

MINUTES
BOARD OF EDUCATION

January 15, 2024

7:30 PM

President Dave Zimmerman called the meeting to order at 7:30 PM with the following members in attendance:

I. Call Meeting to Order

I.A. Roll Call

I.B. Motion to excuse Debra Schlake from the January 15, 2024, School Board Meeting

Motion to excuse Debra Schlake and Betsy Frerichs from the January 15, 2024, school board meeting. This motion, made by Jeff Argo and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

I.C. Notice of Nebraska Open Meetings Act Posted

I.D. Reorganization of the Southern School Board

I.D.1. Election of Officers

I.D.1.1. President

Motion to retain current school board officers position on the school board. This motion, made by Jeff Argo and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

I.D.1.2. Vice-President

I.D.1.3. Secretary

II. Approval of Minutes from the December 11, 2023, Regular Board Meeting

Motion to approve minutes from the December 11, 2023, Regular Board Meeting. This motion, made by Dana Dorn and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Items for Discussion, Consideration, and/or Action

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Jared McKeever and seconded by Dana Dorn, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

V.B. Personnel Items

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

VI.C. Secondary Principal's Report

VI.D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

VII.A. Memorandum of Understanding (MOU) Between Gage County Sheriff's Office & Southern Public Schools

Motion to approve the Memorandum of Understanding (MOU) between Gage County Sheriff's Office & Southern Public Schools. This motion, made by Jeff Argo and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.A.1. Millard Gustafson, Tim Hanson, & Mike Hager

VII.B. Appointments

VII.B.1. Authorized Representative for State & Federal Programs

Motion to appoint Christopher Prosocki as the authorized representative for state & federal programs. This motion, made by Dana Dorn and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.B.2. Bus Mechanic for Bus Inspections

Motion to appoint James Ullman as the bus mechanic for bus inspections. This motion, made by Jared McKeever and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.B.3. District's Non-Discrimination Compliance Coordinator

Motion to appoint Christopher Prosocki as the district's non-discrimination compliance coordinator. This motion, made by Jared McKeever and seconded by Dana Dorn, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.B.4. Title IX Coordinator

Motion to appoint Jeff Murphy as the Title IX coordinator. This motion, made by Dana Dorn and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.B.5. Treasurer

Motion to appoint Taylor Schmidt as the treasurer. This motion, made by Jared McKeever and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared

McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.C. Designate the Fund Depository for Southern Public Schools

Motion to designate Security First Bank of Blue Springs and Western National Bank of Wymore as the depository for Southern Public Schools. This motion, made by Dana Dorn and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.D. Designate the Legal Counsel for Southern Public Schools

Motion to designate KSB School Law as the district's legal counsel. This motion, made by Jeff Argo and seconded by Dana Dorn, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.E. Designate the Legal Newspaper for Southern Public Schools

Motion to designate Fairbury Journal-News as the legal newspaper for Southern Public Schools. This motion, made by Jared McKeever and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.F. Designate the Method for Publicizing Meetings for the Southern Board of Education

Motion to publicize meetings of the Southern Board of Education in accordance with Policy 2008: Meetings. This motion, made by Dana Dorn and seconded by Jeff Argo, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.G. Appoint School Board Standing Committees

Motion to approve the standing committees as appointed by the school board president. This motion, made by Jared McKeever and seconded by Dana Dorn, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

VII.G.1. American Civics

VII.G.2. Building & Grounds

VII.G.3. Finance

VII.G.4. Negotiations

VII.G.5. Policy

VII.G.6. Transportation

VII.H. Policy Review - Policy 2005: Conflict of Interest, Policy 2006: Complaint Procedures, & Policy 2012: Code of Ethics

VII.I. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:16 p.m. This motion, made by Jeff Argo and seconded by Jared McKeever, passed.

Betsy Frerichs: Absent, Debra Schlake: Absent, Jeff Argo: yes, Dana Dorn: yes, Jared McKeever: yes, David Zimmerman: yes
yes: 4, no: 0, Absent: 2

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of

an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right

to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised
10/2020



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2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one where public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a

project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 7-9-2018
Revised on: 6-8-2020
Reviewed on: 2-10-2020

MINUTES
BOARD OF EDUCATION
December 11, 2023
7:30 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Betsy Frerichs, Dana Dorn, Dave Zimmerman, Debra Schlake, Jared McKeever, & Jeff Argo. The following administrators were present: Kane Hookstra, Jeff Murphy, & Christopher Proski.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Posted Location:

- Fairbury Journal-News

Posted Date: 12/6/2023

Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgment of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act was posted on the back of the board of education meeting room.

II. Approval of Minutes from the November 13, 2023, Regular Board Meeting

Motion to approve minutes from the November 13, 2023, Regular Board Meeting. This motion, made by Jared McKeever and seconded by Betsy Frerichs, passed.
yes: 6, no: 0

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Items for Discussion, Consideration, and/or Action

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Jeff Argo and seconded by

Debra Schlake, passed.
yes: 6, no: 0

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

John Eisenhower provided the school board with a written report over: Nuvve commissioning the new Level 3 charger, having to demolish an old bus as part of the Clean School Bus grant, installing kick plates, the phone system that connects to the bus radios went out and it needs to be replaced.

Dr. Prosocki noted that, based on code requirements, we will need to install door closers on all of the elementary school doors. In addition, Dr. Prosocki said that we plan to add 2 more thermostats/VAV boxes to the Jr./Sr. High School remodel project. After 2 are added, this will bring the total to 4 thermostats/VAV boxes, and we currently have 5 thermostats/VAV boxes in the current office area. Lastly, the phone system that we use with our bus radio system went out and the system that we currently use is so old, that we cannot find a replacement system for that model. The district had to purchase a new system that costs around \$9,000.

V.B. Personnel Items

Jessica Vater was just hired as the part-time food service provider, Bryce Kruse was just hired as a full-time bus driver, and Marriah Proctor was just hired as a full-time paraprofessional.

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

The elementary principal reported on the following items: current enrollment figures, winter DIBELS testing, winter NSCAS testing, attending the state principal conference in Lincoln, elementary concerts, upcoming STAR testing, and last day of the semester celebration.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment figures, end of the semester plans, having all alternative education spots filled at ESU 5, raising \$1,200 at the annual winter concert and cake auction, student recognitions, FBLA food drive, and Winter NSCAS testing.

VI.D. Superintendent's Report

Dr. Prososki said that all ESU 5 superintendents and some school board members met with Senator Tom Brandt of District 32 and Senator Myron Dorn of District 30 in an effort to advocate for public schools in our area. Dr. Prososki presented the 2022-2023 Annual Report, he went over the recent insurance (ALICAP) visit, he gave the board an update on the certificated staff salaries for the 2024-2025 school year, and he went over the January in-service agenda. Next, Dr. Prososki went over the winter DIBLES (Grades K-6) results and, he said the district saw some regression on the winter assessment period. Dr. Prososki said that one student subgroup was underperforming on the Nebraska Student-Centered Assessment System (NSCAS) and, based on federal regulations, the Junior High School was identified as a Comprehensive Support and Improvement (CSI) school. Based on this designation, the district will have to create a plan for improvement by building and complete a resource allocation review. Dr. Prososki noted that last year the district had 4 subgroups that were underperforming, and this school year, the district only had 1 subgroup that was underperforming. Next, Dr. Prososki went over a legislative preview, and he went over the training requirements for the administration regarding implementing a School Resource Officer after the first of the year. Dr. Prososki went over Policy 2016: Participation in Insurance Program by Board Members, and he said that Dave Zimmerman is the only board member participating in the school's employees' health and dental insurance programs. Dave Zimmerman has to pay both the employee and employer portions of the premiums or \$26,787 a year. Dr. Prososki then went over a property tax request comparison for Gage County, and Southern is the only district in the area that has not increased their tax request dating back to the 2016-2017 school year. Lastly, Dr. Prososki and some board members gave an update on the State Education Conference that they recently attended, and he said that the Nebraska State Board of Education recently appointed him to serve on the state committee for the reorganization of school districts.

VII. Items for Discussion, Consideration, and/or Action

VII.A. Approve the 2024-2025 Negotiated Agreement with Southern Education Association

Motion to approve the 2024-2025 negotiated agreement with southern education association. This motion, made by Dana Dorn and seconded by Jared McKeever, passed.
yes: 6, no: 0

For the 2024-2025 school year, teachers will receive a \$1,100 raise to the base salary and this will represent a 3.98% increase. This increase will put their total compensation around the 102% threshold in the array. Based on LB 397, teachers' total compensation has to fall between 98%-102% threshold. In addition, there were a handful of items that were updated on the Extra Duty Schedule.

VII.B. District Calendar 2024-2025

Motion to approve the district calendar for the 2024-2025 school year. This motion, made by Debra Schlake and seconded by Betsy Frerichs, passed.
yes: 6, no: 0

VII.C. Preschool Calendar 2024-2025

Motion to approve the preschool calendar for the 2024-2025 school year. This motion, made by Jared McKeever and seconded by Jeff Argo, passed.

yes: 6, no: 0

VII.D. Memorandum of Understanding (MOU) Between Gage County Sheriff's Office & Southern Public Schools

Dr. Proski noted that the Memorandum of Understanding (MOU) Between Gage County Sheriff's Office & Southern Public Schools has not yet been completed by the county.

VII.E. Policy 3055: School Resource Officer

Motion to approve Policy 3055: School Resource Officer. This motion, made by Debra Schlake and seconded by Betsy Frerichs, passed.

yes: 6, no: 0

VII.F. Superintendent's Contract

Dr. Proski's current base salary ranks 7th out of 11 schools in the array. He noted that his mentee, a first-year superintendent, base salary is higher on the array than his currently is.

VII.F.1. Superintendent's Contract's Contract Extension

Motion to approve the superintendent's contract extension. This motion, made by Dana Dorn and seconded by Jared McKeever, passed.

yes: 6, no: 0

Dr. Proski's contract was extended through the 2025-2026 school year

VII.F.2. Superintendent Salary and Benefits

Motion to approve a base salary increase of 8% for the 2024-2025 school year. This motion, made by Debra Schlake and seconded by Betsy Frerichs, passed.

yes: 6, no: 0

Dr. Proski noted that this salary increase should put him at the midpoint on the array or at 100% of the 98%-102% threshold.

VII.G. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:28 p.m. This motion, made by Jeff Argo and seconded by Debra Schlake, passed.

yes: 6, no: 0

The next Regular Board meeting is scheduled for 7:30 p.m., January 15, 2024, at Southern Jr./Sr. High School Boardroom in Wymore. The Board of Education will usually adhere to the

sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

2021–22 CRDC LEA Form

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Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

SSPR: Students, Schools, & Programs

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1). This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Early childhood refers to early childhood education programs and/or services for children birth through age 2.

Free appropriate public education (FAPE). Part B of the Individuals with Disabilities Education Act (IDEA) requires states receiving financial assistance under IDEA to ensure that a FAPE is made available to eligible children with disabilities residing in the state. Section 504 of the Rehabilitation Act of 1973 regulation requires an LEA that receives federal funds to provide a FAPE to each qualified student with a disability who is in the LEA’s jurisdiction. For additional information, go to <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>.

Students with disabilities (IDEA) or IDEA children refers to students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan.

Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

SSPR-1. Count of Students*

All LEAs, preschool-grade 12, UG

- Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

Instructions

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, including students who are served in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in [remote instruction](#) provided by a school.
- Non-LEA facilities may be public or private.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing a [FAPE](#).
- Include only students who are homeschooled if the students are considered enrolled in the LEA.

For the [Fall 2021 snapshot date](#), enter the number of students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) who were enrolled in the LEA and who were being served in LEA facilities, [non-LEA facilities](#), or both.

	Number
Overall student enrollment for the LEA	

SSPR-2. Count of Students Served in Non-LEA Facilities*

All LEAs, preschool-grade 12, UG

Instructions

- Include students who are the responsibility of the LEA and are served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in [remote instruction](#) provided by a school.
- Non-LEA facilities may be public or private.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing a [FAPE](#).
- Include only students who are homeschooled if the students are considered enrolled in the LEA.

For the [Fall 2021 snapshot date](#), enter the number of students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) who were enrolled in the LEA and who were being served in [non-LEA facilities only](#).

	Number
Students served in Non-LEA facilities	

SSPR-3. Count of Schools*

All LEAs

- School is an organization authorized by public authority and financed primarily through public funds to provide public education to students. Under this definition, a school: (1) is operated by a public school district, independent charter district or state agency on behalf of the state (or federal government in the case of Bureau of Indian Education and Department of Defense schools); (2) provides instruction for students; (3) has, will have or had one or more students; (4) has, will have or had one or more teachers; (5) has an assigned administrator(s) (principal) responsible to public authority; and (6) receives public funds as its primary support. For purposes of this definition, “public funds” includes federal, state, and local public funds. Schools include public schools that provide half day (50%) or more educational

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

services. **Schools may include: alternative; career and technical education; regular; and/or special education schools. These four types of schools may be authorized as a charter school or designated as a magnet school.**

- **Alternative school** is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.
- **Career and technical education school** is a public elementary or secondary school that focuses primarily on providing students with an occupationally relevant or career-related curriculum, including formal preparation for technical or professional occupations.
- **Regular school** is a public elementary or secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- **Special education school** is a public elementary or secondary school that focuses primarily on serving the educational needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.
- **Charter school** is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter issued pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.
- **Magnet school** is a public school that operates a magnet program for all students or some students within the school. A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or non-English language).

Instructions

- Include all facilities where students attend.

For the **Fall 2021 snapshot date**, enter the number of public schools that were under the governance of the LEA.

	Number
Public schools in the LEA	

SSPR-4. Early Childhood Program Indicator* *RESTORED! OPTIONAL FOR 2021-22*

All LEAs

Instructions

- Indicate whether the LEA provided one or more early childhood services and/or programs that served children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood services and/or programs by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include early childhood programs and/or services for [IDEA](#) and [non-IDEA](#) children from birth through age 2.

For the **Fall 2021 snapshot date**, did the LEA provide **early childhood services and/or programs**, in either LEA or **non-LEA facilities**, to children from birth through age 2?

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-5. Early Childhood Program for Non-IDEA Children RESTORED! OPTIONAL FOR 2021-22

Only for LEAs that provide early childhood programs and/or services

Instructions

- Indicate whether the LEA provided one or more early childhood services and/or programs that served non-IDEA children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood programs and/or services by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the **Fall 2021 snapshot date**, did the LEA provide **early childhood** services and/or programs, in either LEA or **non-LEA facilities**, to **non-IDEA children** from birth through age 2?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-6. Preschool Program Provided by the LEA Indicator*

All LEAs

Instructions

- Indicate whether the LEA provided one or more preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide the preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include preschool programs and/or services for **IDEA** or **non-IDEA** children ages 3 through 5.
- Non-LEA facilities may include home or other settings where students participate in **remote instruction** provided by a school.

For the **Fall 2021 snapshot date**, did the LEA provide one or more **preschool** services and/or programs, in either LEA or **non-LEA facilities**, that served children ages 3 through 5?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-7. Preschool Daily Length and Cost* RESTORED! OPTIONAL FOR 2021-22

Only for LEAs that provide preschool

- A **full-day preschool program** is a program that a child attends each weekday for approximately six hours or more.

Instructions

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

- Indicate the daily length(s) and cost(s) associated with the LEA's preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the **Fall 2021 snapshot date**, indicate the type of LEA **preschool** service(s) and/or program(s), in either LEA or **non-LEA facilities**, that were serving children ages 3 through 5. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Full-day preschool and no charge to parent(s)/guardian	
Full-day preschool and partial or full charge to parent(s)/guardian	
Part-day preschool and no charge to parent(s)/guardian	
Part-day preschool and partial or full charge to parent(s)/guardian	

SSPR-8. Preschool Eligibility - All Children* *RESTORED! OPTIONAL FOR 2021-22*

Only for LEAs that provide preschool

- "All children" refers to all children ages 3 through 5.

For the **Fall 2021 snapshot date**, were the LEA's **preschool** service(s) and/or program(s), in either LEA or **non-LEA facilities**, being offered to all children?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-9. Preschool Eligibility – Student Groups *RESTORED! OPTIONAL FOR 2021-22*

Only for LEAs that provide preschool, but not to all children

- **Title I schools** are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act), to assist in meeting their students' educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.
- For the purposes of preschool eligibility, **low-income** is defined by the LEA, and may vary from LEA to LEA.

For the **Fall 2021 snapshot date**, indicate whether the LEA's **preschool** service(s) and/or program(s), in either LEA or **non-LEA facilities**, were being offered to **children with disabilities (IDEA)**, children in Title I schools, and/or children from low income families. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children with disabilities (IDEA)	
Children in Title I schools	
Children from low-income families	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

SSPR-10. Preschool Children Served *REVISED!*

Only for LEAs that provide preschool

Instructions

- Include children who are the responsibility of the LEA, including children who are served in preschool in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- For the “children age 3 years served” category, include children who are 3 years of age and children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include [IDEA](#) and [non-IDEA](#) children.
- The LEA may provide preschool programs or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in [remote instruction](#) provided by a school.

For the [Fall 2021 snapshot date](#), enter the number of 3, 4 and 5-year old students who were being served in the LEA's [preschool](#) service(s) and/or program(s), either in LEA or [non-LEA facilities](#).

	Number
Children age 3 years served	
Children age 4 years served	
Children age 5 years served	

SSPR-11. Preschool Age for Non-IDEA Children *RESTORED AND REVISED! OPTIONAL FOR 2021-22*

Only for LEAs that provide preschool

Instructions

- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the [Fall 2021 snapshot date](#), indicate whether any of the LEA [preschool](#) service(s) and/or program(s), in either LEA or [non-LEA facilities](#), were serving [non-IDEA children](#) in the ages specified below. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children age 3 years	
Children ages 4 and 5 years	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

SSPR-12. Kindergarten Program Indicator* *RESTORED! OPTIONAL FOR 2021-22*

All LEAs

Instructions

- Indicate whether the LEA provided one or more kindergarten programs that served one or more students. The LEA may provide kindergarten programs in LEA facilities, [non-LEA facilities](#), or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the [Fall 2021 snapshot date](#), did the LEA provide one or more kindergarten programs that served one or more students?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-13. Kindergarten Daily Length and Cost* *RESTORED! OPTIONAL FOR 2021-22*

Only for LEAs that provide kindergarten

- A [full-day kindergarten program](#) is a program in which a child attends school each weekday for approximately six hours or more.

Instructions

- Indicate the daily length(s) and cost(s) associated with the LEA's kindergarten program(s) that served students. The LEA may provide kindergarten programs in LEA facilities, [non-LEA facilities](#), or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the [Fall 2021 snapshot date](#), indicate the type of LEA kindergarten program(s) that were serving students. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Full-day kindergarten and no charge to parent(s)/guardian	
Full-day kindergarten and partial or full charge to parent(s)/guardian	
Part-day kindergarten and no charge to parent(s)/guardian	
Part-day kindergarten and partial or full charge to parent(s)/guardian	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

CRCO: Civil Rights Coordinator/Desegregation Plan

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be from a single day at the end of the regular school year, unless otherwise noted.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A civil rights coordinator is an individual who is appointed by the LEA to coordinate compliance with civil rights laws, including investigations of discrimination complaints.

CRCO-1. Civil Rights Coordinators Indicator*

All LEAs and justice facilities

- Civil rights laws that prohibit discrimination include:
 - Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex).
 - Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the bases of race, color, or national origin).
 - Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability).
 - Title II of the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disability by public entities (including public schools), whether or not they receive federal financial assistance).

Instructions

- Indicate whether the LEA had appointed one or more employees to lead efforts to carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/national origin, and disability.
- Civil rights coordinators may be part-time or full-time.

Based on a single day at the end of the regular school year, indicate whether the LEA had designated one or more employees (either part-time or full-time) to act as civil rights coordinators. Please select "yes" or "no" for each option.

	Permitted Values: Yes or No
Sex (Title IX)	
Race, color, or national origin (Title VI)	
Disability (Section 504 and/or Title II)	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

CRCO-2. Civil Right Coordinators Contact Information *REVISED!*

Only for LEAs and justice facilities reporting having civil rights coordinators

Enter the contact information (name and email address) for the **civil rights coordinator(s)** that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, then provide the contact information for the lead coordinator.

	First Name	Last Name	Email
Sex (Title IX)			_____@____.____
Race, color, or national origin (Title VI)			_____@____.____
Disability (Section 504 and/or Title II)			_____@____.____

CRCO-3. Desegregation Order or Plan

All LEAs

- A desegregation order or plan is an order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district’s actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.

For the **Fall 2021 snapshot date**, was the LEA covered by a desegregation order or plan?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

HIBD: Harassment or Bullying

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1). This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Harassment or bullying on the basis of sex refers to harmful conduct based on actual or perceived sex (including sexual orientation, gender identity, sex characteristics, sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of race, color, or national origin refers to harmful conduct based on actual or perceived race, color, or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of disability refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of sexual orientation refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of gender identity refers to harmful conduct based on actual or perceived gender identity (including harassment because a student identifies as or is perceived to be transgender, cisgender, or nonbinary). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of religion refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

HIBD-1. Harassment or Bullying Policy Indicator*

All LEAs and justice facilities

Instructions

- Written policy (or policies) must be for ALL basis categories.

For the **Fall 2021 snapshot date**, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of **sex**, **race/color/national origin**, and **disability**?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HIBD-2. Harassment or Bullying Policy Web Link Indicator* *NEW! REQUIRED FOR 2021-22*

Only for LEAs and justice facilities reporting having harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

For the **Fall 2021 snapshot date**, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of **sex**, **race/color/national origin**, and **disability**?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HIBD-3. Harassment or Bullying Policy Web Link *REVISED!*

Only for LEAs and justice facilities reporting having web link to harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of **sex**, **race/color/national origin**, and **disability**.

	Web Link
	http://_____._____

HIBD-4. Harassment or Bullying Policy Indicator – Other Categories* *NEW! OPTIONAL FOR 2021-22*

All LEAs and justice facilities

For the **Fall 2021 snapshot date**, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of **sexual orientation**, **gender identity**, and/or **religion**?

	Permitted Values: Yes or No
Sexual Orientation	
Gender Identity	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

	Permitted Values: Yes or No
Religion	

HIBD-5. Harassment or Bullying Policy Web Link Indicator – Other Categories* *NEW! OPTIONAL FOR 2021-22*

Only for LEAs and justice facilities reporting having harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation, gender identity, and/or religion

For the **Fall 2021 snapshot date**, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of [sexual orientation](#), [gender identity](#), and/or [religion](#)?

	Permitted Values: Yes or No
Sexual Orientation	
Gender Identity	
Religion	

HIBD-6. Harassment or Bullying Policy Web Link – Other Categories *NEW! OPTIONAL FOR 2021-22*

Only for LEAs and justice facilities reporting having web link to harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation, gender identity, and/or religion

Enter the web link to the LEA’s written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of [sexual orientation](#), [gender identity](#), and/or [religion](#).

	Web Link
Sexual Orientation	http://_____.
Gender Identity	http://_____.
Religion	http://_____.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

DSED: Distance Education

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

English learner students (EL)¹: In coordination with the state’s definition based on section 8101(20) of ESEA, as amended by ESSA, the term ‘English learner,’ when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who is i, ii, or iii)
 - (i) who was not born in the United States or whose native language is not English;
 - (ii) (who is I and II)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that “migratory” typically refers to students who move repeatedly from one residence to another); and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual²
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be C- i, C-ii, or C-iii.
- If C-ii, the individual must be I and II.
- For D, an individual may be denied D-i, D- ii, or D-iii.

¹ English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.

² Must be determined by a valid assessment.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

Do not include distance education courses that were provided only in response to the coronavirus pandemic.

For an LEA that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Distance Education module is OPTIONAL.

For an LEA that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Distance Education module is SKIPPED.

DSED-1. Distance Education Enrollment Indicator*

LEAs and justice facilities, grades K-12, UG

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2021–22 school year.

Did the LEA have any students in grades K-12 (or the ungraded equivalent) who were enrolled in any distance education courses during the 2021–22 school year?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

DSED-2. Distance Education Enrollment

Only for LEAs and justice facilities (grades K-12, UG) reporting student enrollment in distance education

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2021–22 school year.

Enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2021–22 school year.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who were enrolled in a distance education course:										
Females who were enrolled in a distance education course:										
Nonbinary students who were enrolled in a distance education course:										
Total number of students who were enrolled in a distance education course:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

HSEE: High School Equivalency Exam

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

High school equivalency exam preparation programs are programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

The LEA may provide high school equivalency exam preparation programs by contracting with another entity to provide them to students. High school equivalency exam preparation programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided programs.

Do not include students who participated in high school equivalency exam preparation programs that were not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided programs.

For an LEA that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the High School Equivalency Exam module is OPTIONAL.

For an LEA that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the High School Equivalency Exam module is SKIPPED.

HSEE-1. High School Equivalency Exam Preparation Program Provided by the LEA Indicator*

Only for LEAs and justice facilities with students ages 16 through 19

Instructions

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs that served students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in [remote instruction](#) provided by a school.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.*

Did the LEA provide a [high school equivalency exam preparation program](#), either in LEA or [non-LEA facilities](#), that served students ages 16 through 19 during the 2021–22 school year?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HSEE-2. High School Equivalency Exam Preparation Program Student Participation

Only for LEAs and justice facilities that provide a high school equivalency exam preparation program

Instructions

- Enter the number of students ages 16 through 19 who participated in one or more high school equivalency exam preparation programs provided by the LEA. Include students who participated in one or more programs, regardless of whether they took the programs’ high school equivalency exams.
- Do not include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in [remote instruction](#) provided by a school.

Enter the number of students ages 16 through 19 who participated in at least one LEA-operated [high school equivalency exam preparation program](#) during the 2021–22 school year.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who participated in a high school equivalency exam preparation program:										
Females who participated in a high school equivalency exam preparation program:										
Nonbinary students who participated in a high school equivalency exam preparation program:										
Total number of students participated in a high school equivalency exam preparation program:										

Note: Users may access the 2021–22 CRDC School Form at <https://crdc.ed.gov>.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA will be presented with subsequent items.

2021–22 Civil Rights Data Collection

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR § 100.6(b); 34 CFR § 106.71; and 34 CFR § 104.61. The *Department of Education Organization Act* (20 U.S.C. 3413(c)(1)) authorizes OCR to collect data that are necessary to ensure compliance with civil rights laws within its jurisdiction. In order to do this, the CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner (EL), and disability. This information is also used by other ED offices as well as policymakers and researchers outside of ED.

WHO IS CONDUCTING THIS SURVEY?

The ED Office for Civil Rights (OCR) is conducting this survey. The CRDC is a mandatory data collection, conducted based on the statutory and regulatory authority cited above.

HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on this survey becomes available to the public in a privacy protected format. You can see how the previous CRDC data were reported to the public by going to <https://ocrdata.ed.gov>.

WHERE CAN I FIND INFORMATION ABOUT THE APPROVAL OF THIS COLLECTION BY THE OFFICE OF MANAGEMENT AND BUDGET (OMB)?

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. All documentation submitted to OMB about this information collection is available at https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=202111-1870-001. Public reporting burden for this collection of information is estimated to average 21.2 hours per school survey response and 4.6 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914).

HOW ARE THE CRDC SURVEY ITEMS ORGANIZED?

The CRDC survey contains school-level and LEA-level items. The school-level items are presented in the CRDC School Form, while the LEA-level items are presented in the CRDC LEA Form. Each Form is organized by topical modules. Modules are groups of tables about the same topic area. For example, tables about mathematics, science, computer science, and data science courses and classes form the Courses & Classes module. Each module has a 4-letter module acronym, which is used to number tables within modules. For example, the first table in the Courses & Classes module is labeled COUR-1.

2021–22 CRDC School Form

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Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

SCHR: School Characteristics

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1), unless otherwise noted. This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.

Charter school is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter issued, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.

Magnet program or school: A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or non-English language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.

School is an organization authorized by public authority and financed primarily through public funds to provide public education to students. Under this definition, a school: (1) is operated by a public school district, independent charter district or state agency on behalf of the state (or federal government in the case of Bureau of Indian Education and Department of Defense schools); (2) provides instruction for students; (3) has, will have or had one or more students; (4) has, will have or had one or more teachers; (5) has an assigned administrator(s) (principal) responsible to public authority; and (6) receives public funds as its primary support. For purposes of this definition, “public funds” includes federal, state, and local public funds. Schools include public schools that provide half day (50%) or more educational services. **Schools may include: alternative; career and technical education; regular; and/or special education schools. These four types of schools may be authorized as a charter school or designated as a magnet school.**

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Special education school is a public elementary or secondary school that focuses primarily on serving the educational needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

SPECIAL INSTRUCTIONS

Alternative schools serve students with academic difficulties, discipline problems, or both, whose needs cannot be met in a traditional classroom setting. These may include students who:

- Are at risk of academic failure or dropping out of school
- Have been suspended or expelled or are at risk of being suspended or expelled
- Are pregnant or parenting
- Are in dropout recovery or credit recovery
- Are involved in the juvenile justice system
- Engage in high levels of health-risk behaviors (e.g., substance use; disordered eating; unsafe sexual practices)
- Are disruptive or exhibit behavioral or discipline problems
- Are chronically truant or absent
- Have health problems that prevent attendance at a regular school

A school should NOT be classified as an alternative school solely because it is a residential institution. If it serves the general student population and not a specific student group (such as one of the student groups listed above), then a school should be classified on the basis of the curriculum it offers (e.g., special education school).

Schools that primarily serve children with disabilities should NOT be classified as alternative schools; they should be classified as special education schools.

Charter and magnet schools should NOT be classified as alternative schools solely because of their status as charter or magnet schools. If they serve a particular student population, then they may be classified as alternative schools or special education schools.

SCHR-1. Fully Virtual School Indicator* *NEW! REQUIRED FOR 2021-22*

All schools and justice facilities

- A fully virtual school offers only virtual instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunication technologies.

Instructions

- All instruction offered by the school is virtual. This does not exclude students and teachers meeting in person for field trips, school-sponsored social events or assessment purposes. All students receive all instruction virtually.

Regardless of the coronavirus pandemic, this school offered only virtual instruction in which students and teachers were separated by time and/or location, and interaction occurred via computers and/or telecommunications technologies during the regular 2021–22 school year, not including intersession or summer.

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SCHR-2. Justice Facility Indicator* *NEW! REQUIRED FOR 2021-22*

All schools and justice facilities

- A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 21 years of age), adults (individuals typically 21 years of age and older), or both. Some states and jurisdictions include individuals younger than age 21 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

For the [Fall 2021 snapshot date](#), indicate whether this entity can be characterized as a justice facility?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SCHR-3. Grades with Students Enrolled*

All schools and justice facilities

Instructions

- Students must be counted in the school where they physically and/or remotely attend for more than 50% of the school day.
- Check [ungraded](#) if students are not classified by grade. You may check grades and also check ungraded if some students are classified by grade and others are not.

For the [Fall 2021 snapshot date](#), indicate whether this school had at least one student enrolled in each grade in the table. Please select "Yes" or "No" for each grade.

	Permitted Values: Yes or No
Preschool	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded	

SCHR-4. Ungraded Detail

Only for schools and justice facilities that are wholly ungraded

Instructions

- The information you provide in this table will reduce the number of tables you need to fill out by allowing us to ask you only for information that is most relevant to the students in your school.
- If the school had a combination of mainly middle and high school students or mainly elementary and middle school students, then mark "Yes" for both grade levels.
- If the school had about equal amounts of students in all grades, then mark "Yes" for all three.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

For the [Fall 2021 snapshot date](#), indicate whether the ungraded school had mainly elementary, middle, or high school-age students.

	Permitted Values: Yes (Mainly) or No (Just a few or none)
School had mainly elementary school age students? (about ages 3-10)	
School had mainly middle school age students? (about ages 11-13)	
School had mainly high school age students? (about ages 14 or older)	

SCHR-5. School Characteristics*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- For magnet schools and programs, count only programs or schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the [Fall 2021 snapshot date](#), indicate whether this school can be characterized as one of the following types of school. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Is this school a special education school ?	
Is this school either a magnet school or a school operating a magnet program within the school?	
Is this school a charter school ?	
Is this school an alternative school ?	

SCHR-6. Magnet School Detail

Only for magnet schools

Instructions

- If a school operates a magnet program that has all of the school's students participate, then select "Yes".

For the [Fall 2021 snapshot date](#), was the entire school population participating in the [magnet program](#) at your school?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SCHR-7. Alternative School Detail

Only for alternative schools

Instructions

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- If a school serves both students with academic difficulties and students with discipline problems, then select "Both".

For the [Fall 2021 snapshot date](#), indicate the type(s) of students the [alternative school](#) served.

	Permitted Values: Academic, Discipline, or Both
Please select "Academic," "Discipline," or "Both."	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

DIND: Coronavirus Pandemic-related Directional Indicators and Items

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

SPECIAL INSTRUCTIONS

The coronavirus pandemic affected the way many schools provide instruction to students. The purpose of this module is to help OCR understand the school’s responses to this survey, and to help guide you to the CRDC items that apply to the school.

For schools that complete the SCHR-1: Fully Virtual School Indicator and select “Yes,” the Coronavirus Pandemic-related Directional Indicators and Items module does not apply.

DIND-1. Directional Indicator – Instruction Type*

All schools and justice facilities, preschool-grade 12, ungraded

Please select the option that best describes the effect of the coronavirus pandemic on instruction during the 2021–22 school year at this school.

- We offered only in-person instruction with additional safety precautions because of the coronavirus pandemic.
- We offered only [remote instruction](#) because of the coronavirus pandemic.
- We offered a hybrid of in-person and remote instruction (e.g., some students received in-person instruction while others received remote instruction; all students received remote instruction for the start of the school year, then some students received remote instruction and others received in-person instruction during the first school semester, but during the second semester, some students received remote instruction while others received in-person instruction) because of the coronavirus pandemic.
- There was no effect on the instruction we offered because of the coronavirus pandemic.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

DIND-2. Directional Indicator – Remote Instruction*

Only for schools and justice facilities that offered remote instruction only or a hybrid of in-person and remote instruction

Which of the following best describes your **remote instruction** setting?

- A. Students were physically in the school setting while teachers, who provided these students remote instruction, were in a remote location.
- B. Students were not physically in the school setting (e.g., students were at home or another remote location, while teachers were at school or both students and teachers were at home).
- C. A and B.

DIND-3. COVID-related Item – Remote Instruction Amount NEW! REQUIRED FOR 2021-22

Only for schools and justice facilities that offered remote instruction only or a hybrid of in-person and remote instruction

Which of the following best describes the amount of **remote instruction** provided by teachers?

- A. Students were taught by teachers who provided 5 or more hours of remote instruction on average each day.
- B. Students were taught by teachers who provided 3-4 hours of remote instruction on average each day.
- C. Students were taught by teachers who provided 1-2 hours of remote instruction on average each day.
- D. Students were taught by teachers who provided less than 1 hour of remote instruction on average each day.

DIND-4. COVID-related Item – Remote Instruction Percentage NEW! REQUIRED FOR 2021-22

Only for schools and justice facilities that offered remote instruction only or a hybrid of in-person and remote instruction

About what percentage of your students received **remote instruction** from teachers at any point during the regular 2021–22 school year, not including intersession or summer?

- A. 1-25%.
- B. 26-50%.
- C. 51-75%.
- D. over 75%.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

PSCH: Preschool

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1). This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district’s IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

English learner students (EL)¹: In coordination with the state’s definition based on section 8101(20) of ESEA, as amended by ESSA, the term ‘English learner,’ when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native language is not English;

(ii) (who is I and II)

(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that “migratory” typically refers to students who repeatedly move from one residence to another); and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual²

(i) the ability to meet the challenging state academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be C-i, C-ii, or C-iii.
- If C-ii, the individual must be I and II.
- For D, an individual may be denied D-i, D- ii, or D-iii.

¹ English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.

² Must be determined by a valid assessment.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Non-IDEA includes children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Students with disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The “Students with Disabilities (IDEA)” column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

Students with disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The “Section 504 only” column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

PSCH-1. Preschool Age for Non-IDEA Children *RESTORED AND REVISED! OPTIONAL FOR 2021-22*

Only for schools offering preschool

Instructions

- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).

For the **Fall 2021 snapshot date**, indicate whether **non-IDEA** students in each of the specified ages were served in **preschool**. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children age 3 years	
Children ages 4 and 5 years	

PSCH-2. Preschool Enrollment *REVISED! SECTION 504 ONLY CATEGORY NEW AND REQUIRED FOR 2021-22*

Only for schools offering preschool

Instructions

- Enter enrollment of children in preschool programs and/or services for children ages 3 through 5.
- Include children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- For preschool students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the **Fall 2021 snapshot date**, enter the number of children enrolled in **preschool**.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males enrolled in preschool:											
Females enrolled in preschool:											
Total students enrolled in preschool:											

PSCH-3a. Preschool Enrollment of English Learner Students *NEW! REQUIRED FOR 2021-22*

Only for schools reporting greater than zero overall EL preschool student enrollment

Instructions

- Include all English learner (EL) preschool students, regardless of whether they were enrolled in [EL programs](#).

For the [Fall 2021 snapshot date](#), enter the number of students in [preschool](#) who were [English learners \(EL\)](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total
Males who were EL:								
Females who were EL:								
Total number of students who were EL:								

PSCH-3b. Preschool Enrollment of English Learner Students – EL Students in EL Programs

NEW! REQUIRED FOR 2021-22; IDEA CATEGORY OPTIONAL FOR 2021-22

Only for schools reporting greater than zero overall EL preschool student enrollment

Instructions

- Include preschool students served through the Elementary and Secondary Education Act, Title III, as amended by the Every Student Succeeds Act, and preschool students who received EL services through other programs designed for EL students.
- Data reported in this table are a subset of the preschool students who are EL as reported in table PSCH-3a.

For the [Fall 2021 snapshot date](#), enter the number of students in [preschool](#) who were enrolled in [EL programs](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Students with Disabilities (IDEA)
Males enrolled in EL programs:									
Females enrolled in EL programs:									
Total number of students enrolled in EL programs:									

PSCH-4. Preschool Enrollment of Students with Disabilities – IDEA *NEW! REQUIRED FOR 2021-22*

Only for schools reporting greater than zero overall IDEA preschool student enrollment

Instructions

- Include preschool students with disabilities served under the Individuals with Disabilities Education Act (IDEA). Preschool students with disabilities served under IDEA may or may not also be served under Section 504 of the Rehabilitation Act of 1973.
- Do not include preschool students with disabilities served only under Section 504 of the Rehabilitation Act of 1973.
- Count of preschool students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

For the [Fall 2021 snapshot date](#), enter the number of students with disabilities served under the Individuals with Disabilities Education Act (IDEA) who were enrolled in [preschool](#) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under IDEA:									
Females with disabilities served under IDEA:									
Total number of students with disabilities served under IDEA:									

PSCH-5. Preschool Enrollment of Students with Disabilities – Section 504 Only *NEW! REQUIRED FOR 2021-22*

Only for schools reporting greater than zero overall Section 504 only preschool student enrollment

Instructions

- Do not include preschool students with disabilities served under the Individuals with Disabilities Education Act (IDEA).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

For the [Fall 2021 snapshot date](#), enter the number of students with disabilities served under Section 504 of the Rehabilitation Act of 1973 ([Section 504 only](#)) who were enrolled in [preschool](#) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under Section 504 only:									
Females with disabilities served under Section 504 only:									
Total number of students with disabilities served under Section 504 only:									

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

ENRL: Enrollment

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1). This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

English learner students (EL): In coordination with the state’s definition based on section 8101(20) of ESEA, as amended by ESSA, the term ‘English learner,’ when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native language is not English;

(ii) (who is I and II)

(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that “migratory” typically refers to students who move repeatedly from one residence to another); and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual³

(i) the ability to meet the challenging state academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be C-i, C-ii, or C-iii.
- If C-ii, the individual must be I and II.
- For D, an individual may be denied D-i, D- ii, or D-iii.

EL programs are English language instruction educational programs designed for EL students.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

³ Must be determined by a valid assessment.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

Student enrollment refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they physically and/or remotely attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.

Students with disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The “Students with Disabilities (IDEA)” column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

Students with disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The “Section 504 only” column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

SPECIAL INSTRUCTIONS

Students must be counted in the school where they physically and/or remotely attended for more than 50% of the school day. If a student attended two schools, each for exactly 50% of their school day, then count that student at their "home" or "primary" school, rather than at the school of a special program, such as a vocational program.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Enrollment module is REQUIRED.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Enrollment module is SKIPPED.

ENRL-1. Student Enrollment* *REVISED!*

Schools and justice facilities, grades K-12, UG

Note: Student enrollment will also be used for skip logic within tables. For example, if a school reports zero K-12 male Asian students, then subsequent tables with the same reporting period will not require data to be entered for K-12 male Asian students.

Instructions

- Students must be counted in the school where they physically and/or remotely attend for more than 50% of the school day.
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the [Fall 2021 snapshot date](#), enter [student enrollment](#). Enter the number of students who were enrolled in grades K-12 (or the [ungraded](#) equivalent).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males enrolled at this school:											
Females enrolled at this school:											
Nonbinary students enrolled at this school:											
Total students enrolled at this school:											

ENRL-2a. Enrollment of English Learner Students – All EL Students *REVISED!*

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero overall EL student enrollment

Instructions

- Include all English learner (EL) students, regardless of whether they were enrolled in [EL programs](#).

For the **Fall 2021 snapshot date**, enter the number of students in grades K-12 (or the **ungraded equivalent**) who were **English learners (EL)**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total
Males who were EL:								
Females who were EL:								
Nonbinary students who were EL:								
Total number of students who were EL:								

ENRL-2b. Enrollment of English Learner Students – EL Students in EL Programs *REVISED! IDEA*

CATEGORY RESTORED AND OPTIONAL FOR 2021-22

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero overall EL student enrollment

Instructions

- Include students served through the Elementary and Secondary Education Act, Title III, as amended by the Every Student Succeeds Act, and students who received EL services through other programs designed for EL students.
- Data reported in this table are a subset of the students who are EL as reported in table ENRL-3a.

For the **Fall 2021 snapshot date**, enter the number of students in grades K-12 (or the **ungraded equivalent**) who were enrolled in **EL programs**.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Students with Disabilities (IDEA)
Males enrolled in EL programs:									
Females enrolled in EL programs:									
<u>Nonbinary</u> students enrolled in EL programs:									
Total number of students enrolled in EL programs:									

ENRL-3. Enrollment of Students with Disabilities – IDEA *REVISED!*

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero overall IDEA student enrollment

Instructions

- Include students with disabilities served under the Individuals with Disabilities Education Act (IDEA). Students with disabilities served under IDEA may or may not also be served under Section 504 of the Rehabilitation Act of 1973.
- Do not include students with disabilities served only under Section 504 of the Rehabilitation Act of 1973.
- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

For the Fall 2021 snapshot date, enter the number of students with disabilities served under the Individuals with Disabilities Education Act (IDEA) who were enrolled in grades K-12 (or the ungraded equivalent) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under IDEA:									
Females with disabilities served under IDEA:									
<u>Nonbinary</u> students with disabilities served under IDEA:									
Total number of students with disabilities served under IDEA:									

ENRL-4. Enrollment of Students with Disabilities – Section 504 Only *REVISED!*

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero overall Section 504 only student enrollment

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

Instructions

- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).

For the **Fall 2021 snapshot date**, enter the number of students with disabilities served under Section 504 of the Rehabilitation Act of 1973 (**Section 504 only**) who were enrolled in grades K-12 (or the **ungraded** equivalent) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under Section 504 only:									
Females with disabilities served under Section 504 only:									
Nonbinary students with disabilities served under Section 504 only:									
Total number of students with disabilities served under Section 504 only:									

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

PENR: Program Enrollment (Gifted & Talented, Dual Enrollment, Credit Recovery)

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1), unless otherwise noted. This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district’s IDEA child count date.

Data about credit recovery programs and credit recovery program participation should be cumulative based on the start of the 2021–22 school year up to one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.

Credit recovery programs (including courses or other instruction) aim to help more students graduate by giving students who have fallen behind the chance to “recover” credits through a multitude of different strategies, including online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.

Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

Gifted and talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields.

International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond.

Nonbinary ^{NEW} means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

SPECIAL INSTRUCTIONS

Gifted and talented (G/T) students are those identified as G/T or considered G/T by a school or district, and enrolled in G/T programs that are designed to meet the educational needs of G/T students either directly or by offering G/T students a range of services. Range of services may include pull-out programs, advanced classes, varied grouping strategies, acceleration, differentiation of curriculum and instruction, dual enrollment, magnet schools, and specialized, self-contained schools.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Program Enrollment module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Program Enrollment module is SKIPPED.

PENR-1. Gifted and Talented Programs Indicator*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Indicate whether the school had any students enrolled in one or more gifted and talented programs.
- Include programs that provide special education opportunities including accelerated promotion through grades and classes and an enriched curriculum.
- Gifted and talented programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).

For the **Fall 2021 snapshot date**, did this school have any students who were enrolled in a **gifted and talented program** either in this school or another building?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

PENR-2. Gifted and Talented Student Enrollment

Only for schools and justice facilities with any preschool-grade 12, UG students enrolled in gifted and talented programs

Instructions

- Gifted and talented programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the **Fall 2021 snapshot date**, enter the number of students in **preschool** and in grades K-12 (or the **ungraded** equivalent) who were enrolled in **gifted and talented programs**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in gifted and talented:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Females enrolled in gifted and talented:										
Nonbinary students enrolled in gifted and talented:										
Total number of students enrolled in gifted and talented:										

PENR-3. Dual Enrollment/Dual Credit Program Indicator*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Dual enrollment/dual credit programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).

For the [Fall 2021 snapshot date](#), did this school have any students enrolled in a [dual enrollment/dual credit program](#)?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

PENR-4. Student Enrollment in Dual Enrollment/Dual Credit Programs

Only for schools and justice facilities with any grade 9-12, UG high school age students enrolled in a dual enrollment/dual credit program

Instructions

- The [Advanced Placement \(AP\) program](#) and the [International Baccalaureate Diploma Programme](#) are not considered dual enrollment/dual credit programs.
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in at least one [dual enrollment/dual credit program](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in dual enrollment/dual credit programs:										
Females enrolled in dual enrollment/dual credit programs:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Nonbinary students enrolled in dual enrollment/dual credit programs:										
Total number of students enrolled in dual enrollment/dual credit programs:										

PENR-5. Credit Recovery Program Indicator* RESTORED! OPTIONAL FOR 2021-22

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, did this school have any students who participated in at least one [credit recovery program](#)?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

PENR-6. Credit Recovery Program Student Participation RESTORED! OPTIONAL FOR 2021-22

Only for schools and justice facilities with any grade 9-12, UG high school age students who participate in a credit recovery program

Instructions

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.
- Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, enter the total number of students in grades 9-12 (or the [ungraded](#) equivalent) who participated in at least one [credit recovery program](#).

	Number of Students
Total number of students who participated in a credit recovery program	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

COUR: Courses & Classes

Module Instructions

DATES

Report data from the 2021–22 school year. For most tables, the data reported should be as of October 1 (or the closest school day to October 1), unless otherwise noted. This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2021–22 regular school year, not including intersession or summer.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Advanced mathematics college-preparatory courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.

- Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.
- Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
- Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.
- Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
- Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.

Algebra I is a college-preparatory course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.

Algebra II college-preparatory course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Biology college-preparatory courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Calculus college-preparatory course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

Chemistry college-preparatory courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Computer science courses involve the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society. They often include computer programming or coding as a tool to create things like software, applications, games, websites and electronics, managing large databases of information, legal and ethical issues involved in computer technology use, and network security. Computer science does not include using a computer to do everyday things, such as browsing the internet, use of tools like word processing, spreadsheets or presentation software, or using computers in the study and exploration of other subjects.

Data science courses focus on learning and gathering meaning from datasets, using methods from mathematics, statistics, computing, and other fields. Students in data science courses learn data-related skills, such as data cleaning, merging, analysis, modelling, and visualization; exposure to a wide variety of data types; and may study societal, ethical, and civic implications of data usage and analysis. Many data science courses also include coverage of the “data cycle,” akin to the scientific method: 1) formulating data-related questions; 2) gathering and collecting data; 3) exploring the data; 4) analyzing the data; and 5) interpreting and communicating the results, which then leads to additional inquiry.

Geometry is a college-preparatory course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.

Physics college-preparatory courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

Single-sex academic class refers to an academic class in a co-educational school that excludes boys or girls from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it does not exclude boys or girls, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

--Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)); teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.

--Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

A course is considered a grouping of one or more classes covering the same content. A school may offer several different courses in a specific subject area. For example, Biology is considered a science course for the CRDC collection. A school may also offer several different Biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology.

A class (or section) refers to a specific group of students taking a course during a specified time, or during different times and listed on one roster that a single teacher is assigned. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Biology I, one during second period and one during fourth period; and one class for Genetics, during fifth period. In this example, the school should report a total of three biology classes (two for Biology I and one for Genetics).

Report classes that cover the content of the course specified, even if the name of the course or class is different (example: Algebra I may be called Integrated Mathematics).

Mathematics and science courses are college-preparatory courses that include introductory and advanced courses.

Computer science and data science courses include introductory and advanced courses, but do not have to be college-preparatory courses.

Do not include students scheduled to take a course, but not yet enrolled.

Independent study is a structured learning experience that is recognized for credit. In general, independent study courses, often conducted with instructors as mentors, enable students to explore topics related to their field(s) of interest. Independent study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Independent study does not count as a class, except for schools that provide their students independent study courses only.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Courses & Classes module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Courses & Classes module is SKIPPED.

COUR-1. Grade 7/8 Algebra I Classes*

Only for schools and justice facilities with any grade 7-8, UG middle school age students

Instructions

- Report classes that cover the content of Algebra I outlined in the definition, even if the name of the course or class is not Algebra I.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- Report classes in which students were enrolled and not classes offered.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the [Fall 2021 snapshot date](#), enter the number of [Algebra I](#) classes for students in grades 7-8 (or the [ungraded](#) equivalent) enrolled in this school.

	Number of Classes
Algebra I	

COUR-2. Grade 7 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 7, UG middle school age students

For the [Fall 2021 snapshot date](#), indicate whether the school had any students in grade 7 (or the [ungraded](#) equivalent) enrolled in [Algebra I](#). Please select “Yes” or “No.”

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

COUR-3. Grade 8 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 8, UG middle school age students

For the [Fall 2021 snapshot date](#), indicate whether the school had any students in grade 8 (or the [ungraded](#) equivalent) enrolled in [Algebra I](#). Please select “Yes” or “No.”

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

COUR-4a. Student Enrollment in Algebra I – Grades 7 & 8 *REVISED!*

Only for schools and justice facilities with any grades 7-8, UG middle school age students enrolled in Algebra I

Instructions

- Enter the number of students in grades 7 or 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

Enter the number of students in grades 7-8 (or the [ungraded](#) equivalent) who were enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Nonbinary students enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-4b. Students who Passed Algebra I – Grades 7 & 8 *REVISED!*

Only for schools and justice facilities reporting greater than zero grades 7-8, UG middle school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-4a.

Enter the number of students in grades 7-8 (or the [ungraded](#) equivalent) who were reported as enrolled in [Algebra I](#) in COUR-4a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2021–22 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Nonbinary students who passed:										
Total number of students who passed:										

COUR-5. Grade 8 Geometry Enrollment Indicator*

Only for schools and justice facilities with grade 8, UG middle school age students

For the [Fall 2021 snapshot date](#), indicate whether the school had any students in grade 8 (or the [ungraded](#) equivalent) enrolled in [Geometry](#). Please select “Yes” or “No.”

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

COUR-6. Student Enrollment in Geometry in Grade 8

Only for schools and justice facilities with any grade 8, UG middle school age students enrolled in Geometry

Instructions

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in the count. Do not count students scheduled to take the Geometry course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grade 8 (or the **ungraded equivalent**) enrolled in **Geometry**.

	Number of Students
Total number of students in grade 8 (or the ungraded equivalent) enrolled in Geometry	

COUR-7. Classes in Mathematics Courses in High School*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of mathematics courses outlined in the definitions, even if the name of the course or class is not Algebra I, Geometry, Algebra II, advanced mathematics, or Calculus.
- Report classes in which students were enrolled and not classes offered.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about **CLASSES**. For the **Fall 2021 snapshot date**, enter the number of classes for students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in this school for each mathematics course.

	Number of Classes
Algebra I	
Geometry	
Algebra II	
Advanced mathematics	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Number of Classes
Calculus	

COUR-8a. High School Student Enrollment in Algebra I – Grades 9 & 10

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions

- Enter the number of students in grade 9 or 10 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grades 9-10 (or the [ungraded](#) equivalent) who were enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Nonbinary students enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-8b. High School Students who Passed Algebra I – Grades 9 & 10

Only for schools and justice facilities reporting greater than zero grades 9-10, UG high school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-8a.

Enter the number of students in grades 9-10 (or the [ungraded](#) equivalent) who were reported as enrolled in [Algebra I](#) in COUR-8a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2021–22 school year, not including intersession or summer.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Nonbinary students who passed:										
Total number of students who passed:										

COUR-9a. High School Student Enrollment in Algebra I – Grades 11 & 12

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions

- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grades 11-12 (or the [ungraded](#) equivalent) who were enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Nonbinary students enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-9b. High School Students who Passed Algebra I – Grades 11 & 12

Only for schools and justice facilities reporting greater than zero grades 11-12, UG high school age students enrolled in Algebra I

Instructions

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-9a.

Enter the number of students in grades 11-12 (or the **ungraded** equivalent) who were reported as enrolled in **Algebra I** in COUR-9a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2021–22 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Nonbinary students who passed:										
Total number of students who passed:										

COUR-10. Student Enrollment in Mathematics Courses in High School – Geometry

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Geometry classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded** equivalent) who were enrolled in **Geometry**.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Geometry:										
Females enrolled in Geometry:										
Nonbinary students enrolled in Geometry:										
Total number of students enrolled in Geometry:										

COUR-11. Student Enrollment in Mathematics Courses in High School – Algebra II

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Algebra II classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in [Algebra II](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra II:										
Females enrolled in Algebra II:										
Nonbinary students enrolled in Algebra II:										
Total number of students enrolled in Algebra II:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

COUR-12. Student Enrollment in Mathematics Courses in High School – Advanced Mathematics

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school advanced mathematics classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- A student enrolled in two or more advanced mathematics courses (e.g., Trigonometry and Precalculus) should be counted only once.
- Advanced mathematics courses do not include [Calculus](#) courses. Therefore, a student enrolled in Calculus should be reported in COUR-13.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in [advanced mathematics](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in advanced mathematics:										
Females enrolled in advanced mathematics:										
Nonbinary students enrolled in advanced mathematics:										
Total number of students enrolled in advanced mathematics:										

COUR-13. Student Enrollment in Mathematics Courses in High School – Calculus

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Calculus classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in **Calculus**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Calculus:										
Females enrolled in Calculus:										
Nonbinary students enrolled in Calculus:										
Total number of students enrolled in Calculus:										

COUR-14. Classes in Science Courses*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Report classes in which students were enrolled and not classes offered.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the **Fall 2021 snapshot date**, enter the number of classes for students in grades 9-12 (or the **ungraded equivalent**) enrolled in this school for each science course.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Number of Classes
Biology	
Chemistry	
Physics	

COUR-15. Student Enrollment in Science Courses – Biology

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Biology classes

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Biology courses (e.g., Botany and Genetics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology courses, and International Baccalaureate Diploma Programme Biology courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in [Biology](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Biology:										
Females enrolled in Biology:										
Nonbinary students enrolled in Biology:										
Total number of students enrolled in Biology:										

COUR-16. Student Enrollment in Science Courses – Chemistry

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Chemistry classes

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Chemistry courses (e.g., Organic Chemistry and Physical Chemistry) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Chemistry courses, and International Baccalaureate Diploma Programme Chemistry courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in **Chemistry**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Chemistry:										
Females enrolled in Chemistry:										
<u>Nonbinary</u> students enrolled in Chemistry:										
Total number of students enrolled in Chemistry:										

COUR-17. Student Enrollment in Science Courses –Physics

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school Physics classes

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Physics courses (e.g., Physical Science and Conceptual Physics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Physics courses, and International Baccalaureate Diploma Programme Physics courses.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in **Physics**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Physics:										
Females enrolled in Physics:										
Nonbinary students enrolled in Physics:										
Total number of students enrolled in Physics:										

COUR-18: Classes in Computer Science Courses*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Report classes in which students were enrolled and not classes offered.
- Computer science courses include introductory and advanced courses, and do not have to be college-preparatory courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about **CLASSES**. For the **Fall 2021 snapshot date**, enter the number of classes for students in grades 9-12 (or the **ungraded equivalent**) enrolled in this school for the **computer science** courses.

	Number of Classes
Computer science	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

COUR-19: Student Enrollment in Computer Science Courses

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school computer science classes

Instructions

- Do not count students scheduled to take a computer science course, but who are not yet enrolled.
- A student enrolled in two or more computer science courses (e.g., Computer Science Principles and Exploring Computer Science) should be counted only once.
- Computer science courses include introductory and advanced courses, and do not have to be college-preparatory courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in at least one **computer science** course.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in computer science:										
Females enrolled in computer science:										
<u>Nonbinary</u> students enrolled in computer science:										
Total number of students enrolled in computer science:										

COUR-20: Classes in Data Science Courses* *NEW! OPTIONAL FOR 2021-22*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of data science courses outlined in the definition, regardless of the course name.
- Report classes in which students were enrolled and not classes offered.
- Data science courses include introductory and advanced courses, and do not have to be college-preparatory courses.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the [Fall 2021 snapshot date](#), enter the number of classes for students in grades 9-12 (or the [ungraded](#) equivalent) enrolled in this school for the [data science](#) courses.

	Number of Classes
Data science	

COUR-21: Student Enrollment in Data Science Courses *NEW! OPTIONAL FOR 2021-22*

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school data science classes

Instructions

- Do not count students scheduled to take a data science course, but who are not yet enrolled.
- A student enrolled in two or more data science courses (e.g., Introduction to Data Science and Data Science Foundations) should be counted only once.
- Data science courses include introductory and advanced courses, and do not have to be college-preparatory courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in at least one [data science](#) course.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in data science:										
Females enrolled in data science:										
Nonbinary students enrolled in data science:										
Total number of students enrolled in data science:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

COUR-22. Single-Sex Academic Classes Indicator*

Only for co-educational schools and justice facilities, grades K-12, UG

Instructions

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- If the school has students who receive all of their academic instruction from one teacher in one single-sex classroom, then each academic subject area taught in the classroom is considered one [single-sex class](#). For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one single-sex classroom should consider each subject area a single-sex class.
- A physical education class is not considered an academic class.

For the [Fall 2021 snapshot date](#), did this school have any students enrolled in one or more single-sex academic classes?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

COUR-23. Single-Sex Academic Classes Detail *REVISED!*

Only for co-educational schools and justice facilities, grades K-12, UG with single-sex classes

- Mathematics includes general mathematics courses as well as college-preparatory mathematics courses such as Algebra I, Geometry, and Algebra II.
- English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- Science includes general science courses as well as college-preparatory science courses such as Biology, Chemistry, and Physics.
- "Other academic subjects" includes history, social studies, foreign languages, and computer science.

Instructions

- Report classes that cover the content of the courses outlined in the definitions, regardless of the course name.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- Include classes in Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- If the school has students who receive all of their academic instruction from one teacher in one single-sex classroom, then each academic subject area taught in the classroom is considered one [single-sex class](#). For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one single-sex classroom should consider each subject area a single-sex class.
- A physical education class is not considered an academic class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the [Fall 2021 snapshot date](#), enter the number of single-sex academic classes in each course or subject area that had one or more students in grades K-12 (or the [ungraded](#) equivalent) enrolled.

	Number of Classes for Males only	Number of Classes for Females only	Total Single-Sex Classes
Mathematics			
Science			
English/reading/language arts			
Other academic subjects			

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

APIB: Advanced Placement (AP) & International Baccalaureate Diploma Programme (IB) Enrollment

Module Instructions

DATES

Report data from the 2021–22 school year. For most tables, the data reported should be as of October 1 (or the closest school day to October 1), unless otherwise noted. This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.

Advanced Placement (AP) course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.

International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

A course is considered a grouping of one or more classes covering the same content. A school may offer several different courses in a specific subject area. For example, Biology is considered a science course for the CRDC collection. A school may also offer several different Biology courses. For AP courses, the College Board publishes a list, available at <https://apstudents.collegeboard.org/course-index-page>.

A class (or section) refers to a specific group of students taking a course during a specified time, or during different times and listed on one roster that a single teacher is assigned. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Biology I, one during second period and one during fourth period; and one class for Genetics, during fifth period. In this example, the school should report a total of three Biology classes (two for Biology I and one for Genetics).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Count each course separately. For example, AP Calculus AB and AP Calculus BC are different courses. But multiple classes in AP Calculus AB are not different courses.

Do not include students scheduled to take a course, but not yet enrolled.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the AP & IB Enrollment module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the AP & IB Enrollment module is SKIPPED.

APIB-1: International Baccalaureate (IB) Diploma Programme*

Only for schools with any grade 9-12, UG high school age students

For the **Fall 2021 snapshot date**, did this school have any students in grades 9-12 (or the **ungraded equivalent**) enrolled in the **International Baccalaureate (IB) Diploma Programme**?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-2: Student Enrollment in the International Baccalaureate (IB) Programme

Only for schools with any grade 9-12, UG high school age students enrolled in an IB Diploma Programme

Instructions

- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in the **International Baccalaureate (IB) Diploma Programme**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males enrolled in the IB Programme:											
Females enrolled in the IB Programme:											
Nonbinary students enrolled in the IB Programme:											
Total number of students enrolled in the IB Programme:											

APIB-3: Advanced Placement (AP) Program Indicator*

Only for schools with any grade 9-12, UG high school age students

For the **Fall 2021 snapshot date**, did this school have any students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in **Advanced Placement (AP) courses**?

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-4: Different Advanced Placement (AP) Courses

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

- Count each course separately. For example, AP Biology and AP Chemistry are different courses; AP Calculus AB and AP Calculus BC are different courses. But multiple classes in AP Calculus AB are not different courses. For a list of AP courses, go to <https://apstudents.collegeboard.org/course-index-page>.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of different **Advanced Placement (AP) courses** that were offered at this school.

	Number of Courses
AP courses offered	

APIB-5: Advanced Placement (AP) Course Self-Selection

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- Advanced Placement (AP) course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).

For the **Fall 2021 snapshot date**, were students in grades 9-12 (or the **ungraded** equivalent) allowed to enroll in all **Advanced Placement (AP) courses** offered at this school via self-selection?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-6: Advanced Placement (AP) Student Enrollment*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP courses should be counted once.
- Include students enrolled in the school who are enrolled in online or remote AP courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in one or more **AP courses**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males enrolled in AP:											
Females enrolled in AP:											
Nonbinary students enrolled in AP:											
Total number of students enrolled in AP:											

APIB-7: Advanced Placement (AP) Mathematics Enrollment Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- **AP mathematics courses** include Precalculus, Calculus (AB and BC), and Statistics.

For the **Fall 2021 snapshot date**, did this school have any students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in an AP Mathematics course?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-8: Student Enrollment in Advanced Placement (AP) Mathematics

Only for schools with any grade 9-12, UG high school age students enrolled in AP mathematics

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP mathematics courses should be counted once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2021 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in at least one **AP mathematics course**.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP mathematics course:										
Females enrolled in at least one AP mathematics course:										
Nonbinary students enrolled in at least one AP mathematics course:										
Total number of students enrolled in at least one AP mathematics course:										

APIB-9: Advanced Placement (AP) Science Enrollment Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- [AP science courses](#) include Biology, Chemistry, Physics, and Environmental Science.

For the [Fall 2021 snapshot date](#), did this school have any students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in an AP Science course?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-10: Student Enrollment in Advanced Placement (AP) Science

Only for schools with any grade 9-12, UG high school age students enrolled in AP science

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP science courses should be counted once.
- AP science courses include Biology, Chemistry, Physics, and Environmental Science.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in at least one [AP science course](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP science course:										
Females enrolled in at least one AP science course:										
Nonbinary students enrolled in at least one AP science course:										
Total number of students enrolled in at least one AP science course:										

APIB-11: Advanced Placement (AP) Computer Science Enrollment Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- AP computer science courses include Computer Science A and Computer Science Principles.

For the [Fall 2021 snapshot date](#), did this school have any students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in one or more AP computer science courses?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-12: Student Enrollment in Advanced Placement (AP) Computer Science

Only for schools with any grade 9-12, UG high school age students enrolled in AP computer science

Instructions

- A student enrolled in two or more AP computer science courses should be counted only once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in at least one [AP computer science course](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP computer science course:										
Females enrolled in at least one AP computer science course:										
Nonbinary students enrolled in at least one AP computer science course:										
Total number of students enrolled in at least one AP computer science course:										

APIB-13: Advanced Placement (AP) Other Subjects Enrollment Indicator* RESTORED! OPTIONAL FOR 2021-22

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- “Other subjects” include all AP courses other than those in mathematics, science, or computer science. For example, AP world languages and cultures are included in “other subjects.”

For the [Fall 2021 snapshot date](#), did this school have any students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in one or more AP courses in other subjects?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

APIB-14: Student Enrollment in Other Advanced Placement (AP) Subjects RESTORED! OPTIONAL FOR 2021-22

Only for schools with any grade 9-12, UG high school age students enrolled in AP courses in other subjects

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several [other AP subject courses](#) should be counted once.
- “Other subjects” include all AP courses other than those in mathematics, science, or computer science. For example, AP world languages and cultures are included in “other subjects.”
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2021 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in one or more AP courses in other subjects.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP course in a subject other than mathematics, science, or computer science:										
Females enrolled in at least one AP course in a subject other than mathematics, science, or computer science:										
Nonbinary students enrolled in at least one AP course in a subject other than mathematics, science, or computer science:										
Total number of students enrolled in at least one AP course in a subject other than mathematics, science, or computer science:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

EXAM: SAT/ACT

Module Instructions
<p>DATES</p> <p>The data reported should be based on the entire 2021–22 school year, including summer, up to one day prior to the start of the following school year.</p> <p>WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)</p> <p>Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.</p> <p>NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES</p> <p>The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.</p> <p>KEY DEFINITIONS</p> <p>The <u>SAT Reasoning Test (SAT)</u> is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.</p> <p>The <u>ACT Test (ACT)</u> is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.</p> <p><u>Nonbinary</u> means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.</p> <p>SPECIAL DEFINITIONS</p> <p>For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the SAT/ACT module is OPTIONAL.</p> <p>For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the SAT/ACT module is SKIPPED.</p>

EXAM-1: Student Participation in the SAT Reasoning Test or ACT

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Include all students who participated, regardless of whether the student received a valid score on the test.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, enter the number of students in grades 9-12 (or the ungraded equivalent) who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT, or both.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who participated in the SAT, ACT, or both:										

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Females who participated in the SAT, ACT, or both:										
Nonbinary students who participated in the SAT, ACT, or both:										
Total number of students who participated in the SAT, ACT, or both:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

STAF: School & School Support Staff

Module Instructions

DATES

The data reported should be based on the entire regular school year, not including intersession or summer, unless otherwise noted.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A nurse is a qualified health care professional who addresses the health needs of students. The provider meets the state standards and requirements for a nurse. Nurses include school nurses.

A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.

A school counselor is a professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.

A social worker provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of the children. Typical responsibilities include: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and their family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; and 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from their educational program. The provider of these services is certified, licensed, or otherwise a qualified professional. Social workers include school social workers.

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

Teachers are staff whose activities are dealing directly with the interaction with students.

--Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.

--Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.

Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.

SPECIAL INSTRUCTIONS

Numbers of teachers and staff should be reported in full-time equivalency of assignment (FTE).

Include teachers and staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).

FTE values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

STAF-1: Teachers – FTE Count and Certification

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).
- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teachers working toward certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2021–22 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) overall and by their certification status.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	FTE
Total number of full-time equivalent (FTE) teachers	XX.XX
Number of FTE teachers who are certified	XX.XX
Number of FTE teachers who are not certified	XX.XX

STAF-2: Teacher Certification in Specialized Areas NEW! OPTIONAL FOR 2021-22

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Enter the number of FTE teachers who are certified/licensed/endorsed (i.e., who meet all state licensing/certification/endorsement requirements) in the specified areas.
- Teachers working toward certification/licensure/endorsement by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- English as a Second Language refers to teaching English to non-native speakers. It is also commonly known as Teaching English to Speakers of Other Languages and English Language Teaching.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [full-time equivalent \(FTE\) teachers](#) in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) who are certified/licensed/endorsed in the specified areas.

	FTE
Number of FTE teachers—mathematics	XX.XX
Number of FTE teachers—science	XX.XX
Number of FTE teachers—English as a Second Language	XX.XX
Number of FTE teachers—special education	XX.XX

STAF-3: Teacher Years of Experience RESTORED! OPTIONAL FOR 2021-22

All schools and justice facilities, preschool-grade 12, UG

- Year of teaching refers to the number of year(s) of teaching experience, including the current year, but not including any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.

Instructions

- Enter the number of FTE teachers with the specified length of experience as listed.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

For the regular 2021–22 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE) teachers** in **preschool** and grades K-12 (or the **ungraded** equivalent) who were in their first year and second year of teaching.

	FTE
Number of FTE teachers in their first year of teaching	XX.XX
Number of FTE teachers in their second year of teaching	XX.XX

STAF-4: Teacher Absenteeism *RESTORED! OPTIONAL FOR 2021–22*

All schools and justice facilities, preschool-grade 12, UG

- A **teacher** was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

Instructions

- Enter the number of FTE teachers who were absent more than 10 school days during the regular school year. Include teachers who were absent for more than 10 days, regardless of whether the absences were consecutive.
- Include teachers for preschool and grades K-12 (and the ungraded equivalent), regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report values as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Report absences for jury duty, military leave, sick leave, and personal leave.

For the regular 2021–22 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE) teachers** who were absent for more than 10 school days.

	FTE
Number of FTE teachers who were absent more than 10 school days	XX.XX

STAF-5a: Current Year Teachers Count *RESTORED AND REVISED! OPTIONAL FOR 2021–22*

All schools and justice facilities, preschool-grade 12, UG

- **Current school year teachers** are teachers employed at the school in the current school year. These teachers may include teachers employed at the school in the previous school year.

Instructions

- Enter the number of teachers employed at the school during the current school year.
- Current school year refers to the 2021–22 school year.
- Include all teachers, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report a count, not a full-time equivalency number.
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2021–22 school year, not including intersession or summer, enter the number of **teachers** in **preschool** and grades K-12 (or the **ungraded** equivalent) who were employed at the school.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total
Male teachers who were employed at this school during the regular school year:								
Female teachers who were employed at this school during the regular school year:								
Total number of teachers who were employed at this school during the regular school year:								

STAF-5b: Teacher Retention Count *RESTORED! OPTIONAL FOR 2021–22*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Enter the number of teachers employed at the school during both the current school year and the previous school year.
- Previous school year refers to the 2020–21 school year.
- Include all teachers, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report a count, not a full-time equivalency number.
- Teachers do not have to be teaching the same subject or grade level, each school year.
- Teacher retention count is a subset of current year teachers count (i.e., the teachers who were reported in STAF-5a). Therefore, a teacher counted in the “teacher retention count” table should also be counted in the “current year teachers count” table.
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

Enter the number of **teachers** in **preschool** and grades K-12 (or the **ungraded** equivalent) who were employed at this school during both the 2021–22 regular school year and the 2020–21 regular school year.

	Count
Number of teachers who were employed at this school for both the 2021–22 school year and the 2020–21 school year	

STAF-6: School Counselors Number FTE

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Include school counselors regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only school counselors who served students in the educational program offered at the justice facility during the regular school year.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [full-time equivalent \(FTE\) school counselors](#) in [preschool](#) and grades K-12 (or the [ungraded equivalent](#)).

	FTE
Number of FTE school counselors	XX.XX

STAF-7: Support Services Staff Number FTE

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only staff who served students who are in the educational program offered at the justice facility during the regular school year.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [full-time equivalent \(FTE\) support services staff](#) (including [nurses](#), [psychologists](#), and [social workers](#)) in [preschool](#) and grades K-12 (or the [ungraded equivalent](#)) who were employed at this school.

	FTE
Number of FTE nurses	XX.XX
Number of FTE psychologists	XX.XX
Number of FTE social workers	XX.XX

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

SECR: School Security Staff

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.

A security guard is an individual who guards, patrols, and/or monitors the school premises to prevent theft, violence, and/or infractions of rules. A security guard may provide protection to individuals, and may operate x-ray and metal detector equipment. A security guard is not a sworn law enforcement officer.

A law enforcement officer includes a sworn or unsworn law enforcement officer. A sworn law enforcement officer is a person who is authorized to make arrests while acting within the scope of explicit legal authority. This officer is responsible for safety and crime prevention and may respond to calls for service and document incidents that occur within their jurisdiction. This officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). An unsworn law enforcement officer typically does not have arrest authority, but otherwise holds limited law enforcement powers and responsibilities as part of their regular duties. This officer’s law enforcement powers and responsibilities may include investigative and enforcement activities. A law enforcement officer may be employed by any entity (e.g., police department, school district or school). An officer’s duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining student discipline; identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for record-keeping or reporting purposes (e.g., defining assault for school authorities).

SPECIAL INSTRUCTIONS

All security staff should be reported in full-time equivalency of assignment (FTE).

Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).

FTE values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

SECR-1: Security Staff *REVISED!*

All schools, preschool-grade 12, UG

Instructions

- Enter the number of FTE security staff present at the school, at least once a week, to perform his/her duties.
- Include only staff who were present at the school during normal school hours or during times when school activities/events were in session.
- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2021–22 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE)** security staff (including **law enforcement officers** and **security guards**) for **preschool** and grades K-12 (or the **ungraded** equivalent) that were assigned, as specified.

	FTE
Number of FTE law enforcement officers	XX.XX
Number of FTE security guards	XX.XX

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

RETN: Retention

Module Instructions
<p>DATES</p> <p>The data reported should be based on the entire 2021–22 school year, including summer, up to one day prior to the start of the following school year.</p> <p>WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)</p> <p>Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.</p> <p>NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES</p> <p>The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.</p> <p>KEY DEFINITIONS</p> <p>A student is <u>retained</u> if the student is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.</p> <p><u>Nonbinary</u> means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.</p> <p>SPECIAL INSTRUCTIONS</p> <p>For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Retention module is OPTIONAL.</p> <p>For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Retention module is SKIPPED.</p>

RETN-1: Student Retention Indicator*

Schools and justice facilities, grades K-12

Instructions

- Indicate whether the school had any students who were retained in any of the grades specified. Provide a response only for the grades that were reported as having at least one student enrolled in the SCHR-3 item.
- Respond yes if a student was not promoted to the next grade prior to the beginning of the 2022–23 school year.
- Do not count a student as retained if the student was able to proceed to the next grade because the student successfully completed a summer school program or for a similar reason.

For each grade listed in the table, indicate whether any students were **retained** at the end of the 2021–22 school year (not promoted to the next grade). Please select “Yes” or “No” in the table below.

	Permitted Values: Yes or No
Kindergarten	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Permitted Values: Yes or No
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	

RETN-2 GRK: Retention of Students in Kindergarten

Only for schools and justice facilities (with any grade K-12) reporting kindergarten student retention

Enter the number of students in Kindergarten who were retained at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in kindergarten:											
Females retained in kindergarten:											
<u>Nonbinary</u> students retained in kindergarten:											
Total number of students retained in kindergarten:											

RETN-2 GR1: Retention of Students in Grade 1

Only for schools and justice facilities (with any grade K-12) reporting grade 1 student retention

Enter the number of students in grade 1 who were retained at the end of the 2021–22 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 1:											
Females retained in grade 1:											
Nonbinary students retained in grade 1:											
Total number of students retained in grade 1:											

RETN-2 GR2: Retention of Students in Grade 2

Only for schools and justice facilities (with any grade K-12) reporting grade 2 student retention

Enter the number of students in grade 2 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 2:											
Females retained in grade 2:											
Nonbinary students retained in grade 2:											
Total number of students retained in grade 2:											

RETN-2 GR3: Retention of Students in Grade 3

Only for schools and justice facilities (with any grade K-12) reporting grade 3 student retention

Enter the number of students in grade 3 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 3:											
Females retained in grade 3:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Nonbinary students retained in grade 3:											
Total number of students retained in grade 3:											

RETN-2 GR4: Retention of Students in Grade 4

Only for schools and justice facilities (with any grade K-12) reporting grade 4 student retention

Enter the number of students in grade 4 who were [retained](#) at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 4:											
Females retained in grade 4:											
Nonbinary students retained in grade 4:											
Total number of students retained in grade 4:											

RETN-2 GR5: Retention of Students in Grade 5

Only for schools and justice facilities (with any grade K-12) reporting grade 5 student retention

Enter the number of students in grade 5 who were [retained](#) at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 5:											
Females retained in grade 5:											
Nonbinary students retained in grade 5:											
Total number of students retained in grade 5:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

RETN-2 GR6: Retention of Students in Grade 6

Only for schools and justice facilities (with any grade K-12) reporting grade 6 student retention

Enter the number of students in grade 6 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 6:											
Females retained in grade 6:											
Nonbinary students retained in grade 6:											
Total number of students retained in grade 6:											

RETN-2 GR7: Retention of Students in Grade 7

Only for schools and justice facilities (with any grade K-12) reporting grade 7 student retention

Enter the number of students in grade 7 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 7:											
Females retained in grade 7:											
Nonbinary students retained in grade 7:											
Total number of students retained in grade 7:											

RETN-2 GR8: Retention of Students in Grade 8

Only for schools and justice facilities (with any grade K-12) reporting grade 8 student retention

Enter the number of students in grade 8 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 8:											
Females retained in grade 8:											
Nonbinary students retained in grade 8:											
Total number of students retained in grade 8:											

RETN-2 GR9: Retention of Students in Grade 9

Only for schools and justice facilities (with any grade K-12) reporting grade 9 student retention

Enter the number of students in grade 9 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 9:											
Females retained in grade 9:											
Nonbinary students retained in grade 9:											
Total number of students retained in grade 9:											

RETN-2 GR10: Retention of Students in Grade 10

Only for schools and justice facilities (with any grade K-12) reporting grade 10 student retention

Enter the number of students in grade 10 who were **retained** at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 10:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Females retained in grade 10:											
Nonbinary students retained in grade 10:											
Total number of students retained in grade 10:											

RETN-2 GR11: Retention of Students in Grade 11

Only for schools and justice facilities (with any grade K-12) reporting grade 11 student retention

Enter the number of students in grade 11 who were [retained](#) at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 11:											
Females retained in grade 11:											
Nonbinary students retained in grade 11:											
Total number of students retained in grade 11:											

RETN-2 GR12: Retention of Students in Grade 12

Only for schools and justice facilities (with any grade K-12) reporting grade 12 student retention

Enter the number of students in grade 12 who were [retained](#) at the end of the 2021–22 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males retained in grade 12:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Females retained in grade 12:											
Nonbinary students retained in grade 12:											
Total number of students retained in grade 12:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

ATHL: Interscholastic Athletics

Module Instructions

DATES

The data reported should be based on the entire 2021–22 school year, including summer, up to one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Interscholastic athletics refers to team-based organized sports activities that offer competition between schools.

Interscholastic athletics sports refers to distinct sports, such as football, basketball, soccer, swimming, and tennis.

Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.

Interscholastic athletics sports teams refers to the competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary students.

SPECIAL INSTRUCTIONS

“Students who participate” refers to those students who receive the school-sponsored support normally provided to athletes participating in school-sponsored sports, are participating in organized practice sessions and other team meetings and activities on a regular basis, and are listed on the eligibility or squad lists maintained for each sport. Participation is not contingent upon the actual playing of a game.

If a school cancels the season due to public health concerns (e.g., COVID-19) or a natural disaster (e.g., a hurricane or wildfire) after the team has played its first game, then the school should count the sport, the team, and the participants.

For schools that complete Directional Indicator 1 (DIND-1) and select option “B. We offered only remote instruction because of the coronavirus pandemic,” AND complete Directional Indicator 2 (DIND-2) and select option “B. Students were not physically in the school setting,” the Interscholastic Athletics module does not apply.

For schools that complete the SCHR-1: Fully Virtual School Indicator and select “Yes,” the Interscholastic Athletics module does not apply.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Interscholastic Athletics module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Interscholastic Athletics module is SKIPPED.

ATHL-1: Interscholastic Athletics Indicator* *REVISED!*

Only for schools with any grade 9-12, UG high school age students

Instructions

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- Include all [students who participated](#) (in-person) in interscholastic athletics, beginning from the start of the 2021–22 school year, up to one day before the start of the 2022–23 school year.
- Student participation may include participation in practices, games, or both.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, did this school have any students in grades 9-12 (or the [ungraded](#) equivalent) who participated in [interscholastic athletics](#)?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

ATHL-2: Interscholastic Athletics Sports and Teams *REVISED! ALL STUDENTS CATEGORY NEW AND OPTIONAL FOR 2021-22*

Only for schools with any grade 9-12, UG high school age students who participate in interscholastic athletics

Instructions

- Enter the number of interscholastic athletics sports for students in grades 9-12, and with males only, with females only, or with all students. Include sports for ungraded high school age students in the count.
- Enter the number of interscholastic athletics teams for students in grades 9-12, and with males only, with females only, or with all students. Include teams for ungraded high school age students in the count.
- Count only high school-level interscholastic athletics sports and teams.
- The count of interscholastic athletics sports includes only distinct sports.
- The count of interscholastic athletics sports teams includes each competitive-level team in each sport (e.g., football freshman team, football junior varsity team, football varsity team; baseball freshman team, baseball junior varsity team, baseball varsity team).
- A sport or team with males but no females, and with or without [nonbinary](#) students should be classified as a male sport or team.
- A sport or team with females but no males, and with or without [nonbinary](#) students should be classified as a female sport or team.
- A sport or team with males and females and with or without [nonbinary](#) students should be classified as an all students sport or team.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, enter the number of active [interscholastic athletics sports](#) and [teams](#) for students in grades 9-12 (or the [ungraded](#) equivalent), and with males only, with females only, or with all students.

	Males Only	Females Only	All Students
Number of sports			
Number of teams			

ATHL-3: Interscholastic Athletics Participants *NEW! REQUIRED FOR 2021-22*

Only for schools with any grade 9-12, UG high school age students who participate in interscholastic athletics

- [Interscholastic athletics sports team participant](#) refers to a student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Instructions

- Enter the number of [students in grades 9-12 who participated](#) (in-person) on interscholastic athletics sports teams. Interscholastic athletics sports teams include all-students sports teams and single-sex sports teams. Include ungraded high school age students in the count.
- Count only high school-level interscholastic athletics participants on teams.
- A student should be counted multiple times for each team they participated on (e.g., a female student who participated on the female basketball junior varsity team and the co-ed softball varsity team would be counted twice).
- Student participation may include participation in practices, games, or both.

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who participated on [interscholastic athletics sports teams](#).

	Males	Females	Nonbinary	Total
Number of participants				

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

DISC: Student Discipline (Corporal Punishment, Expulsion, Suspension)

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS (PRESCHOOL AND GRADES K-12)

Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a child.

Out-of-school suspension

--For students with disabilities served under IDEA: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school (in-person or remote setting) for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

--For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school (in-person or remote setting) for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

KEY DEFINITIONS (PRESCHOOL ONLY)

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Preschool expulsion refers to the permanent termination of a preschool child’s participation in a preschool program at a school or facility (in-person or remote setting) for disciplinary purposes. A preschool child who is transitioned directly from the classroom (in-person or remote setting) to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler.

KEY DEFINITIONS (GRADES K-12 ONLY)

Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program, and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

Expulsion with educational services refers to an action taken by the local educational agency of removing a child from his/her regular school (in-person or remote setting) for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school (in-person or remote setting) for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Expulsion under zero tolerance policies refers to an action taken by the local educational agency of removing a child from his/her regular school (in-person or remote setting) for the remainder of the school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered “zero tolerance” even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.

In-school suspension is an instance in which a child is temporarily removed from their regular classroom(s) physical school setting or remote setting (e.g., online classroom) where remote learning takes place] for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are in the same physical school setting or remote setting as students under their supervision.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

Students cannot be counted in both the “only one” and “more than one” tables for a particular violation or disciplinary action, but they can be counted multiple times for different violations or disciplinary actions. For example, a student cannot be counted in the “only one out-of-school suspension” and “more than one out-of-school suspension” tables. However, a student can be counted in both an “out-of-school suspension” table and an “expulsion” table.

For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without education services, and expulsion under zero tolerance policies.

For schools that complete Directional Indicator 1 (DIND-1) and select option “B. We offered only remote instruction because of the coronavirus pandemic,” AND complete Directional Indicator 2 (DIND-2) and select option “B. Students were not physically in the school setting,” the corporal punishment items in the Student Discipline module do not apply.

For schools that complete the SCHR-1: Fully Virtual School Indicator and select “Yes,” the corporal punishment items in the Student Discipline module do not apply.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Student Discipline module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Student Discipline module is SKIPPED.

Preschool Discipline

DISC-1: Preschool Corporal Punishment Indicator* *NEW! REQUIRED FOR 2021-22*

Only for schools reporting greater than zero preschool enrollment

During the regular 2021–22 school year, not including intersession or summer, did this school use **corporal punishment** to discipline **preschool** children?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

DISC-2: Instances of Preschool Corporal Punishment

Only for schools reporting greater than zero preschool enrollment, and using corporal punishment for disciplinary purposes

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of corporal punishment, not the number of children who received corporal punishment.
- For a preschool child who receives multiple corporal punishment sessions, each corporal punishment session should be counted as an instance of corporal punishment. For example, for a child who receives corporal punishment one time in the fall, and corporal punishment one time in the spring, the corporal punishment would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [corporal punishment](#) for all [preschool](#) children and for preschool children with disabilities ([IDEA](#)).

	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of corporal punishment		

DISC-3: Instances of Preschool Corporal Punishment – Children Without Disabilities and With Disabilities (IDEA and Section 504 Only) NEW! OPTIONAL FOR 2021–22

Only for schools reporting greater than zero preschool enrollment, and using corporal punishment for disciplinary purposes

- Children with disabilities refers to children with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of corporal punishment, not the number of children who received corporal punishment.
- For a preschool child who receives multiple corporal punishment sessions, each corporal punishment session should be counted as an instance of corporal punishment. For example, for a child who receives corporal punishment one time in the fall, and corporal punishment one time in the spring, the corporal punishment would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [corporal punishment](#) for [preschool](#) children without disabilities and for preschool children with disabilities (IDEA and Section 504 only).

	Preschool Children without Disabilities	Preschool Children with Disabilities (IDEA and Section 504 only)
Number of instances of corporal punishment		

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

DISC-4: Preschool Corporal Punishment *REVISED! SECTION 504 ONLY CATEGORY NEW AND OPTIONAL FOR 2021-22*

Only for schools reporting greater than zero preschool enrollment, and using corporal punishment for disciplinary purposes

For the regular 2021–22 school year, not including intersession or summer, enter the number of **preschool** children who received **corporal punishment**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Male preschool children who received corporal punishment:											
Female preschool children who received corporal punishment:											
Total number of preschool children who received corporal punishment:											

DISC-5: Preschool Expulsion *REVISED! SECTION 504 ONLY CATEGORY NEW AND OPTIONAL FOR 2021-22*

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may be counted in both an “out-of-school suspension” table and the “expulsion” table.
- The definition of preschool expulsion differs from the definition of K-12 expulsion.

For the regular 2021–22 school year, not including intersession or summer, enter the number of **preschool** children who received an **expulsion**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Male preschool children who received an expulsion:											
Female preschool children who received an expulsion:											
Total number of preschool children who received an expulsion:											

DISC-6: Instances of Preschool Suspension

Only for schools reporting greater than zero preschool enrollment

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of out-of-school suspensions, not the number of children who received out-of-school suspensions.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- For a preschool child who receives multiple out-of-school suspensions, each out-of-school suspension occurrence should be counted as an instance of out-of-school suspension. For example, for a child who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [out-of-school suspension](#) for all [preschool](#) children and for preschool children with disabilities ([IDEA](#)).

	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of out-of-school suspension		

DISC-7: Instances of Preschool Suspension – Children Without Disabilities and With Disabilities (Section 504 Only) *NEW! OPTIONAL FOR 2021–22*

Only for schools reporting greater than zero preschool enrollment

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of out-of-school suspension, not the number of children who received out-of-school suspensions.
- For a preschool child who receives multiple out-of-school suspensions, each out-of-school suspension occurrence should be counted as an instance of out-of-school suspension. For example, for a child who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [out-of-school suspension](#) for [preschool](#) children without disabilities and for preschool children with disabilities ([Section 504 only](#)).

	Preschool Children without Disabilities	Preschool Children with Disabilities (Section 504 only)
Number of instances of out-of-school suspension		

DISC-8: Preschool Suspension – Only One Out-of-School Suspension *RESTORED AND REQUIRED FOR 2021–22! SECTION 504 ONLY CATEGORY NEW AND OPTIONAL FOR 2021–22*

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [preschool](#) children who received only one preschool [out-of-school suspension](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Male preschool children who received only one out-of-school suspension:											
Female preschool children who received only one out-of-school suspension:											
Total number of preschool children who received only one out-of-school suspension:											

DISC-9: Preschool Suspension – More than One Out-of-School Suspension *RESTORED AND REQUIRED FOR 2021–22! SECTION 504 ONLY CATEGORY NEW AND OPTIONAL FOR 2021–22*

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [preschool](#) children who received more than one preschool [out-of-school suspension](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Male preschool children who received more than one out-of-school suspension:											
Female preschool children who received more than one out-of-school suspension:											
Total number of preschool children who received more than one out-of-school suspension:											

K-12 Discipline

DISC-10: Corporal Punishment Indicator* *REVISED! REQUIRED FOR 2021–22*

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

During the regular 2021–22 school year, not including intersession or summer, did this school use [corporal punishment](#) to discipline students in grades K-12 (or the [ungraded](#) equivalent)?

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Permitted Values: Yes or No
Please select "Yes" or "No."	

DISC-11: Instances of Corporal Punishment – Students Without Disabilities and With Disabilities (IDEA and Section 504 Only)

Only for schools and justice facilities (grades K-12, UG) reporting using corporal punishment for disciplinary purposes

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

- Student with disabilities refers to students with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of corporal punishment, not the number of children who received corporal punishment.
- For a student who receives multiple corporal punishment sessions, each corporal punishment session should be counted as an instance of corporal punishment. For example, for a student who receives corporal punishment one time in the fall, and corporal punishment one time in the spring, the corporal punishment would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of corporal punishment for students without disabilities in grades K-12 (or the ungraded equivalent) and the number of instances of corporal punishment for students with disabilities (IDEA and Section 504 only).

	Students without Disabilities	Students with Disabilities (IDEA and Section 504 only)
Number of instances of corporal punishment		

DISC-12: Discipline of Students without Disabilities – Corporal Punishment

Only for schools and justice facilities (grades K-12, UG) reporting using corporal punishment for disciplinary purposes

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received corporal punishment.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received corporal punishment:									
Females without disabilities who received corporal punishment:									
Nonbinary students without disabilities who received corporal punishment:									
Total number of students without disabilities who received corporal punishment:									

DISC-13: Discipline of Students with Disabilities – Corporal Punishment

Only for schools and justice facilities (grades K-12, UG) reporting using corporal punishment for disciplinary purposes

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received [corporal punishment](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received corporal punishment:										
Females with disabilities who received corporal punishment:										
Nonbinary students with disabilities who received corporal punishment:										
Total number of students with disabilities who received corporal punishment:										

DISC-14a: Discipline of Students without Disabilities – Expulsion with Educational Services

Schools, grades K-12, UG

Instructions

- A student may not be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received [expulsion with educational services](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion with educational services:									
Females without disabilities who received an expulsion with educational services:									
Nonbinary students without disabilities who received an expulsion with educational services:									
Total number of students without disabilities who received an expulsion with educational services:									

DISC-14b: Discipline of Students without Disabilities – Transfer to Alternative School
Schools, grades K-12, UG

Instructions

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-14a). Therefore, a student counted in the “transfer to alternative school” table should also be counted in the “expulsion with educational services” table.
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who were transferred to an [alternative school](#) for disciplinary reasons.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males who were transferred:									
Females who were transferred:									
Nonbinary students who were transferred:									
Total number of students who were transferred:									

DISC-15a: Discipline of Students with Disabilities – Expulsion with Educational Services
Schools, grades K-12, UG

Instructions

- A student may not be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- “EL Students with Disabilities” refers to EL students with disabilities served under IDEA only, Section 504 only, or both.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an expulsion with educational services.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion with educational services:										
Females with disabilities who received an expulsion with educational services:										
<u>Nonbinary</u> students with disabilities who received an expulsion with educational services:										
Total number of students with disabilities who received an expulsion with educational services:										

DISC-15b: Discipline of Students with Disabilities – Transfer to Alternative School Schools, grades K-12, UG

Instructions

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-15a). Therefore, a student counted in the “transfer to alternative school” table should also be counted in the “expulsion with educational services” table.
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who were transferred to an alternative school for disciplinary reasons.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males who were transferred:										
Females who were transferred:										
<u>Nonbinary</u> students who were transferred:										
Total number of students who were transferred:										

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

DISC-16: Discipline of Students without Disabilities – Expulsion without Educational Services
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may not be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received expulsion without educational services.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion without educational services:									
Females without disabilities who received an expulsion without educational services:									
<u>Nonbinary</u> students without disabilities who received an expulsion without educational services:									
Total number of students without disabilities who received an expulsion without educational services:									

DISC-17: Discipline of Students with Disabilities – Expulsion without Educational Services
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may not be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an expulsion without educational services.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion without educational services:										
Females with disabilities who received an expulsion without educational services:										
Nonbinary students with disabilities who received an expulsion without educational services:										
Total number of students with disabilities who received an expulsion without educational services:										

DISC-18: Discipline of Students without Disabilities – Expulsion Under Zero-Tolerance Policies

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the “expulsion under zero tolerance policies” table should also be counted in the “expulsion with educational services” table or the “expulsion without educational services” table, depending on which of the two types of expulsion the student received.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received an [expulsion under zero tolerance policies](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion under zero tolerance policies:									
Females without disabilities who received an expulsion under zero tolerance policies:									

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Nonbinary students without disabilities who received an expulsion under zero tolerance policies:									
Total number of students without disabilities who received an expulsion under zero tolerance policies:									

DISC-19: Discipline of Students with Disabilities – Expulsion Under Zero-Tolerance Policies
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the “expulsion under zero tolerance policies” table should also be counted in the “expulsion with educational services” table or the “expulsion without educational services” table, depending on which of the two types of expulsion the student received.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an expulsion under zero tolerance.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion under zero tolerance policies:										
Females with disabilities who received an expulsion under zero tolerance policies:										
Nonbinary students with disabilities who received an expulsion under zero tolerance policies:										
Total number of students with disabilities who received an expulsion under zero tolerance policies:										

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

DISC-20: Discipline of Students without Disabilities – One or More In-School Suspensions Schools, grades K-12, UG

Instructions

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.
- A “regular classroom” may be a physical school setting or a remote setting where remote learning takes place. Also, “direct supervision” means school personnel are in the same physical school setting or remote setting as students under their supervision.
- For in-school suspensions of students who are learning remotely, count students who are temporarily blocked from their typical remote classroom(s) and are transitioned to another supervised remote setting.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received one or more in-school suspensions.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received one or more in-school suspensions:									
Females without disabilities who received one or more in-school suspensions:									
<u>Nonbinary</u> students without disabilities who received one or more in-school suspensions:									
Total number of students without disabilities who received one or more in-school suspensions:									

DISC-21: Discipline of Students with Disabilities – One or More In-School Suspensions Schools, grades K-12, UG

Instructions

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.
- A “regular classroom” may be a physical school setting or a remote setting where remote learning takes place. Also, “direct supervision” means school personnel are in the same physical school setting or remote setting as students under their supervision.
- For in-school suspensions of students who are learning remotely, count students who are temporarily blocked from their typical remote classroom(s), and are transitioned to another supervised remote setting.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received one or more in-school suspensions.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received one or more in-school suspensions:										
Females with disabilities who received one or more in-school suspensions:										
Nonbinary students with disabilities who received one or more in-school suspensions:										
Total number of students with disabilities who received one or more in-school suspensions:										

DISC-22: Instances of Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- An instance refers to a single disciplinary occurrence.
- Report the number of instances of out-of-school suspension, not the number of students who received out-of-school suspensions.
- For a student who receives multiple out-of-school suspensions, each out-of-school suspension occurrence should be counted as an instance of out-of-school suspension. For example, for a student who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [out-of-school suspension](#) for all students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of out-of-school suspension for K-12 students (or the ungraded equivalent)			

DISC-23: Discipline of Students without Disabilities – Only One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Instructions

- A student may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received only one [out-of-school suspension](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received only one out-of-school suspension:									
Females without disabilities who received only one out-of-school suspension:									
Nonbinary students without disabilities who received only one out-of-school suspension:									
Total number of students without disabilities who received only one out-of-school suspension:									

DISC-24: Discipline of Students with Disabilities – Only One Out-of-School Suspension
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received only one [out-of-school suspension](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received only one out-of-school suspension:										
Females with disabilities who received only one out-of-school suspension:										
Nonbinary students with disabilities who received only one out-of-school suspension:										

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Total number of students with disabilities who received only one out-of-school suspension:										

DISC-25: Discipline of Students without Disabilities – More than One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received more than one [out-of-school suspension](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received more than one out-of-school suspension:									
Females without disabilities who received more than one out-of-school suspension:									
Nonbinary students without disabilities who received more than one out-of-school suspension:									
Total number of students without disabilities who received more than one out-of-school suspension:									

DISC-26: Discipline of Students with Disabilities – More than One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received more than one [out-of-school suspension](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received more than one out-of-school suspension:										
Females with disabilities who received more than one out-of-school suspension:										
Nonbinary students with disabilities who received more than one out-of-school suspension:										
Total number of students with disabilities who received more than one out-of-school suspension:										

DISC-27: School Days Missed Due to Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- Count days when students were dismissed early from school, but school staff were not, as full days.
- Do not count days when school staff were required to be present at school (in-person or remotely), but students were not.
- Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.

For the regular 2021–22 school year, not including intersession or summer, enter the total number of school days that were missed by students in grades K-12 (or the [ungraded](#) equivalent) who received one or more [out-of-school suspensions](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Days missed by males:											
Days missed by females:											
Days missed by nonbinary students:											
Days missed by all students:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

ARRS: Referrals to Law Enforcement & School-related Arrests

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Referral to law enforcement is an action by which a student is reported by a school official or that official’s designee to any law enforcement agency or official, such as a school police unit, for an incident that occurs on school grounds, during school-related events (in-person or remote), or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.

School official or official’s designee refers to a school administrator, or a school employee, or third party who is instructed or authorized by a school administrator to report a student to law enforcement.

School-related arrest occurs when a law enforcement officer takes a student into custody, and intends to or appears to intend to seek charges against the student for a specific offense or offenses for any school-related activity. School-related activities include any activity conducted on school grounds, during off-campus school activities (in-person or remote), while taking school transportation, or due to a referral by any school official or that official’s designee. All school-related arrests are considered referrals to law enforcement.

A law enforcement officer includes a sworn or unsworn law enforcement officer. A sworn law enforcement officer is a person who is authorized to make arrests while acting within the scope of explicit legal authority. This officer is responsible for safety and crime prevention and may respond to calls for service and document incidents that occur within their jurisdiction. This officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). An unsworn law enforcement officer typically does not have arrest authority, but otherwise holds limited law enforcement powers and responsibilities as part of their regular duties. This officer’s law enforcement powers and responsibilities may include investigative and enforcement activities. A law enforcement officer may be employed by any entity (e.g., police department, school district or school). An officer’s duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining student discipline; identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities).

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

A student referred to law enforcement includes a student sent to meet with a law enforcement agency or official because of a school-related incident, a student reported to law enforcement because of a school-related incident, and a student who has direct interactions with law enforcement because of a school-related incident.

Referrals may include referrals made to sworn or unsworn law enforcement officers from various agencies.

Referrals include formal referrals and informal referrals that are not part of an official report.

A student who is handcuffed and removed from the classroom (in-person or remote) or school premises should be reported as referred to law enforcement and as a student who received a school-related arrest.

A student who is not handcuffed but is removed from the classroom (in-person or remote) or school premises by a law enforcement officer who takes the student into custody, and who intends to or appears to intend to seek charges against the student for a specific offense or offenses, should be reported as referred to law enforcement and as a student who received a school-related arrest.

A student who is not handcuffed but is removed from the classroom (in-person or remote) or school premises by a law enforcement officer who takes the student into custody for the student’s own protection, should be reported as referred to law enforcement, but not as a student who received a school-related arrest.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Referrals to Law Enforcement & School-related Arrests module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Referrals to Law Enforcement & School-related Arrests module is SKIPPED.

ARRS-1: Instances of Referrals to Law Enforcement *NEW! OPTIONAL FOR 2021-22*

Schools, grades K-12, UG

Instructions

- An instance refers to a single occurrence.
- Report the number of instances of referrals to law enforcement, not the number of students referred to law enforcement.
- For a student who receives multiple referrals to law enforcement, each referral to law enforcement occurrence should be counted as an instance of a referral to law enforcement. For example, for a student who receives a referral to law enforcement in the fall, and a referral to law enforcement in the spring, the referrals to law enforcement would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [referrals to a law enforcement agency or official](#) for all students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of referrals to law enforcement			

ARRS-2: Students without Disabilities – Referred to Law Enforcement

Schools, grades K-12, UG

Instructions

- Report the number of students referred to law enforcement, not the instances of referrals.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- Referrals to law enforcement may occur during remote instruction when a teacher or other school staff seeks assistance from law enforcement as a result of something school staff notice in the remote environment.
- Referrals to law enforcement may include referrals made to [sworn or unsworn law enforcement officers](#).

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who were [referred to a law enforcement agency or official](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who were referred to a law enforcement agency or official:									
Females without disabilities who were referred to a law enforcement agency or official:									
Nonbinary students without disabilities who were referred to a law enforcement agency or official:									
Total number of students without disabilities who were referred to a law enforcement agency or official:									

ARRS-3: Students with Disabilities – Referred to Law Enforcement

Schools, grades K-12, UG

Instructions

- Report the number of students referred to law enforcement, not the instances of referrals.
- Referrals to law enforcement may occur during remote instruction when a teacher or other school staff seeks assistance from law enforcement as a result of something school staff notice in the remote environment.
- Referrals to law enforcement may include referrals made to [sworn or unsworn law enforcement officers](#).

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who were [referred to a law enforcement agency or official](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who were referred to a law enforcement agency or official:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Females with disabilities who were referred to a law enforcement agency or official:										
Nonbinary students with disabilities who were referred to a law enforcement agency or official:										
Total number of students with disabilities who were referred to a law enforcement agency or official:										

ARRS-4: Instances of School-Related Arrests *NEW! OPTIONAL FOR 2021–22*

Schools, grades K-12, UG

Instructions

- An instance refers to a single occurrence.
- Report the number of instances of school-related arrests, not the number of students who received a school-related arrest.
- For a student who receives multiple school-related arrests, each school-related arrest occurrence should be counted as an instance of a school-related arrest. For example, for a student who receives a school-related arrest in the fall, and a school-related arrest in the spring, the school-related arrests would be considered two instances.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [school-related arrests](#) for all students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of school-related arrests			

ARRS-5: Students without Disabilities – School-Related Arrest

Schools, grades K-12, UG

Instructions

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the “school-related arrest” table should also be counted in the “referred to law enforcement” table.
- School-related arrests are typically made by [sworn law enforcement officers](#).
- Off-campus school activities may involve remote instruction provided by teachers who are in a different location than their students.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received a [school-related arrest](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received a school-related arrest:									
Females without disabilities who received a school-related arrest:									
Nonbinary students without disabilities who received a school-related arrest:									
Total number of students without disabilities who received a school-related arrest:									

ARRS-6: Students with Disabilities – School-Related Arrest

Schools, grades K-12, UG

Instructions

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the “school-related arrest” table should also be counted in the “referred to law enforcement” table.
- School-related arrests are typically made by [sworn law enforcement officers](#).
- Off-campus school activities may involve remote instruction provided by teachers who are in a different location than their students.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received a [school-related arrest](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received a school-related arrest:										
Females with disabilities who received a school-related arrest:										
Nonbinary students with disabilities who received a school-related arrest:										
Total number of students with disabilities who received a school-related arrest:										

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

OFFN: Offenses

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

An allegation is a claim or assertion that someone has done something wrong or harmful.

Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, then this is classified as two robbery victimizations but only one robbery without a weapon incident.

Physical attack or fight refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape.

Rape is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without consent, including when a person is unable to give consent. All students, regardless of sex, sexual orientation, or gender identity, can be victims of rape.

Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

Sexual assault is any sexual act directed against another person without consent, including when a person is unable to give consent. It includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex, sexual orientation, or gender identity, can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

School staff member refers to any person employed at a school, volunteering at a school on a temporary or permanent basis, or third parties who are contracted to provide services for the school. Note that the definition for “school staff” in this module is the same as the definition for “school employees” in the Harassment or Bullying module.

Termination refers to the act of an employer discontinuing a school staff member’s employment permanently. Terminations are involuntary and are initiated by the employer, including layoffs with no intent to rehire, and firings or other discharges for cause.

A threat refers to an act where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on communication by the offender. This includes nonverbal and verbal threats of physical harm, which may or may not be made in person. A threat may be communicated nonverbally (e.g., brandishing a weapon; aggressive body gestures) or verbally (e.g., transmitted in writing, such as

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

through written notes and letters, and written messages on objects; and transmitted electronically, such as by telephone, mobile phone, email, chats, and social media).

A threat of physical attack with a weapon includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat may or may not be made in person. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.

A threat of physical attack without a weapon refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat may or may not be made in person. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.

A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

SPECIAL INSTRUCTIONS

Rape is not included in the definition of a physical attack or fight.

Incidents that could be classified in multiple categories should be reported in the most egregious category.

Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). Alleged victims can be students or non-students.

OFFN-1: Offenses – Number of Incidents *REVISED!*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.
- Incidents that could be classified in multiple categories should be reported only in the most egregious category.
- Drawings, pictures, or gestures are not weapons.
- For schools that provide remote instruction, a threat made during remote instruction should be included in the count of incidents.

For the regular 2021–22 school year, not including intersession or summer, enter the number of documented incidents of offenses that occurred at school.

	Number of Incidents
<u>Robbery</u> with a <u>weapon</u>	
Robbery without a weapon	
<u>Physical attack or fight</u> with a weapon	
Physical attack or fight without a weapon	
<u>Threats of physical attack with a weapon</u>	
<u>Threats of physical attack without a weapon</u>	
Possession of a <u>firearm or explosive device</u>	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

OFFN-2: Offenses – Shooting

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Consider incidents that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.
- Consider those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

For the regular 2021–22 school year, not including intersession or summer, was there at least one incident at the school that involved a shooting with a firearm or explosive device (regardless of whether anyone was hurt)?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

OFFN-3: Offenses – Homicide

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Homicides at the school refer to homicides committed in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Homicides also refer to homicides that occurred during any related travel to and from any school activity or event.
- Consider any homicides that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.
- Consider those homicides that occurred at school, regardless of whether a student or non-student committed the homicide.

For the regular 2021–22 school year, not including intersession or summer, did any of the school’s students, faculty, or staff die as a result of a homicide committed at your school?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

OFFN-4: Offenses – Shooting and Homicide Incidents NEW! OPTIONAL FOR 2021–22

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Count incidents that involved a shooting that occurred at school, regardless of whether anyone was hurt or whether a student or non-student used a firearm or explosive device.
- Count incidents of students, faculty, or staff deaths as a result of a homicide that occurred at school, regardless of whether a student or non-student committed the homicide.
- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.
- Count incidents regardless of whether any disciplinary action was taken.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.

For the regular 2021–22 school year, not including intersession or summer, enter the number of documented [incidents](#) of offenses that occurred at school.

	Number of Incidents
Shooting (regardless of whether anyone was hurt)	
Students, faculty, or staff deaths as a result of a homicide	

OFFN-5: Offenses – Rape and Sexual Assault *REVISED!*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- For the first table, count incidents regardless of whether any disciplinary action was taken. Also, count incidents regardless of whether students or non-students were involved.
- For the second table, count all incidents of the specific offense that were committed by one or more students, regardless of whether any disciplinary action was taken. Also, count incidents regardless of whether non-students were involved.
- For the third table, count all incidents of the specific offense that were committed by one or more school staff members, regardless of whether any disciplinary action was taken. Also, count incidents regardless of whether students were involved.
- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.
- Incidents that could be classified in multiple categories should be reported only in the most egregious category.

For the regular 2021–22 school year, not including intersession or summer, enter the number of documented [incidents](#) of offenses that occurred at school.

	Number of Incidents
Rape or attempted rape	
Sexual assault (other than rape)	

For the regular 2021–22 school year, not including intersession or summer, enter the number of documented [incidents](#) of offenses committed by a student that occurred at school.

	Number of Incidents
Rape or attempted rape	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Number of Incidents
Sexual assault (other than rape)	

For the regular 2021–22 school year, not including intersession or summer, enter the number of documented [incidents](#) of offenses committed by a [school staff member](#) that occurred at school.

	Number of Incidents
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-6: Offenses – Allegations Against School Staff (Resignation or Retirement)

All schools and justice facilities, preschool-grade 12, UG

- [Resignation](#) refers to a school staff member formally giving up his or her job, and no longer being employed by the employer.
- [Retirement](#) refers to a school staff member leaving his or her career permanently.

Instructions

- Count allegations that were followed by the school staff member’s resignation or retirement, before any final disciplinary action was taken, or before the school staff member was terminated.
- The number of allegations should be based on school staff members who resigned or retired before any final disciplinary actions were taken or before the school staff members were terminated. Also, final disciplinary actions and terminations may or may not be based on the result of an investigation.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) against a [school staff member](#) of offenses that occurred at school, which were followed by a resignation or retirement prior to final discipline or [termination](#).

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-7: Offenses – Allegations Against School Staff (Determined Responsible)

All schools and justice facilities, preschool-grade 12, UG

- [Determination that a school staff member was responsible](#) refers to a decision made by the LEA that the school staff member was responsible for the offense.

Instructions

- Count allegations that were followed by a determination that the school staff member was responsible for the offense.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) against a [school staff member](#) of offenses that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-8: Offenses – Allegations Against School Staff (Determined Not Responsible)

All schools and justice facilities, preschool-grade 12, UG

- Determination that a school staff member was not responsible refers to a decision made by the LEA that the school staff member was not responsible for the offense.

Instructions

- Count allegations that were followed by a determination that the school staff member was not responsible for the offense.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) against a [school staff member](#) of offenses that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-9: Offenses – Allegations Against School Staff (Determination Pending)

All schools and justice facilities, preschool-grade 12, UG

- Determination that remained pending refers to an allegation previously made, which remains pending a final decision by the LEA as of the end of the regular school year on whether the school staff member was responsible for the offense.

Instructions

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- Count allegations that had a determination that remained pending during the regular school year.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) against a [school staff member](#) of offenses that occurred at school, which had a determination that remained pending.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-10: Offenses – Allegations Against School Staff (Duty Reassignment)

All schools and justice facilities, preschool-grade 12, UG

- [Duty reassignment](#) refers to the changing of placement of a school staff member, from one position to another without promotion or demotion.

Instructions

- Count allegations that were followed by the school staff member’s duty reassignment, before any final disciplinary action was taken, or before the school staff member was terminated.
- The number of allegations should be based on school staff members who were reassigned to a different position before any final disciplinary actions were taken or before the school staff members were terminated. Also, final disciplinary actions and terminations may or may not be based on the result of an investigation.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity (in-person or remote). Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) against a [school staff member](#) of offenses that occurred at school, which were followed by a duty reassignment prior to final discipline or [termination](#).

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

HIBS: Harassment or Bullying

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

An allegation is a claim or assertion that someone has done something wrong or harmful.

Harassment or bullying on the basis of sex refers to harmful conduct based on actual or perceived sex (including sexual orientation, gender identity, sex characteristics, sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of sexual orientation refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of gender identity refers to harmful conduct based on actual or perceived gender identity (including harassment because a student identifies as or is perceived to be transgender, cisgender, or nonbinary). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of race, color, or national origin refers to harmful conduct based on actual or perceived race, color or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of disability refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of religion refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

School employees refer to persons employed at a school, volunteering at a school on a temporary or permanent basis, or third parties who are contracted to provide services for the school. Note that the definition for “school employees” in this module is the same as the definition for “school staff” in the Offenses module.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

Harassment or bullying may occur in: buildings or other locations that are part of the school’s operations, including remote learning platforms; and off-campus settings if the school exercised substantial control over the alleged victim and the context in which the alleged harassment occurred (e.g., a school field trip to a museum).

Harassment or bullying may also occur before, during, or after normal school hours or during times when school activities/events (in-person or remote) were in session.

Harassing conduct in the form of verbal or non-verbal actions may include the use of portable (e.g., cell phone) or non-portable (e.g., desktop computer) devices that may be used to access the Internet.

Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by school employees, other students, or third parties. Alleged victims must be students.

Include allegations or reports of harassment or bullying made to school employees, including reports made to volunteers and third parties who are contracted to provide services for the school.

In classifying the allegations and cases of harassment/bullying, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim. In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

Count all allegations of harassment or bullying, students reported as harassed or bullied, and students disciplined for engaging in harassment or bullying, on the basis of the specific civil rights categories, regardless of whether the allegations were founded or unfounded by the school, LEA, or both.

For the purposes of reporting allegations and incidents of rape and sexual assault, a school or LEA may consider relevant state laws for definitions of consent.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Harassment or Bullying module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Harassment or Bullying module is SKIPPED.

HIBS-1: Allegations of Harassment or Bullying *REVISED!*

Schools and justice facilities, grades K-12, UG

Instructions

- Count an allegation, even if it involves more than one student, only once. If a student makes more than one allegation of harassment or bullying, then each allegation should be counted in the table.
- An allegation that involves multiple categories should be counted in each applicable category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.
- Harassment or bullying on the basis of sexual orientation is a subset of harassment or bullying on the basis of sex. Therefore, an allegation included in the “allegations of harassment or bullying on the basis of sexual orientation” row should also be included in the “allegations of harassment or bullying on the basis of sex” row.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) of harassment or bullying reported by students in grades K-12 (or the [ungraded equivalent](#)) to any [school employees](#). Report allegations on the basis of [sex](#); [sexual orientation](#); [race, color, or national origin](#); [disability](#); and [religion](#).

	Number of Allegations
Allegations of harassment or bullying on the basis of sex	
Allegations of harassment or bullying on the basis of sexual orientation	
Allegations of harassment or bullying on the basis of race, color, or national origin	
Allegations of harassment or bullying on the basis of disability	
Allegations of harassment or bullying on the basis of religion	

HIBS-2: Allegations of Harassment or Bullying – Gender Identity NEW! OPTIONAL FOR 2021–22
 Schools and justice facilities, grades K-12, UG

Instructions

- Count an allegation, even if it involves more than one student, only once. If a student makes more than one allegation of harassment or bullying, then each allegation should be counted in the table.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.
- Harassment or bullying on the basis of gender identity is a subset of harassment or bullying on the basis of sex. Therefore, an allegation included in the “allegations of harassment or bullying on the basis of gender identity” table should also be included in the “allegations of harassment or bullying on the basis of sex” row.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [allegations](#) of harassment or bullying reported by students in grades K-12 (or the [ungraded equivalent](#)) to any [school employees](#). Report allegations on the basis of [gender identity](#).

	Number of Allegations
Allegations of harassment or bullying on the basis of gender identity	

HIBS-3: Allegations of Harassment or Bullying – By Religion Type
 Schools and justice facilities, grades K-12, UG

Note: This item is about allegations of harassment or bullying and not about the religious affiliation of the alleged victim. Do not ask the alleged victim about their actual religion, but only collect and enter allegations data based on the likely motives of the alleged harasser. This item is not intended to have a school record on the alleged victim’s religious affiliation, and the school should not ask the alleged victim about their religious affiliation.

- [Agnostic](#) refers to a person who believes that the existence or nature of an ultimate reality, such as a deity, is unknown, and probably unknowable.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

- Atheist refers to a person who does not believe in the existence of a deity.
- Buddhist refers to a person who follows the religion of eastern or central Asia that grew out of the teaching of Siddhartha Gautama, the Buddha, or Enlightened One. People of this faith believe that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification by following the Four Noble Truths and the Eightfold Path in order to reach *nirvana*.
- Catholic refers to a person who follows the monotheistic religion of Catholic Christianity, especially that of the Roman Catholic Church. Followers of this faith believe the teachings of the Bible, and place emphasis on church traditions, including the historical continuity of the church, the Pope as the head of the church, and the requirement of celibacy of those in the priesthood.
- Eastern Orthodox (Russian, Greek, Other) refers to a person who follows the monotheistic religion of the Eastern Christian Church. This faith follows the teachings of the Bible and church traditions, accords primacy of honor to the Patriarch of Constantinople as head of the church, and adheres to the decisions of the First Seven Ecumenical Councils and the Byzantine Rite.
- Hindu refers to a person who observes the traditions and practices of the dominant religion of India, which include acceptance of the sanctity of the Vedas (sacred texts); the understanding of one Divine Reality manifested in multiple forms; acceptance of the laws of karma (principle of cause and effect), dharma (righteous modes of conduct), belief in reincarnation, and the ultimate spiritual goal of enlightenment (moksha).
- Islamic (Muslim) refers to a person who follows the monotheistic religion of Muslims, which includes belief in Allah as the sole deity and in Muhammad as his prophet. Practitioners of the Islamic faith follow the teachings of the Koran and practice the Five Pillars of Islam: praying, fasting during Ramadan, almsgiving, pilgrimage, and declaration of faith.
- Jehovah's Witness refers to a person who follows the religion founded by Charles Taze Russell. Members witness by distributing literature and by personal evangelism of beliefs in the theocratic rule of God, the sinfulness of organized religions and governments, and an imminent millennium. The activities of Jehovah's Witnesses are governed by the Watchtower Society which makes all major decisions, interprets the Bible, and counsels Witnesses using Watchtower materials. Members of the faith are often seen giving generously of their time in proclaiming their faith and teaching in private homes.
- Jewish (Judaism) refers to a person who identifies himself or herself as a member of the religious and/or ethnic group that descended from the ancient Hebrews and is characterized by belief in one transcendent God who revealed Himself to Abraham, Moses, and the Hebrew prophets. Jewish religious practice is based on the Hebrew Scriptures (the "Torah") and rabbinic laws and customs.
- Mormon (Latter-day Saint) refers to a person who follows the Church of Jesus Christ of Latter-day Saints tracing its modern origin to Joseph Smith and accepting the Book of Mormon as scripture. Latter-day Saints consider the following writings to be scripture: 1) The Holy Bible; 2) The Book of Mormon, Another Testament of Jesus Christ; 3) The Doctrine and Covenants; and 4) The Pearl of Great Price. Mormons are often associated with members of the faith who serve as full-time volunteer missionaries in the U.S. and abroad.
- Multiple Religions, Group refers to a group of persons demonstrating a commitment or devotion to religious faith or observance based upon multiple faiths.
- Other Christian refers to a person who follows other denominations or nondenominational religions based on the life and teachings of Jesus Christ but not described in the other religion categories. Examples of these religions include Metaphysical-Christ Church Unity, Spiritualist, Unity/Unitarianist, Unity Church, Universalist, and Other Metaphysical.
- Other Religions refers to a person who follows other non-Christian religions not described in the other religion categories. Examples of these religions include the Baha'i Faith, Jainism, Shintoism, Taoism, Tenrikyo, Wicca, and Zoroastrianism.
- Protestant refers to a person who follows the monotheistic religion of Christianity that is not part of Catholic or Eastern Orthodox faith. Members of this faith affirm the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth. Moreover, believers deny the universal authority of the Pope and some churches are governed by federated councils on the local, national, and international levels.
- Sikh refers to a person who follows the monotheistic religion of India founded about 1500 by Guru Nanak and marked by rejection of idolatry and caste.. Sikhs follow the teachings of 10 gurus; study from the religion's primary sacred

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

text (i.e., the Guru Granth Sahib), and worship in Gurdwaras. Some members of the Sikh faith may be distinguished by the dastar (Sikh turban) and five religious articles: kesh (unshorn hair, including a beard), kanga (wooden comb), kara (steel bracelet), kachera (short trousers), and kirpan (religious article resembling a sword).

Instructions

- Count an allegation, even if it involves more than one student, only once. If a student makes more than one allegation of harassment or bullying, then each allegation should be counted in the table.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2021–22 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in grades K-12 (or the ungraded equivalent) to any school employees. Report allegations on the basis of religion, by type.

	Number of Allegations
Atheist/Agnostic	
Buddhist	
Catholic	
Eastern Orthodox (Russian, Greek, Other)	
Hindu	
Islamic (Muslim)	
Jehovah’s Witness	
Jewish (Judaism)	
Mormon (Latter-day Saint)	
Multiple Religions, Group	
Other Christian	
Other Religions	
Protestant	
Sikh	

HIBS-4: Students Reported as Harassed or Bullied – Sex

Schools and justice facilities, grades K-12, UG

Instructions

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex to any school employees.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of sex:											
Females reported as harassed or bullied on the basis of sex:											
Nonbinary students reported as harassed or bullied on the basis of sex:											
Total number of students reported as harassed or bullied on the basis of sex:											

HIBS-5: Students Reported as Harassed or Bullied – Race, Color, or National Origin

Schools and justice facilities, grades K-12, UG

Instructions

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both race and disability should be reported in both the race table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who reported being [harassed or bullied on the basis of race, color, or national origin](#) to any [school employees](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of race, color or national origin:											
Females reported as harassed or bullied on the basis of race, color or national origin:											
Nonbinary students reported as harassed or bullied on the basis of race, color or national origin:											
Total number of students reported as harassed or bullied on the basis of race, color or national origin:											

HIBS-6: Students Reported as Harassed or Bullied – Disability

Schools and justice facilities, grades K-12, UG

Instructions

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who reported being [harassed or bullied on the basis of disability](#) to any [school employees](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of disability:											
Females reported as harassed or bullied on the basis of disability:											
Nonbinary students reported as harassed or bullied on the basis of disability:											
Total number of students reported as harassed or bullied on the basis of disability:											

HIBS-7: Students Disciplined for Harassment or Bullying – Sex

Schools and justice facilities, grades K-12, UG

Instructions

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were disciplined for [harassment or bullying on the basis of sex](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of sex:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Females disciplined for harassment or bullying on the basis of sex:											
Nonbinary students disciplined for harassment or bullying on the basis of sex:											
Total number of students disciplined for harassment or bullying on the basis of sex:											

HIBS-8: Students Disciplined for Harassment or Bullying – Race, Color, or National Origin
Schools and justice facilities, grades K-12, UG

Instructions

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were disciplined for [harassment or bullying on the basis of race, color, or national origin](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of race, color or national origin:											
Females disciplined for harassment or bullying on the basis of race, color or national origin:											
Nonbinary students disciplined for harassment or bullying on the basis of race, color or national origin:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Total number of students disciplined for harassment or bullying on the basis of race, color or national origin:											

HIBS-9: Students Disciplined for Harassment or Bullying – Disability

Schools and justice facilities, grades K-12, UG

Instructions

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were disciplined for [harassment or bullying on the basis of disability](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of disability:											
Females disciplined for harassment or bullying on the basis of disability:											
Nonbinary students disciplined for harassment or bullying on the basis of disability:											
Total number of students disciplined for harassment or bullying on the basis of disability:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

RSTR: Restraint & Seclusion

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Mechanical restraint refers to the use of any device or equipment to restrict a student’s freedom of movement. The term includes the use of handcuffs or similar devices by law enforcement officers or other school security to prevent a student from moving the student’s arms or legs. The term does not include devices used by trained school personnel or a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical restraint refers to a personal restriction, imposed by a school staff member or other individual, that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort includes a touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of inducing a student to walk to a safe location, when the contact does not continue after arriving at the safe location. Encouraging, inducing, or forcing a student to walk to a safe location in a way that involves methods utilized to maintain physical control of a student should be considered a physical restraint.

Seclusion refers to the involuntary confinement of a student in a room or area, with or without adult supervision, from which the student is not permitted to leave. Students who believe or are told by a school staff member that they are not able to leave a room or area, should be considered secluded. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area such as to use the restroom; a behavior management technique that is part of an approved program, which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

A law enforcement officer includes a sworn or unsworn law enforcement officer. A sworn law enforcement officer is a person who is authorized to make arrests while acting within the scope of explicit legal authority. This officer is responsible for safety and crime prevention and may respond to calls for service and document incidents that occur within their jurisdiction. This officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). An unsworn law enforcement officer typically does not have arrest authority, but otherwise holds limited law enforcement powers and responsibilities as part of their regular duties. This officer’s law enforcement powers and responsibilities may include investigative and

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

enforcement activities. A law enforcement officer may be employed by any entity (e.g., police department, school district or school). An officer’s duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining student discipline; identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for record-keeping or reporting purposes (e.g., defining assault for school authorities).

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

Students may be counted in more than one restraint or seclusion category.

A student may be handcuffed with metal, plastic, or cloth devices used to secure a student by linking arms or legs, or to secure a student to another object.

For schools that complete Directional Indicator 1 (DIND-1) and select option “B. We offered only remote instruction because of the coronavirus pandemic,” AND complete Directional Indicator 2 (DIND-2) and select option “B. Students were not physically in the school setting,” the Restraint & Seclusion module does not apply.

For schools that complete the SCHR-1: Fully Virtual School Indicator and select “Yes,” the Restraint & Seclusion module does not apply.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Restraint & Seclusion module is OPTIONAL.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Restraint & Seclusion module is SKIPPED.

RSTR-1: Instances of Restraint or Seclusion *REVISED!*

Schools and justice facilities, grades K-12, UG

Instructions

- This item deals with instances and not counts of students. One student may be involved in multiple instances, and so the number of instances may exceed the number of students subjected to restraint or seclusion. However, the number of students should not exceed the number of instances.
- Report the number of instances of mechanical restraint, physical restraint, or seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion.
- A student may be subjected to mechanical restraint, physical restraint, and/or seclusion more than once.
- For mechanical restraint, include instances for students who are handcuffed. This includes instances for any student who is handcuffed by [law enforcement personnel](#) or other school staff, regardless of whether the student is arrested, removed from school grounds, or handcuffed and not arrested.

For the regular 2021–22 school year, not including intersession or summer, enter the number of instances of [mechanical restraint](#), [physical restraint](#), or [seclusion](#) for students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of mechanical restraint			

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Students without Disabilities	<u>Students with Disabilities (IDEA)</u>	<u>Students with Disabilities (Section 504 only)</u>
Number of instances of physical restraint			
Number of instances of seclusion			

RSTR-2: Non-IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint *REVISED!*
Schools and justice facilities, grades K-12, UG

Instructions

- For mechanical restraint, include counts for students who are handcuffed. This includes counts for any student who is handcuffed by [law enforcement personnel](#) or other school staff, regardless of whether the student is arrested, removed from school grounds, or handcuffed and not arrested.
- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [non-IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [mechanical restraint](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to mechanical restraint:										
Non-IDEA females subjected to mechanical restraint:										
Non-IDEA nonbinary students subjected to mechanical restraint:										
Total number of non-IDEA students subjected to mechanical restraint:										

RSTR-3: IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint *REVISED!*
Schools and justice facilities, grades K-12, UG

Instructions

- For mechanical restraint, include counts for students who are handcuffed. This includes counts for any student who is handcuffed by [law enforcement personnel](#) or other school staff, regardless of whether the student is arrested, removed from school grounds, or handcuffed and not arrested.
- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [mechanical restraint](#).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to mechanical restraint:									
IDEA females subjected to mechanical restraint:									
IDEA nonbinary students subjected to mechanical restraint:									
Total number of IDEA students subjected to mechanical restraint:									

RSTR-4: Non-IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [non-IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [physical restraint](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to physical restraint:										
Non-IDEA females subjected to physical restraint:										
Non-IDEA nonbinary students subjected to physical restraint:										
Total number of non-IDEA students subjected to physical restraint:										

RSTR-5: IDEA Students Subjected to Restraint or Seclusion – Physical Restraint
Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [physical restraint](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to physical restraint:									
IDEA females subjected to physical restraint:									
IDEA nonbinary students subjected to physical restraint:									
Total number of IDEA students subjected to physical restraint:									

RSTR-6: Non-IDEA Students Subjected to Restraint or Seclusion – Seclusion

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [non-IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [seclusion](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to seclusion:										
Non-IDEA females subjected to seclusion:										
Non-IDEA nonbinary students subjected to seclusion:										
Total number of non-IDEA students subjected to seclusion:										

RSTR-7: IDEA Students Subjected to Restraint or Seclusion – Seclusion

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2021–22 school year, not including intersession or summer, enter the number of [IDEA](#) students in grades K-12 (or the [ungraded](#) equivalent) who were subjected to [seclusion](#).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to seclusion:									
IDEA females subjected to seclusion:									
IDEA nonbinary students subjected to seclusion:									
Total number of IDEA students subjected to seclusion:									

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

JUST: Justice Facilities

Module Instructions

DATES

The data reported should be based on the entire 2021–22 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include, but are not limited to correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 21 years of age), adults (individuals typically 21 years of age and older), or both. Some states and jurisdictions include individuals younger than age 21 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.

A justice facility educational program is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 210 days. A year-round educational program usually operates for a 12-month period.

JUST-1: Justice Facility Type

For justice facilities only

- A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 21 years of age) who has been charged, but who has not participated in the court process that determines whether the juvenile has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which the juvenile is charged.
- A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 21 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which the juvenile is charged.
- A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 21 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if the adult committed the act for which the adult is charged.
- A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 21 years of age or older) who has been charged and determined to have committed the crime.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

For the regular 2021–22 school year, not including intersession or summer, indicate if your [justice facility](#) was best described as pre-adjudication (pre-conviction), post-adjudication (post-conviction), or both.

	Permitted Values: Pre, Post, or Both
Please select “Pre” or “Post” or “Both.”	

JUST-2: Days in Regular School Year at Justice Facility

For justice facilities only

Instructions

- Enter the number of days that make up the justice facility’s regular school year. In other words, enter the number of days per year that the regular [justice facility educational program](#) operated.
- Value should be entered as a whole number.

For the regular 2021–22 school year, not including intersession or summer, enter the number of days that the [regular educational program](#) operated at this [justice facility](#).

	Number
Number of days the regular educational program operated in the 2021–22 regular school year	

JUST-3: Justice Facility Educational Program Hours per Week

For justice facilities only

Instructions

- Enter the number of hours per week that the [justice facility educational program](#) was offered to students during the regular school year at the justice facility.
- Value should be entered as a whole number.

For the regular 2021–22 school year, not including intersession or summer, enter the number of hours per week that the [regular educational program](#) was offered to students at this [justice facility](#).

	Number
Hours per week that the educational program was offered during the 2021–22 regular school year	

JUST-4: Justice Facility Educational Program Participants

For justice facilities only

- Length of time refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.

Instructions

- Enter the number of students who participated in the [justice facility educational program](#) during the regular school year at the justice facility for the length of time specified.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- A student may NOT be counted in more than one row.

For the regular 2021–22 school year, not including intersession or summer, enter the number of elementary, middle, and high school age students who participated in the [regular educational program](#) for the length of time specified.

	Number of Students
Less than 15 days	
15 days to 30 days	
31 days to 90 days	
91 days to 180 days	
More than 180 days	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

INET: Internet Access and Devices

Module Instructions

DATES

Report data from the 2021–22 school year. The data reported should be as of October 1 (or the closest school day to October 1), unless otherwise noted. This is known as a “Fall snapshot.” LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero (“0”) only if the LEA has collected the information and the amount to report for that field is zero. Do not report a “0” for data not collected. Leave a field blank if the LEA does not collect data for that field, if the amount asked is unknown, or if the question does not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Internet refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

Fiber-optic connection involves a fiber-optic cable that is a high-speed data transmission medium that is used to connect to the Internet.

Wi-Fi refers to a wireless local area network technology that uses radio waves to connect computers and other devices to each other and to the Internet.

Devices refer to items that can be used to access the Internet, such as desktop, laptop, or notebook computers, tablets, smartphones, or other portable devices.

Student learning refers to student use for homework or projects outside of the classroom.

INET-1: Internet Access and Devices

All schools and justice facilities, preschool-grade 12, UG

Instructions

- “Students” refers to those in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent).
- For schools that complete Directional Indicator 1 (DIND-1) and select option “B. We offered only remote instruction because of the coronavirus pandemic,” AND complete Directional Indicator 2 (DIND-2) and select option “B. Students were not physically in the school setting,” the “student-owned devices” item below does not apply.
- For schools that complete the SCHR-1: Fully Virtual School Indicator and select “Yes,” the “student-owned devices” item below does not apply.

For the [Fall 2021 snapshot date](#), please select “Yes” or “No” for each item.

	Permitted Values: Yes or No
Is this school connected to the Internet through a fiber-optic connection ?	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

	Permitted Values: Yes or No
Does this school have Wi-Fi access in every classroom?	
Does this school allow students to take home school-issued devices that can be used to access the Internet for student learning ?	
Does this school allow students to bring to school student-owned devices that can be used to access the Internet for classroom or student learning ?	

INET-2: Wi-Fi Enabled Devices

All schools and justice facilities, preschool-grade 12, UG

- [Wi-Fi enabled devices](#) refer to devices that can connect to the Internet when there is a wireless local area network connection available.

For the [Fall 2021 snapshot date](#), enter the number of Wi-Fi enabled devices provided by the school to students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) for classroom or [student learning](#) use.

	Number of Devices
Wi-Fi enabled devices provided by the school to students	

INET-3: Wi-Fi Enabled Devices and Hotspot Needed for Remote Learning NEW! OPTIONAL FOR 2021-22

All schools and justice facilities, preschool-grade 12, UG

- [Wi-Fi enabled devices](#) refer to devices that can connect to the Internet when there is a wireless local area network connection available.
- [Wi-Fi hotspot](#) allows for one or more students to access a Wi-Fi network to connect to the Internet when not at school. A Wi-Fi hotspot can be created in a place (e.g., home; public library) using a hotspot portable device that converts a cellular signal into a Wi-Fi network to connect one or more additional devices to the Internet.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) who needed Wi-Fi enabled devices from the school for [student learning](#) use.

	Number of Students
Wi-Fi enabled devices needed	

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) who needed a [Wi-Fi](#) hotspot from the school for [student learning](#) use.

	Number of Students
Wi-Fi hotspot needed	

INET-4: Wi-Fi Enabled Devices and Hotspot Received for Remote Learning NEW! OPTIONAL FOR 2021-22

All schools and justice facilities, preschool-grade 12, UG

- [Wi-Fi enabled devices](#) refer to devices that can connect to the Internet when there is a wireless local area network connection available.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.

- Wi-Fi hotspot allows for one or more students to access a Wi-Fi network to connect to the Internet when not at school. A Wi-Fi hotspot can be created in a place (e.g., home; public library) using a hotspot portable device that converts a cellular signal into a Wi-Fi network to connect one or more additional devices to the Internet.

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who received Wi-Fi enabled devices from the school for student learning use.

	Number of Students
Wi-Fi enabled devices received	

For the regular 2021–22 school year, not including intersession or summer, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who received a Wi-Fi hotspot from the school for student learning use.

	Number of Students
Wi-Fi hotspot received	

Note: Users may access the 2021–22 CRDC LEA Form at <https://crdc.ed.gov>.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school will be presented with subsequent items.*

Teacher Vacancy Survey Comparison

The Nebraska Department of Education (NDE) administers the Teacher Vacancy Survey to assess shortage areas annually. This report serves as a comparison between the 2023 and 2022 survey results.

To view the full reports, visit education.ne.gov.

Top Reason:

2023

Of 176 respondents, 57% reported “No applicants,” and 17% reported “No fully qualified applicants.”

2022

Of 196 respondents, 46% reported “No applicants,” and 20% reported “No fully qualified applicants.”

Top Solution:

In 2023, 24% of respondents reported the “Position was not filled.”

In 2022, 17% of respondents reported the “Position was not filled.”

Top 5 Unfilled:

- 2023**
1. Special Education
 2. Elementary Ed.
 3. Career Education
 4. Language Arts
 5. Mathematics

- 2022**
1. Special Education
 2. Elementary Ed.
 3. Career Education
 4. Language Arts
 5. Science

2023 **71%**
2022 **92%**

Responses

In 2023, 310 of 436 (71%) districts/systems responded.
In 2022, 402 of 436 (92%) districts/systems responded.

2023 **908**
2022 **768**

Unfilled Positions

In 2023, 176 respondents reported 908.18 unfilled positions compared to 196 reporting 768.07 in 2022.

2023 **40%**
2022 **27%**

Vacancies

In 2023, 361.78 of 908.18 (40%) positions were vacant.
In 2022, 208.45 of 768.70 (27%) positions were vacant.

Top Unfilled

Special Education topped the list of unfilled positions by endorsement area with 209 in 2023 and 143 in 2022.

2023 **Special Education**
2022 **Special Education**





NEBRASKA
DEPARTMENT OF EDUCATION

Teacher Vacancy Survey Report

Report prepared by
Office of Coordinated School and District Support
Nebraska Department of Education
December 2023

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The purpose of this survey was to determine Nebraska teacher shortages in the fall of 2023 and what the district/system did to address those shortages. The survey conducted by the Nebraska Department of Education (NDE) and disseminated to all Nebraska PK-12 public school districts, Educational Service Units (ESU), and nonpublic school systems, determined the following:

- The number of districts/systems that could not find fully qualified personnel*;
- The number of teacher positions for which districts/systems could not find fully qualified personnel;
- The endorsement areas of those positions;
- The reasons why individuals in the applicant pool were not sufficient/appropriate for the positions; and
- What districts/systems did to address the positions not filled with fully qualified personnel.

PROCEDURES

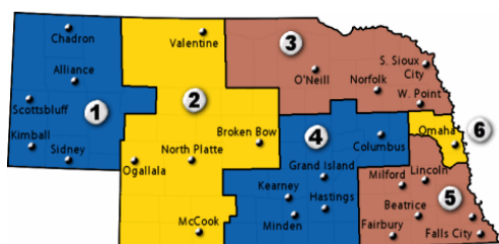
The Teacher Vacancy Survey, which is administered online through the NDE Portal, was opened to all Nebraska PK-12 public school districts, nonpublic school systems, and ESUs in October 2023. Announcements in the NDE Bulletin (a weekly e-bulletin for NDE Portal users), phone calls, and email reminders were utilized to encourage participation.

The survey asked districts/systems to report the following information:

- The number of positions the district/system needed to fill at the beginning of the 2023-24 school year;
- The number of those positions not filled with fully qualified personnel;
- The full-time equivalency (FTE) and endorsement area of each unfilled** position;
- Reason for not being able to fill the position with a fully qualified teacher; and
- How the district/system solved the dilemma for the position.

NDE gathered the following information using data available from NDE databases:

- Community College Region in which district/system is located
- Size of PK-12 school enrollment



- | | |
|---------------|------------------|
| 1 – Western | 2 – West Central |
| 3 – Northeast | 4 – Central |
| 5 – Southeast | 6 – Metro |

For purposes of this report, public districts, ESUs, and nonpublic systems’ data are combined into total counts as **Districts/systems** (coded in orange, Table #a); ESUs are combined with the public-school data as **Districts** (coded in green, Table #b), while the nonpublic data are shown as **Systems** (coded in yellow, Table #c).

* **Fully qualified** is defined as “an individual who holds a regular Nebraska teaching certificate, the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.”

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

RESULTS

Response Rate

All 436 districts/systems (public districts and ESUs, and nonpublic systems) in Nebraska had the opportunity to respond to the survey. The overall response rate was average (71.10%) with 310 completing the survey. The district rate (public/ESU) was 239 of 261 responding for a 91.57% response rate, while the system rate (nonpublic) was 71 of 175 responding for an 40.57% response rate. There was a decrease in participation by public districts, ESUs, and nonpublic systems this year. Tables 1a (districts/systems), 1b (districts), and 1c (systems) report the distribution and the return sample by Community College Region (region). Tables 2a-c show the return sample by size of district/system.

Districts/systems with Unfilled Positions

Unfilled positions are those positions for which fully qualified personnel were not hired, including positions that were left vacant***. Overall, there were 176 districts/systems reporting unfilled positions, or 56.77% of the returned sample. Tables 3a (districts/systems), 3b (districts), and 3c (systems) report the distribution of those districts/systems by region. Tables 4a-c report the distribution of districts/systems with unfilled positions by size of district/system. Of the districts/systems reporting unfilled positions, almost 66% have **less than 500** students, while over one half (61.54%) of nonpublic systems reporting unfilled positions have **less than 250** students.

Unfilled Positions

There were 908.18 unfilled positions reported. Tables 3a-c identify the percentage of unfilled positions by region. Tables 4a-c identify the percentage of unfilled positions by district/system size. Of the 908.18 unfilled positions, 186.78 positions (20.57%) were in districts/systems with **less than 500** students. Overall, 128 of the unfilled positions (24.00%) were reported with a solution of '**not filled**' (vacant).

Tables 3a-c and 4a-c show the number of unfilled positions in each region or size, as well as the percent of unfilled positions left vacant. The Metro region had the largest number of unfilled positions and the most difficulty filling open positions. The largest schools (>10,000) had the most unfilled positions and more positions left vacant.

Unfilled Positions by Endorsement Area

Tables 5a-c and 6a-c indicate the number of unfilled positions by endorsement area, by region and district/system size, respectively. The endorsement areas of Special Education (209.6 positions; 23.08%), Elementary Education (109.5 positions; 12.06%), Career Education (75.25 positions; 8.29%), Language Arts (74.5 positions; 8.20%), Mathematics (66.8 positions; 7.36%), Speech Language Pathology (54.8 positions; 6.03%), and Science (49.5 positions; 5.45%) topped the list of unfilled positions. Additional areas of need include Music Instrumental/Vocal, Early Childhood Education Areas, Art, Health and/or Physical Education, and School Counselor.

*****Vacant** refers to a position that was not filled at all.

Reasons for Unfilled Positions

Districts/systems were provided with and allowed multiple reasons for an unfilled position. Of the 176 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (57%) and “No fully qualified applicants based on endorsement area” (17%). Tables 7a-c, 8a-c and 9a-c report the percentage of reasons for unfilled positions by region, district/system size, and endorsement area respectively.

Solutions for Unfilled Positions

The most frequently reported solutions for unfilled positions include: “Position was not filled” (24%); “Hired a person NOT appropriately endorsed in the content area” (13%); “Hired a person who holds a provisional permit” (12%); and “Hired a person who holds a transitional permit” (10%). Tables 10a-c report the number of solutions by endorsement area. Nonpublic systems indicated a higher rate of the solution: “Used substitute teachers” (22% compared to 7%); whereas public systems indicated a higher rate of the solution: “Position was not filled” (25% compared to 10%).

Trend Analysis

Of the top 10 unfilled positions by endorsement area, several are the same for districts and systems – Special Education, Elementary Education, Career Education Areas, Mathematics, and Science. Public districts and ESUs show Special Education, Elementary Education, Language Arts, and Career Education Areas as their top four areas of need this year. Nonpublic systems show Elementary Education, Health and/or Physical Education, World Language, and Science as their top four areas of need. Special Education, Elementary Education, and Mathematics reported the highest number of positions left vacant in the top 10 unfilled endorsement areas.

Top 10 Shortage Areas							
Public				Non-Public			
Endorsement Area	Unfilled**		Vacant	Endorsement Area	Unfilled**		Vacant
	Total	%	***		Total	%	***
Special Education	208.60	23.99%	76.1	Elementary Education	16.00	41.21%	6
Elementary Education	93.50	10.76%	55	Health and/or Physical Education	5.00	12.88%	0
Language Arts	74.00	8.51%	35	World Language	4.00	10.30%	0
Career Education Areas	73.25	8.43%	21	Science	3.00	7.73%	0
Mathematics	64.80	7.45%	47.6	Music Instrumental/Vocal	2.50	6.44%	0
Speech Language Pathology	54.80	6.30%	15.8	Career Education Areas	2.00	5.15%	0
Science	46.50	5.35%	29	Mathematics	2.00	5.15%	0
Early Childhood Education Areas	35.00	4.03%	2	Social Studies/Social Science	1.00	2.58%	0
Art	30.00	3.45%	13	Middle Level - Include under content area	1.00	2.58%	0
School Counselor	29.75	3.42%	1	Special Education	1.00	2.58%	0

Represents Common Shortage Areas

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech-Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Comments were provided by 138 different districts/systems. Two-thirds of the districts overall (66%) referenced that the overall applicant pool continues to get smaller, along with fewer qualified candidates applying. In addition, just over 20% of the comments from districts identified a key struggle with finding quality applicants within the teacher pool or they described the difficulty of recruiting and hiring teachers to rural areas in Nebraska.

Table 1 Original and Return Sample by Region

Table 1a. Districts/systems (Public, ESU, and Nonpublic)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	105	24.08%	78	25.16%	74.29%
Metro	83	19.04%	41	13.23%	49.40%
Northeast	80	18.35%	70	22.58%	87.50%
Southeast	97	22.25%	65	20.97%	67.01%
West Central	42	9.63%	33	10.65%	78.57%
Western	29	6.65%	23	7.42%	79.31%
Total	436	100.00%	310	100.00%	71.10%

Table 1b. Districts (Public and ESU)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	73	27.97%	67	28.03%	91.78%
Metro	21	8.05%	19	7.95%	90.48%
Northeast	54	20.69%	51	21.34%	94.44%
Southeast	53	20.31%	49	20.50%	92.45%
West Central	36	13.79%	31	12.97%	86.11%
Western	24	9.20%	22	9.21%	91.67%
Total	261	100.00%	239	100.00%	91.57%

Table 1c. Systems (Nonpublic)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	32	18.29%	11	15.49%	34.38%
Metro	62	35.43%	22	30.99%	35.48%
Northeast	26	14.86%	19	26.76%	73.08%
Southeast	44	25.14%	16	22.54%	36.36%
West Central	6	3.43%	2	2.82%	33.33%
Western	5	2.86%	1	1.41%	20.00%
Total	175	100.00%	71	100.00%	40.57%

Table 2 Original and Return Sample by District/System Size

Table 2a. Districts/systems (Public, ESU, and Nonpublic)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	94	21.56%	35	11.29%	37.23%
101-250	119	27.29%	90	29.03%	75.63%
251-500	118	27.06%	91	29.35%	77.12%
501-1000	61	13.99%	53	17.10%	86.89%
1001-2500	24	5.50%	23	7.42%	95.83%
2501-5000	9	2.06%	7	2.26%	77.78%
5001-10,000	5	1.15%	5	1.61%	100.00%
>10,000	6	1.38%	6	1.94%	100.00%
Total	436	100.00%	310	100.00%	71.10%

Table 2b. Districts (Public and ESU)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	21	8.05%	12	5.02%	57.14%
101-250	72	27.59%	67	28.03%	93.06%
251-500	78	29.89%	73	30.54%	93.59%
501-1000	47	18.01%	46	19.25%	97.87%
1001-2500	23	8.81%	23	9.62%	100.00%
2501-5000	9	3.45%	7	2.93%	77.78%
5001-10,000	5	1.92%	5	2.09%	100.00%
>10,000	6	2.30%	6	2.51%	100.00%
Total	261	100.00%	239	100.00%	91.57%

Table 2c. Systems (Nonpublic)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	73	41.71%	23	32.39%	31.51%
101-250	47	26.86%	23	32.39%	48.94%
251-500	40	22.86%	18	25.35%	45.00%
501-1000	14	8.00%	7	9.86%	50.00%
1001-2500	1	0.57%		0.00%	0.00%
Total	175	100.00%	71	100.00%	40.57%

Table 3 Unfilled Positions by Region

Table 3a. Districts/systems (Public, ESU, and Nonpublic)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	48	27.27%	100.50	11.07%	34.75	34.58%
Metro	23	13.07%	407.83	44.91%	143.83	35.27%
Northeast	36	20.45%	110.70	12.19%	61.00	55.10%
Southeast	31	17.61%	204.65	22.53%	95.20	46.52%
West Central	20	11.36%	42.00	4.62%	10.00	23.81%
Western	18	10.23%	42.50	4.68%	17.00	40.00%
Total	176	100.00%	908.18	100.00%	361.78	39.84%

Table 3b. Districts (Public and ESU)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	40	26.67%	93.50	10.76%	34.75	37.17%
Metro	16	10.67%	398.00	45.78%	143.50	36.06%
Northeast	30	20.00%	94.70	10.89%	55.00	58.08%
Southeast	27	18.00%	199.65	22.97%	95.20	47.68%
West Central	19	12.67%	41.00	4.72%	10.00	24.39%
Western	18	12.00%	42.50	4.89%	17.00	40.00%
Total	150	100.00%	869.35	100.00%	355.45	40.89%

Table 3c. Systems (Nonpublic)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	8	30.77%	7.00	18.03%	0.00	0.00%
Metro	7	26.92%	9.83	25.32%	0.33	3.36%
Northeast	6	23.08%	16.00	41.21%	6.00	37.50%
Southeast	4	15.38%	5.00	12.88%	0.00	0.00%
Western	1	3.85%	1.00	2.58%	0.00	0.00%
Total	26	100.00%	38.83	100.00%	6.33	16.30%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all

Table 4 Unfilled Positions by District/System Size

Table 4a. Districts/systems (Public, ESU, and Nonpublic)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	12	6.82%	28.00	3.08%	17.00	60.71%
101-250	50	28.41%	66.58	7.33%	6.33	9.51%
251-500	53	30.11%	92.20	10.15%	25.25	27.39%
501-1000	26	14.77%	55.75	6.14%	12.00	21.52%
1001-2500	17	9.66%	68.00	7.49%	35.00	51.47%
2501-5000	7	3.98%	68.50	7.54%	49.50	72.26%
5001-10,000	5	2.84%	27.00	2.97%	7.00	25.93%
>10,000	6	3.41%	502.15	55.29%	209.70	41.76%
Total	176	100.00%	908.18	100.00%	361.78	39.84%

Table 4b. Districts (Public and ESU)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	7	4.67%	21.50	2.47%	14.00	65.12%
101-250	39	26.00%	52.25	6.01%	6.00	11.48%
251-500	44	29.33%	77.20	8.88%	22.25	28.82%
501-1000	25	16.67%	52.75	6.07%	12.00	22.75%
1001-2500	17	11.33%	68.00	7.82%	35.00	51.47%
2501-5000	7	4.67%	68.50	7.88%	49.50	72.26%
5001-10,000	5	3.33%	27.00	3.11%	7.00	25.93%
>10,000	6	4.00%	502.15	57.76%	209.70	41.76%
Total	150	100.00%	869.35	100.00%	355.45	40.89%

Table 4c. Systems (Nonpublic)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	5	19.23%	6.50	16.74%	3.00	46.15%
101-250	11	42.31%	14.33	36.90%	0.33	2.30%
251-500	9	34.62%	15.00	38.63%	3.00	20.00%
501-1000	1	3.85%	3.00	7.73%	0.00	0.00%
Total	26	100.00%	38.83	100.00%	6.33	16.30%

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all.

Table 5 Unfilled Positions by Endorsement Area and Region

Table 5a. District/Systems by Endorsement Area and Region

Endorsement Area	District/System Region						Unfilled**		Vacant ***
	Central	Metro	Northeast	Southeast	West Central	Western	Total	%	
Art	2	16.33	0.5	10.5	1		30.33	3.34%	13.33
Bilingual				1			1	0.11%	0
Career Education Areas	14.5	16	10	21	11	2.75	75.25	8.29%	21
Agricultural Education	3		1	1	4	1	10	1.10%	2
BMIT	3	9	3	7	4	1.25	27.25	3.00%	8
Family & Consumer Science Occupational	5.5	5	1	5	1		17.5	1.93%	5
Skilled & Technical Sciences Education	3	2	5	8	2	0.5	20.5	2.26%	6
Early Childhood Education Areas	5	17	4	7	1	1	35	3.85%	2
Early Childhood Ed – PK-Grade 3	3	2	1	4	1	1	12	1.32%	1
Early Childhood Inclusive - Birth-Gr. 3	1		2	2			5	0.55%	1
Special Ed Early Childhood Ed – Birth-K		15	1	1			17	1.87%	0
Special Ed Early Intervention – Birth-PK	1						1	0.11%	0
Elementary Education	14	27	21	35	6.5	6	109.5	12.06%	61
ESL/ELL	3.5	12	1	1.6			18.1	1.99%	10.5
Health and/or Physical Education	2.5	12.5	1	11.5	1	1	29.5	3.25%	11.5
Language Arts	4.75	37	11	11	5	5.75	74.5	8.20%	35
English Language Arts	4.75	31	10	10	5	3.75	64.5	7.10%	33
Reading & Writing		6				1	7	0.77%	0
Secondary English			1			1	2	0.22%	2
Speech/Theatre				1			1	0.11%	0
Mathematics	8	35	7.2	9.6	2	5	66.8	7.36%	47.6
Middle Level - Include under content area			1	3			4	0.44%	0
Music Instrumental/Vocal	5.25	11	3	3	4.5	0.5	27.25	3.00%	2.25
Other	1	5	2	8.1		1	17.1	1.88%	5
School Counselor	3		2.5	22.25	1	1	29.75	3.28%	1
School Library	2	7.5	0.5	2.5	1		13.5	1.49%	0
School Psychologist	1	3.5	10	6.2			20.7	2.28%	17.2
Science	9	26	3	6.5	3	2	49.5	5.45%	29
Biology	2	1			2		5	0.55%	3
Chemistry	0.5						0.5	0.06%	0
Earth and Space				1.5			1.5	0.17%	0
Physics	1						1	0.11%	1
Science	5.5	25	3	5	1	2	41.5	4.57%	25
Social Studies/Science	2	6	3	3	2		16	1.76%	9
Special Education	15.5	133	18	29.1	2	12	209.6	23.08%	76.1
Behavior Intervention		3	4	2			9	0.99%	8
Deaf or Hard of Hearing		1	1				2	0.22%	1
Functional Academic Skills	3	16		3			22	2.42%	6
Inclusion and Collaboration	2	4	1			1	8	0.88%	4
Secondary Transition	1			1			2	0.22%	1
Special Ed Generalist	9.5	108	12	23.1	2	11	165.6	18.23%	55.1
Visual Impairment		1					1	0.11%	1
Speech Language Pathology	5	37	5	7.8			54.8	6.03%	15.8
World Language	2.5	6	7	5	1	4.5	26	2.86%	4.5
Spanish	2.5	3	7	5	1	4.5	23	2.53%	3
Other		3					3	0.33%	1.5
	100.5	407.83	110.7	204.65	42	42.5	908.18	100.00%	361.78

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 5b. Unfilled Positions in Districts by Endorsement Area and Region

Endorsement Area	District Region						Unfilled**		Vacant ***
	Central	Metro	Northeast	Southeast	West Central	Western	Total	%	
Art	2	16	0.5	10.5	1		30	3.45%	13
Bilingual				1			1	0.12%	0
Career Education Areas	14.5	16	10	19	11	2.75	73.25	8.43%	21
Agricultural Education	3		1	1	4	1	10	1.15%	2
BMIT	3	9	3	5	4	1.25	25.25	2.90%	8
Family & Consumer Science Occupational	5.5	5	1	5	1		17.5	2.01%	5
Skilled & Technical Sciences Education	3	2	5	8	2	0.5	20.5	2.36%	6
Early Childhood Education Areas	5	17	4	7	1	1	35	4.03%	2
Early Childhood Ed - PK-Grade 3	3	2	1	4	1	1	12	1.38%	1
Early Childhood Inclusive - Birth-Gr. 3	1		2	2			5	0.58%	1
Special Ed Early Childhood Ed – Birth-K		15	1	1			17	1.96%	0
Special Ed Early Intervention - Birth-PK	1						1	0.12%	0
Elementary Education	10	24	13	35	5.5	6	93.5	10.76%	55
ESL/ELL	3.5	12	1	1.6			18.1	2.08%	10.5
Health and/or Physical Education	2	10		10.5	1	1	24.5	2.82%	11.5
Language Arts	4.25	37	11	11	5	5.75	74	8.51%	35
English Language Arts	4.25	31	10	10	5	3.75	64	7.36%	33
Reading & Writing		6				1	7	0.81%	0
Secondary English			1			1	2	0.23%	2
Speech/Theatre				1			1	0.12%	0
Mathematics	8	34	6.2	9.6	2	5	64.8	7.45%	47.6
Middle Level - Include under content area				3			3	0.35%	0
Music Instrumental/Vocal	3.25	11	3	2.5	4.5	0.5	24.75	2.85%	2.25
Other	1	5	2	8.1		1	17.1	1.97%	5
School Counselor	3		2.5	22.25	1	1	29.75	3.42%	1
School Library	2	7.5	0.5	2	1		13	1.50%	0
School Psychologist	1	3.5	10	6.2			20.7	2.38%	17.2
Science	9	25	2	5.5	3	2	46.5	5.35%	29
Biology	2	1			2		5	0.58%	3
Chemistry	0.5						0.5	0.06%	0
Earth and Space				1.5			1.5	0.17%	0
Physics	1						1	0.12%	1
Science	5.5	24	2	4	1	2	38.5	4.43%	25
Social Studies/Science	2	6	2	3	2		15	1.73%	9
Special Education	15.5	133	17	29.1	2	12	208.6	23.99%	76.1
Behavior Intervention		3	4	2			9	1.04%	8
Deaf or Hard of Hearing		1	1				2	0.23%	1
Functional Academic Skills	3	16		3			22	2.53%	6
Inclusion and Collaboration	2	4	1			1	8	0.92%	4
Secondary Transition	1			1			2	0.23%	1
Special Ed Generalist	9.5	108	11	23.1	2	11	164.6	18.93%	55.1
Visual Impairment		1					1	0.12%	1
Speech Language Pathology	5	37	5	7.8			54.8	6.30%	15.8
World Language	2.5	4	5	5	1	4.5	22	2.53%	4.5
Spanish	2.5	1	5	5	1	4.5	19	2.19%	3
Other		3					3	0.35%	1.5
	93.5	398	94.7	199.65	41	42.5	869.35	100.00%	355.45

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 5c. Unfilled Positions in Systems by Endorsement Area and Region

Endorsement Area	System Region					Unfilled**		Vacant ***	
	Central	Metro	Northeast	Southeast	West Central	Total	%		
Art		0.33				0.33	0.85%	0.33	
Career Education Areas				2		2	5.15%	0	
	BMIT			2		2	5.15%	0	
Elementary Education		4	3	8		1	16	41.21%	6
Health and/or Physical Education		0.5	2.5	1	1		5	12.88%	0
Language Arts		0.5					0.5	1.29%	0
	English Language Arts	0.5					0.5	1.29%	0
Mathematics			1	1			2	5.15%	0
Middle Level - Include under content area				1			1	2.58%	0
Music Instrumental/Vocal		2			0.5		2.5	6.44%	0
School Library					0.5		0.5	1.29%	0
Science			1	1	1		3	7.73%	0
Social Studies/Social Science				1			1	2.58%	0
Special Education				1			1	2.58%	0
	Special Education Generalist			1			1	2.58%	0
World Language			2	2			4	10.30%	0
	Spanish		2	2			4	10.30%	0
		7	9.83	16	5	1	38.83	100.00%	6.33

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 6 Unfilled Positions by Endorsement Area and Size

Table 6a. Endorsement Area and District/System Size

Endorsement Area	District/System Size								Unfilled**	
	<100	101-250	251-500	501-1000	1001-2500	2501-5000	5001-10,000	>10,000	Total	%
Art	1	0.83	1	2		2	1	22.5	30.33	3.34%
Bilingual		1							1	0.11%
Career Education Areas	1	13.5	13.75	5	9	5	5	23	75.25	8.29%
Agricultural Education		4	3	2	1				10	1.10%
BMIT	1	3	4.25	1	3	2	3	10	27.25	3.00%
Family & Consumer Science Occupational		5.5	1		2	1	2	6	17.5	1.93%
Skilled & Technical Sciences Education		1	5.5	2	3	2		7	20.5	2.26%
Early Childhood Education Areas		1	3	7	2	2		20	35	3.85%
Early Childhood Ed – PK-Grade 3		1	1	4	1			5	12	1.32%
Early Childhood Inclusive - Birth-Gr. 3			1	2	1	1			5	0.55%
Special Ed Early Childhood Ed - Birth-K				1		1		15	17	1.87%
Special Ed Early Intervention - Birth-PK			1						1	0.11%
Elementary Education	6.5	10	13	6	17	13	2	42	109.5	12.06%
ESL/ELL		2		1		1.5	3	10.6	18.1	1.99%
Health and/or Physical Education	1	4	1	3		1	2	17.5	29.5	3.25%
Language Arts	1.5	6.75	8	6.25	6	3	2	41	74.5	8.20%
English Language Arts	1.5	5.75	7	5.25	5	3	2	35	64.5	7.10%
Reading & Writing				1				6	7	0.77%
Secondary English		1	1						2	0.22%
Speech/Theatre					1				1	0.11%
Mathematics		5	3.2	5	5	5	1	42.6	66.8	7.36%
Middle Level - Include under content area			1	1	2				4	0.44%
Music Instrumental/Vocal	2	6.5	5.25				1	12.5	27.25	3.00%
Other			2	2	2	1		10.1	17.1	1.88%
School Counselor		3	4.5			1		21.25	29.75	3.28%
School Library		2	2	3		0.5	1	5	13.5	1.49%
School Psychologist	10					1		9.7	20.7	2.28%
Science		4.5	6.5	0.5	4	4	1	29	49.5	5.45%
Biology			2			2		1	5	0.55%
Chemistry			0.5						0.5	0.06%
Earth and Space		0.5			1				1.5	0.17%
Physics			1						1	0.11%
Science		4	3	0.5	3	2	1	28	41.5	4.57%
Social Studies/Science		3	2	1	1			9	16	1.76%
Special Education	3	2.5	19	8	14	15	7	141.1	209.6	23.08%
Behavior Intervention	1			2	1	3		2	9	0.99%
Deaf or Hard of Hearing	1							1	2	0.22%
Functional Academic Skills			1		4			17	22	2.42%
Inclusion and Collaboration			2	1		1	3	1	8	0.88%
Secondary Transition			1	1					2	0.22%
Special Education Generalist	1	2.5	15	4	9	11	3	120.1	165.6	18.23%
Visual Impairment							1		1	0.11%
Speech Language Pathology	2			1	1	10		40.8	54.8	6.03%
World Language		1	7	4	5	3.5	1	4.5	26	2.86%
Other						1.5		1.5	3	0.33%
Spanish		1	7	4	5	2	1	3	23	2.53%
	28	66.58	92.2	55.75	68	68.5	27	502.15	908.18	100.00%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 6b. Number of Unfilled Positions by Endorsement Area and District Size

Endorsement Area	District Size								Unfilled**	
	<100	101-250	251-500	501-1000	1001-2500	2501-5000	5001-10,000	>10,000	Total	%
Art	1	0.5	1	2		2	1	22.5	30	3.45%
Bilingual		1							1	0.12%
Career Education Areas	1	12.5	12.75	5	9	5	5	23	73.25	8.43%
Agricultural Education		4	3	2	1				10	1.15%
BMIT	1	2	3.25	1	3	2	3	10	25.25	2.90%
Family & Consumer Science Occupational		5.5	1		2	1	2	6	17.5	2.01%
Skilled & Technical Sciences Education		1	5.5	2	3	2		7	20.5	2.36%
Early Childhood Education Areas		1	3	7	2	2		20	35	4.03%
Early Childhood Ed – PK-Grade 3		1	1	4	1			5	12	1.38%
Early Childhood Inclusive - Birth-Gr. 3			1	2	1	1			5	0.58%
Special Ed Early Childhood Ed - Birth-K				1		1		15	17	1.96%
Special Ed Early Intervention - Birth-PK			1						1	0.12%
Elementary Education	0.5	6	7	6	17	13	2	42	93.5	10.76%
ESL/ELL		2		1		1.5	3	10.6	18.1	2.08%
Health and/or Physical Education	1			3		1	2	17.5	24.5	2.82%
Language Arts	1	6.75	8	6.25	6	3	2	41	74	8.51%
English Language Arts	1	5.75	7	5.25	5	3	2	35	64	7.36%
Reading & Writing				1				6	7	0.81%
Secondary English		1	1						2	0.23%
Speech/Theatre					1				1	0.12%
Mathematics		4	2.2	5	5	5	1	42.6	64.8	7.45%
Middle Level - Include under content area			1		2				3	0.35%
Music Instrumental/Vocal	2	5	4.25				1	12.5	24.75	2.85%
Other			2	2	2	1		10.1	17.1	1.97%
School Counselor		3	4.5			1		21.25	29.75	3.42%
School Library		1.5	2	3		0.5	1	5	13	1.50%
School Psychologist	10					1		9.7	20.7	2.38%
Science		2.5	5.5	0.5	4	4	1	29	46.5	5.35%
Biology			2			2		1	5	0.58%
Chemistry			0.5						0.5	0.06%
Earth and Space		0.5			1				1.5	0.17%
Physics			1						1	0.12%
Science		2	2	0.5	3	2	1	28	38.5	4.43%
Social Studies/Science		3	2		1			9	15	1.73%
Special Education	3	2.5	18	8	14	15	7	141.1	208.6	23.99%
Behavior Intervention	1			2	1	3		2	9	1.04%
Deaf or Hard of Hearing	1							1	2	0.23%
Functional Academic Skills			1		4			17	22	2.53%
Inclusion and Collaboration			2	1		1	3	1	8	0.92%
Secondary Transition			1	1					2	0.23%
Special Education Generalist	1	2.5	14	4	9	11	3	120.1	164.6	18.93%
Visual Impairment							1		1	0.12%
Speech Language Pathology	2			1	1	10		40.8	54.8	6.30%
World Language		1	4	3	5	3.5	1	4.5	22	2.53%
Other						1.5		1.5	3	0.35%
Spanish		1	4	3	5	2	1	3	19	2.19%
	21.5	52.25	77.2	52.75	68	68.5	27	502.15	869.35	100.00%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 6c. Number of Unfilled Positions by Endorsement Area and System Size

Endorsement Area		System Size				Unfilled**	
		<100	101-250	251-500	501-1000	Total	%
Art			0.33			0.33	0.85%
Career Education Areas			1	1		2	5.15%
	BMIT		1	1		2	5.15%
Elementary Education		6	4	6		16	41.21%
Health and/or Physical Education			4	1		5	12.88%
Language Arts		0.5				0.5	1.29%
	English Language Arts	0.5				0.5	1.29%
Mathematics			1	1		2	5.15%
Middle Level - Include under content area					1	1	2.58%
Music Instrumental/Vocal			1.5	1		2.5	6.44%
School Library			0.5			0.5	1.29%
Science			2	1		3	7.73%
Social Studies/Social Science					1	1	2.58%
Special Education				1		1	2.58%
	Special Education Generalist			1		1	2.58%
World Language				3	1	4	10.30%
	Spanish			3	1	4	10.30%
		6.5	14.33	15	3	38.83	100.00%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 7 Reasons for Unfilled Positions by Region

Reasons:

- No Applicants
- No fully qualified applicants based on endorsement area
- No fully qualified applicants based on professional attributes
- Preferred a specific non-fully qualified applicant over fully qualified applicant(s)
- Qualified applicant refused offer for position
- Other

Table 7a. District/System – 526 reasons

Region	District/System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	54	18.1%	24	27.3%	5	23.8%	5	11.9%	6	13.0%	15	48.4%
Metro	59	19.8%	22	25.0%	4	19.0%	28	66.7%	31	67.4%	9	29.0%
Northeast	68	22.8%	9	10.2%	2	9.5%	1	2.4%	5	10.9%	4	12.9%
Southeast	59	19.8%	14	15.9%	7	33.3%	5	11.9%	2	4.3%	1	3.2%
West Central	28	9.4%	10	11.4%	3	14.3%	2	4.8%	2	4.3%	1	3.2%
Western	30	10.1%	9	10.2%	0	0.0%	1	2.4%	0	0.0%	1	3.2%
Total	298	57%	88	17%	21	4%	42	8%	46	9%	31	6%

Table 7b. District – 482 reasons

Region	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	51	18.3%	21	27.6%	3	15.8%	4	10.0%	6	13.6%	13	52.0%
Metro	57	20.5%	16	21.1%	4	21.1%	28	70.0%	30	68.2%	6	24.0%
Northeast	57	20.5%	7	9.2%	2	10.5%	1	2.5%	4	9.1%	3	12.0%
Southeast	55	19.8%	13	17.1%	7	36.8%	4	10.0%	2	4.5%	1	4.0%
West Central	28	10.1%	10	13.2%	3	15.8%	2	5.0%	2	4.5%	1	4.0%
Western	30	10.8%	9	11.8%	0	0.0%	1	2.5%	0	0.0%	1	4.0%
Total	278	58%	76	16%	19	4%	40	8%	44	9%	25	5%

Table 7c. System – 44 reasons

Region	System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	3	15.0%	3	25.0%	2	100.0%	1	50.0%	0	0.0%	2	33.3%
Metro	2	10.0%	6	50.0%	0	0.0%	0	0.0%	1	50.0%	3	50.0%
Northeast	11	55.0%	2	16.7%	0	0.0%	0	0.0%	1	50.0%	1	16.7%
Southeast	4	20.0%	1	8.3%	0	0.0%	1	50.0%	0	0.0%	0	0.0%
West Central	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	20	45%	12	27%	2	5%	2	5%	2	5%	6	14%

Multiple reasons were allowed for an unfilled position.

Table 8 Reasons for Unfilled Positions by Size

Table 8a. District/System Size – 526 Reasons

Size	District/System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	15	5.0%	3	3.4%	0	0.0%	0	0.0%	0	0.0%	2	6.5%
101-250	44	14.8%	18	20.5%	3	14.3%	4	9.5%	2	4.3%	8	25.8%
251-500	56	18.8%	24	27.3%	3	14.3%	4	9.5%	7	15.2%	8	25.8%
501-1000	32	10.7%	16	18.2%	4	19.0%	3	7.1%	3	6.5%	4	12.9%
1001-2500	40	13.4%	11	12.5%	5	23.8%	2	4.8%	2	4.3%	2	6.5%
2501-5000	33	11.1%	4	4.5%	3	14.3%	1	2.4%	4	8.7%	2	6.5%
5001-10,000	10	3.4%	11	12.5%	1	4.8%	7	16.7%	1	2.2%	1	3.2%
>10,000	68	22.8%	1	1.1%	2	9.5%	21	50.0%	27	58.7%	4	12.9%
Total	298	57%	88	17%	21	4%	42	8%	46	9%	31	6%

Table 8b. District Size – 482 Reasons

Size	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	12	4.3%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	1	4.0%
101-250	37	13.3%	13	17.1%	3	15.8%	3	7.5%	1	2.3%	3	12.0%
251-500	49	17.6%	18	23.7%	1	5.3%	3	7.5%	6	13.6%	8	32.0%
501-1000	29	10.4%	16	21.1%	4	21.1%	3	7.5%	3	6.8%	4	16.0%
1001-2500	40	14.4%	11	14.5%	5	26.3%	2	5.0%	2	4.5%	2	8.0%
2501-5000	33	11.9%	4	5.3%	3	15.8%	1	2.5%	4	9.1%	2	8.0%
5001-10,000	10	3.6%	11	14.5%	1	5.3%	7	17.5%	1	2.3%	1	4.0%
>10,000	68	24.5%	1	1.3%	2	10.5%	21	52.5%	27	61.4%	4	16.0%
Total	278	58%	76	16%	19	4%	40	8%	44	9%	25	5%

Table 8c. System Size – 44 Reasons

Size	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	3	15.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
101-250	7	35.0%	5	41.7%	0	0.0%	1	50.0%	1	50.0%	5	83.3%
251-500	7	35.0%	6	50.0%	2	100.0%	1	50.0%	1	50.0%	0	0.0%
501-1000	3	15.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
1001-2500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	20	45%	12	27%	2	5%	2	5%	2	5%	6	14%

Multiple reasons were allowed for an unfilled position.

Table 9 Reasons for Unfilled Positions by Endorsement Area

Table 9a. District/System

Endorsement Area	District/System Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art	6	2		2	2	1	30.33
Bilingual	1						1.00
Career Education Areas	46	16	2	2	3	4	75.25
Agricultural Education	6	2	1			1	10
BMIT	18	3		2	1	1	27.25
Family & Consumer Science	7	7	1		1	2	17.5
Occupational							
Skilled & Technical Sciences Education	15	4			1		20.5
Early Childhood Education Areas	9	7	2		4	1	35.00
Early Childhood Ed - PK-Grade 3	4	2			3	1	12
Early Childhood Inclusive - Birth-Gr. 3	2	3	1				5
Special Ed Early Childhood Ed - Birth-K	3	1	1		1		17
Special Ed Early Intervention Specialist - Birth-PK		1					1
Elementary Education	30	9	4	12	7	7	109.50
ESL/ELL	4	4			1	1	18.10
Health and/or Physical Education	4	5		8	3	2	29.50
Language Arts	28	9	3	4	3	2	74.50
English Language Arts	23	9	3	4	2	2	64.5
Reading & Writing	2				1		7
Secondary English	2						2
Speech/Theatre	1						1
Mathematics	16	7		1	2	2	66.80
Middle Level - Include under content area	1			2			4.00
Music Instrumental/Vocal	16	4	1	1	3	2	27.25
Other	10	1	2		2		17.10
School Counselor	6	3					29.75
School Library	7	8			1		13.50
School Psychologist	5			1	1		20.70
Science	16	4	1	2	2	1	49.50
Biology	1	1		1	1		5
Chemistry	1						0.5
Earth and Space	1			1			1.5
Physics	1						1
Science	12	3	1		1	1	41.5
Social Studies/Science	5	1	2	1	1	1	16.00
Special Education	58	6	3	6	5	5	209.60
Behavior Intervention	5	1		1		1	9
Deaf or Hard of Hearing	2				1		2
Functional Academic Skills	7			1	2		22
Inclusion and Collaboration	5	2				1	8
Secondary Transition	1					1	2
Special Education Generalist	37	3	3	4	2	2	165.6
Visual Impairment	1						1
Speech Language Pathology	8				2	1	54.80
World Language	22	2	1		4	1	26.00
Other	3				1		3
Spanish	19	2	1		3	1	23
Total	298	88	21	42	46	31	908.18
526	57%	17%	4%	8%	9%	6%	

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 9b. District Reasons for Unfilled Positions by Endorsement Area

Endorsement Area	District Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art	6	2		2	2		30.00
Bilingual	1						1.00
Career Education Areas	45	16	2	1	3	4	73.25
Agricultural Education	6	2	1			1	10
BMIT	17	3		1	1	1	25.25
Family & Consumer Science Occupational	7	7	1		1	2	17.5
Skilled & Technical Sciences Education	15	4			1		20.5
Early Childhood Education Areas	9	7	2		4	1	35.00
Early Childhood Ed - PK-Grade 3	4	2			3	1	12
Early Childhood Inclusive - Birth-Gr. 3	2	3	1				5
Special Ed Early Childhood Ed - Birth-K	3	1	1		1		17
Special Ed Early Intervention - Birth-PK		1					1
Elementary Education	23	6	3	12	6	6	93.50
ESL/ELL	4	4			1	1	18.10
Health and/or Physical Education	4	2		7	3		24.50
Language Arts	27	8	3	4	3	2	74.00
English Language Arts	22	8	3	4	2	2	64
Reading & Writing	2				1		7
Secondary English	2						2
Speech/Theatre	1						1
Mathematics	15	6		1	2	1	64.80
Middle Level - Include under content area				2			3.00
Music Instrumental/Vocal	14	3		1	3	1	24.75
Other	10	1	2		2		17.10
School Counselor	6	3					29.75
School Library	6	8			1		13.00
School Psychologist	5			1	1		20.70
Science	15	2	1	2	2	1	46.50
Biology	1	1		1	1		5
Chemistry	1						0.5
Earth and Space	1			1			1.5
Physics	1						1
Science	11	1	1		1	1	38.5
Social Studies/Science	4	1	2	1	1	1	15.00
Special Education	57	6	3	6	5	5	208.60
Behavior Intervention	5	1		1		1	9
Deaf or Hard of Hearing	2				1		2
Functional Academic Skills	7			1	2		22
Inclusion and Collaboration	5	2				1	8
Secondary Transition	1					1	2
Special Education Generalist	36	3	3	4	2	2	164.6
Visual Impairment	1						1
Speech Language Pathology	8				2	1	54.80
World Language	19	1	1		3	1	22.00
Other	3				1		3
Spanish	16	1	1		2	1	19
Total	278	76	19	40	44	25	869.35
	482	58%	16%	4%	8%	9%	5%

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 9c. System Reasons for Unfilled Positions by Endorsement Area

Endorsement Area	System Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art						1	0.33
Career Education Areas	1			1			2.00
BMIT	1			1			2
Elementary Education	7	3	1		1	1	16.00
Health and/or Physical Education		3		1		2	5.00
Language Arts	1	1					0.50
English Language Arts	1	1					0.5
Mathematics	1	1				1	2.00
Middle Level - Include under content area	1						1.00
Music Instrumental/Vocal	2	1	1			1	2.50
School Library	1						0.50
Science	1	2					3.00
Social Studies/Science	1						1.00
Special Education	1						1.00
Special Education Generalist	1						1
World Language	3	1			1		4.00
Spanish	3	1			1		4
Total	20	12	2	2	2	6	38.83
44	45%	27%	5%	5%	5%	14%	

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 10 Solutions for Unfilled Positions by Endorsement Area

Table 10a. District/System Solutions for Unfilled Positions by Endorsement Area

- | | | | |
|---|--|----|--|
| 1 | Hired a person who holds a provisional endorsement in the content area | 7 | Used existing staff appropriately endorsed in the content area |
| 2 | Hired a person who holds a provisional permit | 8 | Used existing staff NOT appropriately endorsed in the content area |
| 3 | Hired a person who holds a transitional permit | 9 | Used substitute teachers |
| 4 | Hired a person who holds a career education teaching permit | 10 | Position was not filled |
| 5 | Hired a person NOT appropriately endorsed in the content area | 11 | Other |
| 6 | Used distance education or a collaborative arrangement | | |

Endorsement Area	District/Systems Solutions										
	1	2	3	4	5	6	7	8	9	10	11
Art	1		1		5		1	1	1	2	2
Bilingual						1					
Career Education Areas	4	7	18	5	11	4	2	2	2	13	3
Agricultural Education		1	4		2	2	1			2	1
BMIT	1	1	11	1	1	2		1	1	4	1
Family & Consumer Science Occupational	2	2	3		4			1	1	3	1
Skilled & Technical Sciences Education	1	3		4	4		1			4	
Early Childhood Education Areas	5	2			4		3		4	2	
Early Childhood Ed - PK-Grade 3	2	1			2		2		2	1	
Early Childhood Inclusive - Birth-Gr. 3	2								2	1	
Special Ed Early Childhood Ed - Birth-K	1	1			1		1				
Special Ed Early Intervention - Birth-PK					1						
Elementary Education	5	20	1		7		6	1	10	15	3
ESL/ELL		1	2		2		1			2	3
Health and/or Physical Education	1	2	4		4		1	1	3	2	4
Language Arts	3	4	8		5		4	5	6	9	1
English Language Arts	3	4	8		4		3	5	5	7	1
Reading & Writing					1		1				
Secondary English										2	
Speech/Theatre									1		
Mathematics	2	3	4		8		3	2	3	8	1
Middle Level - Include under content area		1			1			1	1		
Music Instrumental/Vocal	3	1	1		3		5	1	3	3	1
Other	3	1	2	1	1		3			4	1
School Counselor	3	1	2		2	1		2		1	
School Library	3				5		1	3			
School Psychologist	2	1	1		1		1			4	
Science	1	3	3	1	3	1	4		4	6	3
Biology		1	1							2	
Chemistry						1					
Earth and Space		1							1		
Physics										1	
Science	1	1	2	1	3		4		3	3	3
Social Studies/Science	2	2			2		2	1	1	2	
Special Education	6	11	2		4	2	9		6	44	6
Behavior Intervention	1	1								7	
Deaf or Hard of Hearing							1			1	
Functional Academic Skills		1	1				2		1	4	
Inclusion and Collaboration	1				1		1			4	1
Secondary Transition	1									1	
Special Education Generalist	3	9	1		3	2	5		5	26	5
Visual Impairment										1	
Speech Language Pathology	1					2	1			6	2
World Language	1	4	4		2	8			1	5	1
Other										2	1
Spanish	1	4	4		2	8			1	3	
Total	46	64	53	7	70	19	47	20	45	128	31
530	9%	12%	10%	1%	13%	4%	9%	4%	8%	24%	6%

Table 10b. District Solutions for Unfilled Positions by Endorsement Area

- | | | | |
|---|--|----|--|
| 1 | Hired a person who holds a provisional endorsement in the content area | 7 | Used existing staff appropriately endorsed in the content area |
| 2 | Hired a person who holds a provisional permit | 8 | Used existing staff NOT appropriately endorsed in the content area |
| 3 | Hired a person who holds a transitional permit | 9 | Used substitute teachers |
| 4 | Hired a person who holds a career education teaching permit | 10 | Position was not filled |
| 5 | Hired a person NOT appropriately endorsed in the content area | 11 | Other |
| 6 | Used distance education or a collaborative arrangement | | |

Endorsement Area		District Solution										
		1	2	3	4	5	6	7	8	9	10	11
Art		1		1		5		1	1	1	1	2
Bilingual							1					
Career Education Areas		4	7	17	5	11	3	2	1	2	13	3
	Agricultural Education		1	4		2	2	1			2	1
	BMIT	1	1	10	1	1	1			1	4	1
	Family & Consumer Science Occupational	2	2	3		4			1	1	3	1
	Skilled & Technical Sciences Education	1	3		4	4		1			4	
Early Childhood Education Areas		5	2			4		3		4	2	
	Early Childhood Ed - PK-Grade 3	2	1			2		2		2	1	
	Early Childhood Inclusive - Birth-Gr. 3	2								2	1	
	Special Ed Early Childhood Ed - Birth-K	1	1			1		1				
	Special Ed Early Intervention - Birth-PK					1						
Elementary Education		5	20	1		4		2	1	6	12	3
ESL/ELL			1	2		2		1			2	3
Health and/or Physical Education		1	1	4		4		1		1	2	2
Language Arts		3	4	8		5		4	5	5	9	1
	English Language Arts	3	4	8		4		3	5	4	7	1
	Reading & Writing					1		1				
	Secondary English										2	
	Speech/Theatre									1		
Mathematics		2	3	4		7		3	2	2	8	1
Middle Level - Include under content area			1						1	1		
Music Instrumental/Vocal		2		1		3		5	1	2	3	1
Other		3	1	2	1	1		3			4	1
School Counselor		3	1	2		2	1		2		1	
School Library		3				5		1	2			
School Psychologist		2	1	1		1		1			4	
Science		1	3	2		2	1	4		4	6	3
	Biology		1	1							2	
	Chemistry						1					
	Earth and Space		1							1		
	Physics										1	
	Science	1	1	1		2		4		3	3	3
Social Studies/Science		2	2			2		1	1	1	2	
Special Education		6	11	2		4	2	8		6	44	6
	Behavior Intervention	1	1								7	
	Deaf or Hard of Hearing							1			1	
	Functional Academic Skills		1	1				2		1	4	
	Inclusion and Collaboration	1				1		1			4	1
	Secondary Transition	1									1	
	Special Education Generalist	3	9	1		3	2	4		5	26	5
	Visual Impairment										1	
Speech Language Pathology		1					2	1			6	2
World Language		1	3	2		2	7			1	5	1
	Other										2	1
	Spanish	1	3	2		2	7			1	3	
Total		45	61	49	6	64	17	41	17	36	124	29
		9%	12%	10%	1%	13%	3%	8%	3%	7%	25%	6%

Table 10c. System Solutions for Unfilled Positions by Endorsement Area

- | | | | |
|---|--|----|--|
| 1 | Hired a person who holds a provisional endorsement in the content area | 7 | Used existing staff appropriately endorsed in the content area |
| 2 | Hired a person who holds a provisional permit | 8 | Used existing staff NOT appropriately endorsed in the content area |
| 3 | Hired a person who holds a transitional permit | 9 | Used substitute teachers |
| 4 | Hired a person who holds a career education teaching permit | 10 | Position was not filled |
| 5 | Hired a person NOT appropriately endorsed in the content area | 11 | Other |
| 6 | Used distance education or a collaborative arrangement | | |

Endorsement Area	System Solution										
	1	2	3	4	5	6	7	8	9	10	11
Art										1	
Career Education Areas			1			1		1			
BMIT			1			1		1			
Elementary Education					3		4		4	3	
Health and/or Physical Education		1						1	2		2
Language Arts									1		
English Language Arts									1		
Mathematics					1				1		
Middle Level - Include under content area					1						
Music Instrumental/Vocal	1	1							1		
School Library								1			
Science			1	1	1						
Social Studies/Social Science							1				
Special Education							1				
Special Education Generalist							1				
World Language		1	2			1					
Spanish		1	2			1					
Total	1	3	4	1	6	2	6	3	9	4	2
41	2%	7%	10%	2%	15%	5%	15%	7%	22%	10%	5%

Table 11 Shortage Areas for 2024-2025

The Nebraska Department of Education will propose the shortage areas below to the US Department of Education in 2023 as shortage areas for federal loan forgiveness in 2024-2025. The Nebraska Excellence in Teaching Act will use these as shortage areas for 2024-2025 applications.

Endorsement Area	Total Unfilled** FTE	Percentage Unfilled** FTE to Total Teaching FTE in NE
Art	30.33	0.11%
Bilingual	1.00	0.00%
Career Education Areas	75.25	0.27%
Early Childhood Education Areas	35.00	0.13%
Elementary Education	109.50	0.40%
ESL/ELL*	18.10	0.07%
Health and/or Physical Education	29.50	0.11%
Language Arts	74.50	0.27%
Mathematics	66.80	0.24%
Music Instrumental/Vocal	27.25	0.10%
School Counselor	29.75	0.11%
School Library	13.50	0.05%
School Psychologist	20.70	0.07%
Science	49.50	0.18%
Social Studies/Social Science	16.00	0.06%
Special Education	209.60	0.76%
Speech Language Pathology	54.80	0.20%
World Language	26.00	0.09%
Total	887.08	3.22%

With 27,688.2 FTE available in Nebraska schools, 887.08 Unfilled ** FTE represents 3.20% of the total (excluding Other and Middle Level – include under content area). The 361.78 Vacant*** FTE represents 1.31% of the total.

**Unfilled refers to FTE that was filled by someone other than a fully qualified teacher or was left vacant.

***Vacant refers to a position that was not filled at all.

*ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

2023-24 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2023-24 Teacher Vacancy Survey in the fall of 2023. All public-school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public-school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 436 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 175 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill positions;
- The endorsement areas of the positions that were unfilled**;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate was average (71.10%) with 310 completing the survey. The district rate (public/ESU) was 239 of 261 responding for a 91% response rate, while the system rate (nonpublic) was 71 of 175 responding for a 40% response rate. There was a decrease in participation by public districts, ESUs, and nonpublic systems this year. The endorsement areas with the largest number of unfilled positions were:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	209.60	23.63%	76.1	Art	30.33	3.42%	13.33
Elementary Education	109.50	12.34%	61.0	School Counselor	29.75	3.35%	1.0
Career Education Areas	75.25	8.48%	21.0	Health/Physical Education	29.50	3.33%	11.5
Language Arts	74.50	8.40%	35.0	Music Instrumental/Vocal	27.25	3.07%	2.25
Mathematics	66.80	7.53%	47.6	World Language	26.00	2.93%	4.5
Speech Language Pathology	54.80	6.18%	15.8	School Psychologist	20.70	2.33%	17.2
Science	49.50	5.58%	29.0	ESL/ELL	18.10	2.04%	10.5
Early Childhood Education	35.00	3.95%	2.0	Social Studies/Social Science	16.00	1.80%	9.0

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 908.18 positions as unfilled with fully qualified personnel, and 361.78 left vacant for 2023-24. Of those 908.18 positions, 168.78 positions (20%) were in districts/systems with less than 500 students.

There were 176 districts/systems (56.77% of the returned surveys) with unfilled positions at the beginning of the 2023-24 school year.

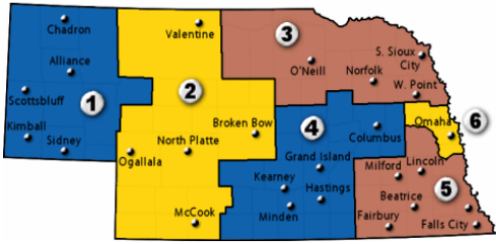
For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher **or** a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 209.60 unfilled positions, 133.5 have teachers and 76.1 were left vacant.

2023-2024 Teacher Vacancy Survey Report Summary Continued



- 1 – Western
- 2 – West Central
- 3 – Northeast
- 4 – Central
- 5 – Southeast
- 6 – Metro

Region	Districts/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No. of Districts/Systems	%	No. of Unfilled	%	No. Vacant	% Unfilled left Vacant for Region
Central	48	27.27%	100.50	11.07%	34.75	34.58%
Metro	23	13.07%	407.83	44.91%	143.83	35.27%
Northeast	36	20.45%	110.70	12.19%	61.00	55.10%
Southeast	31	17.61%	204.65	22.53%	95.20	46.52%
West Central	20	11.36%	42.00	4.62%	10.00	23.81%
Western	18	10.23%	42.50	4.68%	17.00	40.00%
Total	176	100.00%	908.18	100.00%	361.78	39.84%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. Of the 176 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (57%) and “No fully qualified applicants based on endorsement area” (17%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled** positions. The most frequently reported solutions for unfilled positions include: “Position was not filled” (24%); “Hired a person NOT appropriately endorsed in the content area” (13%); “Hired a person who holds a provisional permit” (12%); and “Hired a person who holds a transitional permit” (10%). For further information, see Tables 10a-c in the full report.

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech-Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Find the full report at <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>. Tables included in the Report Summary combine public and nonpublic system responses. The full report provides an analysis of public and nonpublic in separate tables as well.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 209.60 unfilled positions, 133.5 have teachers and 76.1 were left vacant.

INTERLOCAL COOPERATION ACT AGREEMENT

This Interlocal Cooperation Act Agreement is made and entered into on this ____ day of _____, 2023, by and between the Gage County, Nebraska, a political subdivision, hereinafter referred to as "County" and Freeman School District, Wymore Southern School District and Diller/Odell School District of Gage County, Nebraska, hereinafter referred to as "Schools".

WHEREAS, the Interlocal Cooperation Act, at Neb. Rev. Stat. 13-801 et. Seq., provides that two (2) or more public entities may enter into an agreement for joint or cooperative action, and the Agreement is made and entered into pursuant to the provisions of that act; and

WHEREAS, the County and Schools each have the power and authority to provide personnel for the protection of students and Schools property and for the education and counseling of students on problems ranging from domestic abuse to substance abuse; and

WHEREAS, the County and Schools desire to jointly exercise such power and authority by agreeing to share a school resource deputy for Freeman Public Schools, Wymore Southern Public Schools and Diller/Odell Public School for a period of one and a half (1½) years, beginning on January 1, 2024 and terminating on May 31, 2025; and

WHEREAS, the goal of this partnership is to bridge the gap between law enforcement and youth through increased positive contacts, and to reduce juvenile crime with counseling, teaching and showing interest in students.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

1. FUNDING.

A. County agrees to be responsible for all costs associated with the employment by County of one (1) full-time school resource deputy position for a period of one and a half (1½) years beginning on January 1, 2024 and terminating on May 31, 2025. The School Resource Deputy shall try to divide his/her time as equitably as possible between Wymore Southern, Freeman School and Diller/Odell School as it pertains to schools located in Gage County, Nebraska.

The parties hereto stipulate and agree that a cost sharing arrangement between the parties shall be negotiated and agreed upon following the initial term of this Agreement.

B. The County shall be responsible for equipment needed by the SRD to include patrol car, computer with access to police records and internet, and full duty gear as worn by a Gage County Deputy Sheriff.

C. Training is paramount to the success of the SRD program and funding for ongoing training is needed. The County will pay for the annual conference, including the legal

update, and membership in NASRD (National Association of Schools Resource Officers).

2. NO SEPARATE LEGAL ENTITY. No separate legal or joint entity shall be created by this agreement.

3. PURPOSE. The purpose of this Agreement is for the County to assign one (1) Deputy Sheriff to the Schools for use as a School Resource Deputy (“SRD”).

4. TERM. This Agreement shall have a term of one and a half (1½) years and shall be effective as of January 1, 2024 and end on or about May 31, 2025. Following the one and a half (1½) year term, this Agreement shall automatically renew for a one (1) year term, unless written notice is provided by either the Schools or the County no later than six (6) months prior to the expiration of the then current term.

5. ADMINISTRATOR. The Gage County Sheriff shall be designated as the administrator responsible for administering the cooperative undertaking set forth in this Agreement.

6. MANNER OF ACQUIRING, HOLDING AND DISPOSING OF REAL AND PERSONAL PROPERTY. Neither the Schools, nor the County, shall have the authority to acquire, hold, or dispose of real property under this Agreement. Any personal property acquired pursuant to this Agreement shall be acquired and held by the Gage County Sheriff deputies, unless otherwise agreed upon. The property may be disposed of by the Administrator with the agreement of both the Schools and the County.

7. EMPLOYMENT OF SCHOOLS RESOURCE DEPUTIES.

- A. The SRD shall be an employee of the Gage County Sheriff’s Office and shall be subject to the administration, supervision, and control of the County Sheriff.
- B. The SRD shall be subject to all personnel policies and practices of the County except as such policies or practices may be modified by the terms and conditions of this Agreement.
- C. The County, in its sole discretion, shall have the power and authority to hire, discharge, and discipline SRDs.
- D. If the Schools feels that an SRD is ineffective or is dissatisfied with a situation involving the SRD, the Schools shall provide that information to the district’s superintendent who will contact the Gage County Sheriff to resolve the conflict. All discipline of the SRD shall be at the discretion of the County in accordance with County policies and labor contracts. The SRD will not be a disciplinarian.

8. ACCESS TO EDUCATION RECORDS.

- A. Schools officials shall allow SRDs to inspect and copy any public records maintained by the Schools to the extent allowed by law.
- B. If some information in a student's record is needed in an emergency to protect the health or safety of the student or other individuals, Schools officials shall disclose to the SRD that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.

9. INFORMATION SHARING AND CONFIDENTIALITY. The County and the Schools by signing this agreement agree to keep any information given to them from the other confidential, unless required by law, or the courts to disclose such information, but shall have the ability to share otherwise confidential information with each other to assist with the goal of a safe and positive learning environment for all in the Schools District and community.

10. LOCATION AND OFFICE.

- A. The primary assignments of the SRD shall be the Freeman Public Schools, Wymore Southern Public Schools and Diller/Odell Public Schools, but will work to build relations at all grade levels and across the district with all staff.
- B. The SRD will be stationed at Freeman Public Schools, Wymore Southern Public Schools and Diller/Odell Public School and it shall be the responsibility of the respective schools to provide a private office space, with access to a phone and internet connection for the SRD.

11. COMPLIANCE WITH STATE LAW GOVERNING SRDs.

- A. On or before January 1, 2024, the County and the Schools shall adopt and have in effect the model Memorandum of Understanding ("MOU") developed and distributed by the State Department of Education, or a substantially similar written MOU that includes the policies required by Nebraska State Law governing the use of SRDs, as may be amended.
- B. The Schools shall, within three (3) months of the adoption of such MOU, provide a copy to the State Department of Education or publicly post such MOU on the Schools's website.
- C. Should any changes be made to the MOU between the Schools and the County, the Schools shall provide the State Department of Education with a copy of the updated MOU, on the Schools's website.

D. Should any changes be made to the MOU between the Schools and the County, the Schools shall provide the State Department of Education with a copy of the updated MOU, or publicly post such MOU on the Schools's website on or before January 1st of the year following the updates.

12. SUPERCEDE PREVIOUS AGREEMENTS. This Agreement shall supersede any and all existing agreements between the County and Schools related to the provision of SRDs to Freeman School, Wymore Southern School and Diller/Odell School.

13. AMENDMENT OF AGREEMENT. This Agreement may only be amended by the consent of the County and Schools. The amendment must be in writing and signed by both parties.

14. GOVERNING LAW. This Agreement shall be construed in accordance with and governed by the laws of the State of Nebraska.

15. COUNTERPARTS. This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which together shall be and constitute one and the same instrument.

Attest:

FREEMAN PUBLIC SCHOOL DISTRICT

By: _____
Andrew Havelka, Superintendent

Attest:

WYMORE SCHOOL DISTRICT

By: _____
Christopher Proski, Superintendent

Attest:

DILLER/ODELL SCHOOL DISTRICT

By: _____
Mike Meyerle, Superintendent

Attest:

By: _____

Millard W. Gustafson
Gage County Sheriff

Attest:

GAGE COUNTY, NEBRASKA
A Political Subdivision

Dawn Hill, County Clerk

By: _____

Erich Tiemann, President
Gage County Board of Supervisors

SHARED/County Board/Interlocal Cooperation Act Agreement

3053 Nondiscrimination

The School District does not discriminate on the basis of prohibited factors in employment and educational programs/activities. The School District affirmatively strives to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40

The Equal Pay Act of 1963 as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions

The Uniformed Services Employment and Reemployment Rights Act (USERRA) - provides job protections and reemployment rights to military reservists and National Guard members called to active duty

The Boy Scouts of America Equal Access Act which prohibits discrimination against groups that wish to access district facilities

The Nebraska Fair Employment Practice Act (FEPA) – prohibits employment discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), disability, marital status, and retaliation

Nebraska Age Discrimination in Employment Act (Age Act) – prohibits employment discrimination on the basis of age for those individuals who are over 40 years of age

The Equal Pay Act of Nebraska – prohibits discriminatory wage practices based on sex

The Nebraska Equal Opportunity in Education Act – prohibits discrimination on the basis of sex (including pregnancy) by any educational institution

Veterans Preference Law (NEB. REV. STAT §§ 48-225 to 48-231) - stipulates categorical preferences for employment for military veterans and for the spouses of disabled veterans

Additional School Board policies prohibit harassment and/or discrimination against students, employees, or patrons on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, age, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.

Inquiries regarding compliance with any of the laws referred to in this policy may be directed to the superintendent or to the district's Title IX and/or Section 504/ADA Coordinator.

Adopted on: 10-8-2018

Revised on: 6-10-2019

Reviewed on: _____

3057 Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. **Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it

effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

- 2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
 - 2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - 2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent
- 2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—
 - 2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 2.6.4.2.1. The length of the relationship.
 - 2.6.4.2.2. The type of relationship.
 - 2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.
- 2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—
 - 2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. Discrimination Not Involving Sexual Harassment.

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be

subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. Specific Prohibitions. Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

4. Response to Sexual Harassment

4.1. Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the

District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. General Response to Sexual Harassment. When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. Emergency Removal. Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. Administrative Leave. Nothing in this policy precludes the district from placing a non-student employee respondent on

administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. General Response Not Conditioned on Formal Complaint.

With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. Grievance Process for Formal Complaints of Sexual Harassment.

5.1. General Requirements.

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive

training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection **Error! Reference source not found.**

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative

interviews, or other meetings, with sufficient time for the party to prepare to participate;

- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Determination Regarding Responsibility**

- 5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone

other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.6.3.3. Findings of fact supporting the determination;

5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the

district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.7.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.7.2.1. Procedural irregularity that affected the outcome of the matter;

5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the

individual complainant or respondent that affected the outcome of the matter.

5.7.3. As to all appeals, the district will:

5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.7.3.6. Provide the written decision simultaneously to both parties.

5.8. Informal Resolution. The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.8.1. Provides to the parties a written notice disclosing:

5.8.1.1. The allegations;

- 5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- 5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
- 5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.9. **Recordkeeping.**

- 5.9.1. The district will maintain for a period of seven years records of:
 - 5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
 - 5.9.1.2. Any appeal and the result therefrom;
 - 5.9.1.3. Any informal resolution and the result therefrom; and
 - 5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not

maintain a website then the district will make these materials available upon request for inspection by members of the public.

- 5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical

education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R.

part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. Specific Circumstances.

- 10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.
- 10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. Notification of Policy. The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. Publication of Policy. The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title,

office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

Adopted on: 8-10-2020

Revised on: 6-13-2022

Reviewed on: _____

2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one where public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a

project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 7-9-2018
Revised on: 6-8-2020
Reviewed on: 2-10-2020

3002 Deposits

The board of education shall designate the depository or depositories for all school funds. All funds received by the district shall be deposited promptly in the proper account of each such depository. All funds shall be insured by the Federal Deposit Insurance Corporation or a surety bond approved by the board on securities of the United States government pledged by joint custody receipt.

Funds collected by district representatives shall be receipted, accounted for, and directed without delay to the proper depository. Funds exceeding \$5,000 shall not be left overnight in school buildings, except in safes provided for the safekeeping of valuables.

Adopted on: 8-13-2018

Revised on: _____

Reviewed on: _____

2014
Relationship with District Legal Counsel

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

Adopted on: 7-9-2018
Revised on: 6-10-2019
Reviewed on: 2-10-2020

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be published in a newspaper of general circulation within the district and, if available, on the newspaper's website. Newspapers of general circulation in the district include, but are not necessarily limited to, the Fairbury Journal-News, Lincoln Journal Star, or the Omaha World-Herald. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: 7-9-2018
Revised on: 6-13-2022
Reviewed on: 1-10-2022

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Adopted on: 7-9-2018
Revised on: 6-13-2022
Reviewed on: 1-10-2022

2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one where public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a

project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 7-9-2018
Revised on: 6-8-2020
Reviewed on: 2-10-2020

Aaron	Betsy	Betsy	Dana	Aaron	Angela
Dana	David	David	David	Angela	Dana
David	Jim	Jim	Jim	David	David
American Civics	Buildings & Grounds	Finance	Negotiations	Policy	Transportation
2023	2023	2023	2023	2023	2023
Dana	Betsy	Betsy	Dana	David	Dana
David	David	David	David	Debra	David
Jared	Jared	Jeff	Debra	Jared	Jeff

2005 Conflict of Interest

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:
 - a. Business with which a board member is associated shall include the following:
 - (1) A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
 - (2) A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the board member or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.
 - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
 - c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.
2. Contracts with the School District.
 - a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in

any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with the board's policy on the employment of board members.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her parent, spouse, or child has a business association with the business involved in the contract or will receive a payment, fee, or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
 - (1) Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
 - (2) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
 - (3) Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
 - (1) All district employees.
 - (2) All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

- a. A board member may recommend for employment or supervise the employment of an immediate family member if:
 - (1) The board member does not abuse his or her position.
 - (2) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
 - (3) The board makes a reasonable solicitation and consideration of applications for employment.
 - (4) The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
 - (5) The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

(1) a public official, public employee, or candidate.

(2) a member of the immediate family of an individual listed in Subparagraph 'a' above.

(3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.

b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.

c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.

d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

6. Conflict of Interest Relating to Campaigning or Political Issues

a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or

election of a candidate or the qualification, passage, or defeat of a ballot question.

- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - (1) The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
 - (2) Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (1) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
 - (2) Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and
 - (3) Abstain from participating or voting on the matter in which he or she has a conflict of interest.
- b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

- a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:
 - (1) The names of the contracting parties.
 - (2) The nature of the interest of the board member in question.
 - (3) The date that the contract was approved.
 - (4) The amount of the contract.
 - (5) The basic terms of the contract.
- b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: 7-9-2018
Revised on: 6-14-2021
Reviewed on: 1-10-2022

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX."

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

- c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.

- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant

to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

- d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: 7-9-2018
Revised on: 8-10-2020
Reviewed on: 1-10-2022

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: 7-9-2018

Revised on: _____

Reviewed on: 1-10-2022