1 dissolution pursuant to section 79-498;

2 (9) Converted contract means an expired contract that was in effect
3 for at least fifteen school years beginning prior to school year 2012-13
4 for the education of students in a nonresident district in exchange for
5 tuition from the resident district when the expiration of such contract
6 results in the nonresident district educating students, who would have
7 been covered by the contract if the contract were still in effect, as
8 option students pursuant to the enrollment option program established in
9 section 79-234;

10 (10) Converted contract option student means a student who will be
11 an option student pursuant to the enrollment option program established
12 in section 79-234 for the school fiscal year for which aid is being
13 calculated and who would have been covered by a converted contract if the
14 contract were still in effect and such school fiscal year is the first
15 school fiscal year for which such contract is not in effect;

16 (11) Department means the State Department of Education;

17 (12) District means any Class I, II, III, IV, V, or VI school
18 district ~~or and, beginning with the calculation of state aid for school~~
19 ~~fiscal year 2011-12 and each school fiscal year thereafter, a unified~~
20 system as defined in section 79-4,108;

21 (13) Ensuing school fiscal year means the school fiscal year
22 following the current school fiscal year;

23 (14) Equalization aid means the amount of assistance calculated to
24 be paid to a local system pursuant to sections 79-1007.11 to 79-1007.23,
25 79-1007.25, 79-1008.01 to 79-1022, and 79-1022.02;

26 (15) Fall membership means the total membership in kindergarten
27 through grade twelve attributable to the local system as reported on the
28 fall school district membership reports for each district pursuant to
29 section 79-528;

30 (16) Fiscal year means the state fiscal year which is the period
31 from July 1 to the following June 30;

1 (17) Formula students means:

2 (a) For state aid certified pursuant to section 79-1022, the sum of
3 the product of fall membership from the school fiscal year immediately
4 preceding the school fiscal year in which the aid is to be paid
5 multiplied by the average ratio of average daily membership to fall
6 membership for the second school fiscal year immediately preceding the
7 school fiscal year in which the aid is to be paid and the prior two
8 school fiscal years plus sixty percent of the qualified early childhood
9 education fall membership plus tuitioned students from the school fiscal
10 year immediately preceding the school fiscal year in which aid is to be
11 paid minus the product of the number of students enrolled in kindergarten
12 that is not full-day kindergarten from the fall membership multiplied by
13 0.5; and

14 (b) For the final calculation of state aid pursuant to section
15 79-1065, the sum of average daily membership plus sixty percent of the
16 qualified early childhood education average daily membership plus
17 tuitioned students minus the product of the number of students enrolled
18 in kindergarten that is not full-day kindergarten from the average daily
19 membership multiplied by 0.5 from the school fiscal year immediately
20 preceding the school fiscal year in which aid was paid;

21 (18) Free lunch and free milk calculated students means, using the
22 most recent data available on November 1 of the school fiscal year
23 immediately preceding the school fiscal year in which aid is to be paid,

24 (a) for schools that did not provide free meals to all students pursuant
25 to the community eligibility provision, students who individually
26 qualified for free lunches or free milk pursuant to the federal Richard
27 B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq., and the
28 federal Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq., as such acts
29 and sections existed on January 1, 2015, and rules and regulations
30 adopted thereunder, plus (b) for schools that provided free meals to all
31 students pursuant to the community eligibility provision, (i) for school

1 fiscal year 2016-17, the product of the students who attended such school
2 multiplied by the identified student percentage calculated pursuant to
3 such federal provision or (ii) for school fiscal year 2017-18 and each
4 school fiscal year thereafter, the greater of the number of students in
5 such school who individually qualified for free lunch or free milk using
6 the most recent school fiscal year for which the school did not provide
7 free meals to all students pursuant to the community eligibility
8 provision or one hundred ten percent of the product of the students who
9 qualified for free meals at such school pursuant to the community
10 eligibility provision multiplied by the identified student percentage
11 calculated pursuant to such federal provision, except that the free lunch
12 and free milk students calculated for any school pursuant to subdivision
13 (18)(b)(ii) of this section shall not exceed one hundred percent of the
14 students qualified for free meals at such school pursuant to the
15 community eligibility provision;

16 (19) Free lunch and free milk student means, for school fiscal years
17 prior to school fiscal year 2016-17, a student who qualified for free
18 lunches or free milk from the most recent data available on November 1 of
19 the school fiscal year immediately preceding the school fiscal year in
20 which aid is to be paid;

21 (20) Full-day kindergarten means kindergarten offered by a district
22 for at least one thousand thirty-two instructional hours;

23 (21) General fund budget of expenditures means the total budget of
24 disbursements and transfers for general fund purposes as certified in the
25 budget statement adopted pursuant to the Nebraska Budget Act, except that
26 for purposes of the limitation imposed in section 79-1023 and the
27 calculation pursuant to subdivision (2) of section 79-1027.01, the
28 general fund budget of expenditures does not include any special grant
29 funds, exclusive of local matching funds, received by a district;

30 (22) General fund expenditures means all expenditures from the
31 general fund;

1 (23) General fund operating expenditures means for state aid
2 calculated for school fiscal years 2012-13 and each school fiscal year
3 thereafter, as reported on the annual financial report for the second
4 school fiscal year immediately preceding the school fiscal year in which
5 aid is to be paid, the total general fund expenditures minus (a) the
6 amount of all receipts to the general fund, to the extent that such
7 receipts are not included in local system formula resources, from early
8 childhood education tuition, summer school tuition, educational entities
9 as defined in section 79-1201.01 for providing distance education courses
10 through the Educational Service Unit Coordinating Council to such
11 educational entities, private foundations, individuals, associations,
12 charitable organizations, the textbook loan program authorized by section
13 79-734, federal impact aid, and levy override elections pursuant to
14 section 77-3444, (b) the amount of expenditures for categorical funds,
15 tuition paid, transportation fees paid to other districts, adult
16 education, community services, redemption of the principal portion of
17 general fund debt service, retirement incentive plans authorized by
18 section 79-855, and staff development assistance authorized by section
19 79-856, (c) the amount of any transfers from the general fund to any bond
20 fund and transfers from other funds into the general fund, (d) any legal
21 expenses in excess of fifteen-hundredths of one percent of the formula
22 need for the school fiscal year in which the expenses occurred, ~~(e)(i)~~
23 ~~(e)~~ expenditures to pay for current and future sums agreed to be paid by
24 a school district to certificated employees in exchange for a voluntary
25 termination occurring prior to July 1, 2009, occurring on or after the
26 last day of the 2010-11 school year and prior to the first day of the
27 2013-14 school year, or, to the extent that a district has demonstrated
28 to the State Board of Education pursuant to section 79-1028.01 that the
29 agreement will result in a net savings in salary and benefit costs to the
30 school district over a five-year period, occurring on or after the first
31 day of the 2013-14 school year and prior to the operative date of this

1 section or (ii) expenditures to pay for current and future sums agreed to
2 be paid by a school district in exchange for the voluntary termination of
3 a certificated teacher occurring on or after the operative date of this
4 section and not as a result of a collective-bargaining agreement if such
5 current and future sums do not exceed thirty-five thousand dollars in
6 total for such certificated teacher and such current and future sums are
7 paid prior to such certificated teacher becoming eligible for medicare or
8 within five years after the voluntary termination, whichever occurs
9 first, to the extent that the district has demonstrated to the State
10 Board of Education pursuant to section 79-1028.01 that the agreement will
11 result in a net savings in salary and benefit costs to the school
12 district over a five-year period occurring on or after the first day of
13 the 2018-19 school year, (f)(i) expenditures to pay for employer
14 contributions pursuant to subsection (2) of section 79-958 to the School
15 Employees Retirement System of the State of Nebraska to the extent that
16 such expenditures exceed the employer contributions under such subsection
17 that would have been made at a contribution rate of seven and thirty-five
18 hundredths percent or (ii) expenditures to pay for school district
19 contributions pursuant to subdivision (1)(c)(i) of section 79-9,113 to
20 the retirement system established pursuant to the Class V School
21 Employees Retirement Act to the extent that such expenditures exceed the
22 school district contributions under such subdivision that would have been
23 made at a contribution rate of seven and thirty-seven hundredths percent,
24 and (g) any amounts paid by the district for lobbyist fees and expenses
25 reported to the Clerk of the Legislature pursuant to section 49-1483.

26 For purposes of this subdivision (23) of this section, receipts from
27 levy override elections shall equal ninety-nine percent of the difference
28 of the total general fund levy minus a levy of one dollar and five cents
29 per one hundred dollars of taxable valuation multiplied by the assessed
30 valuation for school districts that have voted pursuant to section
31 77-3444 to override the maximum levy provided pursuant to section

1 77-3442;

2 (24) High school district means a school district providing
3 instruction in at least grades nine through twelve;

4 (25) Income tax liability means the amount of the reported income
5 tax liability for resident individuals pursuant to the Nebraska Revenue
6 Act of 1967 less all nonrefundable credits earned and refunds made;

7 (26) Income tax receipts means the amount of income tax collected
8 pursuant to the Nebraska Revenue Act of 1967 less all nonrefundable
9 credits earned and refunds made;

10 (27) Limited English proficiency students means the number of
11 students with limited English proficiency in a district from the most
12 recent data available on November 1 of the school fiscal year preceding
13 the school fiscal year in which aid is to be paid plus the difference of
14 such students with limited English proficiency minus the average number
15 of limited English proficiency students for such district, prior to such
16 addition, for the three immediately preceding school fiscal years if such
17 difference is greater than zero;

18 (28) Local system means a learning community for purposes of
19 calculation of state aid for each school fiscal year prior to school
20 fiscal year 2017-18, a unified system, a Class VI district and the
21 associated Class I districts, or a Class II, III, IV, or V district and
22 any affiliated Class I districts or portions of Class I districts. The
23 membership, expenditures, and resources of Class I districts that are
24 affiliated with multiple high school districts will be attributed to
25 local systems based on the percent of the Class I valuation that is
26 affiliated with each high school district;

27 (29) Low-income child means (a) for school fiscal years prior to
28 2016-17, a child under nineteen years of age living in a household having
29 an annual adjusted gross income for the second calendar year preceding
30 the beginning of the school fiscal year for which aid is being calculated
31 equal to or less than the maximum household income that would allow a

1 student from a family of four people to be a free lunch and free milk
2 student during the school fiscal year immediately preceding the school
3 fiscal year for which aid is being calculated and (b) for school fiscal
4 year 2016-17 and each school fiscal year thereafter, a child under
5 nineteen years of age living in a household having an annual adjusted
6 gross income for the second calendar year preceding the beginning of the
7 school fiscal year for which aid is being calculated equal to or less
8 than the maximum household income pursuant to sections 9(b)(1) and 17(c)
9 (4) of the Richard B. Russell National School Lunch Act, 42 U.S.C.
10 1758(b)(1) and 42 U.S.C. 1766(c)(4), respectively, and sections 3(a)(6)
11 and 4(e)(1)(A) of the Child Nutrition Act of 1966, 42 U.S.C. 1772(a)(6)
12 and 42 U.S.C. 1773(e)(1)(A), respectively, as such acts and sections
13 existed on January 1, 2015, for a household of that size that would have
14 allowed the child to meet the income qualifications for free meals during
15 the school fiscal year immediately preceding the school fiscal year for
16 which aid is being calculated;

17 (30) Low-income students means the number of low-income children
18 within the district multiplied by the ratio of the formula students in
19 the district divided by the total children under nineteen years of age
20 residing in the district as derived from income tax information;

21 (31) Most recently available complete data year means the most
22 recent single school fiscal year for which the annual financial report,
23 fall school district membership report, annual statistical summary,
24 Nebraska income tax liability by school district for the calendar year in
25 which the majority of the school fiscal year falls, and adjusted
26 valuation data are available;

27 (32) Poverty students means (a) for school fiscal years prior to
28 2016-17, the number of low-income students or the number of students who
29 are free lunch and free milk students in a district plus the difference
30 of the number of low-income students or the number of students who are
31 free lunch and free milk students in a district, whichever is greater,

1 minus the average number of poverty students for such district, prior to
2 such addition, for the three immediately preceding school fiscal years if
3 such difference is greater than zero and (b) for school fiscal year
4 2016-17 and each school fiscal year thereafter, the unadjusted poverty
5 students plus the difference of such unadjusted poverty students minus
6 the average number of poverty students for such district, prior to such
7 addition, for the three immediately preceding school fiscal years if such
8 difference is greater than zero;

9 (33) Qualified early childhood education average daily membership
10 means the product of the average daily membership for school fiscal year
11 2006-07 and each school fiscal year thereafter of students who will be
12 eligible to attend kindergarten the following school year and are
13 enrolled in an early childhood education program approved by the
14 department pursuant to section 79-1103 for such school district for such
15 school year multiplied by the ratio of the actual instructional hours of
16 the program divided by one thousand thirty-two if: (a) The program is
17 receiving a grant pursuant to such section for the third year; (b) the
18 program has already received grants pursuant to such section for three
19 years; or (c) the program has been approved pursuant to subsection (5) of
20 section 79-1103 for such school year and the two preceding school years,
21 including any such students in portions of any of such programs receiving
22 an expansion grant;

23 (34) Qualified early childhood education fall membership means the
24 product of membership on the last Friday in September 2006 and each year
25 thereafter of students who will be eligible to attend kindergarten the
26 following school year and are enrolled in an early childhood education
27 program approved by the department pursuant to section 79-1103 for such
28 school district for such school year multiplied by the ratio of the
29 planned instructional hours of the program divided by one thousand
30 thirty-two if: (a) The program is receiving a grant pursuant to such
31 section for the third year; (b) the program has already received grants

1 pursuant to such section for three years; or (c) the program has been
2 approved pursuant to subsection (5) of section 79-1103 for such school
3 year and the two preceding school years, including any such students in
4 portions of any of such programs receiving an expansion grant;

5 (35) Regular route transportation means the transportation of
6 students on regularly scheduled daily routes to and from the attendance
7 center;

8 (36) Reorganized district means any district involved in a
9 consolidation and currently educating students following consolidation;

10 (37) School year or school fiscal year means the fiscal year of a
11 school district as defined in section 79-1091;

12 (38) Sparse local system means a local system that is not a very
13 sparse local system but which meets the following criteria:

14 (a)(i) Less than two students per square mile in the county in which
15 each high school is located, based on the school district census, (ii)
16 less than one formula student per square mile in the local system, and
17 (iii) more than ten miles between each high school attendance center and
18 the next closest high school attendance center on paved roads;

19 (b)(i) Less than one and one-half formula students per square mile
20 in the local system and (ii) more than fifteen miles between each high
21 school attendance center and the next closest high school attendance
22 center on paved roads;

23 (c)(i) Less than one and one-half formula students per square mile
24 in the local system and (ii) more than two hundred seventy-five square
25 miles in the local system; or

26 (d)(i) Less than two formula students per square mile in the local
27 system and (ii) the local system includes an area equal to ninety-five
28 percent or more of the square miles in the largest county in which a high
29 school attendance center is located in the local system;

30 (39) Special education means specially designed kindergarten through
31 grade twelve instruction pursuant to section 79-1125, and includes

1 special education transportation;

2 (40) Special grant funds means the budgeted receipts for grants,
3 including, but not limited to, categorical funds, reimbursements for
4 wards of the court, short-term borrowings including, but not limited to,
5 registered warrants and tax anticipation notes, interfund loans,
6 insurance settlements, and reimbursements to county government for
7 previous overpayment. The state board shall approve a listing of grants
8 that qualify as special grant funds;

9 (41) State aid means the amount of assistance paid to a district
10 pursuant to the Tax Equity and Educational Opportunities Support Act;

11 (42) State board means the State Board of Education;

12 (43) State support means all funds provided to districts by the
13 State of Nebraska for the general fund support of elementary and
14 secondary education;

15 (44) Statewide average basic funding per formula student means the
16 statewide total basic funding for all districts divided by the statewide
17 total formula students for all districts;

18 (45) Statewide average general fund operating expenditures per
19 formula student means the statewide total general fund operating
20 expenditures for all districts divided by the statewide total formula
21 students for all districts;

22 (46) Teacher has the definition found in section 79-101;

23 (47) Temporary aid adjustment factor means (a) for school fiscal
24 years before school fiscal year 2007-08, one and one-fourth percent of
25 the sum of the local system's transportation allowance, the local
26 system's special receipts allowance, and the product of the local
27 system's adjusted formula students multiplied by the average formula cost
28 per student in the local system's cost grouping and (b) for school fiscal
29 year 2007-08, one and one-fourth percent of the sum of the local system's
30 transportation allowance, special receipts allowance, and distance
31 education and telecommunications allowance and the product of the local

1 system's adjusted formula students multiplied by the average formula cost
2 per student in the local system's cost grouping;

3 (48) Tuition receipts from converted contracts means tuition
4 receipts received by a district from another district in the most
5 recently available complete data year pursuant to a converted contract
6 prior to the expiration of the contract;

7 (49) Tuitioned students means students in kindergarten through grade
8 twelve of the district whose tuition is paid by the district to some
9 other district or education agency;

10 (50) Unadjusted poverty students means, for school fiscal year
11 2016-17 and each school fiscal year thereafter, the greater of the number
12 of low-income students or the free lunch and free milk calculated
13 students in a district; and

14 (51) Very sparse local system means a local system that has:

15 (a)(i) Less than one-half student per square mile in each county in
16 which each high school attendance center is located based on the school
17 district census, (ii) less than one formula student per square mile in
18 the local system, and (iii) more than fifteen miles between the high
19 school attendance center and the next closest high school attendance
20 center on paved roads; or

21 (b)(i) More than four hundred fifty square miles in the local
22 system, (ii) less than one-half student per square mile in the local
23 system, and (iii) more than fifteen miles between each high school
24 attendance center and the next closest high school attendance center on
25 paved roads.

26 Sec. 12. Section 79-1007.11, Revised Statutes Cumulative Supplement,
27 2016, is amended to read:

28 79-1007.11 (1) Except as otherwise provided in this section, for
29 school fiscal years 2013-14 through 2015-16, each school district's
30 formula need shall equal the difference of the sum of the school
31 district's basic funding, poverty allowance, limited English proficiency

1 allowance, focus school and program allowance, summer school allowance,
2 special receipts allowance, transportation allowance, elementary site
3 allowance, instructional time allowance, teacher education allowance,
4 distance education and telecommunications allowance, averaging
5 adjustment, new learning community transportation adjustment, student
6 growth adjustment, any positive student growth adjustment correction, and
7 new school adjustment, minus the sum of the limited English proficiency
8 allowance correction, poverty allowance correction, and any negative
9 student growth adjustment correction.

10 (2) Except as otherwise provided in this section, for school fiscal
11 year 2016-17, each school district's formula need shall equal the
12 difference of the sum of the school district's basic funding, poverty
13 allowance, limited English proficiency allowance, focus school and
14 program allowance, summer school allowance, special receipts allowance,
15 transportation allowance, elementary site allowance, ~~best practices~~
16 ~~allowance~~, distance education and telecommunications allowance, averaging
17 adjustment, new learning community transportation adjustment, student
18 growth adjustment, any positive student growth adjustment correction, and
19 new school adjustment, minus the sum of the limited English proficiency
20 allowance correction, poverty allowance correction, and any negative
21 student growth adjustment correction.

22 (3) Except as otherwise provided in this section, for school fiscal
23 years 2017-18 and 2018-19, each school district's formula need shall
24 equal the difference of the sum of the school district's basic funding,
25 poverty allowance, poverty allowance adjustment, limited English
26 proficiency allowance, focus school and program allowance, summer school
27 allowance, special receipts allowance, transportation allowance,
28 elementary site allowance, ~~best practices allowance~~, distance education
29 and telecommunications allowance, averaging adjustment, new community
30 achievement plan adjustment, student growth adjustment, any positive
31 student growth adjustment correction, and new school adjustment minus the

1 sum of the limited English proficiency allowance correction, poverty
2 allowance correction, and any negative student growth adjustment
3 correction.

4 (4) Except as otherwise provided in this section, for school fiscal
5 year 2019-20 and each school fiscal year thereafter, each school
6 district's formula need shall equal the difference of the sum of the
7 school district's basic funding, poverty allowance, limited English
8 proficiency allowance, focus school and program allowance, summer school
9 allowance, special receipts allowance, transportation allowance,
10 elementary site allowance, ~~best practices allowance~~, distance education
11 and telecommunications allowance, community achievement plan allowance,
12 averaging adjustment, new community achievement plan adjustment, student
13 growth adjustment, any positive student growth adjustment correction, and
14 new school adjustment minus the sum of the limited English proficiency
15 allowance correction, poverty allowance correction, and any negative
16 student growth adjustment correction.

17 (5) If the formula need calculated for a school district pursuant to
18 subsections (1) through (4) of this section is less than one hundred
19 percent of the formula need for such district for the school fiscal year
20 immediately preceding the school fiscal year for which aid is being
21 calculated, the formula need for such district shall equal one hundred
22 percent of the formula need for such district for the school fiscal year
23 immediately preceding the school fiscal year for which aid is being
24 calculated.

25 (6) If the formula need calculated for a school district pursuant to
26 subsections (1) through (4) of this section is more than one hundred
27 twelve percent of the formula need for such district for the school
28 fiscal year immediately preceding the school fiscal year for which aid is
29 being calculated, the formula need for such district shall equal one
30 hundred twelve percent of the formula need for such district for the
31 school fiscal year immediately preceding the school fiscal year for which

1 aid is being calculated, except that the formula need shall not be
2 reduced pursuant to this subsection for any district receiving a student
3 growth adjustment for the school fiscal year for which aid is being
4 calculated.

5 (7) For purposes of subsections (5) and (6) of this section, the
6 formula need for the school fiscal year immediately preceding the school
7 fiscal year for which aid is being calculated shall be the formula need
8 used in the final calculation of aid pursuant to section 79-1065 and for
9 districts that were affected by a reorganization with an effective date
10 in the calendar year preceding the calendar year in which aid is
11 certified for the school fiscal year for which aid is being calculated,
12 the formula need for the school fiscal year immediately preceding the
13 school fiscal year for which aid is being calculated shall be attributed
14 to the affected school districts based on information provided to the
15 department by the school districts or proportionally based on the
16 adjusted valuation transferred if sufficient information has not been
17 provided to the department.

18 Sec. 13. Section 79-1017.01, Revised Statutes Cumulative Supplement,
19 2016, is amended to read:

20 79-1017.01 (1) For state aid calculated for school fiscal years
21 2014-15 and 2015-16, local system formula resources includes other actual
22 receipts determined pursuant to section 79-1018.01, net option funding
23 determined pursuant to section 79-1009, teacher education aid determined
24 pursuant to section 79-1007.25, instructional time aid determined
25 pursuant to subsection (2) of section 79-1007.23, allocated income tax
26 funds determined pursuant to section 79-1005.01, and minimum levy
27 adjustments determined pursuant to section 79-1008.02 and is reduced by
28 amounts paid by the district in the most recently available complete data
29 year as property tax refunds pursuant to or in the manner prescribed by
30 section 77-1736.06.

31 (2) For state aid calculated for school fiscal year 2016-17 and each

1 school fiscal year thereafter, local system formula resources includes
2 other actual receipts determined pursuant to section 79-1018.01, net
3 option funding determined pursuant to section 79-1009, ~~best practices aid~~
4 ~~determined pursuant to section 79-1004, if any districts in the local~~
5 ~~system qualify~~, allocated income tax funds determined pursuant to section
6 79-1005.01, community achievement plan aid determined pursuant to section
7 79-1005, and minimum levy adjustments determined pursuant to section
8 79-1008.02 for school fiscal years prior to school fiscal year 2017-18,
9 and is reduced by amounts paid by the district in the most recently
10 available complete data year as property tax refunds pursuant to or in
11 the manner prescribed by section 77-1736.06.

12 Sec. 14. Section 79-1028.01, Revised Statutes Cumulative Supplement,
13 2016, is amended to read:

14 79-1028.01 (1) For each school fiscal year, a school district may
15 exceed its budget authority for the general fund budget of expenditures
16 as calculated pursuant to section 79-1023 for such school fiscal year by
17 a specific dollar amount for the following exclusions:

18 (a) Expenditures for repairs to infrastructure damaged by a natural
19 disaster which is declared a disaster emergency pursuant to the Emergency
20 Management Act;

21 (b) Expenditures for judgments, except judgments or orders from the
22 Commission of Industrial Relations, obtained against a school district
23 which require or obligate a school district to pay such judgment, to the
24 extent such judgment is not paid by liability insurance coverage of a
25 school district;

26 (c) Expenditures pursuant to the Retirement Incentive Plan
27 authorized in section 79-855 or the Staff Development Assistance
28 authorized in section 79-856;

29 (d) Expenditures of amounts received from educational entities as
30 defined in section 79-1201.01 for providing distance education courses
31 through the Educational Service Unit Coordinating Council to such

1 educational entities;

2 (e) Expenditures to pay for employer contributions pursuant to
3 subsection (2) of section 79-958 to the School Employees Retirement
4 System of the State of Nebraska to the extent that such expenditures
5 exceed the employer contributions under such subsection that would have
6 been made at a contribution rate of seven and thirty-five hundredths
7 percent;

8 (f) Expenditures to pay for school district contributions pursuant
9 to subdivision (1)(c)(i) of section 79-9,113 to the retirement system
10 established pursuant to the Class V School Employees Retirement Act to
11 the extent that such expenditures exceed the school district
12 contributions under such subdivision that would have been made at a
13 contribution rate of seven and thirty-seven hundredths percent;

14 (g) Expenditures for current and future sums agreed to be paid by a
15 school district to certificated employees in exchange for a voluntary
16 termination occurring prior to July 1, 2009, occurring on or after the
17 last day of the 2010-11 school year and prior to the first day of the
18 2013-14 school year, or, to the extent that a district demonstrates to
19 the State Board of Education pursuant to subsection (3) of this section
20 that the agreement will result in a net savings in salary and benefit
21 costs to the school district over a five-year period, occurring on or
22 after the first day of the 2013-14 school year and prior to the operative
23 date of this section;

24 (h) Expenditures, by a school district with budgeted expenditures
25 otherwise equal to the budget authority for the general fund budget of
26 expenditures for such school district as calculated pursuant to section
27 79-1023 for such school fiscal year, for current and future sums agreed
28 to be paid by a school district in exchange for the voluntary termination
29 of a certificated teacher occurring on or after the operative date of
30 this section and not as a result of a collective-bargaining agreement if
31 such current and future sums do not exceed thirty-five thousand dollars

1 in total for such certificated teacher and such current and future sums
2 are paid prior to such certificated teacher becoming eligible for
3 medicare or within five years after the voluntary termination, whichever
4 occurs first, to the extent that the district has demonstrated to the
5 State Board of Education pursuant to subsection (3) of this section that
6 the agreement will result in a net savings in salary and benefit costs to
7 the school district over a five-year period occurring on or after the
8 first day of the 2018-19 school year;

9 (i) ~~(h)~~ The special education budget of expenditures;

10 (j) ~~(i)~~ Expenditures of special grant funds; and

11 (k) ~~(j)~~ Expenditures of funds received as federal impact aid
12 pursuant to 20 U.S.C. 7701 to 7714, as such sections existed on January
13 1, 2016, due to a district having land within its boundaries that is
14 federal property classified as Indian lands under 20 U.S.C. 7713(7), as
15 such section existed on January 1, 2016, and funds received as impact aid
16 due to children in attendance who resided on Indian lands in accordance
17 with 20 U.S.C. 7703(a)(1)(C), as such section existed on January 1, 2016.

18 (2) For each school fiscal year, a school district may exceed its
19 budget authority for the general fund budget of expenditures as
20 calculated pursuant to section 79-1023 for such school fiscal year by a
21 specific dollar amount and include such dollar amount in the budget of
22 expenditures used to calculate budget authority for the general fund
23 budget of expenditures pursuant to section 79-1023 for future years for
24 the following exclusions:

25 (a) The first school fiscal year the district will be participating
26 in Network Nebraska for the full school fiscal year, for the difference
27 of the estimated expenditures for such school fiscal year for
28 telecommunications services, access to data transmission networks that
29 transmit data to and from the school district, and the transmission of
30 data on such networks as such expenditures are defined by the department
31 for purposes of the distance education and telecommunications allowance

1 minus the dollar amount of such expenditures for the second school fiscal
2 year preceding the first full school fiscal year the district
3 participates in Network Nebraska;

4 (b) Expenditures for new elementary attendance sites in the first
5 year of operation or the first year of operation after being closed for
6 at least one school year if such elementary attendance site will most
7 likely qualify for the elementary site allowance in the immediately
8 following school fiscal year as determined by the state board;

9 (c) For the first school fiscal year for which early childhood
10 education membership is included in formula students for the calculation
11 of state aid, expenditures for early childhood education equal to the
12 amount the school district received in early childhood education grants
13 pursuant to section 79-1103 for the prior school fiscal year, increased
14 by the basic allowable growth rate; and

15 (d) For school fiscal year 2013-14, an amount not to exceed two
16 percent over the previous school year if such increase is approved by a
17 seventy-five percent majority vote of the school board of such district.

18 (3) The state board shall approve, deny, or modify the amount
19 allowed for any exclusions to the budget authority for the general fund
20 budget of expenditures pursuant to this section.

21 Sec. 15. Section 79-1054, Revised Statutes Cumulative Supplement,
22 2016, is amended to read:

23 79-1054 (1) The State Board of Education shall establish a
24 competitive innovation grant program with funding from the Nebraska
25 Education Improvement Fund pursuant to section 9-812. Grantees shall be a
26 school district, an educational service unit, or a combination of
27 entities that includes at least one school district or educational
28 service unit. For grantees that consist of a combination of entities, a
29 participating school district or educational service unit shall be
30 designated to act as the fiscal agent and administer the program funded
31 by the grant. The state board shall only award grants pursuant to

1 applications that the state board deems to be sufficiently innovative and
2 to have a high chance of success.

3 (2) An application for a grant pursuant to subsection (1) of this
4 section shall describe:

5 (a) Specific measurable objectives for improving education outcomes
6 for early childhood students, elementary students, middle school
7 students, or high school students or for improving the transitions
8 between any successive stages of education or between education and the
9 workforce;

10 (b) The method for annually evaluating progress toward a measurable
11 objective, with a summative evaluation of progress submitted to the state
12 board and electronically to the Education Committee of the Legislature on
13 or before July 1, 2019;

14 (c) The potential for the project to be both scalable and
15 replicable; and

16 (d) Any cost savings that could be achieved by reductions in other
17 programs if the funded program is successful.

18 (3) Based on evaluations received on or before July 1, 2019, for
19 each grant, the State Board of Education shall recommend the grant
20 project as:

21 (a) Representing a best practice;

22 (b) A model for a state-supported program; or

23 (c) A local issue for further study.

24 ~~(4) For grant projects that are recommended as best practices, the~~
25 ~~State Board of Education may establish criteria allowing such best~~
26 ~~practices to be included in the best practices allowance to school~~
27 ~~districts pursuant to section 79-1004 beginning with aid calculated for~~
28 ~~school fiscal year 2021-22. The criteria shall:~~

29 ~~(a) Specify qualifications for a school district to participate in~~
30 ~~the best practices allowance for each best practice to be included in the~~
31 ~~allowance;~~

1 ~~(b) Specify a best practices dollar amount based on eighty-five~~
2 ~~percent of the estimated costs related to each best practice included in~~
3 ~~the allowance that would not otherwise be incurred without the best~~
4 ~~practice, that do not replace other such costs, and that are not included~~
5 ~~in another allowance;~~

6 ~~(c) Specify an accountability process which will result in a future~~
7 ~~aid correction if a school district is found to be in violation of any of~~
8 ~~the qualifications; and~~

9 ~~(d) Specify any other criteria deemed relevant by the state board.~~

10 ~~(5) On or before November 1, 2020, and on or before November 1 of~~
11 ~~each year thereafter, the department shall certify to each qualifying~~
12 ~~school district the amount of the best practices cost pursuant to this~~
13 ~~section for such school district and the total best practices cost for~~
14 ~~all qualifying school districts to be included in the calculation of~~
15 ~~state aid for the next school fiscal year.~~

16 ~~(4) (6)~~ On or before December 1, 2017, and on or before December 1
17 of each year thereafter, the state board shall electronically submit a
18 report to the Clerk of the Legislature on all such grants, including, but
19 not limited to, the results of the evaluations for each grant ~~and on the~~
20 ~~best practices allowance if the allowance has been implemented.~~ The state
21 board may adopt and promulgate rules and regulations to carry out this
22 section, including, but not limited to, application procedures, selection
23 procedures, and annual evaluation reporting procedures.

24 ~~(5) (7)~~ The Department of Education Innovative Grant Fund is
25 created. The fund shall be administered by the State Department of
26 Education and shall consist of transfers pursuant to section 9-812,
27 repayments of grant funds, and interest payments received in the course
28 of administering this section. The fund shall be used to carry out this
29 section. Any money in the fund available for investment shall be invested
30 by the state investment officer pursuant to the Nebraska Capital
31 Expansion Act and the Nebraska State Funds Investment Act.

1 Sec. 16. Section 79-1065, Reissue Revised Statutes of Nebraska, is
2 amended to read:

3 79-1065 The State Department of Education shall adjust payments of
4 state funds provided under Chapter 79 or federal funds provided under
5 federal law to school districts which, after final determination,
6 received funds not equal to the appropriate allocation for the previous
7 school fiscal year such that the district will receive the funds to which
8 it was finally determined to be entitled. If the total adjustment cannot
9 be made from the funds to be provided in the current school fiscal year,
10 the adjustment shall be prorated, with additional adjustments made to
11 payments for future school fiscal years. The department shall maintain an
12 accurate account and a record of the reasons the adjustments were made
13 and the amount of such adjustments.

14 Sec. 17. Section 79-10,141, Reissue Revised Statutes of Nebraska, is
15 amended to read:

16 79-10,141 (1) Because children are susceptible to hunger in the
17 summertime, resulting in negative health effects, the Legislature
18 intends, as a state nutrition and health policy, that the State of
19 Nebraska's participation in the Summer Food Service Program of the United
20 States Department of Agriculture be strengthened where it is needed to
21 provide adequate nutrition for children.

22 (2) To encourage participation and utilization of the Summer Food
23 Service Program, the department shall:

24 (a) Provide information to sponsors concerning the benefits and
25 availability of the Summer Food Service Program; and

26 (b) Award grants of up to fifteen thousand dollars on a competitive
27 basis to sponsors approved by the department. Grants awarded under this
28 section may be used for nonrecurring expenses incurred in initiating or
29 expanding services under the Summer Food Service Program, including, but
30 not limited to, the acquisition of equipment, salaries of staff, training
31 of staff in new capacities, outreach efforts to publicize new or expanded

1 services under the Summer Food Service Program, minor alterations to
2 accommodate new equipment, computer point-of-service systems for food
3 service, and the purchase of vehicles for transporting food to sites.
4 Funds may be expended up to the full cost of a qualifying expense
5 incurred by a sponsor in initiating or expanding the services under the
6 Summer Food Service Program, and if the funds are expended solely for the
7 benefit of child nutrition programs administered by the department, no
8 proration of the expense shall be required. Funds shall not be used for
9 food, computers, except point-of-service systems, or capital outlay. The
10 total amount of grants awarded under this section shall be limited to one
11 hundred ~~forty~~ thousand dollars per fiscal year.

12 (3) In awarding grants under this section, the department shall give
13 preference in the following order of priority to:

14 (a) Sponsors located within the boundaries of school districts in
15 which fifty percent or more of the students apply and qualify for free
16 and reduced-price lunches or located within the boundaries of a census
17 tract in which fifty percent or more of the children fall under the
18 poverty threshold as defined by the United States Department of
19 Agriculture;

20 (b) Sponsors in which health or education activities are emphasized;
21 and

22 (c) Sponsors that participate in the Summer Food Service Program at
23 the time of grant application.

24 (4) Sponsors may apply for grants under this section by:

25 (a) Submitting to the department a plan to start or expand services
26 under the Summer Food Service Program;

27 (b) Agreeing to operate the Summer Food Service Program for a period
28 of not less than two years; and

29 (c) Assuring that the expenditure of funds from state and local
30 resources for the maintenance of other child nutrition programs
31 administered by the department shall not be diminished as a result of

1 grants received under this section.

2 Sec. 18. Section 79-1108.02, Reissue Revised Statutes of Nebraska,
3 is amended to read:

4 79-1108.02 (1) The department shall distribute funds appropriated
5 ~~amounts from the Education Innovation Fund pursuant to section 9-812~~ for
6 purposes of ~~subsection (2) of~~ this section to local systems as defined in
7 section 79-1003 annually on or before October 15. The funds distributed
8 pursuant to this section shall be distributed based on a pro rata share
9 of the eligible costs submitted in grant applications.

10 (2) Local systems may apply to the department for base funds and
11 matching funds pursuant to this section to be spent on approved
12 accelerated or differentiated curriculum programs. Each eligible local
13 system shall receive one-tenth of one percent of the appropriation as
14 base funds plus a pro rata share of the remainder of the appropriation
15 based on identified students participating in an accelerated or
16 differentiated curriculum program, up to ten percent of the prior year's
17 fall membership as defined in section 79-1003, as matching funds.
18 Eligible local systems shall:

19 (a) Provide an approved accelerated or differentiated curriculum
20 program for students identified as learners with high ability;

21 (b) Provide funds from other sources for the approved accelerated or
22 differentiated curriculum program greater than or equal to fifty percent
23 of the matching funds received pursuant to this subsection;

24 (c) Provide an accounting of the funds received pursuant to this
25 section, funds required by subdivision (b) of this subsection, and the
26 total cost of the program on or before August 1 of the year following the
27 receipt of funds in a manner prescribed by the department, not to exceed
28 one report per year;

29 (d) Provide data regarding the academic progress of students
30 participating in the accelerated or differentiated curriculum program in
31 a manner prescribed by the department, not to exceed one report per year;

1 and

2 (e) Include identified students from Class I districts that are part
3 of the local system in the accelerated or differentiated curriculum
4 program.

5 If a local system will not be providing the necessary matching funds
6 pursuant to subdivision (b) of this subsection, the local system shall
7 request a reduction in the amount received pursuant to this subsection
8 such that the local system will be in compliance with such subdivision.
9 Local systems not complying with the requirements of this subsection
10 shall not be eligible local systems in the following year.

11 Sec. 19. Section 79-1144, Reissue Revised Statutes of Nebraska, is
12 amended to read:

13 79-1144 (1) Funds shall be appropriated by the Legislature to carry
14 out sections 79-1142 to 79-1144 and 79-1147. Such funds shall be
15 channeled through the State Department of Education. The department is
16 authorized to expend such funds upon proper vouchers approved by the
17 department and warrants issued by the Director of Administrative Services
18 for financial reimbursement to school districts, educational service
19 units, special education cooperatives created by school districts,
20 agencies, and parents or guardians, including (a) ~~(1)~~ reimbursement
21 pursuant to section 79-1129 for actual transportation expenses per year
22 for children with disabilities a pro rata amount which shall be
23 determined by the State Board of Education from appropriations for
24 special education approved by the Legislature based on all actual
25 allowable transportation costs, (b) ~~(2)~~ reimbursement for instructional
26 aids and consultative, supervisory, research, and testing services to
27 school districts, and (c) ~~(3)~~ reimbursement for salaries, wages,
28 maintenance, supplies, travel, and other expenses essential to carrying
29 out the provisions for special education programs. Minor building
30 modifications shall not be eligible for state reimbursement as an
31 allowable expense. Applications for state reimbursement for actual

1 transportation expenses shall be submitted to the department annually on
2 a date and on forms prescribed by the department. Amendments to
3 applications for actual transportation expenses shall be submitted on
4 dates prescribed by the department during the school year in which the
5 original application was made.

6 (2) Any adjustment of payments pursuant to section 79-1065 caused by
7 the failure of a school district to meet federal spending requirements
8 under the federal Individuals with Disabilities Education Act as such act
9 existed on January 1, 2017, may be used by the department to reimburse
10 the United States Department of Education in the amount of the federal
11 funds awarded to such school district or the amount of such adjustment,
12 whichever is less.

13 Sec. 20. Section 85-173, Reissue Revised Statutes of Nebraska, is
14 amended to read:

15 85-173 (1) Except as provided in subsection (2) of this section,
16 the The trustees or officers of any postsecondary college or other
17 institution of learning, whether incorporated or not, upon going out of
18 existence or ceasing to function as a postsecondary an educational
19 institution, may turn over its student records of all grades, attained by
20 its students, to the central depository maintained by the office of
21 registrar of the University of Nebraska-Lincoln as provided in section
22 85-174 Nebraska, to be preserved by his office as a central depository
23 for this valuable historical material.

24 (2) The trustees or officers of any for-profit postsecondary
25 institution as defined in section 85-2403, upon going out of existence or
26 ceasing to function as a postsecondary institution, shall turn over its
27 student records to the central depository maintained by the office of
28 registrar of the University of Nebraska-Lincoln as provided in section
29 85-174.

30 Sec. 21. Section 85-174, Reissue Revised Statutes of Nebraska, is
31 amended to read:

1 85-174 The office of registrar of the University of Nebraska-Lincoln
2 ~~Nebraska~~ is hereby designated the central depository for the records of
3 postsecondary ~~such educational~~ institutions in this state that ~~as~~ have
4 ceased to exist, or may cease to exist in the future. The registrar of
5 the University of Nebraska-Lincoln ~~Nebraska~~ shall, where possible,
6 collect the records of such extinct postsecondary ~~educational~~
7 institution, and have the supervision, care, custody, and control of such
8 ~~said~~ records. The registrar ~~of the University of Nebraska,~~ having the
9 records of such postsecondary ~~educational~~ institutions, if any, shall,
10 when requested, prepare transcripts of such ~~grade~~ records which may at
11 any time become necessary to the former student for further scholastic
12 work at other postsecondary ~~institutions,~~ or ~~or~~ for certification for
13 teaching or ~~and~~ other professional positions. Whenever such transcript is
14 made, and after it has been compared with the original, it shall be
15 certified by the registrar ~~of the University of Nebraska,~~ and shall
16 thereafter be considered and accepted as evidence and, for all other
17 purposes, the same as the original could be. For the preparation of such
18 transcript, the registrar ~~of the University of Nebraska~~ may charge a
19 nominal fee for services rendered.

20 Sec. 22. Section 85-308, Reissue Revised Statutes of Nebraska, is
21 amended to read:

22 85-308 The purpose of the state colleges is the training and
23 instruction of persons, both male and female, in the arts of teaching and
24 managing schools, the principles and practice of the various branches of
25 learning taught in our public schools, and the arts and sciences
26 generally. The Board of Trustees of the Nebraska State Colleges shall
27 have power to prescribe, for the state colleges, such courses of
28 instruction as will best fit such persons for teaching and managing the
29 public schools, and their instruction in the arts and sciences generally
30 as provided in sections ~~79-741, 79-744,~~ 85-194, 85-308, 85-606.01, 85-917
31 to 85-966, and 85-1511.

1 Sec. 23. Section 85-502.01, Revised Statutes Cumulative Supplement,
2 2016, is amended to read:

3 85-502.01 (1) A person who enrolls in a public college or university
4 in this state and who is a veteran as defined in Title 38 of the United
5 States Code and was discharged or released from a period of not fewer
6 than ninety days of service in the active military, naval, or air service
7 less than three years before the date of initial enrollment, a spouse or
8 dependent of such a veteran, or an eligible recipient entitled to
9 educational assistance ~~of such a veteran as provided in 38 U.S.C. 3311(b)~~
10 ~~(9) or 38 U.S.C. 3319 while the transferor is on active duty in the~~
11 ~~uniformed services or as provided in 38 U.S.C. 3311(b)(9),~~ as such
12 sections existed on January 1, ~~2015~~ 2017, shall be considered a resident
13 student notwithstanding the provisions of section 85-502 if the person is
14 (a) registered to vote in Nebraska and (b) demonstrates objective
15 evidence of intent to be a resident of Nebraska.

16 (2) A person who is otherwise described in subsection (1) of this
17 section and is an eligible individual under 38 U.S.C. 3679(c)(2), as such
18 ~~section existed on January 1, 2015, or who is a spouse or dependent of~~
19 ~~such a veteran~~ under eighteen years of age is not required to comply with
20 subdivision (1)(a) of this section.

21 (3) For purposes of this section, objective evidence of intent to be
22 a resident of Nebraska includes either a Nebraska driver's license or
23 state identification card or a Nebraska motor vehicle registration.

24 Sec. 24. Section 85-917, Reissue Revised Statutes of Nebraska, is
25 amended to read:

26 85-917 The Legislature hereby declares that it is the intent and
27 purpose of sections ~~79-741, 79-744,~~ 85-194, 85-308, 85-606.01, 85-917 to
28 85-966, and 85-1511 to provide statements of role and mission for the
29 state's systems and institutions of postsecondary education which will:

30 (1) Provide for a coordinated state system of postsecondary
31 education;

1 (2) Provide for the maintenance and development of quality
2 postsecondary educational programs and services for all citizens in all
3 regions of the state;

4 (3) Insure student and community access to comprehensive educational
5 programs;

6 (4) Limit unnecessary program and facility duplication through a
7 coordinated planning and review process;

8 (5) Encourage statewide long-term academic and fiscal planning for
9 postsecondary education in the state;

10 (6) Establish a legislative review process to insure that (a) role
11 and mission statements are updated as necessary and (b) postsecondary
12 institutions are complying with role and mission assignments and are
13 serving a valuable purpose to the state within their current role and
14 mission assignments; and

15 (7) Provide a mechanism for (a) implementing an extensive change in
16 the scope, role, and mission of a campus, (b) closing a campus, (c)
17 merging campuses, and (d) changing a campus to serve a completely
18 different public purpose.

19 Sec. 25. Section 85-933, Reissue Revised Statutes of Nebraska, is
20 amended to read:

21 85-933 No funds generated or received from a General Fund
22 appropriation, state aid assistance program, or receipts from a tax levy
23 authorized by statute shall be expended in support of programs or
24 activities which are in conflict with the role and mission assignments
25 applicable to the University of Nebraska, state colleges, or community
26 colleges under sections ~~79-741, 79-744,~~ 85-194, 85-308, 85-606.01, 85-917
27 to 85-966, and 85-1511.

28 Sec. 26. Section 85-949, Reissue Revised Statutes of Nebraska, is
29 amended to read:

30 85-949 The role and mission assignments enumerated in sections
31 85-950 to 85-958 shall apply to the state college system and its

1 institutions. Such assignments shall prohibit, limit, or restrict only
2 those programs or services provided for under such sections. The Board of
3 Trustees of the Nebraska State Colleges shall adopt and promulgate
4 policies and procedures necessary to assure compliance with sections
5 ~~79-741, 79-744~~, 85-194, 85-308, 85-606.01, 85-917 to 85-966, and 85-1511.

6 Sec. 27. Section 85-2401, Reissue Revised Statutes of Nebraska, is
7 amended to read:

8 85-2401 Sections 85-2401 to 85-2421 and sections 30 to 36 of this
9 act shall be known and may be cited as the Postsecondary Institution Act.

10 Sec. 28. Section 85-2403, Reissue Revised Statutes of Nebraska, is
11 amended to read:

12 85-2403 For purposes of the Postsecondary Institution Act:

13 (1) Authorization to operate means either an authorization to
14 operate on a continuing basis or a recurrent authorization to operate;

15 (2) Authorization to operate on a continuing basis means approval by
16 the commission to operate a postsecondary institution in this state
17 without a renewal requirement and once such authorization has been issued
18 it continues indefinitely unless otherwise suspended, revoked, or
19 terminated, including such authorizations previously deemed to be
20 effective as of May 5, 2011, pursuant to the Postsecondary Institution
21 Act for private and out-of-state public postsecondary institutions that
22 had been continuously offering four-year undergraduate programs with a
23 physical presence in the state for at least twenty academic years and for
24 Nebraska public postsecondary institutions;

25 (3) Branch facility means a facility in Nebraska (a) which is
26 separate from a principal facility, (b) which offers a full program and
27 full student services, (c) which is under the supervision of an onsite
28 director or administrator, and (d)(i) the ownership, management, and
29 control of which are the same as the principal facility, which principal
30 facility is responsible for the delivery of all services, or (ii) at
31 which education is offered by a franchisee of a franchisor authorized to

1 operate as a postsecondary institution by the act;

2 (4) ~~(3)~~ Commission means the Coordinating Commission for
3 Postsecondary Education;

4 (5) Executive director means the executive director of the
5 commission or his or her designee;

6 (6) For-profit postsecondary institution means any private
7 postsecondary institution that is not exempt for federal tax purposes
8 under section 501(c)(3) of the Internal Revenue Code as defined in
9 section 49-801.01;

10 (7) Nebraska public postsecondary institution means any public
11 postsecondary institution established, operated, and governed by this
12 state or any of its political subdivisions;

13 (8) Out-of-state public postsecondary institution means any public
14 postsecondary institution established, operated, and governed by another
15 state or any of its political subdivisions;

16 (9)(a) Physical ~~(4)(a) Establishing a physical~~ presence means:

17 (i) Offering a course for college credit or a degree program in this
18 state that leads to an associate, baccalaureate, graduate, or
19 professional degree, including:

20 (A) Establishing a physical location in this state where a student
21 may receive synchronous or asynchronous instruction; or

22 (B) Offering a course or program that requires students to
23 physically meet in one location for instructional purposes more than once
24 during the course term; or

25 (ii) Establishing an administrative office in this state, including:

26 (A) Maintaining an administrative office in this state for purposes
27 of enrolling students, providing information to students about the
28 institution, or providing student support services;

29 (B) Providing office space to staff, whether instructional or
30 noninstructional staff; or

31 (C) Establishing a mailing address in this state.

1 (b) Physical presence does not include:

2 (i) Course offerings in the nature of a short course or seminar if
3 instruction for the short course or seminar takes no more than twenty
4 classroom hours and the institution offers no more than two courses as
5 defined by the commission in a calendar year;

6 (ii) Course offerings on a military installation solely for military
7 personnel or civilians employed on such installation;

8 (iii) An educational experience arranged for an individual student,
9 such as a clinical, practicum, residency, or internship; or

10 (iv) Courses offered online or through the United States mail or
11 similar delivery service which do not require the physical meeting of a
12 student with instructional staff;

13 ~~(5) Executive director means the executive director of the~~
14 ~~commission or his or her designee;~~

15 ~~(6) Nebraska public postsecondary institution means any public~~
16 ~~institution established, operated, and governed by this state or any of~~
17 ~~its political subdivisions that provides postsecondary education;~~

18 ~~(7) Out-of-state public postsecondary institution means any public~~
19 ~~institution with a physical presence in Nebraska that is established,~~
20 ~~operated, and governed by another state or any of its political~~
21 ~~subdivisions and that provides postsecondary education;~~

22 ~~(10) (8) Postsecondary institution means any private postsecondary~~
23 ~~institution, out-of-state public postsecondary institution, or Nebraska~~
24 ~~public postsecondary institution with a physical presence in Nebraska~~
25 ~~that provides postsecondary education and is exempt from the Private~~
26 ~~Postsecondary Career School Act;~~

27 ~~(11) Principal facility means the primary physical presence in~~
28 ~~Nebraska of a postsecondary institution;~~

29 ~~(12) (9) Private postsecondary institution means any Nebraska or~~
30 ~~out-of-state nonpublic postsecondary institution with a physical presence~~
31 ~~in Nebraska, including any for-profit postsecondary institution or~~

1 nonprofit postsecondary institution, ~~that provides postsecondary~~
2 education; and

3 (13) ~~(10)~~ Recurrent authorization to operate means approval by the
4 commission to operate a postsecondary institution in this state until a
5 renewal of such authorization is required.

6 Sec. 29. Section 85-2405, Reissue Revised Statutes of Nebraska, is
7 amended to read:

8 85-2405 The commission has the following powers and duties:

9 (1) To establish levels for recurrent authorizations to operate
10 based on institutional offerings;

11 (2) To receive, investigate as it may deem necessary, and act upon
12 applications for a recurrent authorization to operate and applications to
13 renew a recurrent authorization to operate;

14 (3) To establish reporting requirements by campus location either
15 through the federal Integrated Postsecondary Education Data System, 20
16 U.S.C. 1094(a)(17), as such section existed on January 1, 2011, and 34
17 C.F.R. 668.14(b)(19), as such regulation existed on January 1, 2011, or
18 directly to the commission for any postsecondary institution which has an
19 authorization to operate;

20 (4) To maintain a list of postsecondary institutions which have
21 authorization to operate, which list shall be made available to the
22 public;

23 (5) After consultation with the State Department of Education
24 regarding the potential impact of such agreement and any modifications
25 thereto on Nebraska students who may participate in distance education
26 offered by out-of-state private postsecondary career schools, to enter
27 into interstate reciprocity agreements for the provision of postsecondary
28 distance education across state boundaries;

29 (6) To administer interstate reciprocity agreements entered into
30 pursuant to subdivision (5) of this section and to approve or disapprove,
31 consistent with such agreements, participation in such agreements by

1 postsecondary institutions that have their principal place of business in
2 Nebraska and that choose to participate in such agreements;

3 (7) To establish a notification process when a postsecondary
4 institution which has an authorization to operate changes its address or
5 adds instructional sites within this state;

6 (8) To conduct site visits of postsecondary institutions to carry
7 out the Postsecondary Institution Act;

8 (9) To establish fees for applications for a recurrent authorization
9 to operate, applications to renew or modify a recurrent authorization to
10 operate, and applications to participate or continue participation in an
11 interstate postsecondary distance education reciprocity agreement, which
12 fees shall be not more than the cost of reviewing and evaluating the
13 applications;

14 (10) To receive, evaluate, approve, and pay claims pursuant to
15 section 34 of this act, assess for-profit postsecondary institutions
16 pursuant to section 31 of this act, and administer the Guaranty Recovery
17 Cash Fund;

18 (11) ~~(10)~~ To investigate any violations of the act by a
19 postsecondary institution; and

20 (12) ~~(11)~~ To adopt and promulgate rules, regulations, and procedures
21 to administer the act and the Guaranty Recovery Cash Fund.

22 Sec. 30. The Guaranty Recovery Cash Fund is hereby established. The
23 fund shall receive assessments imposed by the commission pursuant to
24 section 31 of this act and shall be used by the commission to pay claims
25 authorized pursuant to section 34 of this act. Any money in the fund
26 available for investment shall be invested by the state investment
27 officer pursuant to the Nebraska Capital Expansion Act and the Nebraska
28 State Funds Investment Act. Any interest earned on the money in the fund
29 shall accrue to the fund.

30 Sec. 31. (1) The commission shall annually assess each for-profit
31 postsecondary institution one-tenth of one percent of the prior school

1 year's gross tuition revenue until the Guaranty Recovery Cash Fund
2 reaches the minimum fund level. The fund shall be maintained at a minimum
3 fund level of two hundred fifty thousand dollars and a maximum fund level
4 of five hundred thousand dollars. At any time when the fund drops below
5 the minimum fund level, the commission may resume the assessment. Funds
6 in excess of the maximum fund level shall be used as directed by the
7 commission to provide grants or scholarships for students attending for-
8 profit postsecondary institutions in Nebraska.

9 (2) The commission shall require documentation from each for-profit
10 postsecondary institution to verify the tuition revenue collected by the
11 institution and to determine the amount of the assessment under this
12 section.

13 (3) Any for-profit postsecondary institution applying for an initial
14 recurrent authorization to operate shall not be assessed under this
15 section for the first year of operation but shall be assessed each year
16 thereafter for four years or until the fund reaches the minimum fund
17 level, whichever occurs last, and shall maintain the surety bond or other
18 security required by section 32 of this act.

19 (4) If a for-profit postsecondary institution fails to comply with
20 this section, its authorization to operate shall be subject to
21 revocation.

22 (5) The commission shall remit all funds collected pursuant to this
23 section to the State Treasurer for credit to the Guaranty Recovery Cash
24 Fund.

25 Sec. 32. Until the Guaranty Recovery Cash Fund initially reaches
26 the minimum fund level prescribed in section 31 of this act, when an
27 application is made for an initial recurrent authorization to operate,
28 the commission may require any for-profit postsecondary institution
29 making such application to file with the commission a good and sufficient
30 surety bond or other security agreement in a penal amount deemed
31 satisfactory by the commission. Such bond or other security shall cover

1 both principal and branch facilities. The bond or agreement shall be
2 executed by the applicant as principal and by a surety company qualified
3 and authorized to do business in the state. The bond or agreement shall
4 be conditioned to provide indemnification to any student or enrollee or
5 his or her parent or guardian determined to have suffered loss or damage
6 by the termination of operations by the for-profit postsecondary
7 institution. The surety shall pay any final judgment rendered by any
8 court of this state having jurisdiction upon receipt of written
9 notification of the judgment. Regardless of the number of years that such
10 bond or agreement is in force, the aggregate liability of the surety
11 thereon shall in no event exceed the penal sum of the bond or agreement.
12 The bond or agreement may be continuous.

13 Sec. 33. (1) Until the Guaranty Recovery Cash Fund initially
14 reaches the minimum fund level prescribed in section 31 of this act, the
15 bond or other security agreement of an institution provided for in
16 section 32 of this act shall cover the period of the recurrent
17 authorization to operate except when a surety is released as provided in
18 this section.

19 (2) A bond or other security agreement filed under section 32 of
20 this act may be released after such surety serves written notice on the
21 commission thirty days prior to the release. Such release shall not
22 discharge or otherwise affect any claim previously or subsequently filed
23 by a student or enrollee or his or her parent or guardian provided for in
24 section 34 of this act for the termination of operations by the for-
25 profit postsecondary institution during the term for which tuition has
26 been paid while the bond or agreement was in force.

27 (3) During the term of the bond or agreement and upon forfeiture of
28 the bond or agreement, the commission retains a property interest in the
29 surety's guarantee of payment under the bond or agreement which is not
30 affected by the bankruptcy, insolvency, or other financial incapacity of
31 the operator or principal on the bond or agreement.

1 Sec. 34. (1) The money in the Guaranty Recovery Cash Fund shall be
2 used in the following order of priority:

3 (a) To reimburse any student injured by the termination of
4 operations by a for-profit postsecondary institution on or after the
5 operative date of this section for the cost of tuition and fees. A
6 student injured by the termination of operations by a for-profit
7 postsecondary institution means (i) a student who has paid tuition and
8 fees to the institution for which classes were offered but not finished
9 due to termination of operations, (ii) a student who has paid tuition and
10 fees to the institution for which classes were not offered and no refunds
11 were made, and (iii) a student who ceased to be enrolled in classes at an
12 institution while the institution was in operation and to whom a refund
13 of unearned tuition and fees became due from the institution after the
14 institution terminated operations and no refunds were made within the
15 institution's required time period following the student's withdrawal
16 from the institution;

17 (b) To reimburse any former student of a for-profit postsecondary
18 institution that has terminated operations on or after the operative date
19 of this section for the cost of obtaining such student's student records;

20 (c) To reimburse the University of Nebraska for reasonable expenses
21 directly associated with the storage and maintenance of academic records
22 pursuant to sections 85-173 and 85-174 of those students adversely
23 affected by termination of operations by a for-profit postsecondary
24 institution; and

25 (d) To reimburse the Nebraska Opportunity Grant Fund for any funds
26 distributed to a for-profit postsecondary institution for an academic
27 term that was not completed by students receiving awards under the
28 Nebraska Opportunity Grant Act due to the termination of operations by a
29 for-profit postsecondary institution after the operative date of this
30 section to the extent such funds are not returned to the Nebraska
31 Opportunity Grant Fund by the for-profit postsecondary institution.

1 (2) No claim shall be allowed unless the claim is submitted within
2 one year after the termination of operations by the for-profit
3 postsecondary institution and there are sufficient funds available in the
4 Guaranty Recovery Cash Fund to pay the claim.

5 Sec. 35. A for-profit postsecondary institution may include
6 references to the Guaranty Recovery Cash Fund in advertising or
7 information provided to students or prospective students. Any such
8 reference shall clearly describe the protection and limitations
9 prescribed in section 34 of this act and the relevant rules and
10 regulations adopted and promulgated by the commission.

11 Sec. 36. On or before November 1 of each year, the commission shall
12 submit electronically a report to the Governor and the Legislature
13 containing:

14 (1) The number of claims made against the Guaranty Recovery Cash
15 Fund;

16 (2) The institutions against which the claims are made;

17 (3) The number of claims that are approved and the associated
18 payouts from the funds;

19 (4) The number of claims that are denied; and

20 (5) The amount of money in the Guaranty Recovery Cash Fund used to
21 reimburse the Nebraska Opportunity Grant Fund.

22 Sec. 37. Sections 1, 2, 3, 4, 20, 21, 27, 28, 29, 30, 31, 32, 33,
23 34, 35, 36, 39, and 41 of this act become operative on September 3, 2017.
24 The other sections of this act become operative on their effective date.

25 Sec. 38. Original sections 79-319, 79-746, 79-1065, 79-10,141,
26 79-1108.02, 79-1144, 85-308, 85-917, 85-933, and 85-949, Reissue Revised
27 Statutes of Nebraska, and sections 9-812, 77-3442, 79-237, 79-2,144,
28 79-1003, 79-1007.11, 79-1017.01, 79-1028.01, 79-1054, and 85-502.01,
29 Revised Statutes Cumulative Supplement, 2016, are repealed.

30 Sec. 39. Original sections 85-173, 85-174, 85-2401, 85-2403, and
31 85-2405, Reissue Revised Statutes of Nebraska, are repealed.

1 Sec. 40. The following sections are outright repealed: Sections
2 79-321, 79-527.01, 79-738, 79-739, 79-740, 79-741, 79-742, 79-743, and
3 79-744, Reissue Revised Statutes of Nebraska, and section 79-1004,
4 Revised Statutes Cumulative Supplement, 2016.

5 Sec. 41. The following section is outright repealed: Section
6 85-175, Reissue Revised Statutes of Nebraska.

7 Sec. 42. Since an emergency exists, this act takes effect when
8 passed and approved according to law.

AMENDMENTS TO LB415

(Amendments to Standing Committee amendments, AM923)

Introduced by Kolterman, 24.

1 1. On page 45, line 18; page 46, line 22; page 136, line 15; and
2 page 137, line 20, strike "rendered" and insert "beginning".

3 2. On page 46, line 4, strike "his or her", show as stricken, and
4 insert "the employee's", and in lines 24 and 25 strike "his or her" and
5 insert "the employee's".

6 3. On page 47, line 25, after the first "the" insert "service and";
7 in line 26 strike "and" and insert

8 "(iv) Accelerating the payment from the employer due to unforeseen
9 circumstances that occur before payment is made pursuant to this section,
10 including, but not limited to, the employee's termination or retirement
11 or the employer's reorganization, consolidation, merger, or closing;
12 and"; and in line 27 strike "(iv)" and insert "(v)".

13 4. On page 59, line 12, strike "his or her", show as stricken, and
14 insert "the judge's"; and in lines 30 and 31 strike "he or she" and
15 insert "the judge".

16 5. On page 60, lines 1, 2, 3, 5, and 10, strike "court" and insert
17 "state court administrator"; in line 13 after the first "the" insert
18 "service and"; in line 14 strike "and" and insert

19 "(d) Accelerating the payment from the state court administrator due
20 to unforeseen circumstances that occur before payment is made pursuant to
21 this section, including, but not limited to, the judge's termination or
22 retirement or the court's reorganization, consolidation, or merger; and";
23 and in line 15 strike "(d)" and insert "(e)".

24 6. On page 68, line 7, strike "unreduced"; and in line 21 strike
25 "retirement" and insert "termination".

26 7. On page 73, strike lines 18 through 23 and insert

1 "(39) Service in any capacity means, but is not limited to, working
2 as (a) a volunteer, (b) a full-time or part-time employee, regular
3 employee, school employee, substitute employee, temporary employee, or
4 interim employee, (c) an independent contractor, a subcontractor, a
5 consultant, or a contractor with a third party, (d) as defined in
6 subdivision (30) of section 79-978 of the Class V School Employees
7 Retirement System, or (e) in any other category of work;".

8 8. On page 75, line 5, strike "retirement date" and insert
9 "termination".

10 9. On page 77, lines 18 and 26, strike "retirement" and insert
11 "termination"; and in line 28 strike "an" and insert "any".

12 10. On page 81, line 1, strike "his or her", show as stricken, and
13 insert "the member's".

14 11. On page 82, line 1, after the first "the" insert "service and";
15 in line 2 strike "and" and insert

16 "(iv) Accelerating the payment from the employer due to unforeseen
17 circumstances that occur before payment is made pursuant to this section,
18 including, but not limited to, the member's termination or retirement or
19 the employer's reorganization, consolidation, merger, or closing; and";
20 and in line 3 strike "(iv)" and insert "(v)".

21 12. On page 83, line 3; and page 87, line 14, before "who" insert
22 "or former member".

23 13. On page 95, line 26, strike "unreduced".

24 14. On page 96, line 9, strike "retirement" and insert
25 "termination".

26 15. On page 98, strike lines 30 through 31.

27 16. On page 99, strike lines 1 through 3 and insert

28 "(30) Service in any capacity means, but is not limited to, working
29 as (a) a volunteer, (b) a full-time or part-time employee, substitute
30 employee, temporary employee, or interim employee, (c) an independent
31 contractor, a subcontractor, a consultant, or a contractor with a third

1 party, (d) as defined in subdivision (39) of section 79-902 of the School
2 Employees Retirement System, or (e) in any other category of work;"; and
3 in line 31 strike "retirement date" and insert "termination".

4 17. On page 104, lines 15 and 21, strike "retirement" and insert
5 "termination".

6 18. On page 116, line 11, strike "his or her", show as stricken, and
7 insert "the officer's".

8 19. On page 117, line 12, after the first "the" insert "service
9 and"; in line 13 strike "and" and insert

10 "(iv) Accelerating the payment from the employer due to unforeseen
11 circumstances that occur before payment is made pursuant to this section,
12 including, but not limited to, the officer's termination or retirement or
13 the employer's reorganization, consolidation, merger, or closing; and";
14 and in line 14 strike "(iv)" and insert "(v)".

15 20. On page 137, line 2, strike "his or her", show as stricken, and
16 insert "the employee's"; and in lines 22 and 23 strike "his or her" and
17 insert "the employee's".

18 21. On page 138, line 23, after the first "the" insert "service
19 and"; in line 24 strike "and" and insert

20 "(iv) Accelerating the payment from the employer due to unforeseen
21 circumstances that occur before payment is made pursuant to this section,
22 including, but not limited to, the employee's termination or retirement
23 or the employer's reorganization, consolidation, merger, or closing;
24 and"; and in line 25 strike "(iv)" and insert "(v)".

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Document	Senator	Position	Committee	Hearing Date	Status	Description
LB72	Schumacher	Monitor	Banking, Commerce and Insurance	02/13/2017	Select File 04/18/2017 Banking, Commerce and Insurance Priority Bill	Provide for governmental unit bond priority under the Nebraska Governmental Unit Security Interest Act and rename the act
LB144	Friesen		Education	02/06/2017	In Committee 01/10/2017 Bostelman Priority Bill	Change agricultural and horticultural adjusted valuations for calculating state aid to schools
LB151	Stinner		Government, Military and Veterans Affairs	01/19/2017	Final Reading 04/10/2017 Speaker Priority Bill	Change and provide for duties of the Auditor of Public Accounts and certain audited entities
LB233	Smith		Revenue	03/28/2017	General File 02/02/2017 Stinner Priority Bill	Change revenue and taxation provisions
LB248	Harr	Monitor	Business and Labor	01/23/2017	General File 02/28/2017 Harr Priority Bill	Adopt the Youth Opportunities in Learning and Occupations Act
LB263			Transportation and Telecommunications	02/07/2017	Final Reading 04/18/2017 Transportation and Telecommunications Priority Bill	Change provisions relating to motor vehicles, the Public Service Commission, motor carriers, and the statewide one-call notification center
LB265	Friesen		Education	02/06/2017	In Committee 01/13/2017 Briese Priority Bill	Provide for a minimum amount of state aid based on the number of students in a local system
LB296	McCollister		Judiciary	01/26/2017	General File 03/01/2017 Speaker Priority Bill	Change immunity provisions with respect to asthma and allergic reactions
LB300	Krist		Judiciary	02/24/2017	Select File 04/10/2017 Speaker Priority Bill	Eliminate the statute of limitations on civil actions for sexual assault of a child
LB338	Brasch	Oppose	Revenue	02/08/2017	In Committee 01/17/2017 Brasch Priority Bill	Adopt the Agricultural Valuation Fairness Act
LB409	Groene	Oppose	Education	03/06/2017	General File 04/10/2017 Education Priority Bill	Change the base limitation and local effort rate for school districts

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Document	Senator	Position	Committee	Hearing Date	Status	Description
LB415	Kolterman		Nebraska Retirement Systems	02/27/2017	General File 04/10/2017 Nebraska Retirement Systems Priority Bill	Provide and change notification requirements and duties and benefits for certain retirement system members, change certain annuity and disability benefit provisions, and provide duties for school districts and the Public Employees Retirement Board relating to retirement
LB427	Vargas		Education	01/30/2017	Final Reading 04/18/2017 Vargas Priority Bill	Require breastfeeding accommodations for student-parents
LB432	Erdman		Government, Military and Veterans Affairs	01/26/2017	Final Reading 04/10/2017 Erdman Priority Bill	Change provisions of the Nebraska Budget Act relating to allowances for delinquent taxes and anticipated litigation
LB484	Kolowski	Support	Education	03/06/2017	In Committee 01/19/2017 Kolowski Priority Bill	Create the School Financing Review Commission
LB496	Stinner		Urban Affairs	02/28/2017	General File 03/08/2017 Williams Priority Bill	Define and redefine terms under the Community Development Law
LB512			Education	02/28/2017	Select File 04/05/2017 Education Priority Bill	Change provisions related to education
	Amended Bills: LB123, LB175, LB235, LB398, LB457					
LB595	Groene		Education	02/07/2017	General File 03/16/2017 Groene Priority Bill	Provide for the use of physical force or physical restraint or removal from a class in response to student behavior
LB640	Groene	Oppose	Revenue	02/16/2017	General File 04/10/2017 Friesen Priority Bill	Change provisions of the Property Tax Credit Act and provide school district property tax relief
LB651	Linehan	Monitor	Education	03/07/2017	In Committee 01/20/2017 Linehan Priority Bill	Adopt the Nebraska Reading Improvement Act

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Document	Senator	Position	Committee	Hearing Date	Status	Description
LB22	Scheer		Appropriations	01/17/2017	Approved by Governor (E-Clause) 02/15/2017	To provide, change, and eliminate provisions relating to appropriations and to reduce appropriations
LB27	Murante		Government, Military and Veterans Affairs	01/19/2017	In Committee 01/09/2017	Change requirements for state agency contracts and powers and duties of the Auditor of Public Accounts as prescribed
LB58	Kintner		Education	01/30/2017	In Committee 01/09/2017	Change provisions relating to participation in extracurricular activities
LB62	Scheer		Education	01/17/2017	Approved by Governor 03/28/2017	Eliminate prohibition on teachers wearing religious garb
LB63	Scheer		Revenue	01/20/2017	General File 01/30/2017	Eliminate a sales and use tax exemption relating to political events
LB72	Schumacher	Monitor	Banking, Commerce and Insurance	02/13/2017	Select File 04/18/2017 Banking, Commerce and Insurance Priority Bill	Provide for governmental unit bond priority under the Nebraska Governmental Unit Security Interest Act and rename the act
LB89	Hughes		Government, Military and Veterans Affairs	01/19/2017	General File 02/02/2017	Change published notice of hearing requirements under the Nebraska Budget Act as prescribed
LB90	Hughes		Government, Military and Veterans Affairs	01/19/2017	In Committee 01/09/2017	Require public entity provide accommodations where Auditor of Public Accounts employee conducts audit or examination
LB95	Crawford		Urban Affairs	02/28/2017	In Committee 01/09/2017	Change provisions relating to the Community Development Law and tax-increment financing
LB103	Murante		Education	01/23/2017	In Committee 01/10/2017	Change provisions relating to accelerated or differentiated curriculum and require establishment of focus groups
LB109	Blood		Education	01/23/2017	In Committee 01/10/2017	Provide for a temporary teaching certificate or permit for military spouses
LB118	Hilkemann		Revenue	01/26/2017	In Committee 01/10/2017	Adopt the Education Savings Account Act and provide income tax adjustments
LB119	Groene		Education	01/17/2017	Approved by Governor (E-Clause) 02/15/2017	Change dates related to certifications and distributions of state aid to schools
LB127	Groene		Government, Military and Veterans Affairs	02/02/2017	General File 03/17/2017	Change notice requirements under Open Meetings Act
LB128	Groene		Health and Human Services	03/22/2017	In Committee 01/10/2017	Change eligibility provisions relating to the Supplemental Nutrition Assistance Program

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Document	Senator	Position	Committee	Hearing Date	Status	Description
LB144	Friesen		Education	02/06/2017	In Committee 01/10/2017 Bostelman Priority Bill	Change agricultural and horticultural adjusted valuations for calculating state aid to schools
LB151	Stinner		Government, Military and Veterans Affairs	01/19/2017	Final Reading 04/10/2017 Speaker Priority Bill	Change and provide for duties of the Auditor of Public Accounts and certain audited entities
LB155	Brasch		Education	03/20/2017	In Committee 01/10/2017	Require successful completion of a civics examination as a prerequisite to high school graduation
LB174	Morfeld		Revenue	02/01/2017	In Committee 01/12/2017	Adopt the Apprenticeship Training Program Tax Credit Act
LB175	Morfeld		Education	01/31/2017	In Committee 01/12/2017	Adopt the Student Online Personal Protection Act
LB214	Halloran		Education	01/31/2017	In Committee 01/12/2017	Terminate the Master Teacher Program
LB227	Wishart		Health and Human Services	02/03/2017	In Committee 01/12/2017	Create the Brain Injury Council and Brain Injury Trust Fund
LB232	Kolterman		Revenue	02/23/2017	In Committee 01/13/2017	Provide a property tax exemption for property leased to the state or a governmental subdivision
LB233	Smith		Revenue	03/28/2017	General File 02/02/2017 Stinner Priority Bill	Change revenue and taxation provisions
LB235	Walz	Support	Education	01/23/2017	In Committee 01/13/2017	Clarify grant requirements for the Summer Food Service Program
LB237	Erdman	Monitor	Government, Military and Veterans Affairs	02/16/2017	In Committee 01/13/2017	Change filing requirements of official bonds for school districts
LB238	Erdman		Revenue	02/23/2017	In Committee 01/13/2017	Change provisions of the Nebraska Budget Act relating to certifying taxable values
LB240	Baker		Government, Military and Veterans Affairs	01/25/2017	In Committee 01/13/2017	Provide for videoconferencing and telephone conferences for school board meetings
LB246	Morfeld	Support	Education	02/14/2017	General File 03/22/2017	Provide a budget exception for expanded learning opportunity programs
LB247	Morfeld	Monitor	Education	02/14/2017	In Committee 01/13/2017	Provide for school district levy and bonding authority for cybersecurity
LB248	Harr	Monitor	Business and Labor	01/23/2017	General File 02/28/2017 Harr Priority Bill	Adopt the Youth Opportunities in Learning and Occupations Act
LB249	Harr		Revenue	02/23/2017	In Committee 01/13/2017	Expand business inventory property tax exemption

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Document	Senator	Position	Committee	Hearing Date	Status	Description
LB251	Harr		Revenue	02/16/2017	In Committee 01/13/2017	Redefine agricultural or horticultural purposes for revenue and taxation purposes
LB262	Groene		Urban Affairs	02/21/2017	In Committee 01/13/2017	Change provisions relating to undeveloped vacant land under the Community Development Law
LB263			Transportation and Telecommunications	02/07/2017	Final Reading 04/18/2017 Transportation and Telecommunications Priority Bill	Change provisions relating to motor vehicles, the Public Service Commission, motor carriers, and the statewide one-call notification center
LB265	Friesen		Education	02/06/2017	In Committee 01/13/2017 Briese Priority Bill	Provide for a minimum amount of state aid based on the number of students in a local system
LB266	Friesen	Monitor	Revenue	02/16/2017	In Committee 01/13/2017	Change the valuation of agricultural land and horticultural land
LB270	Kolowski	Monitor	Appropriations	03/07/2017	In Committee 01/13/2017	Appropriate funds to the State Department of Education
LB277	Wayne		Government, Military and Veterans Affairs	03/09/2017	In Committee 01/13/2017	Change population requirements for election precincts
LB278	Kolterman	Monitor	Nebraska Retirement Systems	02/03/2017	General File 03/16/2017	Redefine disability and change disability retirement application and medical examination provisions for various retirement acts
LB279	Hilkemann		Transportation and Telecommunications	02/27/2017	In Committee 01/13/2017	Require lap-shoulder belts on school buses as prescribed
LB282	Riepe		Health and Human Services	03/08/2017	General File 03/13/2017	Change telehealth provisions relating to children's behavioral health
LB295	Smith		Revenue	01/26/2017	In Committee 01/13/2017	Adopt the Opportunity Scholarships Act and provide tax credits
LB296	McCollister		Judiciary	01/26/2017	General File 03/01/2017 Speaker Priority Bill	Change immunity provisions with respect to asthma and allergic reactions
LB298	Baker		Health and Human Services	02/23/2017	General File 03/15/2017	Change provisions relating to the Nebraska Strengthening Families Act and a task force
LB299	Ebke		Government, Military and Veterans Affairs	02/24/2017	In Committee 01/17/2017	Adopt the Occupational Board Reform Act and change procedures for rules and regulations
LB300	Krist		Judiciary	02/24/2017	Select File 04/10/2017 Speaker Priority Bill	Eliminate the statute of limitations on civil actions for sexual assault of a child

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LB305	Crawford		Business and Labor	02/06/2017	In Committee 01/17/2017	Adopt the Paid Family Medical Leave Insurance Act
LB308	Brasch		Education	03/20/2017	In Committee 01/17/2017	Change provisions relating to the committee on Americanism
LB313	Briese		Revenue	02/22/2017	In Committee 01/17/2017	Change the sales tax rate and the earned income tax credit and provide property tax credits
LB321	Lowe		Judiciary	02/02/2017	General File 02/06/2017	Change provisions relating to unlawful possession of a firearm at a school
LB326	Kolowski	Support	Revenue	03/02/2017	In Committee 01/17/2017	Provide additional budget and tax levy authority for certain school districts
LB338	Brasch	Oppose	Revenue	02/08/2017	In Committee 01/17/2017 Brasch Priority Bill	Adopt the Agricultural Valuation Fairness Act
LB347	Geist		Transportation and Telecommunications	01/31/2017	General File 02/10/2017	Change provisions relating to school bus permits and qualifications
LB353	Baker		Judiciary	02/01/2017	In Committee 01/17/2017	Change claim, award, and judgment payment provisions under the Political Subdivisions Tort Claims Act
LB354	Kolowski		Business and Labor	02/27/2017	In Committee 01/17/2017	Adopt the Wage Disclosure Act
LB355	Bolz		Transportation and Telecommunications	02/07/2017	General File 02/21/2017	Provide for Native American Cultural Awareness and History Plates
LB365	Blood		Government, Military and Veterans Affairs	02/02/2017	General File 03/15/2017	Change provisions relating to access to public records and provide for fees
LB377			Education	01/31/2017	General File 02/27/2017	Change provisions relating to classification of school districts
LB385	Lindstrom		Revenue	03/01/2017	In Committee 01/17/2017	Change provisions relating to the burden of proof and who may appeal under the Tax Equalization and Review Commission Act
LB398	Wayne		Education	02/27/2017	In Committee 01/17/2017	Provide for certification of certain swimming instructors and lifeguards as prescribed
LB409	Groene	Oppose	Education	03/06/2017	General File 04/10/2017 Education Priority Bill	Change the base limitation and local effort rate for school districts
LB415	Kolterman		Nebraska Retirement Systems	02/27/2017	General File 04/10/2017 Nebraska Retirement Systems Priority Bill	Provide and change notification requirements and duties and benefits for certain retirement system members, change certain annuity and disability benefit provisions, and provide duties for school districts and the Public Employees Retirement Board relating to retirement

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LB420	McCollister		Business and Labor	03/13/2017	General File 03/21/2017	Adopt the Fair Chance Hiring Act
LB427	Vargas		Education	01/30/2017	Final Reading 04/18/2017 Vargas Priority Bill	Require breastfeeding accommodations for student-parents
LB428	Vargas		Education	01/30/2017	General File 03/28/2017	Require schools and the State Department of Education to adopt policies relating to pregnant and parenting students
LB431	Erdman		Government, Military and Veterans Affairs	01/26/2017	In Committee 01/19/2017	Change provisions relating to cash reserves under the Nebraska Budget Act
LB432	Erdman		Government, Military and Veterans Affairs	01/26/2017	Final Reading 04/10/2017 Erdman Priority Bill	Change provisions of the Nebraska Budget Act relating to allowances for delinquent taxes and anticipated litigation
LB437	Craighead		Government, Military and Veterans Affairs	03/08/2017	In Committee 01/19/2017	Change requirements for independent instrumentalities under the Taxpayer Transparency Act
LB438	Howard		Revenue	03/17/2017	In Committee 01/19/2017	Increase cigarette and tobacco taxes as prescribed and provide for the distribution of funds
LB445	Chambers		Executive Board	02/02/2017	IPP (Killed) 04/05/2017	Prohibit lobbyist-provided meals and beverages for legislators during session in the State Capitol
LB457	Briese		Education	01/31/2017	In Committee 01/19/2017	Change exceptions to school district levy and budget exceptions for voluntary termination agreements
LB464	Watermeier		Executive Board	01/26/2017	General File 02/02/2017	Change provisions of the Administrative Procedure Act relating to rules and regulations
LB465	Watermeier	Monitor	Appropriations	03/07/2017	In Committee 01/19/2017	Appropriate funds to the State Department of Education
LB473	Walz		Business and Labor	03/13/2017	In Committee 01/19/2017	Require rest periods for employees
LB479	Groene		Government, Military and Veterans Affairs	01/26/2017	General File 03/17/2017	Change public hearing provisions and redefine a term under the Nebraska Budget Act
LB482	Smith		Government, Military and Veterans Affairs	02/24/2017	In Committee 01/19/2017	Adopt the Government Neutrality in Contracting Act
LB484	Kolowski	Support	Education	03/06/2017	In Committee 01/19/2017 Kolowski Priority Bill	Create the School Financing Review Commission
LB489	Groene		Urban Affairs	02/21/2017	In Committee 01/19/2017	Redefine development project under the Community Development Law

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LB496	Stinner		Urban Affairs	02/28/2017	General File 03/08/2017 Williams Priority Bill	Define and redefine terms under the Community Development Law
LB501	Brewer		Judiciary	03/08/2017	In Committee 01/20/2017	Change prohibition on locations where permitholder may carry a concealed weapon
LB503	Brewer		Business and Labor	03/20/2017	In Committee 01/20/2017	Prohibit certain provisions in collective-bargaining agreements
LB510	Ebke		Government, Military and Veterans Affairs	03/08/2017	In Committee 01/20/2017	Provide a restriction on installment contracts for the purchase of real or personal property by political subdivisions
LB511			Education	02/28/2017	In Committee 01/20/2017	Change provisions for payment of educational costs for state wards and students in residential settings
LB512			Education	02/28/2017	Select File 04/05/2017 Education Priority Bill	Change provisions related to education
Amended Bills: LB123, LB175, LB235, LB398, LB457						
LB515	Bolz	Monitor	Business and Labor	02/13/2017	General File 03/03/2017	Create the Nebraska Integrated Education and Training Grant Program
LB521	Walz	Support	Education	02/28/2017	In Committee 01/20/2017	Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act
LB525	Morfeld	Support	Education	02/14/2017	In Committee 01/20/2017	Change funding provisions related to the Education Innovation Fund
LB540	Stinner		Education	03/21/2017	In Committee 01/20/2017	Provide for a temporary aid adjustment factor in the Tax Equity and Educational Opportunities Support Act
LB545	Watermeier		Appropriations	03/03/2017	In Committee 01/20/2017	Provide for fund transfers relating to the Property Tax Credit Cash Fund
LB548	Lindstrom		Nebraska Retirement Systems	02/23/2017	In Committee 01/20/2017	Provide for the consolidation of the Class V school employees' retirement system and the School Employees Retirement System of the State of Nebraska
LB552	Walz		Health and Human Services	03/17/2017	In Committee 01/20/2017	Provide for the Children's Connection program
LB554	Smith	Monitor	Education	02/07/2017	In Committee 01/20/2017	Provide for a financial transparency web site for schools, school districts, and educational service units
LB559	Schumacher		Banking, Commerce and Insurance	03/07/2017	In Committee 01/20/2017	Prohibit the collection of interchange fees on specified taxes and fees relating to electronic payment transactions
LB568	Erdman		Education	03/14/2017	In Committee 01/20/2017	Change provisions related to temporary teaching certificates
LB569	Friesen		Education	02/27/2017	In Committee 01/20/2017	Establish the Community College Task Force and sunset community college levies

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LB570	Friesen		Revenue	03/09/2017	In Committee 01/20/2017	Provide a property tax exemption for all tangible personal property
LB571	Friesen		Education	02/06/2017	In Committee 01/20/2017	Change state aid provisions relating to allocated income tax funds
LB572	Friesen	Oppose	Revenue	03/09/2017	In Committee 01/20/2017	Provide termination dates for the Property Tax Credit Act and the Tax Equity and Educational Opportunities Support Act and change application deadlines under the Nebraska Advantage Act
LB575	Kolowski	Monitor	Education	02/14/2017	In Committee 01/20/2017	Provide funding for schools offering certain programs and courses as prescribed
LB576	Brewer	Oppose	Revenue	03/09/2017	In Committee 01/20/2017	Limit increases in property tax bills
LB581	McDonnell		Government, Military and Veterans Affairs	03/22/2017	In Committee 01/20/2017	Require lobbyists to disclose conflicts of interest to principals and provide for cancellation of contracts
LB587	Crawford		Transportation and Telecommunications	02/28/2017	In Committee 01/20/2017	Change provisions relating to school permits
LB595	Groene		Education	02/07/2017	General File 03/16/2017 Groene Priority Bill	Provide for the use of physical force or physical restraint or removal from a class in response to student behavior
LB597	Groene		Urban Affairs	02/21/2017	IPP (Killed) 03/09/2017	Provide for application process through county assessor and Tax Commissioner prior to using tax-increment financing
LB599	Groene		Revenue	03/09/2017	In Committee 01/20/2017	Exempt certain improvements on land from taxes as prescribed
LB602	Erdman		Revenue	02/24/2017	In Committee 01/20/2017	Change and eliminate provisions relating to the valuation of agricultural land
LB607	Kintner		Revenue		IPP (Killed) 02/21/2017	Provide a homestead exemption for certain first responders
LB608	Linehan	Oppose	Education	02/13/2017	In Committee 01/20/2017	Adopt the Parental Choice Scholarship Program
LB623	Wishart		Judiciary	03/03/2017	In Committee 01/20/2017	Change and eliminate provisions and penalties relating to assault on an officer, certain employees, or a health care professional
LB630	Larson		Education	03/14/2017	In Committee 01/20/2017	Adopt the Independent Public Schools Act
LB633	Kolowski	Support	Revenue	03/02/2017	In Committee 01/20/2017	Authorize school districts to levy a tax and exceed budget authority for school security measures and student technology
LB634	Wayne	Monitor	Education	03/06/2017	General File 04/05/2017	Include virtual school students in the state aid to schools formula

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LB640	Groene	Oppose	Revenue	02/16/2017	General File 04/10/2017 Friesen Priority Bill	Change provisions of the Property Tax Credit Act and provide school district property tax relief
LB645	Pansing Brooks	Neutral	Education	02/07/2017	General File 02/27/2017	Add dyslexia for purposes of special education
LB648	Pansing Brooks		Executive Board	02/06/2017	In Committee 01/20/2017	Create the New Machine Age Task Force
LB650	Linehan		Education	03/14/2017	In Committee 01/20/2017	Change provisions for teaching certificates
LB651	Linehan	Monitor	Education	03/07/2017	In Committee 01/20/2017 Linehan Priority Bill	Adopt the Nebraska Reading Improvement Act
LB655	Murante		Government, Military and Veterans Affairs	02/08/2017	General File 02/27/2017	Authorize state employees to volunteer at public schools and certain nonprofit organizations
LB656	Baker		Judiciary	03/09/2017	In Committee 01/20/2017	Provide for claims against the state by persons wrongfully incarcerated
LB662	Linehan	Oppose	Education	03/07/2017	In Committee 01/20/2017	Establish a grading system for schools and school districts
LB663	Kuehn		Government, Military and Veterans Affairs	03/22/2017	In Committee 01/20/2017	Require a copy of a lobbying contract for lobbyist registration as prescribed
LB664	Kuehn		Government, Military and Veterans Affairs	03/22/2017	In Committee 01/20/2017	Prohibit a political subdivision from using taxes or fees to employ a lobbyist
LB665	Kuehn		Government, Military and Veterans Affairs	03/22/2017	In Committee 01/20/2017	Require a statement of activity regarding certain lobbying activity



Karen Haase
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MEMORANDUM

TO: Nebraska Council of School Administrators, Executive Board
and Dr. Mike Dulaney, NCSA Executive Director

FROM: KSB School Law

DATE: April 19, 2017

RE: LB 595 and Amendments

You have asked us to address concerns from a legal perspective related to the provisions of LB 595 advanced to the floor for debate as amended by AM581. You asked us to prepare this Memorandum to assist your members and their districts and ESUs in thinking through the legal and liability concerns which would follow its passage. As you know, Karen testified against this bill as proposed in the Education Committee based on our concerns about its impact, legal and financial, on public schools, ESUs, and families. Since then, the bill has undergone amendments. We have prepared this memorandum to articulate our primary concerns with the bill as advanced. As of the date of this Memorandum, we also know Senator Baker has proposed AM797. We will not address that amendment because assuming it is passed and removes the troubling sections of LB 595, we do not believe the balance of the amendment would change the current state of the case law and statutory authority in Nebraska.

LB 595 Violates the Individuals with Disabilities Education Act (IDEA), likely on the face of the bill.

Each student eligible for services under the IDEA is required to be educated in the "least restrictive environment." 34 CFR §§ 300.314 to 300.318. Disabled students must be educated in the general education classroom at the student's neighborhood school, unless the student's Individual Education Plan ("IEP") team determines otherwise. 34 CFR § 300.114. This includes a decision regarding each student's "educational placement," which is the location where the child will receive services in the student's IEP and the restrictions on the student's

educational setting. 34 CFR § 300.316. The placement decisions made for each eligible student *must* be made by the student's IEP team. 34 CFR § 300.114. A student's IEP team consists of at least the following individuals: parent, at least one regular education teacher, at least one special education teacher, an administrator familiar with district curriculum and resources, an individual who can interpret evaluation data, other individuals with knowledge of the student, and when appropriate, the student. 34 CFR § 300.321. Educational placement decisions which are made without a full IEP team deprive a disabled student of the rights guaranteed by state and federal law and subject school districts to legal liability, including the payment of the parents' attorney fees.

Only in limited circumstances may anyone outside of a student's IEP team change a student's placement. For example, a student may be removed for 45 days regardless of his or her disability when he or she possesses drugs; possesses a weapon; or causes "serious bodily injury," which must be extremely serious under the IDEA and the cases interpreting "serious bodily injury." In any other disciplinary removal situations related to a student's behavior, school personnel may only remove the student from his or her current placement for up to 10 days, either consecutive or when a series of removals involves the same sort of conduct or are proximate in time. 34 CFR § 300.530. If a student's behavior causing the removals is a "manifestation" of the student's disability or occurs as a result of a district's failure to implement the IEP, the student cannot be removed beyond the 10 days. To do so would be a substantive violation of the IDEA. That is why the student's IEP team makes these decisions. *Id.* If the team determines that the behavior is a "manifestation," the student's IEP team conducts behavior analysis and develops behavior intervention plans to help the student to address the behaviors which impede access to education. *Id.*

With that background in mind, LB 595 sets up both Nebraska school districts and individual educators to violate IDEA in several ways. In some cases, these violations are obvious on the face of the bill:

1. Section 3 allows a teacher to make removal decisions without consideration for a student's IEP and without any input from special education teachers or administrators. A teacher is not required to consider a student's IEP *to make the removal* from class. Instead, the teacher only needs to prove that the student's behavior disrupted the teacher's ability to provide instruction or the ability of other students to learn. This allows a teacher to unilaterally change a student's "placement." Recall that the IDEA states that only a fully-constituted IEP team may determine a disabled child's educational placement. Section 3 also undermines the strategies that schools use to extinguish the very behaviors which may have prompted the teacher to remove the student from the classroom. For example, some IEPs require interventions to address the

student's behavior *prior* to removal, and some IEPs do not permit removal until a certain number of behaviors occur. These are put in place by IEP teams with educational expertise in these areas to teach students how to manage their own behaviors and to "fade" the maladaptive behaviors over time. LB 595 permits a teacher to ignore these research-based methods and to remove a troubled student without implementing the strategies designed to help the student learn how to behave in the future.

2. The teacher has the ability to exclude the student for 2 days without being "coerced" by the administrator, and the principal must find some type of alternative setting for the student for at least those 2 days. Both of these provisions will almost certainly involve a change of "educational placement" for a special education student and will count against the 10 days permitted before a manifestation determination must be conducted. While Section 3 of the amended act does contain a nod of deference to the IDEA and Special Education Act, it is unclear from the face of the bill whether those considerations also trump the 2-day exclusion any teacher can force. Even if they are to be read together, the bill leaves the initial determination solely up to the teacher, which means a teacher can force a violation of the IDEA.
3. The deference to the IDEA in subsection 3(2) is undercut by the fact that the teacher cannot be disciplined for exercising his or her authority under subsection 3(3). Even if an administrator knows a particular student has already been excluded for 10 days, the teacher can force subsequent removals in direct violation of the IDEA without any administrative discipline. The administrator can only force the *return* of the student and cannot prevent the *exclusion* in the first place. This quite literally leaves compliance or noncompliance with the IDEA in the hands of the teacher and then compounds the problem by making it unlawful to terminate a teacher's contract even if the teacher knowingly and intentionally violates the IDEA. Of course, the school will argue that intentionally violating the IDEA is "unreasonable." We'll discuss that more, below.
4. Perhaps the most egregious facial violation of the IDEA occurs after the teacher makes the decision to remove a student. If a teacher refuses to readmit the student, the principal, teacher, and parent conduct a "conference" for the purposes of "determining the causes of the problem" and "developing a plan" to improve the student's behavior. On its face, this is an unlawful IEP meeting. That meeting will necessarily consider issues *expressly* reserved for the student's full IEP team. In other words, the bill on its face proposes an IEP

meeting that does not include all the mandatory members of the IEP team; contemplates unlawful amendments of a student's IEP or behavior plan outside of a meeting; would give improper notice; does not account for the requirement to provide "prior written notice"; and allows decisions to be made about the services and behaviors of the student which must be made by the IEP team under state and federal law.

5. There are practical problems with interpreting this section in light of the IDEA. What happens if the parent does not show up? Can the teacher continue to exclude the student? Can the administrator then "coerce" the return of the student to class? Also, what is meant by "unless such return is *required by*" the IDEA? Some exclusions may not be prohibited by the IDEA but for numerous reasons are not in the student's or school's best interests. Rather than permit the administration to make decisions about how to utilize placement removals prior to an IEP team conducting the manifestation determination, those 10 days are basically left up to the teachers of a student with behavior disabilities. This is a very dangerous proposition for schools.

LB 595 would undoubtedly subject schools to violations of the IDEA at the hands of its staff who are not IEP team members and may not have the training, expertise, or licensure required to make these decisions. This is ripe for abuse. There would be many additional due process challenges with the Nebraska Department of Education (NDE) in addition to private lawsuits. In short, Section 3 violates the IDEA on its face and almost certainly as applied.

It should also be noted that these LB 595 decisions would be made in a changing landscape of special education law. The United States Supreme Court recently decided the [Fry](#) and [Andrew F.](#) cases, which are two landmark cases directly related to the IDEA and the other relevant laws discussed below. In sum, those two cases clarify when parents have private rights of action and implement increased legal standards for public schools when meeting the minimum "FAPE" requirements of the IDEA. There is no doubt that substantial litigation will occur as courts, state departments of education, schools, and families sort through the nuance of those two cases. The passage of LB 595 would only serve to put schools and their staff members in worse positions.

The violations of the IDEA are also violations of Section 504 and/or the ADA. Additionally, there is absolutely no deference to Section 504 in the bill, likely rendering it facially unlawful.

Section 504 of the Rehabilitation Act of 1973 (Section 504) requires school districts and ESUs in Nebraska to accommodate students with disabilities in accessing education and activity programs provided by the school. 34 CFR 104.1. Section 504 borrows the definition of "disability" from the Americans with Disabilities Act Amendments Act of 2009 (ADA). Many students are eligible for a Section 504 plan even if they are not entitled to an IEP under the IDEA. LB 595 creates additional and even more significant problems under Section 504, likely violating state and federal law on its face:

1. The regulations implementing Section 504 include many of the same requirements of the IDEA in terms of substantive and procedural rights of students with disabilities. Consequently, LB 595 violates Section 504 in many of the same ways. Some examples include:
 - a. Requiring a student's 504 team make decisions and that the team be made up of individuals knowledgeable about the student's disabilities and services available. 34 CFR §§ 104.34 and 104.35.
 - b. Making "placement" and educational setting decisions by a student's 504 team. 34 CFR § 104.35; and
 - c. Making "manifestation determination" decisions in the disciplinary context after removals for 10 days or more. *See, e.g.*, 34 CFR § 104.35; *Dunkin (MO) R-V Sch. Dist.*, 52 IDELR 138 (OCR 2009).

Consequently, a student on a Section 504 plan will likely incur a similar denial of rights for things like unlawful exclusions from the child's placement, unlawful meetings, and unlawful amendments of the student's 504 plan.

2. Most importantly, LB 595 makes no references to Section 504. Because it references the IDEA, we assume this is an oversight. However, this is a significant oversight. While the inclusion of the IDEA is out of place and imperfect, at least it is in there. Failure to give any deference to Section 504 means that the exclusion of a Section 504 student could occur indefinitely. The earliest an administrator could force a student back into the classroom consistent with the student's placement would be 2 days, and not until after the "conference" with the parent and school staff which also violates Section 504's procedural and substantive requirements. Again, these meetings are already violations of Section 504 just like the IDEA, but because Section 504 is not mentioned in LB 595 a teacher alone makes the decision about a student's educational services for significant periods of time.

These are troubling realities about Section 504 implementation under LB 595. There is also no way to discipline a teacher for intentionally defying his or her administrator and violating state and federal law.

The IDEA and Section 504 violations will lead to lawsuits, likely resulting in damages and attorney fees.

Importantly, the IDEA at least requires a parent to exhaust administrative remedies prior to proceeding to a hearing before NDE or filing a lawsuit against a school. However, Section 504 has no such exhaustion requirement. As the Supreme Court recently reaffirmed in *Fry*, linked above, violations of Section 504 (and Title II of the ADA) are subject to lawsuits without exhaustion, and families are entitled to damages. Successful plaintiffs, which LB 595 would certainly create, are also entitled to attorney fees under several potential claims for violations of IDEA and Section 504/ADA.

LB 595 invades the province of NDE under the Every Student Succeeds Act (ESSA) and may violate ESSA itself as a result.

ESSA, passed by Congress in 2015, requires state education departments like NDE to develop plans which address the following issues:

1. *Reduce incidents of bullying and harassment (including students with disabilities).* Section 3 of LB 595 will almost certainly have the opposite effect, because students with disabilities will be excluded more often from classes and activities as a result.
2. *Reduce use of abrasive behavior interventions (including restraints and seclusions).* Section 2 of LB 595 goes in the opposite direction. It will without question increase the use of restraints and seclusions. There will very likely be significant reporting requirements under ESSA for each state's plan with respect to use of these measures.

ESSA, Section 1111. STATE PLANS, §§ (g)(1)(c)(i)-(iii) (Lexis 2017).

As a result, it is at best unclear to us how NDE can submit a viable state plan and report data with LB 595 in place which will not conflict with ESSA and its implementing regulations. It will almost certainly subject NDE and schools to additional administrative scrutiny, if not outright enforcement actions under these requirements.

LB 595 contradicts federal enforcement actions and civil rights data with respect to seclusion and restraint of vulnerable children, such as

students with disabilities, and it may be deemed discriminatory on its face or in its application under civil rights laws.

The trend in enforcement decisions from entities like the Office of Civil Rights (OCR) in cases of seclusions and restraints focus on the disproportionality of these actions taken against students with disabilities (and members of other protected classes). You can read about some of these statistics and enforcement positions [here](#) and [here](#). Below are some of the key points illustrated in the information put out by the Civil Rights Data Collection agency:

- Data illustrate that students with disabilities (served by IDEA) are treated far more harshly than their peers without disabilities; for example, they are twice as likely to receive an out-of-school suspension (13%) as are students without disabilities (6%). Moreover, students with disabilities represent 12% of students in public schools but 58% of students placed in seclusion or involuntary confinement. They are also 75% of students physically restrained at school and make up 25% of students arrested and referred to law enforcement.
- Students with disabilities served by the IDEA represent about 12-14% of students enrolled in public schools nationally depending upon the year, but 65-75% of the students who were subjected to restraint or seclusion in school.
- Of approximately 100,000 students who were subjected to seclusion and restraint, special education students make up about 69,000 of those students.
- Students who are regularly secluded or restrained likely should be referred for evaluation of eligibility under IDEA or Section 504 for behavioral disabilities, meaning schools who use extensive seclusion and restraint may fail in their “child find” obligations to identify eligible students under the various disability laws.

Entities like the U.S. Department of Education’s Office of Civil Rights (OCR), which enforces these and other discrimination laws, consistently view such disproportionate treatment as potential evidence of discrimination under IDEA and Section 504. For example, laws like LB 595 might be challenged on the theory that they have a “disparate impact” against students in protected classes. As stated above, additional seclusion and restraint authorized under LB 595 will almost certainly trigger reports, investigations, and lawsuits. Given the opposition to LB 595 by groups like the ACLU and Disability Rights Nebraska, the clear potential for discrimination and the likelihood of disabled students being secluded or restrained disproportionately under LB 595 will subject the bill and the entities implementing it to legal challenge.

Teachers and administrators already have the authority to use reasonable seclusion and restraint under current Nebraska law.

In our opinion, Nebraska statute section 79-258 already permits reasonable actions of teachers and administrators to maintain control of classrooms and schools:

79-258. Administrative and teaching personnel; authorized actions. Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need 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.

NEB. REV. STAT. § 79-258.

Additionally, many schools provide training for staff members regarding seclusions and restraints. The standard for reasonableness under current law is set by district policy, practices, and training under 79-258 and related authority. It is building-wide and consistent in aim and ideally in practice. LB 595 seems inconsistent with many of these trainings, making the legal standard much less clear under LB 595 due to many more undefined terms and the requirement that each teacher makes determinations on a whim. Teachers' differing interpretations mean using entirely different standards, such as class disruption or simple violations of the Student Discipline Act under Section (3) of LB 595.

This begs the question: if the authority exists and training is already provided which establishes the reasonableness standard and protects the interests of schools, administrators, teachers, and students, why is LB 595 needed? As we have said from the beginning, the underlying issues in violent and disruptive student outbursts are very worthy causes to study and address. However, LB 595 is not the right vehicle. It merely deprives administrators of the authority to administer schools and will only confuse teachers, administrators, and boards about their respective obligations.

LB 595 allows each staff member to use their own interpretation of the terms listed in the bill, and then it puts administrators and teachers at odds in terms of discipline.

Similar to the previous section, one glaring legal problem with LB 595 and the authority in Sections 2 and 3 is that those sections create a different standard *for every staff member*. None of the key provisions are defined, yet each of them requires judgments by the teacher acting under LB 595 on terms so fluid as “exhibits destructive behavior” and “seriously interferes with such teacher’s ability to communicate effectively.” Further, the bill only allows administrators to impose consequences if the teacher was not acting in a “reasonable” manner. This basically establishes a “negligence” standard for determining whether a staff member can be subject to “legal action” or “administrative discipline.”

Perhaps most troubling, in proving what is necessary to terminate a teacher who truly acted unreasonably, the school or ESU will be admitting violations of the IDEA, Section 504, and tort law. Because of the broad way the “reasonable” standard applies to immunity from even rudimentary administrative discipline, the administration may literally have to use law violations created by the staff member’s actions to say that it is “unreasonable” to violate federal and state law. This simultaneously strengthens the legal challenges of the student, subjects the district to damages, and invites endless litigation in teacher termination cases over the application of the vague terms in LB 595.

Section 3(1)(c) requires teachers to interpret and apply the Student Discipline Act (SDA), which is the province of school administrators, and gives incredibly broad discretion to exclude students for very simple misbehaviors.

Section 3(1)(c) states that teachers may remove students from class if they determine that the student’s “disruptive conduct” constitutes a violation of the SDA. It is worth noting that anything which constitutes a violation of any school rule, as established by a board, violates the SDA. Under LB 595, a teacher could exclude a general education student from class for at least 2 days at a time if the student uses a swear word or passes a note, as long as they can “reasonably” point to a violation of school rules. In other words, the teacher is determining not only the fact of a violation but also the length of the exclusion.

This directly conflicts with the SDA, as written. The interpretation of these rules and the statutory provisions of the Student Discipline Act are made by principals, and consequences for violations are imposed by principals and reviewed by superintendents after appeals. *See*, NEB. REV. STAT. § 79-265 (“The *principal* may deny a student the right to attend school or take part in any school function for up to 5 days for...any violation of school rules”); NEB. REV. STAT. § 79-268 (“If a *principal* makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, the following procedures shall be followed”).

LB 595 would vest the responsibility for interpretation and application of the SDA on each individual teacher. This will allow for a wide variation of disciplinary standards within school buildings because each individual teacher will be applying the standards in the SDA rather than using a building-wide application by the administrative team. It will lack the consistency required of even the most rudimentary due process and equal protection. An outburst in one room will be handled differently than an outburst in another.

Moreover, as NCSA knows all too well, the SDA is not a simple or straightforward statutory scheme. NCSA provided a full-day training in collaboration with our office last year to give administrators the tools they need to interpret and apply the SDA. Statewide conferences have included presentations on student discipline issues for decades. Even so, we receive questions on its application daily. It is not reasonable to expect classroom teachers to master the complexities of the SDA for themselves, rather than allowing teachers to rely on their building principals who have the training and licensure to apply it within the confines of the law.

LB 595 is a completely unfunded mandate due to the inevitability of litigation and legal challenges of many kinds.

In our opinion, LB 595 will be subject to challenge in at least these ways:

- IDEA administrative challenges with NDE;
- IDEA lawsuits;
- Section 504 and ADA lawsuits, with possible attorney fees;
- Tort lawsuits for damages, with possible attorney fees;
- Section 1983 and other civil rights actions for discrimination and disparate impact, with possible attorney fees;
- Preemption and Supremacy Clause challenges on its face and as applied, with possible attorney fees;
- Many more teacher termination hearings; and
- Teacher termination case appeals.

Conclusion. We hope this Memorandum is helpful to your members and their school district and ESU boards. Please let us know if there is anything else we can do to assist you in educating your members on the legal issues they should be aware of in the event LB 595 passes. They will need to understand these considerations fully as they train staff members.

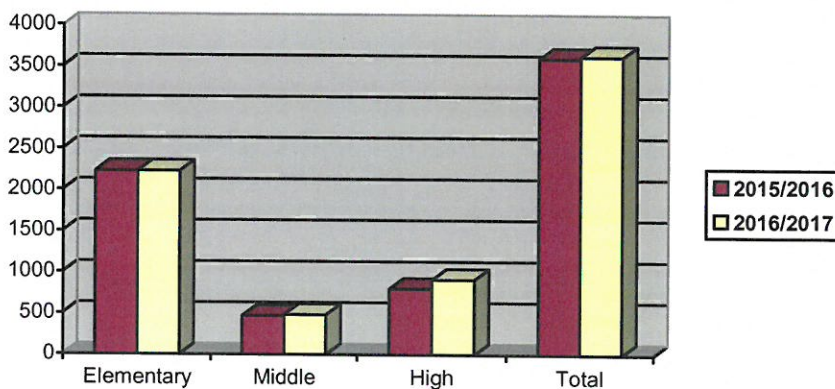
Ralston Public Schools
Monthly Administrative Update
Food Service - March 2017

	16/17 Budget		16/17 Actual		15/16 Actual	
	Financial	Financial	Cost/Meal	Financial	Cost/Meal	
Revenue	213,731	223,275	2.88	184,946	2.69	
Food	95,725	94,875	1.22	92,726	1.35	
VDA/Rebates	+8000	+11,984	+ .15	+10,953	+ .16	
Labor (RPS and Sodexo)	70,182	76,154	.98	63,327	.92	
Controllables	17,727	19,500	.25	13,627	.20	
Non-Controllables	18,431	15,305	.20	13,845	.20	
Total Expenses	194,065	193,850	2.50	172,572	2.51	
Return after Direct Expenses				12,374	.18	
RPS Direct/Indirect Expenses				185	.003	
Net Return	19,666	29,425	.38	12,189	.18	

Year to Date	16/17 Budget	16/17 Actual	Cost Per Meal	15/16 Actual
Revenue	1,641,950	1,657,601	2.79	1,539,681
Total Expenses	1,573,230	1,489,895	2.51	1,467,068
Net Return	68,720	167,706	.28	72,613

	16/17 TOTAL MEALS SERVED	16/17 MEALS PER DAY	15/16 TOTAL MEALS SERVED	15/16 MEALS PER DAY
Elementary				
Breakfast	17,447	918	14,199	887
Lunch	24,883	1310	21,426	1339
RMS				
Breakfast	1535	81	1017	64
Lunch	7646	402	6467	404
RHS				
Breakfast	6748	355	4393	275
Lunch	10,586	557	8405	525
RPS Total				
Breakfast	25,730	1354	19,609	1226
Lunch	43,415	2269	36,298	2268

Meals Per Day Served



RPS Free/Reduced
March, 2017
60.7%

March 2017 Events:

On March 1, there were birthday balloons in every school for Nebraska's 150th birthday, and each elementary student got an ice cream cup with lunch.

On March 2, 2016, Green Eggs and Ham were served in all elementary schools in honor of Dr. Seuss' birthday, and the Cat in the Hat visited all elementary lunch rooms that week.

On March 3, the 6th annual Kid Culinary Competition was held at Ralston High School. There were two representatives from each elementary school, four teams from the middle school and four teams from the high school all competed and a great time was had by all.

On March 10, the RHS late start breakfast program was featured on the morning news program on WOWT. On March 15, the breakfast program was also featured in the Ralston Recorder.

Judy attended the United Way Food Security in Our Community Symposium at UNO.

Regular monthly training – bloodborne pathogens, safe food re-heating

Total foodservice training time: 20 hours

