



NEBRASKA DEPARTMENT OF EDUCATION  
DATA, RESEARCH, & EVALUATION

# ADVISER Data Elements

2023-2024

VERSION 8.0  
JULY 10, 2023



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## 1 GENERAL INFORMATION AND SCOPE

The ADVISER Data Elements document is intended to provide guidance to Nebraska Public and Special Purpose Schools on the submission of data from their local Student Information System (SIS) to the ADVISER Operational Data Store (ODS) in order to fulfill ADVISER Dashboard, CRDC, and Nebraska Department of Education (NDE) State Reporting requirements.

Because each SIS is unique, this document is not intended to inform districts as to the proper use of their local SIS for these purposes. Rather, the intent is to guide districts in selecting from the choices in their local SIS to submit accurate data for ADVISER Dashboard and the NDE State Reporting purposes.

Please refer to the “Who Reports What” guidance on the ADVISER Resources page of the NDE website <https://www.education.ne.gov/dataservices/adviser-resources/> for additional information on student-related data reporting requirements of various agency types.

### ELEMENT NOTATION

Each element is listed in the following formation:

NAME OF ELEMENT

or

GROUP: NAME OF ELEMENT (NICKNAME)

Use: 

X	Dashboard	X	State Reporting	X	CRDC
---	-----------	---	-----------------	---	------

Resource: /DomainEntityOrAssociation/Field

Definition: Definition of Element

Other information may include applicable valid value sets and data reporting and use guidelines.

*Resource information is provided mostly for Student Information System vendor reference. See [Appendix C](#) for further details.*

Use Flags

- Dashboard – this element is utilized in the ADVISER dashboard. If only Dashboard is indicated in the Use table, the data element is optional, although failure to report the element to the Operational Data Store may affect dashboard data, display, and metrics.
- State Reporting – this element is required, if applicable, in order to meet State Reporting requirements.
- CRDC – this element is used for federal CRDC reporting. If only CRDC is indicated in the Use table, the data element is optional.

## 2 DISTRICT, SCHOOL, AND CALENDAR

### CALENDAR CODE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */Calendar/CalendarCode*

Definition: An identifier for a calendar (e.g. Elementary, Twelfth Grade, Special Student, etc.)

### CALENDAR DATE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */CalendarDate/Date*

Definition: The month, day and year of a Calendar Event

### CALENDAR EVENT

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */CalendarDate/CalendarEvents/CalendarEventDescriptor*

Definition: The type of scheduled or unscheduled event(s) for all or part of the day

CODE	DESCRIPTION
01	Instructional day
02	Teacher only day
03	Holiday
04	Make-up day
05	Weather day
06	Student late arrival/early dismissal
07	Emergency day
08	Strike
09	Other

### CLASS PERIOD NAME

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
-------------------------------------	-----------	--------------------------	-----------------	--------------------------	------

Resource: */ClassPeriod/ClassPeriodName*

Definition: An indication of the portion of a typical daily session in which students receive instruction in a specified subject (e.g., morning, sixth period, block period or AB schedules)

## CLASSROOM IDENTIFICATION CODE

Use: 

<input type="checkbox"/>	Dashboard
--------------------------	-----------

<input type="checkbox"/>	State Reporting
--------------------------	-----------------

<input type="checkbox"/>	CRDC
--------------------------	------

Resource: */Location/ClassroomIdentificationCode*

Definition: A unique number or alphanumeric code assigned to a room by a school, school system, state, or other agency or entity

\*NOTE: This field is not displayed on the dashboard or used for state reporting but is a key field in the Ed-Fi ODS data model and is required in order to submit course sections.

## GRADING PERIOD

Use: 

<input checked="" type="checkbox"/>	Dashboard
-------------------------------------	-----------

<input checked="" type="checkbox"/>	State Reporting
-------------------------------------	-----------------

<input type="checkbox"/>	CRDC
--------------------------	------

Resource: */GradingPeriod/GradingPeriodDescriptor*

Definition: The name of the time period for which a set of grades are reported

CODE	DESCRIPTION
01	End of Year
04	First Semester
11	Second Semester
16	Summer Semester
07	First Trimester
14	Second Trimester
20	Third Trimester
03	First Nine Weeks
10	Second Nine Weeks
17	Third Nine Weeks
08	Fourth Nine Weeks
05	First Six Weeks
12	Second Six Weeks
18	Third Six Weeks
09	Fourth Six Weeks
02	Fifth Six Weeks
15	Sixth Six Weeks
21	First Four Weeks
22	Second Four Weeks
23	Third Four Weeks
24	Fourth Four Weeks

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
25	Fifth Four Weeks
26	Sixth Four Weeks
27	Seventh Four Weeks
28	Eighth Four Weeks
06	First Summer Session
13	Second Summer Session
19	Third Summer Session

### INSTRUCTIONAL DURATION

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */CalendarDate/\_ext/Ne/InstructionalDuration*

Definition: The portion of the day during which instruction occurred. Only one Instructional Duration is submitted per day per calendar, and will be used by the NDE to determine the total number of Days in Session for the calendar. Any amount provided in the Instructional Duration will be assumed to count as in-session time, regardless of the associated Calendar Event field. It is up to the District to decide if a shortened or partial day is reported as a full or part day for instructional purposes. Event Duration data should then be prorated accordingly. See Event Duration for examples.

Example: January 10 is initially an Instructional Day with an Instructional Duration of "1.0". Due to snow, the district decides to close early, adds a Calendar Event code of Weather Day, and updates the date's Instructional Duration to "0.5".

### PERIOD SEQUENCE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */GradingPeriod/PeriodSequence*

Definition: The sequential order of this period relative to other periods, this element may be supplied by the SIS vendor and not required to be entered by district.

### TERM

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */Session/TermDescriptor*

Definition: The description for when a course is held and a credit is given.

CODE	DESCRIPTION
Year Round	Year Round
Fall Semester	Fall Semester
Spring Semester	Spring Semester
Summer Semester	Summer Semester

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
First Trimester	First Trimester
Second Trimester	Second Trimester
Third Trimester	Third Trimester
First Quarter	First Quarter
Second Quarter	Second Quarter
Third Quarter	Third Quarter
Fourth Quarter	Fourth Quarter
First Hexter	First Hexter
Second Hexter	Second Hexter
Third Hexter	Third Hexter
Fourth Hexter	Fourth Hexter
Fifth Hexter	Fifth Hexter
Sixth Hexter	Sixth Hexter
First Four Weeks	First Four Weeks
Second Four Weeks	Second Four Weeks
Third Four Weeks	Third Four Weeks
Fourth Four Weeks	Fourth Four Weeks
Fifth Four Weeks	Fifth Four Weeks
Sixth Four Weeks	Sixth Four Weeks
Seventh Four Weeks	Seventh Four Weeks
Eighth Four Weeks	Eighth Four Weeks
MiniTerm	MiniTerm
Other	Other

### 3 STAFF

Staff data reported by districts in the ADVISER Data System is limited to Staff-Course information, CRDC and data needed for Dashboard access. Information provided by the districts into ADVISER is primarily used for two purposes:

1. Associate staff members with their schools and with their courses and sections.
2. Provide staff members with the appropriate level of access within the ADVISER dashboard.

Staff fields provided by the NDE for comparison come from several sources: NSSRS Staff Reporting, NDE Staff ID, and TEACH Nebraska. Note: ADVISER only allows reporting for certificated staff whose certificates expire after the end of the school year, who are reported in staff reporting. In addition, any staff reported with an email address in the NDE Staff ID system are also included for ADVISER Dashboard access.

Accordingly, staff will continue to be reported to the NDE via the Staff Reporting System in the NDE Portal. Staff members that are added to the Staff Reporting System will be loaded into the ADVISER ODS by the following business day. Staff data reported in ADVISER will not be transferred to Staff Reporting.

#### CLASSROOM POSITION

Use: 

X	Dashboard	X	State Reporting		CRDC
---	-----------	---	-----------------	--	------

Resource: */StaffSectionAssociation/ClassroomPositionDescriptor*

Definition: The type of position the staff member holds in a specific class section

CODE	DESCRIPTION
01	Teacher of Record
02	Assistant Teacher
03	Support Teacher
04	Substitute Teacher

Only the Teacher of Record will be used for State Reporting purposes, only one Teacher of Record at a time per course section is allowed

#### ELECTRONIC MAIL ADDRESS

Use: 

X	Dashboard	X	State Reporting	X	CRDC
---	-----------	---	-----------------	---	------

Resource: */Staff/ElectronicMails/ElectronicMailAddress – provided by NDE*

Definition: The electronic mail (e-mail) address listed for an individual. For staff, this field is provided by the NDE using data from the Staff Reporting and/or NDE Staff ID systems. This field is also used to enable access to the ADVISER Dashboard system.

#### NAME: FIRST NAME

## ADVISER DATA ELEMENTS

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	-------------------------------------	------

Resource: */Staff/FirstName – provided by NDE*

Definition: A name given to an individual at birth, baptism, during another naming ceremony, or through legal change. For staff, this field is provided by the NDE using data from the Staff Reporting and/or NDE Staff ID systems.

### NAME: LAST SURNAME (LAST NAME)

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	-------------------------------------	------

Resource: */Staff/LastSurname – provided by NDE*

Definition: The name borne in common by members of a family. For staff, this field is provided by the NDE using data from the Staff Reporting and/or NDE Staff ID systems.

### NAME: MIDDLE NAME

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	-------------------------------------	------

Resource: */Staff/FirstName – provided by NDE*

Definition: A second name given to an individual at birth, baptism, during another naming ceremony, or through legal change. For staff, this field is provided by the NDE using data from the Staff Reporting and/or NDE Staff ID systems.

### NDE STAFF ID

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
-------------------------------------	-----------	-------------------------------------	-----------------	-------------------------------------	------

Resource: */Staff/StaffUniqueId – provided by NDE*

Definition: The unique ten-digit Nebraska Department of Education Staff Identifier assigned to a staff by the NDE Staff ID system

### POSITION TITLE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
-------------------------------------	-----------	--------------------------	-----------------	--------------------------	------

Resource: */StaffEducationOrganizationAssignmentAssociation/PositionTitle*

Definition: The type of position that a staff member holds at the school or district, it is recommended that this free-form field text matches the Staff Classification code description for simplicity.

### STAFF CLASSIFICATION

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
-------------------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationAssignmentAssociation/StaffClassificationDescriptor*

Definition: A code that represents the titles of employment, official status, or rank of education staff, the assigned Staff Classification is also used to determine a user's level of access within the ADVISER Dashboard.

CODE	DESCRIPTION	ACCESS LEVEL IN DASHBOARD
01	Counselor	No Access



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	ACCESS LEVEL IN DASHBOARD
02	Teacher	Teacher
03	Other	No Access
04	Assistant Superintendent	Superintendent
05	Superintendent	Superintendent
06	LEA Administrator	Superintendent
07	School Administrator	Principal
08	School Specialist	No Access
09	LEA Specialist	No Access
10	Substitute Teacher	No Access
11	School Leader	No Access
12	Instructional Coordinator	No Access
13	Librarians/Media Specialists	No Access
14	Support Services Staff	No Access
15	Operational Support	No Access
16	Instructional Aide	No Access
17	State Administrator	No Access
18	Principal	Principal
19	Assistant Principal	Principal
20	LEA System Administrator	Superintendent
Nurse	Nurse*	No Access
Psychologist	Psychologist*	No Access
Security Guard	Security Guard*	No Access
Social Worker	Social Worker*	No Access
Substitute Teacher More than 4 Continuous Weeks	Substitute Teacher More than 4 Continuous Weeks*	No Access
Sworn Law Enforcement Officer	Sworn Law Enforcement Officer*	No Access

\*These classifications are collected here for CRDC purposes only

## 4 STUDENT, PARENT, AND DEMOGRAPHICS

Individual Student data reported in the ADVISER data system is limited to the elements listed in this section. Fields provided by ADVISER Person ID include: Student First Name, Student Middle Name, Student Last Name, Student Suffix, Student Preferred First Name, Student Preferred Last Name and Student Date of Birth.

Accordingly, the above student data should be reported to the NDE via ADVISER Person ID in the NDE Portal. Student information added to ADVISER Person ID is loaded into the ADVISER ODS within minutes of a district sending their data. Student data reported in ADVISER will not be transferred to ADVISER Person ID at this time.

### ADDRESS: ADDRESS TYPE

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation/Addresses/AddressTypeDescriptor or /Parent/Addresses/AddressTypeDescriptor*

Definition: Within the schema for Address Type, there is a required field with possible values listed below. Not all options may be available for district use the SIS vendor determines availability.

CODE/DESCRIPTION
Billing
Doubled - Up (i.e., living with another family)
Father Address
Guardian Address
Home
Hotels/Motels
Mailing
Mother Address
Other
Physical
Shelter, Transitional Housing, Awaiting Foster
Shipping
Temporary
Unsheltered
Work

The NDE expects to see both Mailing and Physical addresses for students. So, if the student has multiple addresses, all should be reported, with at least one address being reported as Physical. If Mailing and Physical are the same, only one address needs to be submitted and should be submitted as Physical address. Address information includes the following data elements: Street Number Name, Apartment Room Suite Number, City, State Abbreviation and Postal Code. SIS vendors should be able to send all addresses they have for each student, using one (or more) of these values.

### ADDRESS: APARTMENT ROOM SUITE NUMBER

## ADVISER DATA ELEMENTS

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation/Addresses/ApartmentRoomSuiteNumber  
or /Parent/Addresses/ApartmentRoomSuiteNumber*

Definition: The apartment, room, or suite number of an address

### ADDRESS: CITY

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation /Addresses/City  
or /Parent/Addresses/City*

Definition: The name of the city in which an address is located

### ADDRESS: STATE ABBREVIATION

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation /Addresses/StateAbbreviationDescriptor  
or /Parent/Addresses/StateAbbreviationDescriptor*

Definition: The abbreviation for the state or outlying area in which an address is located

### ADDRESS: STREET NUMBER NAME

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation/Addresses/StreetNumberName  
or /Parent/Addresses/StreetNumberName*

Definition: The street number and street name of an address

### ADDRESS: POSTAL CODE

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation /Addresses/PostalCode  
or /Parent/Addresses/PostalCode*

Definition: The five or nine digit zip code or overseas postal code portion of an address

### ATTENDED PRESCHOOL

Use:	X	Dashboard		State Reporting		CRDC
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*Resource: /StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*  
Definition: An indication that the student attended preschool during his/her early childhood years

### BIRTH DATE

## ADVISER DATA ELEMENTS

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Student/BirthDate – provided by ADVISER Person ID*

Definition: The month, day, and year on which an individual was born

## CONTACT PRIORITY

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentParentAssociation/ContactPriority*

Definition: The numeric order of the preferred sequence or priority of contact for a parent or guardian

## CRISIS EVENT

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentEducationOrganizationAssociation/\_ext/Ne/StudentCrisisEvents/CrisisEventDescriptor*

Definition: A code, unique to each event that is used to identify a specific crisis, this field is used to link a crisis to a student who was displaced or otherwise affected by the event such as a student who missed class due to district closure or due to absences, as well as those whose education setting or course delivery methods changed due to shifting classroom/building locations or due to online learning from home. The NDE will determine when a crisis event receives a code and will inform SIS vendors when this field should be collected.

## DIGITAL ACCESS: BARRIER TO INTERNET ACCESS IN RESIDENCE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */StudentEducationOrganizationAssociation/StudentIndicators/Indicator*

Definition: An indication of the barrier to having internet access in the student's primary place of residence

### INDICATOR

Not Available

Not Affordable

Other

## DIGITAL ACCESS: INTERNET ACCESS IN RESIDENCE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */StudentEducationOrganizationAssociation/StudentIndicators/Indicator*

Definition: An indication of whether the student is able to access the internet in their primary place of residence

### INDICATOR

Yes

No

## DIGITAL ACCESS: INTERNET ACCESS TYPE IN RESIDENCE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: [/StudentEducationOrganizationAssociation/StudentIndicators/Indicator](#)

Definition: The primary type of internet service used in the student's primary place of residence

INDICATOR
Residential Broadband
Cellular Network
Hot Spot
Community Provided Wi-Fi
Satellite
Dial-Up
Other
None
Unknown

If more than one internet service type is available in the student's home, select the primary source of internet access used for doing schoolwork.

## DIGITAL ACCESS: INTERNET PERFORMANCE IN RESIDENCE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: [/StudentEducationOrganizationAssociation/StudentIndicators/Indicator](#)

Definition: An indication of whether the student can complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by poor internet performance in their primary place of residence

INDICATOR
Yes
Sometimes
No

If more than one internet service type is available in the student's home, report the performance of the same access type selected in Internet Access Type in Residence (that which is the primary source of internet access for doing schoolwork).

## DIGITAL ACCESS: PRIMARY LEARNING DEVICE ACCESS

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentEducationOrganizationAssociation/StudentIndicators/Indicator](#)

Definition: An indication whether the student's primary learning device away from school is shared or not shared with another individual

## ADVISER DATA ELEMENTS

### INDICATOR

Shared

Not Shared

Unknown

If more than one device is available to the student, the access type related to the device selected in Primary Learning Device Away from School should be selected.

### DIGITAL ACCESS: PRIMARY LEARNING DEVICE AWAY FROM SCHOOL

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */StudentEducationOrganizationAssociation/StudentIndicators/Indicator*

Definition: The type of device the student uses most often to complete learning activities away from school

### INDICATOR

Desktop Computer

Laptop Computer

Tablet

Chromebook

Smart Phone

None

Other

If more than one device is available to the student, the primary device used for school educational activities should be selected.

### DIGITAL ACCESS: PRIMARY LEARNING DEVICE PROVIDER

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-----------------	--------------------------	------

Resource: */StudentEducationOrganizationAssociation/StudentIndicators/Indicator*

Definition: The provider of the primary learning device

### INDICATOR

Personal

School

Other

If more than one device is available to the student, the provider related to the device selected in Primary Learning Device Away from School should be selected.

### DIRECTORY INFORMATION OPT OUT

## ADVISER DATA ELEMENTS

Use:	<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication that the parent (or student) has chosen to exercise their rights under FERPA to restrict the disclosure of directory information

## DISPLACED STUDENT

Use:	<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource:

*/StudentEducationOrganizationAssociation/\_ext/Ne/StudentCrisisEvents/DisplacedStudentIndicator*

Definition: Used in conjunction with Crisis Event, this indicates a student who was enrolled or eligible for enrollment has temporarily or permanently enrolled in another school or district because of a crisis-related disruption in educational services. The NDE will determine when a crisis event receives a code and will inform SIS vendors when this field should be collected.

Note: Homeless data collection rules remain even if a crisis event data collection has occurred. If a student moves to a temporary shelter, hotel, or doubles up please report the student as homeless per the existing method.

## ELECTRONIC MAIL: ELECTRONIC MAIL ADDRESS

Use:	STUDENT	<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
	PARENT	<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC

Resource: */StudentEducationOrganizationAssociation/ElectronicMails/ElectronicMailAddress*  
or */Parent/ElectronicMail/ElectronicMailAddress*

Definition: The electronic mail (e-mail) address listed for an individual, submission of this element is required for use in Special Education Post School Outcomes reporting. Post School Outcomes student reporting includes any student age 16 or older who exits school while being an active SPED student.

## ELECTRONIC MAIL: ELECTRONIC MAIL TYPE

Use:	STUDENT	<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
	PARENT	<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC

Resource: */StudentEducationOrganizationAssociation/ElectronicMails/ElectronicMailTypeDescriptor*  
or */Parent/ElectronicMail/ElectronicMailTypeDescriptor*

Definition: The type of email listed for an individual, submission of this element is required for use in Special Education Post School Outcomes reporting. Post School Outcomes student reporting includes any student age 16 or older who exits school while being an active SPED student.

### CODE/DESCRIPTION

Home/Personal

Organization

Work

## ADVISER DATA ELEMENTS

### CODE/DESCRIPTION

Other

Electronic Mail data elements include: Electronic Mail Address, Electronic Mail Type and Primary Email Address Indicator. The NDE utilizes this data for contacting a small subset of students for Special Education Post School Outcome reporting after they leave school. As such, a district email address for each student is not required. If the only email information available belongs to the parent that will be used for this purpose instead. As the NDE needs this information for such a small subset of students, the State Reporting required check box is not selected for these data elements.

### ELECTRONIC MAIL: PRIMARY EMAIL ADDRESS INDICATOR

Use:	STUDENT	X	Dashboard		State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

Resource: */StudentEducationOrganizationAssociation/ElectronicMails/PrimaryEmailAddressIndicator* or */Parent/ElectronicMail/PrimaryEmailAddressIndicator*

Definition: An indication that the electronic mail address should be used as the principal electronic mail address for an individual, required when Electronic Mail Address is provided

### EXPECTED GRADUATION YEAR (GRADUATION COHORT YEAR)

Use:	Dashboard	X	State Reporting		CRDC
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Resource: */StudentEducationOrganizationAssociation/CohortYears/SchoolYear*

Definition: This field should typically be reported as four years from the Fall the student entered ninth grade for the first time. All students who enroll in a district in grades 9, 10, 11, and 12 (including Foreign Exchange Students) must be assigned an Expected Graduation Year. Once a student's cohort year has been set through this field, any changes to the expected graduation year in subsequent school years will not affect the official cohort year. Students are expected to participate in the "11<sup>th</sup> grade" NSCAS statewide assessment one year before their assigned cohort year.

Example: If the student is a first time 9<sup>th</sup> grader in 2017-2018, the student's cohort is 2021 (2017 + 4). When the school year is 2020-2021 and it is determined the student will not graduate until 2022, if the district changes the Expected Graduation Year to 2022 the cohort year will remain 2021.

### EXPECTED GRADUATION YEAR: COHORT YEAR TYPE

Use:	Dashboard	X	State Reporting		CRDC
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Resource: */StudentEducationOrganizationAssociation/CohortYears/CohortYearTypeDescriptor*

Definition: The type of cohort year. For the Expected Graduation Year, the Cohort Year Type should be submitted as Ninth Grade in the first year the student's Expected Graduation Year has been identified and in each subsequent school year, regardless of the student's grade level. This field is sometimes supplied by the SIS vendor, in which case it would not need to be entered by the district.

### CODE/DESCRIPTION

Ninth Grade



## FOREIGN EXCHANGE STUDENT

Use:	<input type="checkbox"/> Dashboard	<input checked="" type="checkbox"/> State Reporting	<input type="checkbox"/> CRDC
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Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication that the student has entered the United States on a (usually two-year) student visa and is not intending to remain in the United States permanently. This field should not be used to indicate immigrant status (see Immigrant Indicator).

## GENERATION CODE SUFFIX

Use:	STUDENT	<input checked="" type="checkbox"/> Dashboard	<input checked="" type="checkbox"/> State Reporting	<input type="checkbox"/> CRDC
	PARENT	<input checked="" type="checkbox"/> Dashboard	<input type="checkbox"/> State Reporting	<input type="checkbox"/> CRDC

Resource: */Student/GenerationCodeSuffix – provided by ADVISER Person ID*

or */Parent/GenerationCodeSuffix*

Definition: An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III)

## HIGH ABILITY LEARNER ELIGIBILITY

Use:	<input type="checkbox"/> Dashboard	<input checked="" type="checkbox"/> State Reporting	<input checked="" type="checkbox"/> CRDC
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Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication (yes/no) that a student has been identified as a High Ability Learner, per state statute and Rule 3. The Rule 3 definition is: "Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully." (Nebraska Revised Statute Sec. 79-1107(3)).

## HIGH ABILITY LEARNER PARTICIPANT

Use:	<input type="checkbox"/> Dashboard	<input checked="" type="checkbox"/> State Reporting	<input checked="" type="checkbox"/> CRDC
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Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication (yes/no) that a student has been identified as a High Ability Learner, per state statute and Rule 3, and participated in the High Ability Learner program. See High Ability Learner Eligibility for Rule 3 definition.

## HISPANIC LATINO ETHNICITY

Use:	<input checked="" type="checkbox"/> Dashboard	<input checked="" type="checkbox"/> State Reporting	<input checked="" type="checkbox"/> CRDC
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Resource: */StudentEducationOrganizationAssociation/HispanicLatinoEthnicity*

Definition: An indication (yes/no) that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central, and South America, and other Spanish cultures, regardless of race. See the Race data element for more information.

## HONORS OR ADVANCED PLACEMENT

## ADVISER DATA ELEMENTS

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication (yes/no) that a student in grades 9 through 12 participated in an honors program or advanced placement/International Baccalaureate classes in accordance with local school board policy.

## IMMIGRANT INDICATOR

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentEducationOrganizationAssociation/\_ext/Ne/ImmigrantIndicatorDescriptor*

Definition: A code that best reflects the student's immigrant status

CODE	DESCRIPTION
0	Not an Immigrant
1	Immigrant less than 1 year (new immigrant)
2	Immigrant greater than or equal to 1 year but less than or equal to 3 complete school years
3	Immigrant greater than 3 years

The time frame for the immigrant code starts the first time the student is enrolled in a U.S. public school for less than one year. Students with code 1 or 2 will be used for Title III funding.

The term immigrant children and youth, which is defined in Section 3205(5) of Title III, refers to individuals who:

- are aged 3 through 21;
- were not born in any State; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years.
  - Some states define an academic year as 9 months, while other States count an academic year as 10 months. If a student has been in different schools in different school districts and even in different States, the number of months that the student has been in school in any one or more States must not add up to a total of more than 3 full academic years.

The term "state" means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

## LANGUAGE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentEducationOrganizationAssociation/Languages/LanguageDescriptor*

Definition: The specific language or dialect a student uses to communicate or the language of choice within the home or the non-English language considered the student's native language (e.g., the native language of a student adopted by a family that speaks English within the home).

CODE	DESCRIPTION
0010	Abkhazian
0020	Achinese
0030	Acoli
0040	Adangme
0050	Adygei
0060	Adyghe
0070	Afar
0080	Afrihili
0090	Afrikaans
0100	Afro-Asiatic (Other)
0110	Akan
0130	Albanian
0140	Aleut
0150	Algonquian languages
0160	Altaic (Other)
0170	Amharic
0180	Apache languages
0190	Arabic
0200	Aragonese
0210	Aramaic
0220	Arapaho
0230	Araucanian
0240	Arawak
0250	Armenian
0270	Assamese
0280	Asturian
0290	Athapascan languages
0300	Australian languages
0310	Austronesian (Other)
0320	Avaric
0330	Avestan
0340	Awadhi
0350	Aymara
0360	Azerbaijani
0370	Bable
0380	Balinese
0390	Baltic (Other)
0400	Baluchi
0410	Bambara
0420	Bamileke languages
0430	Banda
0440	Bantu (Other)
0450	Basa
0460	Bashkir
0470	Basque

CODE	DESCRIPTION
0480	Batak (Indonesia)
0490	Beja
0500	Belarusian
0510	Bemba
0520	Bengali; ben
0530	Berber (Other)
0540	Bhojpuri
0550	Bihari
0560	Bikol
0570	Bilin
0580	Bini
0590	Bislama
0600	Blin
0620	Bosnian
0630	Braj
0640	Breton
0650	Buginese
0660	Bulgarian
0670	Buriat
0680	Burmese
0690	Caddo
0700	Carib
0710	Castilian
0720	Catalan
0730	Caucasian (Other)
0740	Cebuano
0750	Celtic (Other)
0760	Central American Indian
0780	Chamic languages
0790	Chamorro
0800	Chechen
0810	Cherokee
0820	Chewa
0830	Cheyenne
0850	Chichewa
0860	Chinese
0870	Chinook jargon
0880	Chipewyan
0890	Choctaw
0900	Chuang
0930	Chuukese
0940	Chuvash
0970	Cornish
0980	Corsican
0990	Cree

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
1000	Creek
1010	Creoles and pidgins (Other)
1020	Creoles and pidgins,
1030	Creoles and pidgins,
1040	Creoles and pidgins,
1050	Crimean Tatar
1060	Crimean Turkish
1070	Croatian
1080	Cushitic (Other)
1090	Czech
1100	Dakota
1110	Danish
1120	Dargwa
1130	Dayak
1140	Delaware
1150	Dinka
1160	Divehi
1170	Dogri
1180	Dogrib
1190	Dravidian (Other)
1200	Duala
1210	Dutch/ Flemish
1230	Dyula
1240	Dzongkha
1250	Efik
1270	Ekajuk
1280	Elamite
1290	English
1320	Erzya
1340	Estonian
1350	Ewe
1360	Ewondo
1370	Fang
1380	Fanti
1390	Faroese
1400	Fijian
1401	Filipino
1410	Finnish
1420	Finno-Ugrian (Other)
1430	Fon
1440	French
1470	Frisian
1480	Friulian
1490	Fulah
1500	Ga

CODE	DESCRIPTION
1510	Gaelic
1520	Gallegan
1530	Ganda
1540	Gayo
1550	Gbaya
1570	Georgian
1580	German
1590	German, Low
1620	Germanic (Other)
1630	Gikuyu: Kikkuyu
1640	Gilbertese
1650	Gondi
1660	Gorontalo
1680	Grebo
1700	Greek, Modern (1453-)
1701	Greenlandic; Kalaallisut
1710	Guarani
1720	Gujarati
1730	Gwich'in
1740	Haida
1750	Haitian
1760	Haitian Creole
1770	Hausa
1780	Hawaiian
1790	Hebrew
1800	Herero
1810	Hiligaynon
1820	Himachali
1830	Hindi
1840	Hiri Motu
1860	Hmong
1870	Hungarian
1880	Hupa
1890	Iban
1900	Icelandic
1910	Ido
1920	Igbo
1930	Ijo
1940	Iloko
1950	Inari Sami
1960	Indic (Other)
1970	Indo-European (Other)
1980	Indonesian
1990	Ingush
2020	Inuktitut

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
2030	Inupiaq
2040	Iranian (Other)
2050	Irish
2080	Iroquoian languages
2090	Italian
2100	Japanese
2110	Javanese
2120	Judeo-Arabic
2130	Judeo-Persian
2140	Kabardian
2150	Kabyle
2160	Kachin
2170	Kalaallisut; Greenlandic
2180	Kalmyk
2190	Kamba
2200	Kannada
2210	Kanuri
2220	Karachay-Balkar
2230	Kara-Kalpak
2240	Karen
2250	Kashmiri
2260	Kashubian
2280	Kazakh
2290	Khasi
2300	Khmer
2310	Khoisan (Other)
2330	Kikuyu
2340	Kimbundu
2350	Kinyarwanda
2360	Kirghiz
2380	Komi
2390	Kongo
2400	Konkani
2410	Korean
2420	Kosraean
2430	Kpelle
2440	Kru
2450	Kuanyama
2460	Kumyk
2470	Kurdish
2480	Kurukh
2490	Kutenai
2500	Kwanyama
2510	Ladino
2520	Lahnda

CODE	DESCRIPTION
2530	Lamba
2540	Lao
2550	Latin
2560	Latvian
2570	Letzeburgesch
2580	Lezghian
2610	Limburgish
2620	Lingala
2630	Lithuanian
2650	Low German
2660	Low Saxon
2670	Lower Sorbian
2680	Lozi
2690	Luba-Katanga
2700	Luba-Lulua
2710	Luiseno
2720	Lule Sami
2730	Lunda
2740	Luo (Kenya and Tanzania)
2750	Lushai
2760	Luxembourgish
2770	Macedonian
2780	Madurese
2790	Magahi
2800	Maithili
2810	Makasar
2820	Malagasy
2830	Malay
2840	Malayalam
2850	Maltese
2860	Manchu
2870	Mandar
2880	Mandingo
2890	Manipuri
2900	Manobo languages
2910	Manx
2920	Maori
2930	Marathi
2940	Mari
2950	Marshallese
2960	Marwari
2970	Masai
2980	Mayan languages
2990	Mende
3000	Micmac

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
3001	Mi'kmaq
3010	Minangkabau
3011	Mirandese
3030	Mohawk
3040	Moksha
3050	Moldavian
3060	Mon-Khmer (Other)
3070	Mongo
3080	Mongolian
3090	Mossi
3100	Multiple languages
3110	Munda languages
3120	Nahuatl
3130	Nauru
3140	Navaho
3150	Navajo
3160	Ndebele, North
3170	Ndebele, South
3180	Ndonga
3190	Neapolitan
3200	Nepali
3210	Newari; Nepal Bhasa
3220	Nias
3230	Niger-Kordofanian (Other)
3240	Nilo-Saharan (Other)
3250	Niuean
3260	Nogai
3280	North American Indian
3290	Northern Sami
3291	Northern Sotho
3300	North Ndebele
3310	Norwegian
3340	Nubian languages
3350	Nyamwezi
3360	Nyanja
3370	Nyankole
3390	Nyoro
3400	Nzima
3410	Occitan (post 1500)
3420	Ojibwa
3470	Oriya
3480	Oromo
3490	Osage
3500	Ossetian
3520	Otomian languages

CODE	DESCRIPTION
3540	Palauan
3560	Pampanga
3570	Pangasinan
3580	Panjabi
3590	Papiamento
3600	Papuan (Other)
3601	Pedi
3610	Persian
3630	Philippine (Other)
3641	Pilipino
3650	Pohnpeian
3660	Polish
3670	Portuguese
3690	Provençal; Occitan
3710	Punjabi
3720	Pushto (Pashto)
3730	Quechua
3740	Raeto-Romance
3750	Rajasthani
3760	Rapanui
3770	Rarotongan
3800	Romanian
3810	Romany
3820	Rundi
3830	Russian
3840	Salishan languages
3860	Sami languages (Other)
3870	Samoan
3880	Sandawe
3890	Sango
3910	Santali
3920	Sardinian
3930	Sasak
3940	Saxon, Low
3950	Scots
3960	Scottish Gaelic
3970	Selkup
3980	Semitic (Other)
3981	Sepedi
3990	Serbian
4000	Serer
4010	Shan
4020	Shona
4030	Sichuan Yi
4031	Sicilian

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
4040	Sidamo
4050	Sign languages
4060	Siksika
4070	Sindhi
4071	Sinhala
4080	Sinhalese
4090	Sino-Tibetan (Other)
4100	Siouan languages
4110	Skolt Sami
4120	Slave (Athapascan)
4130	Slavic (Other)
4140	Slovak
4150	Slovenian
4160	Sogdian
4170	Somali
4180	Songhai
4190	Soninke
4200	Sorbian languages
4210	Sotho, Northern
4220	Sotho, Southern
4230	South American Indian
4235	Southern Altai
4240	Southern Sami
4250	South Ndebele
4260	Spanish
4270	Sukuma
4300	Susu
4310	Swahili
4320	Swati
4330	Swedish
4350	Tagalog
4360	Tahitian
4370	Tai (Other)
4380	Tajik
4390	Tamashek
4400	Tamil
4410	Tatar
4420	Telugu
4430	Tereno
4440	Tetum
4450	Thai
4460	Tibetan
4470	Tigre
4480	Tigrinya
4490	Timne

CODE	DESCRIPTION
4500	Tiv
4520	Tlingit
4530	Tok Pisin
4540	Tokelau
4550	Tonga (Nyasa)
4560	Tonga (Tonga Islands)
4570	Tsimshian
4580	Tsonga
4590	Tswana
4600	Tumbuka
4610	Tupi languages
4620	Turkish
4640	Turkmen
4650	Tuvalu
4660	Tuvinian
4670	Twí
4680	Udmurt
4700	Uighur; Uyghur
4710	Ukrainian
4720	Umbundu
4740	Upper Sorbian
4750	Urdu
4760	Uzbek
4770	Vai
4780	Valencian
4790	Venda
4800	Vietnamese
4830	Wakashan languages
4840	Walamo
4850	Walloon
4860	Waray
4870	Washo
4880	Welsh
4890	Wolof
4900	Xhosa
4910	Yakut
4920	Yao
4930	Yapese
4940	Yiddish
4950	Yoruba
4960	Yupik languages
4970	Zande
4980	Zapotec
4990	Zenaga
5000	Zhuang

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
5010	Zulu
5011	Zuni
6001	Mine
6002	Micronesian
6003	Pingelapese
6004	Kirundi
6005	Zambian
6006	Oshiwambo
6009	Nuer
6010	Burun
6011	Maban
6012	Uduk
6013	Taiwanese

CODE	DESCRIPTION
6014	Tangkahul
6015	Omaha (Umonhon)
6016	Lakota
6017	Ponca
6018	Winnebago (Ho-Chunk)
6023	Mendankwe
6026	Krahn
6027	Farsi
6028	Chin
6029	Karenni
6030	Q'anjoba'l
9000	Dari
9999	Other languages

### LANGUAGE USE

Use: 

X	Dashboard	X	State Reporting		CRDC
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Resource: [/StudentEducationOrganizationAssociation/Languages/Uses/LanguageUseDescriptor](#)

Definition: A description of how the language is used. This field is sometimes provided by the SIS vendor, in which case it would not need to be entered by the district.

CODE	USE: DASHBOARD	USE: STATE REPORTING
Dominant language	X	X
Home language	X	

### LIVES WITH

Use: 

X	Dashboard		State Reporting		CRDC
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Resource: [/StudentParentAssociation/LivesWith](#)

Definition: An indication (yes/no) of whether the student lives with the associated parent

### NAME: FIRST NAME

Use: 

STUDENT	X	Dashboard	X	State Reporting		CRDC
PARENT	X	Dashboard		State Reporting		CRDC

Resource: [/Student/FirstName](#) – provided by ADVISER Person ID

or [/Parent/FirstName](#)

Definition: A name given to an individual at birth, baptism, during another naming ceremony, or through legal change. For students, this field is provided by the Preferred First Name in ADVISER Person ID.

### NAME: LAST SURNAME (LAST NAME)

Use: 

STUDENT	X	Dashboard	X	State Reporting		CRDC
PARENT	X	Dashboard		State Reporting		CRDC



## ADVISER DATA ELEMENTS

*Resource: /Student/LastSurname – provided by ADVISER Person ID  
or /Parent/LastSurname*

Definition: The name borne in common by members of a family. For students, this field in ADVISER is provided by the Preferred Last Name from ADVISER Person ID.

### NAME: MIDDLE NAME

Use:	STUDENT	X	Dashboard	X	State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /Student/MiddleName – provided by ADVISER Person ID  
or /Parent/MiddleName*

Definition: A second name given to an individual at birth, baptism, during another naming ceremony, or through legal change. For students, this field in ADVISER is provided by the Middle Name from ADVISER Person ID.

### NDE STUDENT ID

Use:	X	Dashboard	X	State Reporting		CRDC
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*Resource: /Student/StudentUniqueld – provided by ADVISER Person ID*

Definition: The unique ten-digit Nebraska Department of Education Student Identifier assigned to a student by ADVISER Person ID

### PARENT IN MILITARY

Use:		Dashboard	X	State Reporting		CRDC
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*Resource:*

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication that the student has a parent or guardian that is a member of the Armed Forces or on full-time National Guard duty. The terms “Armed Forces” and “full-time National Guard duty” have the same meanings as defined in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).

### PARENT UNIQUE ID

Use:	X	Dashboard		State Reporting		CRDC
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*Resource: /Parent/ParentUniqueld*

Definition: A unique alphanumeric code assigned to a parent. This field is automatically assigned by the SIS vendor, so it would not need to be entered by the district.

### PRIMARY CONTACT STATUS

Use:	X	Dashboard		State Reporting		CRDC
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*Resource: /StudentParentAssociation/PrimaryContactStatus*

Definition: An indicator (yes/no) of whether the person is a primary parental contact for the Student.

### RACE

## ADVISER DATA ELEMENTS

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentEducationOrganizationAssociation/Races/RaceDescriptor*

Definition: The general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies. At least one race must be reported; up to five races can be reported. Order of submission has no significance.

CODE	DESCRIPTION	EXPLANATION OF USE
AM	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
AS	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
BL	Black or African American	A person having origins in any of the black racial groups of Africa.
PI	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
WH	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The U.S Department of Education's *Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data* (Federal Register, Vol. 72, No. 202, Friday, October 19, 2007) requires the NDE to report data in seven aggregate racial and ethnic categories. The categories reported are defined by the Race/Ethnicity data reported to ADVISER, using these methods:

- Hispanic/Latino (HI) – This category will include all students who were reported as a yes in the Hispanic Latino Ethnicity field, regardless of Race.
- Two or more races (MU for “multiple”) – This category includes students not reported as Hispanic Latino Ethnicity and which have more than one Race reported.
- American Indian or Alaska Native (AM) – This category will include students that are reported only with this Race.
- Asian (AS) - This category will include students that are reported only with this Race.
- Black or African American (BL) - This category will include students that are reported only with this Race.
- Native Hawaiian or Other Pacific Islander (PI) - This category will include students that are reported only with this Race.
- White (WH) - This category will include students that are reported only with this Race.

The *Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education* and the *Nebraska Department of Education Guide to Implementing New Federal Race and Ethnicity Categories for Students and Staff* documents can be found at

<https://www.education.ne.gov/dataservices/adviser-resources/>

## RELATION

Use: ☒ Dashboard ☐ State Reporting ☐ CRDC

Resource: */StudentParentAssociation/RelationDescriptor*

Definition: The nature of an individual's relationship to a student, not all SIS vendors offer this complete list

CODE/DESCRIPTION
Aunt
Brother
BrotherInLaw
CourtAppointedGuardian
Cousin
Daughter
DaughterInLaw
Emergency
Employer
Father
Father, step
FatherInLaw
FathersCivilPartner
FathersSignificantOther
Fiance
Fiancee
Foster parent
Friend
Godparent
Grandfather
Grandmother
Grandparent
Great aunt
Great Grandparent
Great uncle

## ADVISER DATA ELEMENTS

CODE/DESCRIPTION
Guardian
Husband
Mother
Mother, step
MotherInLaw
MothersCivilPartner
MothersSignificantOther
Neighbor
Nephew
Niece
Other
Parent
Parent, step
Relative
Sibling
SignificantOther
Sister
SisterInLaw
Son
SonInLaw
Spouse
Uncle
Unknown
Ward
Wife

### SECTION 504

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication a student is receiving services under Section 504 of the Rehabilitation Act of 1973. That act guarantees specific rights in federally funded programs and activities to people who qualify as disabled. The student may have an Individual Accommodation Plan (or 504 Plan) that may be

## ADVISER DATA ELEMENTS

developed by the Student Assistance Team (SAT) or Multidisciplinary Team and should be reviewed at least annually. It is similar to the Individualized Education Program (IEP) in Special Education.

**All students who are receiving services under Section 504 of the Rehabilitation Act, at any time during the year, need to be reported.** Once a student is set as Section 504 they should remain so until the end of the year, unless it was reported in error. Section 504 Frequently Asked Questions can be found here: <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

### SEX

Use:	STUDENT	X	Dashboard	X	State Reporting	X	CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

Resource: */StudentEducationOrganizationAssociation/SexDescriptor*  
or */Parent/SexDescriptor*

Definition: The concept describing the biological traits that distinguish the males and females of a species

CODE	DESCRIPTION
F	Female
M	Male

### SINGLE PARENT

Use:		Dashboard	X	State Reporting		CRDC
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Resource:

*/StudentEducationOrganizationAssociation/StudentCharacteristics/StudentCharacteristicDescriptor*

Definition: An indication of whether the student is a single parent. The term "single parent" is described as an individual who: a) is unmarried, divorced, or legally separated from a spouse; and b) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. Secondary schools in Nebraska may use self-reporting to determine this status. This information is used primarily for Career & Technical Education Federal reporting.

### STUDENT IDENTIFICATION CODE (LOCAL ID)

Use:	X	Dashboard	X	State Reporting		CRDC
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Resource: */StudentEducationOrganizationAssociation/StudentIdentificationCodes/IdentificationCode*

Definition: An optional unique number or alphanumeric code assigned to a student by a school, district, or other entity, this field is typically automatically generated by the SIS vendor.

### STUDENT IDENTIFICATION SYSTEM

Use:	X	Dashboard	X	State Reporting		CRDC
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Resource: */StudentEducationOrganizationAssociation/StudentIdentificationCodes/StudentIdentificationSystemDescriptor*

Definition: A description of the type of optional unique number or alphanumeric code assigned to a student by a school, district, or other entity, this field is typically automatically generated by the SIS

## ADVISER DATA ELEMENTS

vendor.

CODE/DESCRIPTION
Canadian SIN
District
Family
Federal
National Migrant
Other
School
State
State Migrant
Student Number

Student IDs marked as the “District” type will appear as the Local ID throughout ADVISER Validation reporting, no other types are used by ADVISER. It is not required to submit a “State” student ID here as that ID is included in the data that is loaded from ADVISER Person ID.

### TELEPHONE: TELEPHONE NUMBER

Use:	STUDENT	X	Dashboard		State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation/Telephones/TelephoneNumber  
or /Parent/Telephones/TelephoneNumber*

Definition: The telephone number including the area code, and extension, if applicable

### TELEPHONE: TELEPHONE NUMBER TYPE

Use:	STUDENT	X	Dashboard		State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

*Resource: /StudentEducationOrganizationAssociation/Telephones/TelephoneNumberTypeDescriptor  
or /Parent/Telephones/TelephoneNumberTypeDescriptor*

Definition: The type of communication number listed for an individual or organization.

TYPES
Emergency 1
Emergency 2
Fax
Home
Mobile

## ADVISER DATA ELEMENTS

### TYPES

Other

Unlisted

Work

### TELEPHONE: ORDER OF PRIORITY

Use:	STUDENT	X	Dashboard		State Reporting		CRDC
	PARENT	X	Dashboard		State Reporting		CRDC

Resource: [/StudentEducationOrganizationAssociation/Telephones/OrderOfPriority](#)  
or [/Parent/Telephones/OrderOfPriority](#)

Definition: The order of priority assigned to telephone numbers to define which number to attempt first, second, etc.

## 5 COURSES AND SECTIONS

The top level Course data is defined each school year by the NDE and is not submitted by districts. Course Offering and Section data is reported by districts for all courses completed by students, typically those where grades have been earned.

Course information is collected for a variety of uses, including: to define the teacher/student connection, Career and Technical Education programs of study and Perkins accountability reporting, teacher endorsement checks, assessment rostering, and to ensure Rule 10 curriculum requirements are being met.

### ACADEMIC SUBJECT AREA

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */Course/AcademicSubjectDescriptor – provided by NDE*

Definition: The subject area of a state-defined course code. The subject area codes below match the first two digits of the corresponding state course code by definition (i.e., Science courses have a subject area code of 13, and state Science course codes will be six digits formatted as 13XXXX).

CODE	DESCRIPTION
01	Agriculture, Food and Natural Resources
02	Visual and Performing Arts (Art)
03	Business, Marketing And Management
05	English Language Arts
06	World Language
07	Health Science
08	Personal Health and Physical Fitness
09	Human Services/FCS
10	Skilled And Technical Sciences
11	Mathematics
12	Visual and Performing Arts (Music)
13	Science
15	Social Science/Social Studies
18	Self-Contained Classroom
19	Special Education
21	Driver Education/Safety Education
22	Visual and Performing Arts (Drama/Theatre)



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
23	Miscellaneous Curriculum
26	Personal Development
27	Communication and Information Systems
29	Supplemental Curriculum
30	High Ability Education
31	English As A Second Language
32	Career Education Foundational And Specialty
35	Education And Training
37	Hospitality And Tourism
39	Law, Public Safety And Security

### COURSE CODE (STATE COURSE CODE)

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	X State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Course/CourseCode – provided by NDE*

Definition: The unique six-digit course code defined by the NDE in the state course catalog. The list of state course codes varies by school year, documentation of the courses and the yearly changes can be found at <https://coursecodes.education.ne.gov/>

### COURSE STAFF ID OVERRIDE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	X State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Section/\_ext/Ne/CourseStaffIdOverride*

Definition: An optional NDE Staff ID corresponding to the primary teacher for the course. The field is only used if the teacher's NDE Staff ID is not already available in ADVISER. Any ID submitted here will override the Staff Section Association teacher of record, and will also be subject to course endorsement checks.

### COURSE TITLE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	X State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Course/CourseTitle – provided by NDE*

Definition: The name of a Course as defined by the NDE in the state course code catalog

### INSTRUCTIONAL TIME PLANNED

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	X State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	-------------------------------------	-------------------	--------------------------	------

Resource: */CourseOffering/InstructionalTimePlanned*

Definition: The planned total number of clock minutes of instruction for this Course Offering. Generally, this should be at least as many minutes as is required for completion by the related state-defined course. This field is required to be submitted for all 9<sup>th</sup>-12<sup>th</sup> grade student courses to meet Rule 10

## ADVISER DATA ELEMENTS

instructional unit requirements (900 minutes = 1 IU), but is optional for all other courses. In situations where a district has multiple sections within a single Course Offering that have different total instructional minutes, NDE asks the SIS vendor to submit the average amount of minutes from those sections in this field.

### LOCAL COURSE CODE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseOffering/LocalCourseCode*

Definition: The local code assigned by the school that identifies the course offering provided for the instruction of students. A course offering in ADVISER is uniquely defined by the local course code, and also by its associated Session (term) and School. All Course Offerings submitted by districts must be associated with an existing Course provided by the NDE.

### LOCAL COURSE TITLE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseOffering/LocalCourseTitle*

Definition: The optional descriptive name given to a course offered in the school, if different from the state's Course Title.

### SECTION CHARACTERISTIC

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */Section/Characteristics/SectionCharacteristicDescriptor*

Definition: Reflects important characteristics of the Section, such as whether or not attendance is taken and the Section is graded

CODE/DESCRIPTION
Block Schedule
Female Only
Male Only

### SECTION DELIVERY

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */Section/\_ext/Ne/Deliveries/SectionDeliveryDescriptor*

Definition: The method used to deliver instructions for a course section. Only provide code(s) when applicable. More than one code can be provided.

CODE	DESCRIPTION	DEFINITION
1	Synchronous Distance Learning	[10-004.04D1] Synchronous Course Option: Synchronous courses are those multi-site or distance learning courses in which the <b>teacher and student(s) are simultaneously present</b> ; can both see and hear one

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
		<p>another; and questions may be answered and instructional accommodations made immediately. This includes:</p> <ul style="list-style-type: none"> <li>• Teacher Sharing [10-004.04D1a]</li> <li>• Interactive Audio-Visual [10-004.04D1b]</li> </ul>
2	Asynchronous Distance Learning	<p>[10-004.04D2] Asynchronous Course Options:</p> <p>Asynchronous courses are those multi-site or distance learning courses in which <b>communication between teacher and student is delayed</b>, as are the cases, for example, with written correspondence courses and many computer-delivered courses.</p> <ul style="list-style-type: none"> <li>• University of Nebraska High School [10-004.04D2a]</li> <li>• Other Distance Learning Technology [10-004.04D2b]</li> </ul>
3	Career Academy	Only NDE Rule 47 Career Academies can use this code.
4	Iowa School for the Deaf	Courses provided to Nebraska students attending the Iowa School for the Deaf. These students should remain in membership of the resident district. The NDE Staff ID reported should be the case manager for the student's Individualized Education Plan.

### SECTION IDENTIFIER

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */Section/SectionIdentifier*

Definition: The local identifier assigned to a specific section of a course offering, this field is typically automatically generated by the SIS vendor. A section in ADVISER is uniquely defined by this identifier and also by its associated Session (term), School, and Course Offering.

### SEQUENCE OF COURSE

Use: ☐ Dashboard ☐ State Reporting ☒ CRDC

Resource: */Section/SequenceOfCourse*

Definition: When a section is part of a sequence of parts for a course, the number of the sequence. If the course has only one part, the value of this section attribute should be 1.

## 6 ENROLLMENT

### CALENDAR

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolAssociation/CalendarReference*

Definition: The reference to a specific calendar track defined within this school (see [Calendar Code](#) above) that this student will be assigned to throughout their enrollment for attendance calculation purposes

### DISTRICT OF RESIDENCE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolAssociation/\_ext/Ne/ResidentLocalEducationAgencyReference*

Definition: The public school district where the student resides, if the student resides out-of-state use the public school district where the student is enrolled.

### ENTRY DATE (ENROLLMENT DATE)

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolAssociation/EntryDate*

Definition: The date on which a student's current enrollment begins in the school for the current school year.

### ENTRY TYPE (ENROLLMENT CODE)

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSchoolAssociation/EntryTypeDescriptor*

Definition: The process by which a student enters a school during a given academic session

CODE	DESCRIPTION	EXPLANATION OF USE
100	Still Enrolled	<ul style="list-style-type: none"> <li>A student who had previously entered any class in a school and then continues his or her membership in the same school from one term to the next because of a promotion or demotion</li> <li>Any intra-district school transfer record</li> </ul>
101	Original Entry	<ul style="list-style-type: none"> <li>A student enters a school for the first time such as a student enrolling in Kindergarten or Prekindergarten</li> </ul>
102	Transfer In	<ul style="list-style-type: none"> <li>A student transferring from another public district</li> <li>A student transferring from a nonpublic school</li> <li>A student transferring from a special purpose school or other institution</li> <li>A student transferring from an exempt/home-school setting</li> </ul> <p>NOTE: Do not use if transferring between schools within the same district/system</p>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
103	Re-entry	<ul style="list-style-type: none"> <li>A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for any reason whether voluntary or involuntary</li> <li>Use of this code indicates the student has not received educational services in the interval after the withdrawal and before re-entering his/her school</li> </ul>

### EXIT WITHDRAW DATE (ENROLLMENT EXIT DATE)

Use: 

	Dashboard	X	State Reporting		CRDC
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Resource: */StudentSchoolAssociation/ExitWithdrawDate*

Definition: The date on which a student's enrollment ends in the school. Every exit date must have a corresponding entry date. The exit date is optional however, as a student without an exit date will be assumed to be returning in the next school year.

### EXIT WITHDRAW TYPE (ENROLLMENT EXIT CODE)

Use: 

	Dashboard	X	State Reporting	X	CRDC
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Resource: */StudentSchoolAssociation/ExitWithdrawTypeDescriptor*

Definition: The process by which a student exits a school during a given academic session, any enrollment that includes an exit date must include this code as well

CODE	DESCRIPTION	EXPLANATION OF USE
200	Transfer out – intra-district	(within the same district) <ul style="list-style-type: none"> <li>A student who transfers between schools within the same district/system during the year</li> <li>Not to be used for end-of-year grade advancement</li> <li>An entry enrollment code of 100 Still Enrolled should follow any exit enrollment code of 200 Transfer out – intra-district within the same school year</li> <li>See "Examples for use of Enrollment Codes" following this table</li> </ul>
202	Drop Out	<ul style="list-style-type: none"> <li>A student who withdrew for personal or academic reasons and does not have a signed Withdrawal from Mandatory Attendance form pursuant to Nebraska Revised Statue 79-202 on file with the district</li> <li>A student removed from the education system for reasons other than health, and whose return is not anticipated</li> <li>A student enrolled in adult education or some type of program (example: GED) whose education services do not lead to a diploma or other credential recognized by the state</li> <li>A student who has not graduated or completed an approved program and is not enrolled and whose status is unknown, this includes a student withdrawn from the rolls for excessive absence</li> </ul>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
		<ul style="list-style-type: none"> <li>• A student who moved out of the district, out of state, or out of U.S. and is not known to be in school (includes any student whose education status cannot be confirmed either through a parent or other responsible adult or through some formal notification of transfer)</li> <li>• A student in an institution that is not primarily educational (Army, or vocational program) and not considered a special school district/system</li> <li>• A student who is disenrolled by a parent and does not enroll in another district/system</li> <li>• A student who was suspended or expelled and the disciplinary period has expired and student has not returned</li> <li>• A student who was expelled and chose not to participate in a district approved alternative education program</li> </ul>
205	Not Enrolled, Eligible to Return	<ul style="list-style-type: none"> <li>• A student not attending for disciplinary or other eligibility reasons, but is eligible to enroll at a later date</li> <li>• A student experiencing a long-term medical condition that prevents him or her from receiving services, or is in drug treatment or rehabilitative centers, but is eligible to return to school</li> <li>• A student enrolled in a foreign student exchange program and is eligible to return to school in the United States</li> <li>• A student enrolled in a college program (early admission) but is eligible to return to graduate (such students often re-enroll one day and graduate on the next day)</li> <li>• A student under the compulsory age for school attendance withdrawn from school (student ended special services and is not ready to enroll in Kindergarten) but is eligible to return to school</li> </ul>
206	Deceased	<ul style="list-style-type: none"> <li>• A student who died</li> </ul>
208	Maximum Age	<ul style="list-style-type: none"> <li>• A student who passed the age for which the state guarantees a free, appropriate public education and subsequently exited school</li> <li>• Students reported as 208 Maximum Age will be treated the same as 202 Dropout for Graduation Cohort and Dropout purposes</li> </ul>
209	Withdrawal from Mandatory Attendance	<ul style="list-style-type: none"> <li>• A student enrolled in your district who has withdrawn from attendance pursuant to Nebraska Revised Statue 79-202. A signed withdrawal form must be on file at the district before this code is used</li> <li>• Students reported as 209 Withdrawal from Mandatory Attendance will be treated the same as 202 Dropout for Graduation Cohort and Dropout purposes</li> </ul>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
210	Completer: Graduated with a Regular or Advanced Diploma	<ul style="list-style-type: none"> <li>A student who completed the district requirements for a regular or advanced high school diploma (see definition of regular high school diploma below). 34 C.F.R. §200.19(b)(1)(iv)</li> <li>A “regular high school diploma” means the standard high school diploma awarded to students in a District that is fully aligned with the State’s academic content standards and district diploma requirements. This does not include a GED credential, certificate of attendance, or any alternative award. The term “regular high school diploma” also includes a “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma. A student with disabilities may be included in this category through receipt of a high school diploma based on regular diploma requirements identical to that for which students without disabilities are eligible.</li> <li>DOES NOT INCLUDE: Students that completed their IEP but did not meet regular diploma requirements (see code 211)</li> </ul>
211	Completer with an Alternative/Modified Diploma	<ul style="list-style-type: none"> <li>A student that received a high school diploma based on alternative graduation requirements that are not fully aligned with a State’s academic content standards or district requirements. This may include students that complete their IEP but do not meet the district’s regular diploma requirements (see definition of regular high school diploma in code 210).</li> <li>GED recipients are not counted as high school completers UNLESS the school board formally recognizes GED recipients (i.e. a school district/system awards a local high school diploma based on a student’s successful completion of the GED tests).</li> </ul>
212	Completer No Diploma	<ul style="list-style-type: none"> <li>A student who did not complete an approved program of study for high school completion and did not meet district/system requirements for a diploma. Students identified as noncompleters, may have received a certificate of attendance, certificate of achievement or some alternative certificate.</li> <li>DOES NOT INCLUDE persons receiving a diploma or high school equivalency from the state (a student must be officially withdrawn from membership in order to take the GED tests)</li> <li>See Enrollment Code 208 (Maximum Age) if the student passed the age for which the state guarantees a free, appropriate public education and subsequently exited school.</li> </ul>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
213	Transfer Out to a Nebraska Public School	(out of district) <ul style="list-style-type: none"> <li>A student known to be receiving services in another Nebraska Public district</li> <li>See “Examples for use of Enrollment Codes” following this table</li> </ul>
214	Transfer Out to a Nebraska Special Purpose School	(out of district) <ul style="list-style-type: none"> <li>A student known to be receiving services at one of the following Nebraska Special Purpose Schools: YRTC West Kearney School YRTC West Hastings School Pine Ridge Job Corps Nebraska Correctional Youth Facility University of Nebraska High School</li> <li>See “Examples for use of Enrollment Codes” following this table</li> </ul>
215	Transfer Out to a Nebraska Nonpublic School	(out of district) <ul style="list-style-type: none"> <li>A student known to be receiving services in a Nebraska Nonpublic district/system</li> <li>A Nonpublic student completing course work (done at the time of exit or at year-end)</li> <li>See “Examples for use of Enrollment Codes” following this table</li> </ul>
216	Transfer Out to an Exempt (Home) School	(out of district) <ul style="list-style-type: none"> <li>A student attending an exempt school (whose parents/legal guardians have filed in accordance with Rule 13)</li> <li>An exempt (home) school student completing course work (done at the time of exit or at year-end)</li> <li>See “Examples for use of Enrollment Codes” following this table</li> </ul>
217	Transfer Out to Another State / Country	(out of district) <ul style="list-style-type: none"> <li>A student known to be receiving services in a district/system within another United State or Territory</li> <li>A student, where district has been informed the student has moved out of the United States or emigrated to another country</li> <li>A foreign-exchange student returning to his/her homeland (done at the time of exit or year-end) if the student did not receive a regular high school diploma, as determined by the district</li> <li>See “Examples for use of Enrollment Codes” following this table</li> </ul>
299	End of School Year (optional)	<ul style="list-style-type: none"> <li>Use only at end of school year when student is expected to return to the same district the following year. This code is not required, but is available for districts to facilitate end-of-year Student Information System roll-overs. This</li> </ul>



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
		code will be ignored for state reporting purposes.

Enrollment Code Examples:

A student transfers from one school to another school in the same district/system (intra-district):  
The enrollment code for the school the student is exiting will be 200 and the enrollment code for the school the student is entering will be 100.

A student transfers from one school to another in different public districts:  
The enrollment code for the school the student is exiting will be 213 and the enrollment code for the school the student is entering will be 102.

### EXPECTED HIGH SCHOOL OF GRADUATION

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentSchoolAssociation/ExpectedHighSchoolOfGraduationSchoolReference](#)

Definition: The high school where a student is expected to graduate high school. This field is required only when the following conditions are met:

1. The student is in grades 9-12.
2. The high school from which a student is expected to graduate is not the same school as the enrollment school. For example, a student is contracted out of their resident district but will graduate from their resident district.
3. The high school from which a student is expected to graduate is a public high school in the State of Nebraska. Home school students do not need this information reported.

### FULL-TIME EQUIVALENCY

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: [/StudentSchoolAssociation/FullTimeEquivalency](#)

Definition: The ratio between time of the student's assignment to a school for services or instruction and the hours that would consist of a student's full educational program. Students with FTE values higher than 50% on October 1 will be included in Fall Membership, except any student reported with a Grade Level of HP or PK will be included in Fall Membership regardless of FTE. Determining FTE should be based on the student's program. This field is collected as a decimal with two decimal places, but depending on the SIS vendor may be presented as a whole number between 0 and 100.

*Example 1:* Special Education student, Individual Education Plan (IEP) receives a program where the student receives services at home for an hour 2 times per week and this is the only education services the student receives. FTE = 1.00.

*Example 2:* Senior in high school only needs 2 periods of an 8 period day to graduate. Works the rest of the day. FTE: The local Board of Education determines the requirements for full-time students. This student could be considered 0.25 or 1.00 depending on local policy.

## ADVISER DATA ELEMENTS

*Example 3:* Senior in high school only needs 2 periods of an 8 period day to graduate. Works the rest of the day and gets credit for Career and Technical Education credit toward graduation. FTE= 1.00.

*Example 4:* Student comes in for 2 periods of an 8 period day for Band and Music, attends a nonpublic or exempt home school the rest of the day. FTE = 0.25.

*Example 5:* An expelled student is participating in an alternative program that prescribes the student come to school 2 hours a day to get his/her school work from the teachers. FTE = 1.00.

*Example 6:* A prekindergarten or kindergarten student that attends only a ½ day program. FTE = 1.00.

*Example 7:* A prekindergarten or kindergarten student that attends an all-day program. FTE = 1.00.

*Example 8:* A prekindergarten student that attends an all-day program but only attends half of the day. FTE = 0.50.

*Example 9:* A prekindergarten student that attends an all-day program at one district and a half day program at a 2<sup>nd</sup> district. FTE = 1.00 at each.

*Example 10:* A homeschool (exempt) student attends a public school for SPED services. FTE = <0.50.

## GRADE LEVEL

Use: 

X	Dashboard	X	State Reporting	X	CRDC
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*Resource:* /StudentSchoolAssociation/EntryGradeLevelDescriptor

Definition: A level of study that is completed by a student during one year. Also used for Entry Grade Level and Exit Grade Level. All students, including ungraded students, should be assigned a Grade Level in accordance with local school board policy. Students with a verified disability (special education) should be given a grade level commensurate with their age appropriate peers regardless of their cognitive functioning level. Please include in Grade 12 students who have passed typical graduation age but remain enrolled.

CODE	DESCRIPTION
HP	Prekindergarten (Part day program less than 6 hours per day)
PK	Prekindergarten (Full day program 6 hours or more per day)
HK	Kindergarten program of <1032 instructional program hours
KG	Kindergarten 1032 or more instructional program hours
01	Grade 1
02	Grade 2
03	Grade 3
04	Grade 4

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
05	Grade 5
06	Grade 6
07	Grade 7
08	Grade 8
09	Grade 9
10	Grade 10
11	Grade 11
12	Grade 12

### HOMEROOM INDICATOR

Use: ☒ Dashboard ☐ State Reporting ☐ CRDC

Resource: */StudentSectionAssociation/HomeroomIndicator*

Definition: Indicates if the Section is the student's homeroom, optional

### REPORTING SCHOOL

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolAssociation/ReportingSchoolReference*

Definition: The school where a student's records will be reported for State Reporting purposes. This is typically the school where the student is enrolled and attends, but may differ if a student attends a program or alternative school within the district.

### RESIDENCY STATUS

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolAssociation/ResidencyStatusDescriptor*

Definition: An indication of the circumstances applicable to a student's enrollment in a school. See the "Who Reports What" document on the ADVISER Resources website for more information.

CODE	DESCRIPTION	DEFINITION
00	Not Applicable	
01	Contracted in from another Nebraska public school district	Students who are contracted into a public district are to be reported by the receiving district for all appropriate ADVISER domains.  Note: For Contracted in from another state, District of Residence should be the Nebraska Public School District where the student is enrolled.
02	Contracted in from nonpublic school	
03	Contracted in from another state	
05	Contracted out to another Nebraska public school district	Only students contracted out to a public district are to be reported as contracted out. Such students are only included in ADVISER Student and Enrollment

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
		domains. Note: Students receiving services by an entity that is not a public district will remain enrolled at the district of residence and will not be reported as contracted out.
06	Optioning in from another Nebraska public school district	Students who option into the district are to be included in ADVISER. Report the appropriate district of residence. Note: Students can only Option In at 100 FTE.
07	Contracted out to another state	
08	Open Enrollment Option Student (Previously Learning Community Open Enrollment)	<b>No new open enrollment option student should be reported beginning in 2017-2018.</b> Beginning in 2018-2019, only students who were Learning Community Open Enrollment in 2016-2017, Open Enrollment Option Student in 2017-2018, and at the same school for both years, may be reported as Open Enrollment Option Student moving forward. Students that were Learning Community Open Enrollment in 2016-2017 but changed school buildings in in a subsequent school year must complete an enrollment option application and follow those procedures and, if approved, should be coded as 06 Optioning in from another Nebraska School District by the option in school district. If the student changed schools and is now attending a school in their resident school, that student should be reported with a Residency Status of 00 Not Applicable.
09	Ward of the State/Court Assigned to a Residential Setting	Students who have been placed by the state or courts in a residential setting that is <i>not</i> a foster home which is located within the boundaries of a public school district and are enrolled in that district. Contact the Service Desk for more information about usage of this code ( <a href="mailto:ADVISERHelp@NebraskaCloud.org">ADVISERHelp@NebraskaCloud.org</a> )

Option Out - Students who option out of the resident district will be reported by the receiving district. The receiving district will report the correct district of residence. The Option Out district will not report this student. Option out is not applicable to students being served outside of Nebraska.

## SCHOOL OF RESIDENCE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: [/StudentSchoolAssociation/ResidentSchoolReference](#)

Definition: The school where the student resides, based on boundaries established by the District of Residence. This field is only required for students with a Contracted In Residency Status.

## STUDENT DAYS ENROLLED

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */StudentSchoolAssociation/StudentDaysEnrolled*

Definition: Allows districts to override the Days In Session as calculated for the Calendar the student is enrolled in. This field should not be submitted otherwise.

Example: A student is placed in a school calendar that has a total number of Instructional Days / Days in Session of 178, but the student has a modified program where they only attend one day per week. The district can override the calculated 178 days by completing this field and recording the appropriate number of days for the student.

## 7 ATTENDANCE

The NDE is only collecting student absences and tardies. We will use the calendar to determine days present and days in session to calculate Average Daily Attendance (ADA) and Average Daily Membership (ADM). Days Present and Days in Session will be derived from student enrollment and school calendar information. Days in Session is the actual number of days (to the nearest hundredth) school is open with teachers and students in school, not what was originally planned. Days in Session should be the same number as the total possible days in attendance. If a student is present every day, the days of attendance and the days in session should be the same for that student.

For further Attendance clarification, refer to Title 92, Nebraska Administrative Code, Chapter 2, Section 006.02 Attendance.

### ATTENDANCE EVENT CATEGORY

Use: 

X	Dashboard	X	State Reporting		CRDC
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Resource: [/StudentSchoolAttendanceEvent/AttendanceEventCategoryDescriptor](#)  
or [/StudentSectionAttendanceEvent/AttendanceEventCategoryDescriptor](#)

Definition: The category of reason for a student's attendance event. More than one Attendance Event can be reported for a day. Section Attendance Events are only used for the ADVISER Dashboard, while daily School Attendance Events are also used for state reporting purposes.

CODE	DESCRIPTION	DEFINITION
04	Tardy	Student is absent at the time of a given schedule when attendance begins but is present before the close of that time period, can be used for daily or section attendance.
05	Early departure (not an absence)	Student leaves before the official close of the daily session.
06	Excused Absence - Disciplinary action, not receiving instruction	The student has been removed from the regular instructional setting for disciplinary reasons and is not receiving instruction. This may include either in-school or out-of-school suspension if instructional services are not provided.
07	Excused Absence - Illness/Medical	The student is out of school because of personal physical or mental illness or injury, including health-related appointments. This may include more unusual situations, such as quarantine.
08	Excused Absence - Noninstructional activity recognized by state, district, or school	The student is out of school and involved in a noninstructional activity recognized by the school, district, and/or state. Examples include such civic activities as involvement with the National Guard,

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
		service as a legislative page, jury duty, or participation on an election board.
09	Excused Absence - Transportation not available	The student is not in school because transportation is not available. For example, roads have been closed due to flooding. This category includes school-provided transportation and the student's personal transportation.
10	Excused Absence - Other	Any other absence that is to be treated as an Excused Absence for state reporting purposes.
11	Unexcused Absence - Student skipping school	The student is willfully not attending school without parent or school approval.
12	Unexcused Absence - Other or unknown	Any other absence that is to be treated as an Unexcused Absence for state reporting purposes.

Codes 06 – 12 when used will be counted as absences for state reporting purposes. Codes 06 – 12 do not alter a district's local definitions of excused and unexcused absences, but are intended to be used to categorize each type of absence more specifically when possible.

## EVENT DURATION

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: [/StudentSchoolAttendanceEvent/EventDuration](#)

Definition: The portion of the regular school day, up to two decimal places, that applies to the Attendance (i.e. Absence) Event. For example, if a student was absent 2 out of 8 school periods, Attendance Duration would be reported as .25 days. Late start and early dismissal days may count as a portion of a day or a full day. Guidance follows individual system policy.

**Example 1:** A student is absent 100% of a partial day:

The district decides it is a 1.0 instructional duration day – report a 1.0 event duration

The district decides it is a 0.5 instructional duration day – report a 0.5 event duration

**Example 2:** A student is absent 50% of a partial day:

The district decides it is a 1.0 instructional duration day – report a 0.5 event duration

The district decides it is a .5 instructional duration day – report a 0.25 event duration

**Example 3:** A student is absent 100% of a full day:

The district decides it is a 1.0 instructional duration day – report a 1.0 event duration

**Example 4:** A student is absent 50% of a full day:

The district decides it is a 1.0 instructional duration day – report a 0.5 event duration

## Additional Guidance on Attendance

Prekindergarten Students – All PK or HP students in Rule 11 programs (early learning setting codes 01-05) must be reported in attendance. The only exception are those HP/PK SPED students who are receiving all of their services at home or at a location not related to the public school district. This exception includes early childhood programs using setting codes 06-08 and SPED students receiving services through the public district at a non-public preschool.

Summer School – Summer school attendance should not be reported in the regular school year attendance reporting. If a summer school calendar is reported to the NDE, do not include any in-session instructional days within that calendar.

Absences for School Activities – Title 92, Nebraska Administrative Code, Chapter 2, Section 006.02 provides that students shall be counted in attendance at a school sponsored activity which is supervised by a member or members of the school staff, and so should not be reported as an excused or unexcused absence.

Suspended or Expelled Students – Students who are suspended or expelled are counted as absent unless they continue to be in a school setting during their suspension or expulsion, such as serving their suspension in-school or attending an alternative school. The suspended or expelled students may also be counted as in attendance if they participate in an alternative program as prescribed by the district. If the student does not participate in the alternative program as prescribed by the district, the student will be shown as absent.

Homebound students – Section 504 of the Vocational Rehabilitation Act may require a school district to serve homebound students in the home. As such, the “home” is the “school” for purposes of attendance for the student. So long as the student is present when school officials arrive to provide the services required, the student is in attendance at school.



## 8 PROGRAMS

PROGRAM NAME	PROGRAM TYPE
Early Childhood Ed Program, Head Start Student	Early / Head Start
Early Childhood Ed Program, not Head Start Student	Public Preschool
English Learners	English as a Second Language (ESL)
Homeless	Other
{district determines Learning Modality program name}	Learning Modality
Rule 18 Interim-Program School	Neglected and Delinquent Program
School Food Service	Compensatory Services for Disadvantaged Students
Special Education	Special Education
Title I Part A	Title I Part A

## 8.1 EARLY CHILDHOOD PROGRAM

PROGRAM NAME	PROGRAM TYPE
Early Childhood Ed Program, Head Start Student	Early / Head Start
Early Childhood Ed Program, not Head Start Student	Public Preschool

### BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentEarlyLearningProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program with the current school year. Begin Date is required.

### EARLY LEARNING SETTING (EARLY CHILDHOOD PROGRAM CODE)

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentEarlyLearningProgramAssociation/EarlyLearningSettingDescriptor*

Definition: The early learning program in which an Early Childhood student is enrolled.

CODE	DESCRIPTION	DEFINITION	EXPLANATION
01	NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program that is in the first two years of operation; not eligible for state aid.	<ul style="list-style-type: none"> <li>Provide only one record per student, for all students, age birth through Kindergarten entrance age served by center-based early childhood education programs approved under Rule 11. This includes non-resident students as well as delegates and partners.</li> <li>Students aged birth to Kindergarten entrance age that are served only by Special Education and not in a public school district or ESU center-based program would not have an Early Learning Setting submitted.</li> <li>Eligible students are defined as - students who are 4 years old as of July 31.</li> </ul> <p>Note: Attendance and Courses are required reporting for these students.</p>
02	Qualified NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program in year three or more of operation; state aid is calculated for eligible students.	
03	NDE Approved Early Childhood Education Program	Students who are in a public school district or ESU center-based early childhood education program that is not state grant funded and is in the first three years of operation; not eligible for state aid.	
04	Qualified NDE Approved Early Childhood	Students who are in a public school district or ESU center-based early childhood education program that is not	

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION	EXPLANATION
	Education Program	state grant funded and is in year four or more of operation; state aid is calculated for eligible students.	
05	Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Program	Students aged birth to age 3 served in a center-based program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> <li>The Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</li> <li>Center-based Sixpence programs do need to report course or attendance information.</li> </ul> <p>Note: Attendance and Courses are required reporting for these students.</p>
06	Home-based Early Childhood Education Program (NonSPED)	Students aged birth to kindergarten entrance age served in a non-special education home visitation program.	<ul style="list-style-type: none"> <li>Provide only one record per student, for all students, age birth through five served by a home-based early childhood education program. This includes non-resident students as well as delegates and partners.</li> <li>Do not use for home-based Early Childhood Special Education (ECSE).</li> <li>Students age birth to five that are served in a center-based program are not included in this code.</li> <li>Home-based Early Childhood Education programs do not need to report course or attendance information.</li> <li>If the district is the Head Start grantee or delegate and only federal Head Start funds are used then only this code would apply.</li> </ul>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION	EXPLANATION
07	Early Childhood Birth to Age 3 Endowment (Sixpence) Home-Based Grant Program	Students aged birth to age 3 served in a home-based visitation program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> <li>The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</li> <li>Home-based Sixpence programs do not need to report course or attendance information.</li> </ul>
08	Early Childhood Birth to Age 3 Endowment (Sixpence) CPP Grant	Students aged birth to age 3 served in a Child Care Partnership Program (CPP). Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> <li>The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</li> <li>CPP Sixpence programs do not need to report the course or attendance information.</li> </ul>

Please refer to the NDE Early Childhood Education website (<https://www.education.ne.gov/oec>) for lists of Early Childhood Birth to Age 3 Endowment Grant Programs as well as NDE Grant Funded, Qualified NDE Grant Funded, NDE Approved, and Qualified NDE Approved programs.

### END DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentEarlyLearningProgramAssociation/EndDate*

Definition: The date on which this student ended participation in the program. This element is optional but should be provided when a student's participation in the applicable program has ended.

## 8.2 ENGLISH LEARNERS PROGRAM

PROGRAM NAME	PROGRAM TYPE
English Learners	English as a Second Language (ESL)

Records should be reported for any student who is English Learner Eligible or who was English Learner Eligible in a previous school year and is currently Redesignated as English Fluent.

### BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentLanguageInstructionProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program within the current school year. Begin Date is required.

### ENGLISH LEARNER PARTICIPATION

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentLanguageInstructionProgramAssociation/EnglishLearnerParticipation*

Definition: An indicator (yes/no) that a student who is English Learner Eligible is Participating in an English Learner instruction program. An English Learner program that is submitted with a “no” for both English Learner Participation and Redesignated English Fluent indicates that a student is eligible for English Learner services, but the student’s parent has opted them out.

### END DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentLanguageInstructionProgramAssociation/EndDate*

Definition: The date on which this student ended participation in the program. This element is optional but should be provided when a student’s participation in the applicable program has ended.

### Updated LANGUAGE INSTRUCTION

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentLanguageInstructionProgramAssociation/LanguageInstructionProgramServices/LanguageInstructionProgramServiceDescriptor*

Definition: Describes the methods used to provide English Language services. At least one must be reported if the student is an English Learner Participant; more than one is also possible.

CODE	DESCRIPTION	DEFINITION
01	Content Classes with Integrated ESL Support or Sheltered Instruction	Instruction simultaneously introduces both language and content, using specialized techniques to accommodate English Learners’ linguistic needs. Instruction focuses on the teaching of academic

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
		content rather than the English language itself, although the acquisition of English may be one of the instructional goals.
02	Dual Language or Two-Way Immersion	ELs and non-ELs receive instruction in English and a non-English Language.
03	English as a Second Language or English Language Development	Techniques, methodology, and special curriculum designed to teach ELs English language skills. Instruction is usually in English with little use of native language.
04	Heritage Language	Program to address the needs of heritage language learners/speakers. Heritage Language learners usually learned the language at home as children but may not have developed full fluency/literacy.
05	Structured English Immersion or Newcomer Program	Separate, relatively self-contained programs designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter other types of EL programs. Often build foundational skills in content areas (basic literacy, math concepts, etc.) as well as instruction to familiarize newcomers with American culture and educational settings.
06	Transitional Bilingual or Early-Exit Bilingual Education	Students begin in grade K or 1 by receiving instruction all or mostly in their L1 and transition incrementally over to English. Typically, transition to all English is complete by mid-to-late elementary school. L1 is used to leverage L2 acquisition, but L1 proficiency is not a program goal.

Additional information, including Class population and Instructor(s) data, can be found at:  
<https://cdn.education.ne.gov/wp-content/uploads/2019/10/EL-Program-Descriptions.pdf>

## REDESIGNATED ENGLISH FLUENT

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentLanguageInstructionProgramAssociation/RedesignatedEnglishFluent*

Definition: An indicator (yes/no) that a student was formerly English Learner Eligible but has now been Redesignated as English Fluent. Once a student is marked Redesignated English Fluent, they should remain reported as such each year until they leave the district.

The term 'English Learner', when used with respect to an individual, means an individual -

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who
  - a) was not born in the United States or whose native language is a language other than English; or

- b)
  - i) is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - ii) 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
- c)
  - i) is migratory, whose native language is a language other than English
  - ii) comes from an environment where a language other than English is dominant;
- 4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - a) The ability to meet the challenging State academic standards described in Section 1111(b)(1) of ESSA;
  - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - c) the opportunity to participate fully in society.

Students previously reported as English Learner Eligible will either be categorized as English Learner Participation yes or no, depending on their participation in the EL program.

### 8.3 HOMELESS PROGRAM

PROGRAM NAME	PROGRAM TYPE
Homeless	Other

An indication that a student is eligible for Homeless Education services at any time during the school year. According to McKinney-Vento, the term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence AND includes – (a) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals, (b) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, (c) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (d) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in a-c above.

All students who are receiving services under Homeless Education, at any time during the year, need to be reported. Once a student is set as homeless during the school year, they should remain so until the end of the year.

A student becoming homeless during the school year does not change their enrollment status. If they started out as Optioning In, their enrollment status will remain Optioning In, regardless of where the nighttime residence is located.

For more program information, visit <https://www.education.ne.gov/federalprogram/title-vii-b>

#### BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentHomelessProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program within the current school year. Begin Date is required.

#### PRIMARY NIGHTTIME RESIDENCE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentHomelessProgramAssociation/HomelessPrimaryNighttimeResidenceDescriptor*

Definition: A description that best describes the student’s living situation at the time the student was identified as homeless.

CODE	DESCRIPTION
01	Homeless – Shelters



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
02	Homeless – Doubled-Up (e.g., living with another family)
03	Homeless – Unsheltered
05	Homeless – Hotel or Motel

- Provide the code that best describes the student's living situation immediately following the homeless event.
- Primary Nighttime Residence describes only the initial living situation as determined at the time the student was identified as homeless.
- Do not report changes in living situation subsequent to identification as homeless unless correcting an error.

## UNACCOMPANIED YOUTH

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

*Resource: /StudentHomelessProgramAssociation/HomelessUnaccompaniedYouth*

Definition: An indicator (yes/no) of whether the homeless youth is unaccompanied by parents or legal guardians.

## 8.4 LEARNING MODALITY

PROGRAM NAME	PROGRAM TYPE
{district determines Learning Modality program name}	Learning Modality

The Learning Modality of a student is the way in which a student is receiving instruction. Learning Modality should only be reported for students who are not in full time in-person learning for at least one full day.

There are two areas in which Learning Modality data elements are used:

1. Those which determine the Learning Modality program name (Modality Time, Modality Time Type and Modality Type), and
2. Those that help define the specific students listed within the program and their status (Begin Date and End Date).

If the program includes both In Person and Remote Learning, two Learning Modalities should be reported on the same program.

A student should only have one Learning Modality program record at a time. If a student moves from one Learning Modality Program to another, the first should be given an End Date, and another record should be reported for the new Program on the next day. If a student is not receiving any instruction in-person during a time when they are being reported as absent, that student does not need a change in their Learning Modality reported.

Learning Modality Program Examples:

Program Name: Fulltime remote students  
 Learning Modality 1 (of 1)  
 Modality Type: Remote  
 Modality Time: 100  
 Modality Time Type: Percent

Program Name: 3 days a week in classroom  
 Learning Modality 1 (of 2)  
 Modality Type: In Person  
 Modality Time: 60  
 Modality Time Type: Percent  
 Learning Modality 2 (of 2)  
 Modality Type: Remote  
 Modality Time: 40  
 Modality Time Type: Percent

**BEGIN DATE**

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentProgramAssociation/BeginDate*

Definition: The first date that the student began using the associated learning modality during the current school year. Begin Date is required.

**END DATE**

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentProgramAssociation/EndDate*

Definition: The date that the student stopped using the associated learning modality. End Date is optional.

**MODALITY TIME**

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Program/\_ext/EdfiXLearningModality/LearningModalities/ModalityTime*

Definition: The amount/percent of time the student spends in the associated Modality Type (decimal).

**MODALITY TIME TYPE**

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Program/\_ext/EdfiXLearningModality/LearningModalities/ModalityTimeTypeDescriptor*

Definition: The units of time reported in the Modality Time.

DESCRIPTION	DEFINITION
Percent	The percentage of the time period being reported that the students receive the Modality Type. For students in a Hybrid program, this can be the percentage of each day, week, etc. If Percentage is reported, In Person plus Remote must equal 100. <b>Preferred method of reporting.</b>
Minutes	The number of minutes per day that the students are in each Modality Type. NDE will convert this information to Percent.
Days	The number of days in the reporting period that the students are in each Modality Type. NDE will convert this information to Percent.

If Percent is reported as the Modality Time Type, the Modality Time(s) should add up to 100.

**MODALITY TYPE**

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Program/\_ext/EdfiXLearningModality/LearningModalities/ModalityTypeDescriptor*

Definition: Defines if the modality being reported is In Person or Remote.

## ADVISER DATA ELEMENTS

DESCRIPTION	DEFINITION
In Person	Students are physically present in the classroom to receive instruction.
Remote	Students are not physically present in the classroom environment and are typically receiving instruction via technology. Students may also be receiving instruction via paper handouts. This may occur either synchronously or asynchronously.

### PROGRAM NAME

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */Program/ProgramName*

Definition: A label used to refer to each specific Learning Modality program, this label may be provided by the SIS automatically.

## 8.5 INTERIM (RULE 18) PROGRAM

PROGRAM NAME	PROGRAM TYPE
Rule 18 Interim-Program School	Neglected and Delinquent Program

For Interim School & Rule 18 program information visit <https://www.education.ne.gov/apac/interim-programs-rule-18/>. Note: The County-District number of the Rule 18 Interim-Program School is no longer collected in ADVISER.

### BEGIN DATE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program within the current school year. Begin Date is required.

### END DATE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentProgramAssociation/EndDate*

Definition: The date on which this student ended participation in the program. End Date is required for Interim Program, where a student has exited the program.

No other program-specific elements are needed for this program.

## 8.6 SCHOOL FOOD SERVICE PROGRAM

PROGRAM NAME	PROGRAM TYPE
School Food Service	Compensatory Services for Disadvantaged Students

Report all students with a Free & Reduced Lunch Eligibility Status. Update this status throughout the year by reporting additional School Food Service programs as the student's eligibility status changes.

### BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolFoodServiceProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program within the current school year. Begin Date is required.

### END DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSchoolFoodServiceProgramAssociation/EndDate*

Definition: The date on which this student ended participation in the program. End Date is required for School Food Service Program when a student has exited the program or has a change in program status.

### FREE AND REDUCED PRICE LUNCH ELIGIBILITY

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSchoolFoodServiceProgramAssociation/SchoolFoodServiceProgramServices/SchoolFoodServiceProgramServiceDescriptor*

Definition: An indication of a student's eligibility for free/reduced meals/milk.

CODE	DESCRIPTION	DEFINITION
1	Eligible for Free Meals	Free Meal means a lunch or breakfast available to a child from a household eligible for free meals based on family size and income or qualifying for benefits based on Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservation (FDPIR), or Medicaid programs. It also includes Foster Care, Homeless, and Migrant students and students in Head Start/Even Start programs.
2	Eligible for Reduced Price Meals	Reduced Price Meal means a lunch or breakfast available for a child from a household eligible for a reduced price

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
		meal based on family size and income or qualifying for benefits based on Medicaid.
3	Eligible for Free Special Milk	Special Milk Program is available only when students do not have access to lunch or breakfast. Free special milk guidelines are identical to free meal guidelines.

Students who are not eligible for free or reduced price meals (full price students) should not have a StudentSchoolFoodServiceProgramAssociation record submitted during the relevant timeframe. If a student goes from being Eligible for Free Meals, Eligible for Reduced Price Meals, or Eligible for Free Special Milk during the school year to not being eligible, the existing program record should be end dated and no additional record should be submitted.

Schools that participate in the Community Eligibility Provision can choose to not submit any StudentSchoolFoodServiceProgramAssociation records. If these schools do submit a record for any of their students in the StudentSchoolFoodServiceProgramAssociation, the information will not be utilized by the NDE as long as the student is enrolled in the CEP school.

## 8.7 SPECIAL EDUCATION PROGRAM

PROGRAM NAME	PROGRAM TYPE
Special Education	Special Education

### ALTERNATE ASSESSMENT

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/\_ext/Ne/ToTakeAlternateAssessment*

Definition: An indication (yes/no) if the Individual Education Plan (IEP) indicates the student is to take alternate state assessments in at least one subject. Note: Report yes if the student's IEP specifies that the student is to take the alternate assessment in at least one subject. Report no if the student's IEP does not specify that the student is to take the alternate assessment in any subject. Students below Grade 03 should be reported as no. Do not change the student's Alternate Assessment status after the Assessment testing window.

### BEGIN DATE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/BeginDate*

Definition: The effective date for the Special Education record in the current school year. Like other programs, this date should always be between July 1<sup>st</sup> and June 30<sup>th</sup> of the school year. If the record needs to be replaced due to changes in the student's circumstances (Disability, Placement Type, etc.), a new record with the most recent BeginDate can be submitted and the previous record should be ended with the appropriate Reason Exited.

### Updated DISABILITY

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSpecialEducationProgramAssociation/Disabilities/DisabilityDescriptor*

Definition: A physical or mental condition that limits a person's movements, senses, or activities. Provide at least one appropriate code indicating the verified disability of this student who is receiving special education and related services according to an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). A student should only have one primary disability on the IEP and IFSP, but additional disabilities can be listed. If you have any questions on the disability categories, please see 92 NAC 51-006.

CODE	DESCRIPTION
01	Emotional Disturbance
02	Deaf-Blindness
03	Deaf or Hard of Hearing
07	Multiple Impairment



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	
08	Orthopedic Impairment	
09	Other Health Impairment	
10	Specific Learning Disability	
11	Speech Language Impairment	
12	Visual Impairment	
13	Autism	
14	Traumatic Brain Injury	
15	Developmental Delay	Note: This category may be considered for children from birth through the school year in which the child reaches age eight. This category may not be used for students age 9 and older.
16	Intellectual Disability	

### New DISABILITY ORDER

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: [/StudentSpecialEducationProgramAssociation/Disabilities/OrderOfDisability](#)

Definition: A number indicating the ordering for records when there are multiple disability codes reported. The student's primary disability should always be marked as 1, and any additional disabilities should be a higher number.

### END DATE (SPECIAL EDUCATION EXIT DATE)

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentSpecialEducationProgramAssociation/EndDate](#)

Definition: The date within the current school year on which the student ceased receiving special education services at the district, only required if student has exited Special Education during the school year

### New IEP BEGIN DATE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentSpecialEducationProgramAssociation/IEPBeginDate](#)

Definition: The effective date of the student's current IEP or IFSP. Typically this date changes once per year, and may or may not be the same as the SPED program record Begin Date field.

### INITIAL SPED ENTRY DATE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentSpecialEducationProgramAssociation/\\_ext/Ne/InitialSpecialEducationEntryDate](#)

Definition: The date on which this student was first identified with a verified disability in the State of Nebraska

## New PART C TO B TRANSITION DELAY REASON

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/\_ext/Ne/PartCTransitionDelayReasonDescriptor*

Definition: The reason that a student who has reached their 3rd birthday continues to be served under IDEA Part C rather than Part B. This field may be left blank for students where this does not apply.

CODE	DESCRIPTION	EXPLANATION OF USE
1	Parent refused consent	
2	Parent chose to remain in Part C	
3	Other	A reason that does not match the above two cases. Please contact the NDE Office of Special Education with questions concerning this code.

## PLACEMENT TYPE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/\_ext/Ne/PlacementTypeDescriptor*

Definition: An indication of the Nonpublic school placement type of a student, where appropriate

CODE	DESCRIPTION	EXPLANATION OF USE
0	Not Applicable	The student does not attend a nonpublic school.
2	Nonpublic Placement - Other than Parental Placement	The student attends a nonpublic school but placement was determined by someone other than their parent/guardian (such as the IEP team or the state).
3	Nonpublic Placement – Parent Placement SPED Services from Resident District Student on IEP	The student attends a nonpublic school and was placed in that school by their parent/guardian. The resident district is providing FAPE special education services to the student under an IEP.
4	Nonpublic Placement – Parent Placement SPED Services Student on Equitable Service Plan	The student attends a nonpublic school and was placed in that school by their parent/guardian. The student is receiving Equitable Services from the public district located in the community of the nonpublic school.

- All children birth to age 3 should be reported as “0” (Not Applicable)
- If Placement Type equals “2”, “3”, or “4” (Nonpublic Placement), then Setting must equal:
  - For students age 6 to 21 – “5” (Separate School), “7” (Residential Facility), or “14” (Private School or Exempt (Home) School)
  - For students age 3 to 5 – all settings apply except “8” (Home)

## REASON EXITED

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

## ADVISER DATA ELEMENTS

*Resource: /StudentSpecialEducationProgramAssociation/ReasonExitedDescriptor*

Definition: An indication of the circumstances resulting in a student's transfer from the district or exit from the special education program

CODE	DESCRIPTION	EXIT WITHDRAW TYPE	SPED PROG.	EXPLANATION OF USE
SPED01	Transferred to another school district	213 Transfer Out to a Nebraska Public School	Part C	Transferred to another school district in Nebraska and continues with Early Intervention Services
SPED02	Returned to full-time regular education program	N/A	Part B	The student was served in special education at the start of the reporting period, but at some point during the 12-month period returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
SPED03	Graduated with a regular high school diploma	210 Completer: Graduated with a regular or advanced Diploma	Part B	The student is exiting an education program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities. This does not include students whose IEP prescribed a different course of instruction for meeting the district graduation requirement. The term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or general education development credential (GED).
SPED04	Received a Certificate of Completion	211 Completer with an Alternative/ Modified Diploma or 212 Completer No Diploma	Part B	The student exited an educational program and received a diploma, certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This includes students who received a high school diploma based on a different course

# ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXIT WITHDRAW TYPE	SPED PROG.	EXPLANATION OF USE
				of instruction that was prescribed in the student's IEP. This category also includes students receiving any alternative degree that is not fully aligned with the State's academic standards so long as the student remained continuously enrolled in the secondary educational program.
SPED05	Reached maximum age	208 Maximum Age	Part B	The student exited special education because of reaching the maximum age of 21 for receipt of special education services and did not receive a diploma.
SPED06	Deceased	206 Deceased	Part B, Part C	
SPED07	Dropped Out	202 Dropout or 205 Not Enrolled, Eligible to Return or 209 Withdrawal from Mandatory Attendance	Part B	The student was enrolled at the start of the reporting period, was not enrolled at the end of the reporting period, and did not exit special education through any of the other exit reasons described. This includes runaways, GED recipients (students must drop out to enroll in Adult Basic Education programs), expulsions, status unknown, students who moved and are not known to be continuing in another educational program and other exiters from special education.
SPED09	Withdrawn by parent	205 Not Enrolled Eligible to Return (if student also exits PK)	Part C	
SPED11	Transferred to another school district (Moved known to be continuing)	213 Transfer Out to a Nebraska Public School or 214 Transfer out to a Nebraska Special Purpose School or 215 Transfer Out to a Nebraska Nonpublic School or	Part B	The student moved out of the catchment area or otherwise transferred to another district and is known to be continuing in an educational program. <b>It is the Resident District's responsibility to ensure evidence that the student is continuing in special education.</b> This includes students in residential drug/alcohol rehabilitation centers, correctional facilities if those facilities operate as separate entities, or

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXIT WITHDRAW TYPE	SPED PROG.	EXPLANATION OF USE
		216 Transfer Out to an Exempt (Home) School or 217 Transfer Out to Another State / Country		accredited/approved programs excluding normal matriculation.
SPED12	Completion of the IFSP prior to the age of 3 years old	205 Not Enrolled, Eligible to Return (if student also exits PK)	Part C	The child exited Part C before age three because they are no longer eligible under IDEA, Part C.
SPED13	Exit to other program	205 Not Enrolled, Eligible to Return (if student also exits PK)	Part C	The child reached age three, was evaluated and determined not eligible for Part B, and was referred to other programs which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health nutrition services such as WIC.
SPED14	Exit with no referral	205 Not Enrolled, Eligible to Return (if student also exits PK)	Part C	The child reached age three, was evaluated and determined not eligible for Part B, but was not referred to other programs.
SPED16	Moved out of state	217 Transfer Out to Another State / Country	Part C	The child moved out of state during the reporting period. Do not report a child who moved within the state if services are known to be continuing.
SPED17	Attempts to contact parents unsuccessful	205 Not Enrolled, Eligible to Return	Part C	Personnel have been unable to provide early intervention services either due to lack of response from the parent or family, or inability to contact or locate the family or child after repeated, documented attempts. Include any child who was no longer receiving services under Part C before reaching the age of three and who has not been reported as deceased, moved out of state, or withdrawn by parent.
SPED18	Parent or legal guardian revoked consent for	N/A or 213 Transfer Out to a	Part B	The student was served in special education at the start of the reporting period, but at some point during the reporting period parent or

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXIT WITHDRAW TYPE	SPED PROG.	EXPLANATION OF USE
	Special Education Services	Nebraska Public School or 215 Transfer Out to a Nebraska Nonpublic School or 216 Transfer Out to an Exempt (Home) School or 217 Transfer Out to Another State / Country		legal guardian revoked special education services. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
SPED99	Change in SPED record only, Not an Exit	N/A	Part B, Part C	The student is not actually exiting from SPED. A change in the SPED record needs to be indicated due to changes in the student's circumstances. If used, the NDE will expect an additional SPED record to be published immediately following.

### SERVICE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/SpecialEducationProgramServices/SpecialEducationProgramServiceDescriptor*

Definition: Therapy services received by the student

CODE	DESCRIPTION
1	Occupational Therapy
2	Physical Therapy
3	Speech-Language Therapy

Only provide code(s) when applicable. More than one code can be provided. This information is used for Medicaid in Public Schools (MIPS) reimbursement from Nebraska Health and Human Services.

### SPECIAL EDUCATION PROGRAM

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSpecialEducationProgramAssociation/\_ext/Ne/SpecialEducationProgramDescriptor*

Definition: An indication of the student's participation in the Special Education program

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
05	IDEA Part B	Students age 4 through 21 as of the reporting date <u>OR</u> Students age 3 as of August 31 (and did not exit SPED before August 31) of the current school year if on an Individualized Education Plan (IEP) <u>OR</u> All Special Education Students on an Equitable Services Plan
06	IDEA Part C	Students age 2 or less <u>OR</u> Students age 2 or less when exiting SPED <u>OR</u> Students age 3 after August 31 of the current school year if on an Individualized Family Service Plan (IFSP)

## SPECIAL EDUCATION SETTING

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentSpecialEducationProgramAssociation/SpecialEducationSettingDescriptor*

Description: An indication of a special education student's educational or special education setting, see explanation of use for details

CODE	DESCRIPTION	LVL OF PROG PART	EXPLANATION OF USE
01	Home - not School Aged	Part C	Early intervention services are provided primarily in the principal residence of the child's family or caregivers. If they are receiving the majority of their services in the home, include children who receive early intervention both at home and in some homebased location such as daytime caregivers.
02	Community Based - not School Aged	Part C	Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
03	Other - not School Aged	Part C	Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.
05	Separate School	Part B Ages 3-21	(Students age 3-4 and Age 5 if HP or PK) Majority of special education and related services are provided in a

# ADVISER DATA ELEMENTS

CODE	DESCRIPTION	LVL OF PROG PART	EXPLANATION OF USE
			<p>day school designed specifically for children with disabilities. Do not include children that also attend a Regular Early Childhood Program.</p> <p>(Students age 6-21 and Age 5 if HK or KG) Receives education programs in a public or private separate day school facility. This includes children with disabilities receiving special education and related services at public expense for greater than 50 percent of the school day. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private day schools for students with disabilities</li> <li>• Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day</li> <li>• Public and private residential facilities if the student <u>does not live</u> at the facility</li> </ul> <p>This would not include children placed in nonpublic education settings.</p>
06	Separate Class	Part B Ages 3-4 and Age 5 if HP or PK	<p>Majority of special education and related services are provided in a class intended primarily for children with disabilities. Do not include children that also attend a Regular Early Childhood Program.</p>
07	Residential Facility	Part B Ages 3-21	<p>(Students age 3-4 and Age 5 if HP or PK) Majority of special education and related services are provided in a publicly or privately operated residential school or residential medical facility on an inpatient basis.</p> <p>(Students age 6-21 and Age 5 if HK or KG) Receives education programs and lives in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services at public expense for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private residential schools for students with disabilities</li> <li>• Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day</li> </ul>



# ADVISER DATA ELEMENTS

CODE	DESCRIPTION	LVL OF PROG PART	EXPLANATION OF USE
			Do not include students who receive education programs at the facility but do not live there.
08	Home - School Aged	Part B Ages 3-4 and Age 5 if HP or PK	Majority of special education and related services are provided in the principal residence of the child's family or caregiver. The term caregiver includes babysitters.
09	Service Provider Location	Part B Ages 3-4 and Age 5 if HP or PK	Majority of special education and related services are provided in a service provider location or some other location that is not in any other category. (Example: speech instruction provided in a private clinician's office, clinician's offices located in school buildings, and hospital facilities on an outpatient basis.)
13	Homebound/Hospital	Part B Ages 6-21 and Age 5 if HK or KG	Receives education programs in a homebound/hospital environment. This includes children with disabilities placed in and receiving special education and related services in hospital programs or homebound programs. <u>Do not include</u> children with disabilities whose parents have opted to home-school them and who receive special education services at the public expense.
14	Private School or Exempt (Home) School	Part B Ages 6-21 and Age 5 if HK or KG	Students have been enrolled by their parents or guardian in a regular parochial or other private school or exempt (home) school and whose basic education is paid through private resources and who receives special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. <u>Do not include</u> children who are placed in private schools by the LEA.
15	Correction/Detention Facility	Part B Ages 6-21 and Age 5 if HK or KG	Receives education programs in a correctional facility or short-term detention facility (community-based or residential).
16	Regular Early Childhood Program, 10+ hours/week; Services at EC Program	Part B Ages 3-4 and Age 5 if HP or PK	Majority of special education and related services are provided in the Regular Early Childhood Program and the child attends the Regular Early Childhood Program at least 10 hours per week. <b>See footnote * at end of table.</b>
17	Regular Early Childhood	Part B Ages 3-4 and	Majority of special education and related services are provided in <u>some other location</u> and the child attends

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	LVL OF PROG PART	EXPLANATION OF USE
	Program, 10+ hours/week; Services outside EC Program	Age 5 if HP or PK	the Regular Early Childhood Program at least 10 hours per week. <b>See footnote * at end of table.</b>
18	Regular Early Childhood Program, less than 10 hours/week; Services at EC Program	Part B Ages 3-4 and Age 5 if HP or PK	Majority of special education and related services are provided in the <u>Regular Early Childhood Program</u> and the child attends the Regular Early Childhood Program less than 10 hours per week. <b>See footnote * at end of table.</b>
19	Regular Early Childhood Program, less than 10 hours/week; Services outside EC Program	Part B Ages 3-4 and Age 5 if HP or PK	Majority of special education and related services are provided in <u>some other location</u> and the child attends the Regular Early Childhood Program less than 10 hours per week. <b>See footnote * at end of table.</b>
20	Public School – Inside Regular Class 80% or More of the Day	Part B Ages 6-21 and Age 5 if HK or KG	Students in a public school who receive their educational programs inside the general education environment for 80% or more of their day. (These are students who receive special education and related services outside the regular classroom for less than 21% of the school day.) <b>See footnote ** at end of table.</b>
21	Public School – Inside Regular Class 40% through 79% of the Day	Part B Ages 6-21 and Age 5 if HK or KG	Students in a public school who receive their educational programs inside the general education environment between 40-79% of their day. (These are students who receive special education and related services outside their regular classroom for at least 21% but not more than 60% of the school day.) <b>See footnote ** at end of table.</b>
22	Public School – Inside Regular Class Less than 40% of the Day	Part B Ages 6-21 and Age 5 if HK or KG	Students in a public school who receive their educational programs inside the general education environment for less than 40% of their day. (These are students who receive special education and related services outside the regular classroom for more than 60% of the school day.) <b>See footnote ** at end of table.</b>

\* Codes 16-19: A program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include but is not limited to: Head Start, preschool classes offered to an eligible pre-kindergarten population by the public school system (Rule 11), private kindergartens or preschools and group child development centers or child care.

**\*\*Codes 20-22:** This may include children with disabilities placed in:

- The regular class with special education/related services provided within the regular class
- Regular class with special education services provided in resource rooms
- Resource rooms with special education/related services provided within the resources room
- Resource rooms with part-time instruction in a regular class
- Self-contained special classrooms with part-time instruction in a regular class
- Self-contained special classrooms with full-time special education instruction on a regular school campus

Please visit the Special Education web page for additional information:

<https://www.education.ne.gov/sped/>

## 8.8 TITLE I PROGRAM

PROGRAM NAME	PROGRAM TYPE
Title I Part A	Title I Part A

Include all students that met any of the following criteria at any time during the school year:

- Title I services provided to nonpublic students (always considered “targeted”)
- Services in a Title I Targeted Assistance School
- Title I funded Early Childhood services (not part of a schoolwide project)

NOTE: Do not include students served in Title I Schoolwide programs.

Please visit the Title I Schoolwide Resources page for additional information, including the Title I Schoolwide Projects for the current school year.

<https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/>

The Title I Program collects information on a variety of Title I services a student may have received at any time during the school year.

The Title I Program should only include nonpublic students who received Title I services from your district at any time during the school year; students who received services in Title I Targeted Assistance Schools at any time during the school year; or students served by Title I funded Early Childhood services (not part of a schoolwide project) at any time during the school year.

### BEGIN DATE

Use: ☒ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentTitleIPartAProgramAssociation/BeginDate*

Definition: The date on which this student began participation in the program in the current school year, Begin Date is required

### SERVICE

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentTitleIPartAProgramAssociation/Services/ServiceDescriptor*

Definition: Title I services received by the student, at least one Service must be submitted for a student who has a Title I record.

CODE	DESCRIPTION
4	Title I Civics Government
5	Title I Early Childhood Education
6	Title I Guidance Counseling
7	Title I Health

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
8	Title I Math
9	Title I Reading ELA
10	Title I Science
11	Title I Social Work
12	Title I Support Other
13	Title I Vocational Career

### TITLE I PART A PARTICIPANT

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	X	State Reporting	<input type="checkbox"/>	CRDC
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Resource: [/StudentTitleIPartAProgramAssociation/TitleIPartAParticipantDescriptor](#)

Definition: An indication of the type of Title I program in which the student is participating and served

CODE/DESCRIPTION
Private school students participating
Public Targeted Assistance Program

## 9 DISCIPLINE

### 9.1 DISCIPLINE INCIDENT

Represents an occurrence of an infraction ranging from a minor behavioral problem that disrupts the orderly functioning of a school or classroom (such as tardiness) to a criminal act that results in the involvement of a law enforcement official (such as robbery.) A single event (e.g., a fight) is one incident regardless of how many perpetrators or victims are involved. Discipline incidents are events classified as warranting discipline action. Districts should only report a Discipline Incident (and associated Behavior and Action) in one school year, even if the Discipline Action rolls into the next school year. All information relating to the incident should be reported in the year it occurs.

#### HOMICIDE INDICATOR

Use: 

	Dashboard		State Reporting	X	CRDC
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Resource: */DisciplineIncident/\_ext/Ne/HomicideIndicator*

Definition: An indicator (yes/no) if the discipline incident involved homicide

#### INCIDENT DATE

Use: 

X	Dashboard	X	State Reporting		CRDC
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Resource: */DisciplineIncident/IncidentDate*

Definition: The date on which the discipline incident occurred

#### INCIDENT DESCRIPTION

Use: 

X	Dashboard		State Reporting		CRDC
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Resource: */DisciplineIncident/IncidentDescription*

Definition: The description for a discipline incident; optional

#### INCIDENT IDENTIFIER

Use: 

X	Dashboard	X	State Reporting		CRDC
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Resource: */DisciplineIncident/IncidentIdentifier*

Definition: A locally assigned unique identifier (within the school or school district) to identify each specific Discipline Incident or occurrence. The same identifier should be used to document the entire Discipline Incident even if it included multiple offenses and multiple offenders. The creation of this identifier can vary based on SIS implementation, and is only used to tie the incident to the other discipline reporting areas.

#### SHOOTING INDICATOR

Use: 

	Dashboard		State Reporting	X	CRDC
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Resource: */DisciplineIncident/\_ext/Ne/ShootingIndicator*

Definition: An indicator (yes/no) that the incident involved a shooting, whether or not anyone was hurt

## 9.2 STUDENT BEHAVIOR AND WEAPONS REPORTING

These elements represent data relating to those students who were victims, perpetrators, witnesses, and/or reporters for a discipline incident.

### BEHAVIOR

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentDisciplineIncidentBehaviorAssociation/Behaviors/BehaviorDescriptor*

Definition: The conduct of a student that resulted in a disciplinary action

CODE	DESCRIPTION	DEFINITION
101	Drugs, excluding Tobacco	The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do NOT include use, possession, sale, or solicitation of alcohol or tobacco. See OSEP Data Dictionary for Additional Definitions.
102	Physical Attack	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.
103	Threat of Physical Attack	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 verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded.
104	Weapons Possession	A weapon is any instrument or object used or could be used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others. If Weapons Possession is reported, include the weapon(s) in the Weapons category.
105	Harassment or Bullying – Sex	Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
106	Harassment or Bullying – Race,	Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
	Color, National Origin	actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment
107	Harassment or Bullying – Disability	Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.
108	Harassment or Bullying – Sexual Orientation	Harassment or bullying on the basis of sexual orientation refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and nonemployee third parties. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.
109	Harassment or Bullying – Religion	Harassment or bullying on the basis of religion refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of religion constitutes religious harassment.
110	Robbery	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.
111	Rape or Attempted Rape	Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.
112	Sexual Assault, other than Rape	Sexual assault is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).



## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	DEFINITION
113	Other	Any Behavior that does not fall into one of the other available categories
114	Property Damage	Willfully causing or attempting to cause substantial damage to property
115	Theft	Stealing or attempting to steal property of substantial value
116	Alcohol	Engaging in the unlawful possession, selling, dispensing, or use of an alcoholic liquor as defined in Nebraska Statute 53-103.02; or being under the influence of alcoholic liquor
117	Public Indecency	Public indecency as defined in Nebraska Statute 28-806, except that this shall apply only to students at least twelve years of age
118	Harassment or Bullying – Other	Harassment or bullying here refers to intimidation or abusive behavior toward a student on a basis that is not those described in other Behaviors (105, 106, 107, 108, 109). Harassing conduct may take many forms, including verbal acts and name calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.

### GUN FREE SCHOOL VIOLATION

Use: ☐ Dashboard ☒ State Reporting ☐ CRDC

Resource: */StudentDisciplineIncidentBehaviorAssociation/\_ext/Ne/GunFreeSchoolViolation*

Definition: An indicator (yes/no) of whether the perpetrator was charged with a Gun-Free Schools Violation. For this field to be reported as Yes, the incident must report a Weapon of 02 Handgun, 05 Other Firearm, 08 Rifle/Shotgun, or 12 Explosive Device, AND the incident is considered a Gun Free School Violation.

### REFERRAL TO LAW ENFORCEMENT INDICATOR

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentDisciplineIncidentBehaviorAssociation/\_ext/Ne/ReferralToLawEnforcement*

Definition: An indicator (yes/no) that the perpetrator was referred to law enforcement due to a disciplinary incident. An action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, 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 RELATED ARREST INDICATOR

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentDisciplineIncidentBehaviorAssociation/\_ext/Ne/SchoolRelatedArrestIndicator*

Definition: An indicator (yes/no) that the perpetrator was involved in a disciplinary incident that resulted

in an arrest. This includes a citation or arrest of a student for any activity conducted on school grounds; in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by such employee's designee; or at a school-sponsored activity or athletic event. All school-related arrests are considered referrals to law enforcement.

### SERIOUS BODILY INJURY

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */StudentDisciplineIncidentBehaviorAssociation/\_ext/Ne/SeriousBodilyInjury*

Definition: An indicator (yes/no) reported for the perpetrator if they inflicted Serious Bodily Injury on a victim. This refers to a bodily injury that involves a substantial risk of death; extreme physical pain; protracted or obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).

### STUDENT PARTICIPATION CODE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */StudentDisciplineIncidentBehaviorAssociation/StudentParticipationCodeDescriptor*

Resource: */StudentDisciplineIncidentNonOffenderAssociation/StudentParticipationCodeDescriptor*

Definition: The role or type of participation of a student in a discipline incident. There are a number of possible types of Student Participation (Perpetrator, Victim, Witness, etc.) but State Reporting only requires that the Perpetrator(s) be reported, except for some CRDC reporting (see below). SIS vendors may default this field and not require district staff to identify this field in the SIS.

CODE/DESCRIPTION
Perpetrator
Reporter
Victim
Witness

Districts are only required to report the perpetrator(s) of a discipline incident unless the Behavior is Harassment or Bullying on a specific basis (Behavior codes 105, 106, 107, 108, and 109). Both Perpetrator(s) and Victim(s) should be submitted in that case, for the purpose of CRDC reporting.

### WEAPON

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */StudentDisciplineIncidentBehaviorAssociation/\_ext/Ne/Weapons/WeaponDescriptor*

Definition: The type of weapon used during an incident, more than one code can be provided.

CODE	DESCRIPTION
02	Handgun
03	Knife

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
04	Other
05	Other Firearm
08	Rifle/Shotgun
10	Unknown
11	Pocketknife with Blade of Less Than 2 ½ Inches
12	Explosive Device

### 9.3 DISCIPLINE ACTION

Represents actions taken by an education organization after a disruptive event that is recorded as a discipline incident.

#### DISCIPLINE

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */DisciplineAction/Disciplines/DisciplineDescriptor*

Definition: The type of action, such as suspension, used to discipline the student involved as a perpetrator in a discipline incident

CODE	DESCRIPTION	REPORTING LEVEL	EXPLANATION OF USE
01	Removal from Classroom	Not State Reportable unless Behavior is State Reportable	
02	In School Suspension	State Reportable	Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
03	Out of School Suspension	State Reportable	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no 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 IEP.
04	Expulsion	State Reportable	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
05	Expulsion with Services	State Reportable; use when a student receives Educational Services or Alternative Placement	

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	REPORTING LEVEL	EXPLANATION OF USE
07	Other	Not State Reportable unless Behavior is State Reportable	
08	No Action for Incident	Not State Reportable unless Behavior is State Reportable	
09	No Action for Incident Due to Student Death, Withdrawal, or Incarceration	Not State Reportable unless Behavior is State Reportable	

Note that all ADVISER Behaviors are considered state reportable except for code 113 Other.

### DISCIPLINE ACTION LENGTH

Use: 

	Dashboard	X	State Reporting	X	CRDC
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Resource: [/DisciplineAction/DisciplineActionLength](#)

Definition: The length of time (up to two decimal places) in school days for the Discipline Action (e.g. removal, suspension). Required, but zero is an allowable value when applicable.

### DISCIPLINE DATE

Use: 

	Dashboard	X	State Reporting		CRDC
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Resource: [/DisciplineAction/DisciplineDate](#)

Definition: The first date that the discipline took place

### GFSA EXPULSION MODIFIED TO LESS THAN ONE YEAR

Use: 

	Dashboard	X	State Reporting		CRDC
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Resource: [/DisciplineAction/\\_ext/Ne/GFSAExpulsionModifiedToLessThanOneYear](#)

Definition: An indicator (yes/no) that a student expelled under the Gun-Free Schools Act had their expulsion modified to less than one year

### UNILATERAL REMOVAL

Use: 

	Dashboard	X	State Reporting		CRDC
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Resource: [/DisciplineAction/\\_ext/Ne/UnilateralRemovalDescriptor](#)

Definition: An indication that a student was unilaterally removed to an interim alternative educational setting and how the student was removed by School Personnel or a Hearing Officer, applicable only to Special Education students.

CODE	DESCRIPTION	EXPLANATION OF USE
01	Unilateral Removal by School District	Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (for not more than 45 days - does NOT include placement changes made by IEP team)

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION	EXPLANATION OF USE
02	Unilateral Removal by State Level Hearing Officer	Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury (Hearing officer appointed by the NDE pursuant to Rule 55)

## 10 COURSE GRADES

### ATTEMPT STATUS

Use: ☐ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSectionAssociation/AttemptStatusDescriptor*

Definition: An indication of the student's completion status for the associated section, the Fail, Incomplete, and Withdrawn statuses are used to determine which students should not get credit for completing the course section when the section data is used for state and CRDC reporting. This field is optional, if nothing is reported the effect will be the same as reporting that the student passed.

CODE	DESCRIPTION
Pass	The student completed the course (optional)
Fail	The student received a failing grade
Incomplete	The student was marked as Incomplete in the section for any reason
Withdrawn	The student withdrew from the section before the end of the term
Audited	The student audited the course (optional)

### DUAL CREDIT

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */StudentSectionAssociation/\_ext/Ne/DualCreditDescriptor*

Definition: An indication if the student earned both high school and postsecondary credit for a course

CODE	DESCRIPTION	EXPLANATION OF USE
0	Not Dual Enrolled	This course is not eligible for dual credit.
1	Dual Enrolled - Credit Received	This course is eligible for dual credit and the student earned both high school and postsecondary credit.
2	Dual Enrolled - Credit Not Received	This course is eligible for dual credit but the student did not earn both high school and postsecondary credit.

The only courses that should be coded 1 or 2 are those that are transcribed as dual credit with a specific 2- or 4-year college. Articulated courses should NOT be coded as dual credit courses.

### GRADE TYPE

Use: ☒ Dashboard ☒ State Reporting ☒ CRDC

Resource: */Grade/GradeTypeDescriptor*

Definition: The type of grade in a report card or transcript

CODE/DESCRIPTION
Conduct
Exam

## ADVISER DATA ELEMENTS

CODE/DESCRIPTION
Final
Grading Period
Mid-Term Grade
Progress Report
Semester

Records with a Grade Type of “Final” will be used for State Reporting purposes.

### LETTER GRADE EARNED

Use: 

X	Dashboard	X	State Reporting	X	CRDC
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*Resource: /Grade/LetterGradeEarned*

Definition: A final or interim (grading period) indicator of student performance in a class as submitted by the instructor

### NUMERIC GRADE EARNED

Use: 

X	Dashboard	X	State Reporting	X	CRDC
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*Resource: /Grade/NumericGradeEarned*

Definition: A final or interim (grading period) indicator of student performance in a class as submitted by the instructor

Note: Both Letter Grade Earned and Numeric Grade Earned are optional fields, but one of the two must be reported for high school students (grades 9-12). Reporting one of these fields is optional for all other students.



## 11 TRANSCRIPTS

All fields in this resource are optional to report, as course transcript data is only used for the ADVISER Dashboard at this time.

### ALTERNATIVE COURSE CODE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseTranscript/AlternativeCourseCode*

Definition: The local code assigned by the school that identifies the course offering, the code from an external educational organization, or other alternate course code

### ALTERNATIVE COURSE TITLE

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseTranscript/AlternativeCourseTitle*

Definition: The descriptive name given to a course of study offered in the school, if different from the Course Title

### COURSE ATTEMPT RESULT

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseTranscript/CourseAttemptResultDescriptor*

Definition: The result from the student's attempt to take the course

CODE/DESCRIPTION
Pass
Fail
Incomplete
Withdrawn

### EARNED CREDITS: CREDIT

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseTranscript/EarnedCredits*

Definition: The value of credits or units of value awarded for the completion of a course

### EARNED CREDITS: CONVERSION FACTOR

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */CourseTranscript/EarnedCreditConversion*

Definition: The type of credits or units of value awarded for the completion of a course

### FINAL LETTER GRADE EARNED

Use: 

<input checked="" type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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*Resource: /CourseTranscript/FinalLetterGradeEarned*

Definition: The final indicator of student performance in a class as submitted by the instructor, as reported on the Transcript record

#### FINAL NUMERIC GRADE EARNED

Use: 

X	Dashboard		State Reporting		CRDC
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*Resource: /CourseTranscript/FinalNumericGradeEarned*

Definition: The final indicator of student performance in a class as submitted by the instructor, as reported on the Transcript record

## 12 POST GRADUATE ACTIVITY

This data is collected for the purpose of Career Education Perkins Accountability reporting. As this data is collected in the school year after a student graduates, it must always be submitted and viewed under the prior school year in ADVISER so that it can be associated with the graduates' final enrollment records.

### POST GRADUATE ACTIVITY

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */PostGraduateActivity/PostGraduateActivityDescriptor*

Definition: An indication of the student's activity after their graduation or completion, to be determined within the second quarter after the program year of graduation (i.e., October 1 – December 31)

CODE	DESCRIPTION
0	Unavailable
1	2 Year College
2	4 Year College
3	Employment
4	Military
5	Not Tracked

### POST GRADUATE ACTIVITY DETERMINATION

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
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Resource: */PostGraduateActivity/PostGraduateActivityDeterminationDescriptor*

Definition: The method used for determining a student's post-graduation activity

CODE	DESCRIPTION
0	Unavailable
1	Administrative Records match
2	Follow-up Survey
3	Observation
4	Exit Survey

## 13 RESTRAINT EVENTS

This data is optionally collected for CRDC reporting, but starting in 2022-2023 is required to be reported by all districts per Nebraska Revised Statute section 79-760.05 when applicable.

### EVENT DATE

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */RestraintEvent/EventDate*

Definition: The date on which the restraint event occurred

### RESTRAINT EVENT IDENTIFIER

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */RestraintEvent/RestraintEventIdentifier*

Definition: A locally assigned unique identifier (within the school district) to identify each specific restraint event occurrence. The creation of this identifier can vary based on SIS vendor implementation, but is typically created automatically by the SIS.

### RESTRAINT CATEGORY

Use: 

<input type="checkbox"/>	Dashboard	<input checked="" type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
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Resource: */RestraintEvent/\_ext/Edfixcrdc/RestraintCategories/RestraintCategoryDescriptor*

Definition: The type(s) of restraint administered

CODE	DESCRIPTION
Mechanical	<p>Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by 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:</p> <ul style="list-style-type: none"> <li>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</li> <li>Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle</li> <li>Restraints for medical immobilization</li> <li>Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.</li> </ul> <p>Do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.</p>
Physical	<p>Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a</p>

## ADVISER DATA ELEMENTS

CODE	DESCRIPTION
	temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
Seclusion	Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

## 14 CIVIL RIGHTS DATA COLLECTION (CRDC)

The next planned CRDC reporting year is 2023-2024 (to be collected sometime after the end of the school year).

The Data Elements included in this section (and any elements included within this guidance where the only Use indicated is CRDC) are optional when it comes to reporting in ADVISER. Districts may complete their required CRDC reporting without the use of ADVISER. Any elements that are reported into ADVISER will be included in the CRDC reports within ADVISER Validation. Districts will still be required by the Office of Civil Rights of the US Department of Education to review and finalize their CRDC as they have in the past. For more information, visit: <https://www2.ed.gov/about/offices/list/ocr/data.html>.

### 14.1 STAFF CONTACTS (CRDC)

#### CONTACT TITLE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/ContactTitle*

Definition: The title of the contact in context of the education organization

#### Updated CONTACT TYPE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/ContactTypeDescriptor*

Definition: Indicates the type of the contact information, staff can be assigned more than one Contact Type

#### CODE/DESCRIPTION

Civil Rights Coordinator Section 504/Title II
-----------------------------------------------

Civil Rights Coordinator Title IX
-----------------------------------

Civil Rights Coordinator Title VI
-----------------------------------

#### ADDRESS: STREET NUMBER NAME

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Address/StreetNumberName*

Definition: The street number and street name or post office box number of an address. For CRDC, the address for the contact within the education organization.

#### ADDRESS: APARTMENT ROOM SUITE NUMBER

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Address/ApartmentRoomSuiteNumber*

Definition: The apartment, room, or suite number of an address. For CRDC, the address for the contact

within the education organization.

#### ADDRESS: CITY

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Address/City*

Definition: The name of the city in which an address is located. For CRDC, the address for the contact within the education organization.

#### ADDRESS: STATE ABBREVIATION

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Address/StateAbbreviation*

Definition: The abbreviation for the state (within the United States) or outlying area in which an address is located. For CRDC, the address for the contact within the education organization.

#### ADDRESS: POSTAL CODE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Address/PostalCode*

Definition: The five or nine digit zip code or overseas postal code portion of an address. For CRDC, the address for the contact within the education organization.

#### ELECTRONIC MAIL: ELECTRONIC MAIL ADDRESS

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/ElectronicMailAddress*

Definition: The electronic mail (e-mail) address listed for an individual or organization. For CRDC, the email address for the contact within the education organization.

#### TELEPHONE: TELEPHONE NUMBER

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Telephones/TelephoneNumber*

Definition: The telephone number including the area code, and extension, if applicable. For CRDC, the telephone number(s) for the contact within the education organization.

#### TELEPHONE: TELEPHONE NUMBER TYPE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: */StaffEducationOrganizationContactAssociation/Telephones/TelephoneNumberTypeDescriptor*

Definition: The type of communication number listed for an individual or organization. For CRDC, the telephone number(s) for the contact within the education organization.

#### CODE/DESCRIPTION

Emergency 1
-------------

## ADVISER DATA ELEMENTS

CODE/DESCRIPTION
Emergency 2
Fax
Home
Mobile
Other
Unlisted
Work

### TELEPHONE: ORDER OF PRIORITY

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: [/StaffEducationOrganizationContactAssociation/Telephones/OrderOfPriority](#)

Definition: The order of priority assigned to telephone numbers to define which number to attempt first, second, etc.

### TELEPHONE: TEXT MESSAGE CAPABILITY

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input checked="" type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	-------------------------------------	------

Resource: [/StaffEducationOrganizationContactAssociation/Telephones/TextMessageCapabilityIndicator](#)

Definition: The Telephone: Text Message Capability for the contact associated with the education organization



## 15 STUDENT STAFF COHORT

Districts will optionally be able to create a cohort to tie Staff to the Students for future use in statewide assessment rostering, in order to allow staff members who are not connected with a student in ADVISER via course sections to be able to view reports on the NWEA assessment website. Students will continue to be rostered based on their enrollments, but cohort groups will be used for granting staff access to additional rosters (e.g., a reading specialist, sport/activities coach, etc.).

### COHORT IDENTIFIER

Use: 

	Dashboard	X	State Reporting		CRDC
--	-----------	---	-----------------	--	------

Resource: */Cohort/CohortIdentifier*

Definition: A locally assigned unique identifier (within the school or school district) to identify each specific assessment cohort. The creation of this identifier can vary based on SIS implementation and is only used to identify the assessment cohort.

### COHORT DESCRIPTION

Use: 

	Dashboard	X	State Reporting		CRDC
--	-----------	---	-----------------	--	------

Resource: */Cohort/CohortDescription*

Definition: The description of the assessment cohort, optional

### COHORT TYPE

Use: 

	Dashboard	X	State Reporting		CRDC
--	-----------	---	-----------------	--	------

Resource: */Cohort/CohortType*

Definition: Describes the type of cohort, required but the only value permitted is "Other"

#### CODE/DESCRIPTION

Other
-------

### STAFF BEGIN DATE

Use: 

	Dashboard	X	State Reporting		CRDC
--	-----------	---	-----------------	--	------

Resource: */StaffCohortAssociation/BeginDate*

Definition: The first date where the staff member should be included in rosters for this cohort. This field is required and will be used when pulling the rosters. If the Begin Date is after the roster date, the staff member will not be included in the associated cohort.

### STAFF END DATE

Use: 

	Dashboard		State Reporting		CRDC
--	-----------	--	-----------------	--	------

Resource: */StaffCohortAssociation/EndDate*

Definition: The last date where the staff member should be included in rosters for this cohort. If an end date is provided and is before the roster date, the staff member will not be included in the associated

cohort.

### STUDENT BEGIN DATE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	--------------------------	------

*Resource: /StudentCohortAssociation/BeginDate*

Definition: The first date where the student should be included in rosters for this cohort. This field is required and will be used when pulling the rosters. If the Begin Date is after the roster date, the student will not be included in the associated cohort.

### STUDENT END DATE

Use: 

<input type="checkbox"/>	Dashboard	<input type="checkbox"/>	State Reporting	<input type="checkbox"/>	CRDC
--------------------------	-----------	--------------------------	-----------------	--------------------------	------

*Resource: /StudentCohortAssociation/EndDate*

Definition: The last date where the student should be included in rosters for this cohort. If an end date is provided and is before the roster date, the student will not be included in the associated cohort.

## APPENDIX A – CHANGE SUMMARY

Version 8.0 (2023-2024) – July 10, 2023

1. [\[4\] Student, Parent, and Demographics](#)
  - a. Element Group Updated
    - i. “Digital Equity” fields have been renamed as “Digital Access” to match the federal definition
2. [\[8.2\] English Learners Program](#)
  - a. Code Removed
    - i. Language Instruction
      1. Removed 07 “Other” language instruction type, all students participating in EL programs should use one of the remaining codes
3. [\[8.7\] Special Education Program](#)
  - a. Element Added
    - i. Disability Order
    - ii. IEP Begin Date
    - iii. Part C to B Transition Delay Reason
  - b. Guidance Revised
    - i. Disability
      1. Updated to reflect that multiple disabilities in addition to the primary disability can be published
4. [\[9.2\] Student Behavior and Weapons Reporting](#)
  - a. Location Revised
    - i. Adjusted API locations to reflect new resources for perpetrators and/or non-offenders
5. [\[14\] Staff Contacts](#)
  - a. Code Removed
    - i. Contact Type
      1. Removed deprecated “Other” type

Version 7.2 (2022-2023) – September 16, 2022

6. [\[7\] Attendance](#)
  - a. Guidance Revised
    - i. Attendance Event Category
      1. Added descriptions of absence codes based on CEDS definitions

Version 7.1 (2022-2023) – September 13, 2022

7. [\[5\] Courses and Sections](#)
  - a. Guidance Revised
    - i. Instructional Time Planned
      1. Clarified that this field is only required for courses with 9<sup>th</sup> – 12<sup>th</sup> graders
8. [\[6\] Enrollment](#)
  - a. Guidance Revised

- i. Residency Status
      - 1. Code 09 “Ward of the State/Court Assigned to a Residential Setting” was renamed and guidance changed to better reflect the related DHHS statute
- 9. [9.2] Student Behavior and Weapons Reporting
  - a. An “Updated” note was added to the title of Behavior to quickly indicate in the table of contents that this field had new codes added in the 2022-2023 school year
  - b. Guidance Revised
    - i. Student Related Arrest Indicator
      - 1. The language in this field was updated to better match the LB154 discipline bill language, but this does not affect the usage of the field

### Version 7.0 (2022-2023) – May 25, 2022

- 10. [1] General Information and Scope
  - a. The element name notation was updated to formalize the formatting for grouped elements and nicknames. Some element names were revised to use this format where needed.
  - b. The resource notation has been updated throughout the document to more closely match how data is transmitted from a SIS to ADVISER (by indicating extensions, descriptors, and collections) in order to assist SIS vendors.
- 11. [3] Staff
  - a. Element Added
    - i. Electronic Mail (provided by NDE)
    - ii. Name: Last Surname (provided by NDE)
    - iii. Name: First Name (provided by NDE)
    - iv. Name: Middle Name (provided by NDE)
    - v. NDE Staff ID (provided by NDE)
  - b. Guidance Added
    - i. Classroom Position
      - 1. Only one Teacher of Record at a time per course section is allowed
  - c. Guidance Revised
    - i. Position Title
      - 1. Removed the list of recommended titles as this field was no longer used by the ADVISER Dashboard
- 12. [4] Student, Parent, and Demographics
  - a. Code Added
    - i. Language
      - 1. 9000 – Dari (this code was introduced late in the 2021-2022 school year but is being documented now)
  - b. Element Added
    - 1. Student Identification Code (Local ID) (this element previously existed in ADVISER but was not documented here)

2. Student Identification System (this element previously existed in ADVISER but was not documented here)
  - c. Element Group Added
    - i. These elements were renamed to place them in a group of all student digital equity elements
      1. Digital Equity: Barrier to Internet Access in Residence
      2. Digital Equity: Internet Access in Residence
      3. Digital Equity: Internet Access Type in Residence
      4. Digital Equity: Internet Performance in Residence
      5. Digital Equity: Primary Learning Device Access
      6. Digital Equity: Primary Learning Device Away from School
      7. Digital Equity: Primary Learning Device Provider
  - d. Guidance Revised
    - i. Parent Unique ID
      1. Clarified that this ID is always generated by the SIS automatically
    - ii. Race
      1. Indicated that “HI” is used as the abbreviation for the Hispanic/Latino Reporting Race when applicable
      2. Clarified that the logic for defining Two or More Races occurs immediately after the Hispanic/Latino Reporting Race logic
13. [5] Courses and Sections
- a. Element Added
    - i. Academic Subject (provided by NDE)
    - ii. Course Title (provided by NDE)
    - iii. Instructional Time Planned (new field to be collected in 2022-2023)
  - b. Element Renamed
    - i. State Course Code renamed to Course Code (State Course Code)
  - c. Guidance Revised
    - i. Course Staff ID Override
      1. Any ID submitted here will override the Staff Section Association teacher of record, and will also be subject to course endorsement checks.
    - ii. Section Identifier
      1. The local identifier assigned to a specific section of a course offering, this field is typically automatically generated by the SIS vendor. A section in ADVISER is uniquely defined by this identifier and also by its associated Session (term), School, and Course Offering.
14. [6] Enrollment
- a. Element Renamed
    - i. Entry Date (Enrollment) renamed to Entry Date (Enrollment Date)
    - ii. Exit Withdraw Date (Enrollment) renamed to Exit Withdraw Date (Exit Date)
    - iii. Exit Withdraw Type (Enrollment Code) renamed to Exit Withdraw Type (Exit Code)
  - b. Guidance Added

- i. Exit Withdraw Date (Exit Date)
      - 1. The exit date is optional however, as a student without an exit date will be assumed to be returning in the next school year.
    - ii. Full-Time Equivalency
      - 1. This field is collected as a decimal with two decimal places, but depending on the SIS vendor may be presented as a whole number between 0 and 100.
  - c. Guidance Revised
    - i. Entry Type (Enrollment Code)
      - 1. Explanations of Use edited for clarity only
    - ii. Exit Withdraw Type (Exit Code)
      - 1. Explanations of Use edited for clarity
      - 2. 205 Not Enrolled, Eligible to Return – edited to clarify that a student under the compulsory attendance age that withdraws due to “reasons of immaturity” means that the student has ended their special services and is not ready to enroll in Kindergarten
15. [7] Attendance
- a. Guidance Added
    - i. Attendance Event Category
      - 1. Section Attendance Events are only used for the ADVISER Dashboard, while daily School Attendance Events are also used for state reporting purposes.
      - 2. Codes 06-12 do not alter a district’s local definitions of excused and unexcused absences, but are intended to be used to categorize each type of absence more specifically when possible.
  - b. Guidance Revised
    - i. Additional Guidance on Attendance – Suspended or Expelled Students
      - 1. Clarified that all text within this guidance refers to both suspended and expelled students
16. [8.1] Early Childhood Program
- a. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
17. [8.2] English Learners Program
- a. Guidance Added
    - i. English Learner Participation
      - 1. An English Learner program that is submitted with a “no” for both English Learner Participation and Redesignated English Fluent indicates that a student is eligible for English Learner services, but the student’s parent has opted them out.
  - b. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
18. [8.3] Homeless Program

- a. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
- 19. [8.4] Learning Modality
  - a. Element Added
    - i. Program Name (this element previously existed in ADVISER but was not documented here)
  - b. Guidance Added
    - i. Learning Modality should only be reported for students who are not in full time in-person learning for at least one full day.
    - ii. If a student is not receiving any instruction in-person during a time when they are being reported as absent, that student does not need a change in their Learning Modality reported.
  - c. Guidance Revised
    - i. Added learning modality program examples in section guidance
    - ii. Begin Date
      - 1. Clarified that this date should be within the current school year
    - iii. Modality Type
      - 1. Clarified that Remote modalities may also include paper handouts, not just instruction via technology
- 20. [8.5] Interim (Rule 18) Program
  - a. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
- 21. [8.6] School Food Service Program
  - a. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
- 22. [8.7] Special Education Program
  - a. Code Revised
    - i. Disability
      - 1. Code 03 description changed from Hearing Impaired to Deaf or Hard of Hearing
  - b. Guidance Revised
    - i. Reason Exited
      - 1. Codes table edited for clarity only
- 23. [8.8] Title I Program
  - a. Guidance Revised
    - i. Begin Date
      - 1. Clarified that this date should be within the current school year
- 24. [9.2] Student Behavior and Weapons Reporting
  - a. Code Added

- i. Behavior (new codes to be collected in 2022-2023)
      - 1. 114 – Property Damage
      - 2. 115 – Theft
      - 3. 116 – Alcohol
      - 4. 117 – Public Indecency
      - 5. 118 – Harassment or Bullying – Other
    - b. Guidance Added
      - i. Student Participation Code
        - 1. Districts are only required to report the perpetrator(s) of a discipline incident unless the Behavior is Harassment or Bullying on a specific basis (Behavior codes 105, 106, 107, 108, and 109). Both Perpetrator(s) and Victim(s) should be submitted in that case, for the purpose of CRDC reporting.
- 25. [9.3] Discipline Action
  - a. Guidance Added
    - i. Discipline
      - 1. Note that all ADVISER Behaviors are considered state reportable except for code 113 Other.
- 26. [10] Course Grades
  - a. Element Added
    - i. Attempt Status (new field to be collected in 2022-2023)
- 27. [11] Transcripts
  - a. Guidance Added
    - i. All fields in this resource are optional to report, as course transcript data is only used for the ADVISER Dashboard at this time.
- 28. [12] Post Graduate Activity
  - a. Guidance Added
    - i. This data is collected for the purpose of Career Education Perkins Accountability reporting. As this data is collected in the school year after a student graduates, it must always be submitted and viewed under the prior school year in ADVISER so that it can be associated with the graduates' final enrollment records.
- 29. [13] Restraint Events
  - a. These elements were moved into their own heading instead of being listed underneath the CRDC heading, to indicate that this data is now also used for state reporting.
  - b. Element Added
    - i. Event Date (this element previously existed in ADVISER but was not documented here)
    - ii. Restraint Event Identifier (this element previously existed in ADVISER but was not documented here)
  - c. Guidance Added



- i. This data is optionally collected for CRDC reporting, but starting in 2022-2023 is required to be reported by all districts per Nebraska Revised Statute section 79-760.05 when applicable.
- 30. [14] Civil Rights Data Collection (CRDC)
  - a. Element Removed (several elements were removed to simplify SIS vendor CRDC reporting requirements)
    - i. All Classrooms Have WiFi
    - ii. Alternative Status
    - iii. Fiber Optic Connection
    - iv. Students Bring Own Device
    - v. Students Take Home Device
    - vi. Ungraded Detail
    - vii. WiFi Device Count
  - b. Guidance Revised
    - i. The section guidance was revised to indicate that 2023-2024 is the next scheduled CRDC reporting year.
- 31. [15] Student Staff Cohort
  - a. Guidance Revised
    - i. Districts will optionally be able to create a cohort to tie Staff to the Students for future use in statewide assessment rostering, in order to allow staff members who are not connected with a student in ADVISER via course sections to be able to view reports on the NWEA assessment website. Students will continue to be rostered based on their enrollments, but cohort groups will be used for granting staff access to additional rosters (e.g., a reading specialist, sport/activities coach, etc.).
- 32. Appendix C – Resource Details
  - a. Revised for clarity as well as to specify the format of the resource listings

### Version 6.0 (2021-2022) – May 18, 2021

- 1. District, School, and Calendar
  - a. Codes Removed
    - i. Calendar Event
      - 1. 10 – Instructional Day – Split School and Remote
      - 2. 11 – Instructional Day – Remote Learning
  - b. Code Revised
    - i. Calendar Event
      - 1. Code 01 – Instructional Day
- 2. Student, Parent, and Demographics
  - a. Guidance Added
    - i. Individual Student data reported in the ADVISER Data System is limited to the elements listed in this section. Fields provided by ADVISER Person ID include: Student First Name, Student Middle Name, Student Last Name, Student Suffix,

Student Preferred First Name, Student Preferred Last Name and Student Date of Birth. Accordingly, individual student data should be reported to the NDE via ADVISER Person ID in the NDE Portal. Student information added to ADVISER Person ID is loaded into the ADVISER ODS within minutes of a district sending their data. Student data reported in ADVISER will not be transferred to ADVISER Person ID at this time.

ii. Electronic Mail: Electronic Mail Type

1. Email (Electronic Mail) data elements include: Electronic Mail Address, Electronic Mail Type and Primary Email Address Indicator. The NDE utilizes this data for contacting only a small subset of students, after they leave school. As such, a district email address for each student is not appropriate. Sometimes this also means a parent email address is needed. Since the NDE only wants 1 email address, if the primary email information belongs to the parent, that is OK. The NDE will gather information from both student and parent resources when email data is pulled. If there is a valid student email address on file we will use it. Otherwise, the parent email address will be utilized. As the NDE needs this information for such a small subset of students, the State Reporting required check box is not selected for these data elements.

iii. Internet Access Type in Residence (Student Indicator)

1. If more than one internet service type, select primary source of internet access for doing school work.

b. Element Definition Updated

i. Internet Access in Residence (Student Indicator)

1. An indication of whether the student is able to access the internet in their primary place of residence.

ii. Internet Access Type in Residence (Student Indicator)

1. The primary type of internet service used in the student's primary place of residence.

iii. Internet Performance in Residence (Student Indicator)

1. An indication of whether the student can complete the full range of learning activities including video streaming and assignment upload, without interruptions caused by poor internet performance in their primary place of residence.

iv. Parent in Military (Student Characteristic)

1. An indication that the student has a parent or guardian that is a member of the Armed Forces or on full-time National Guard duty. The terms "Armed Forces" and "full-time National Guard duty" have the same meanings as defined in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5). If this characteristic is submitted during the school year, leave that code set for the remainder of the school year.

c. Elements Added

- i. Address: Address Type
    - ii. Barrier to Internet Access in Residence (Student Indicator)
    - iii. Primary Learning Device Provider (Student Indicator)
  - d. Element Revised
    - i. Internet Performance in Residence (Student Indicator)
    - ii. Primary Learning Device Access (Student Indicator)
    - iii. Primary Learning Device Away From School (Student Indicator)
  - e. Codes Added
    - i. Internet Access Type in Residence (Student Indicator)
      - 1. Community Provided Wi-Fi
      - 2. Unknown
  - f. Codes Removed
    - i. Internet Access in Residence (Student Indicator)
      - 1. No-Not Available
      - 2. No-Not Affordable
  - g. Codes Revised
    - i. Internet Access in Residence (Student Indicator)
      - 1. No
    - ii. Internet Access Type in Residence (Student Indicator)
      - 1. Hot Spot
    - iii. Internet Performance in Residence (Student Indicator)
      - 1. Yes
      - 2. Sometimes
  - h. Example Revised
    - i. Expected Graduation Year (Cohort Year)
      - 1. If the student is a first time 9th grader in 2017-2018, the student's cohort is 2021 (2017 + 4). When the student gets to 2020-2021 and will not graduate until 2022 and the district changes the Expected Graduation Year to 2022, the cohort will remain 2021 and the student will have to have been assessed in 2020 (cohort minus 1).
- 3. Courses and Sections
  - a. Guidance Added
    - i. Course information is collected for a variety of uses, including: to define the teacher/student connection, define CTE programs of study offered and concentrators for Perkins accountability, check Teacher Endorsements, assessment rostering, and ensure Rule 10 curriculum requirements are being met.
  - b. Code Definitions Revised
    - i. Section Delivery
      - 1. Synchronous Distance Learning
        - a. Interactive Audio-Visual [10-004.04D1b]
      - 2. Asynchronous Distance Learning
        - a. University of Nebraska High School [10-004.04D2a]

- b. Other Distance Learning Technology [10-004.04D2b]
  - c. Element Description Revised
    - i. State Course Code
      - 1. For a list of valid values see Course Codes and Clearing Endorsements at <https://www.education.ne.gov/dataservices/adviser-resources/>. For Nebraska Career and Technical Education Course Standards and Programs of Study visit <https://cestandards.education.ne.gov/>.
  - d. Element Moved
    - i. Course Staff ID Override – moved from Section 10 – Course Grades
- 4. Enrollment
  - a. Codes Removed
    - i. Exit Withdraw Type (Enrollment Code)
      - 1. 201 – Transfer Out
  - b. Codes Added
    - i. Exit Withdraw Type (Enrollment Code)
      - 1. 213 – Transfer Out to a Nebraska Public School
      - 2. 214 – Transfer Out to a Nebraska Special Purpose School
      - 3. 215 – Transfer Out to a Nebraska Nonpublic School
      - 4. 216 – Transfer Out to an Exempt (Home) School
      - 5. 217 – Transfer Out to Another State / Country
    - ii. Residency Status
      - 1. 09 - Ward of the State/Court Assigned to a Group Home
  - c. Element Description Updated
    - i. Full-Time Equivalency
      - 1. This field is collected as a decimal with two decimal places.
  - d. Examples Updated
    - i. Full-Time Equivalency
      - 1. Example 1 – 1.00
      - 2. Example 2 – 0.25 or 1.00
      - 3. Example 3 – 1.00
      - 4. Example 4 – 0.25
      - 5. Example 5 – 1.00
      - 6. Example 6 – 1.00
      - 7. Example 7 – 1.00
      - 8. Example 8 – 0.50
      - 9. Example 9 – 1.00
  - e. Examples Added
    - i. Full-Time Equivalency
      - 1. Example 10 – A homeschool (exempt) student attends a public school for SPED services. FTE = < 0.50.
- 5. Attendance
  - a. Codes Added

- i. Attendance Event Category
    - 1. 06 – Excused Absence - Disciplinary action, not receiving instruction
    - 2. 07 – Excused Absence - Illness/Medical
    - 3. 08 – Excused Absence - Noninstructional activity recognized by state, district, or school
    - 4. 09 – Excused Absence - Transportation not available
    - 5. 10 – Excused Absence - Other
    - 6. 11 – Unexcused Absence - Student skipping school
    - 7. 12 – Unexcused Absence - Other or unknown
  - b. Codes Removed
    - i. Attendance Event Category
      - 1. 02 - Excused Absence
      - 2. 03 - Unexcused Absence
    - c. Guidance Updated
      - i. Attendance Event Category
        - 1. Codes 06-12 will be counted as absences for State Reporting Purposes
- 6. Programs
  - a. Learning Modality
    - i. Program Added
    - ii. Elements Added
      - 1. Modality Time
      - 2. Modality Time Type
      - 3. Modality Type
  - b. Special Education
    - i. Codes Revised
      - 1. Reason Exited
        - a. SPED 01 Exit Withdraw Type 213 – Transfer Out to Nebraska Public School
        - b. SPED 02 Explanation of Use
          - i. The student was served in special education at the start of the reporting period, but at some point during the 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
        - c. SPED 11 Exit Withdraw Type 213 – Transfer Out to Nebraska Public School or 214 – Transfer Out to a Nebraska Special Purpose School or 215 – Transfer Out to a Nebraska Nonpublic School or 216 – Transfer Out to an Exempt (Home) School or 217 – Transfer Out of Another State / Country
        - d. SPED 11 Explanation of Use

- i. The student moved out of the catchment area or otherwise transferred to another district and is known to be continuing in an educational program. It is the Resident District's responsibility to ensure evidence that the student is continuing in special education. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities if those facilities operate as separate entities, or accredited/approved programs, excluding normal matriculation. <https://www.education.ne.gov/apac/>
    - e. SPED 16 Exit Withdraw Type 217 – Transfer Out of Another State / Country
  - 2. Special Education Setting
    - a. 01 – Home – not School Aged Explanation of Use
      - i. Early intervention services are provided primarily in the principal residence of the child's family or caregivers. If they are receiving the majority of their services in the home, include children who receive early intervention both at home and in some homebased location such as daytime caregivers.
    - b. 05 – Separate School Explanation of Use
      - i. Students age 6-21 and Age 5 if HK or KG) – This would not include children placed in nonpublic education settings.
  - ii. Code Added
    - 1. Reason Exited
      - a. SPED 18 – Parent or legal guardian revoked consent for Special Education Services
  - iii. Element Description Updated
    - 1. Special Education Setting
      - a. An indication of a special education student's educational or special education setting. See explanation of use for details.
- 7. Discipline
  - a. Guidance Added
    - i. Districts should only report a Discipline Incident (and associated Behavior and Action) in one school year, even if the Discipline Action rolls into the next school year. All information relating to the incident should be reported in the year it occurs.
- 8. Civil Rights Data Collection (CRDC)
  - a. Guidance Added
    - i. At the time this guidance was first published, 2021-2022 is not planned to be a reporting year for CRDC. The data elements have been left in ADVISER, but this information will not be utilized for CRDC. The next planned CRDC reporting year is

2022-2023. This may change if the Office of Civil Rights at the US Dept of Education alters the reporting cycle.

- ii. For more information, visit: <https://www2.ed.gov/about/offices/list/ocr/data.html>

9. New Student Staff Cohort (for Assessment) section

a. New Elements

- i. Cohort Description
- ii. Cohort Type
- iii. Staff Begin Date
- iv. Staff End Date
- v. Student Begin Date
- vi. Student End Date

10. Appendix A – Change Summary

- a. Changes for school years 2019-2020 and prior removed

11. Appendix C – Resource Details

a. Resource Descriptors Updated

i. EducationOrganization

- 1. Location - The location may be an indoor or outdoor area designated for the purpose of meeting the educational needs of students.
- 2. Course - For Learning Modality, vendors will need to submit this information.

ii. PostGraduateActivity

- 1. PostGraduateActivity - The Post School Survey template is provided for all 12th grade Career Education Concentrators identified as a [School-Year] completer with diploma and is submitted ONE-YEAR AFTER high school graduation into the ODS for the year that the student graduated.

iii. Student

- 1. Student - This domain entity is provided entirely by the NDE via the ADVISER Person ID system.

b. New Resources Added

i. StudentStaffCohort

- 1. Cohort
- 2. StaffCohortAssociation
- 3. StudentCohortAssociation

## APPENDIX B – STUDENT CHARACTERISTIC CODES

These codes are listed as individual items within the main ADVISER Data Elements document.

### Student Characteristic Codes

CODE	DESCRIPTION
08	Parent in Military
12	Single parent
34	Attended Preschool
37	Foreign Exchange
38	Directory Information Opt Out
39	High Ability Learner Eligible
40	High Ability Learner Participant
41	Honors or Advanced Placement
42	Section 504



## APPENDIX C – RESOURCE DETAILS

This information is mostly relevant to vendors, but it may be helpful to district staff depending upon the SIS vendor's implementation.

*Format:*

**Interchange** (*a functional grouping of elements*) -

DomainEntityOrAssociation (*the resource to which a set of data elements is published*)

### EducationOrganization -

**Location** - This entity represents the physical space where students gather for a particular class/section. The location may be an indoor or outdoor area designated for the purpose of meeting the educational needs of students.

**ClassPeriod** - This entity represents the designation of a regularly scheduled series of class meetings at designated times and days of the week.

**Course** - This domain entity is provided entirely by the NDE. For Learning Modality, vendors will need to submit this information.

**Program** - Except for Learning Modalities, this domain entity is provided by the NDE.

**School** - This domain entity is provided by the NDE.

### EducationOrgCalendar -

**Calendar** - This entity represents a set of dates associated with a school calendar.

**CalendarDate** - This extension entity represents a day in the school calendar.

**Session** - This entity represents the prescribed span of time when an education institution is open, instruction is provided, and students are under the direction and guidance of teachers and/or education institution administration.

**GradingPeriod** - This entity represents the time spans for which grades are reported.

### MasterSchedule -

**CourseOffering** - This entity represents an offering of a course by school during a session, representing the catalog of available courses.

**Section** - This educational entity represents a setting in which organized instruction of course content is provided to one or more students for a given period of time. A course may be offered to more than one class/section. Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

### Parent -

**Parent** - This entity represents a parent or guardian of a student, such as mother, father or caretaker.

**StudentParentAssociation** - This association relates students to their parents, guardians or caretakers.

### PostGraduateActivity -

**PostGraduateActivity** - NDE specific entity for capturing the CE post-graduation activity details. The Post School Survey template is provided for all 12th grade Career Education Concentrators

identified as a [School-Year] completer with diploma and is submitted ONE-YEAR AFTER high school graduation into the ODS for the year that the student graduated.

### RestraintEvent -

RestraintEvent - This domain entity is required for CRDC implementation and for state reporting.

### StaffAssociation -

StaffEducationOrganizationAssignmentAssociation - One record should be submitted for each role that the staff member holds at the school and/or district. This is also used to control staff members' access to the dashboard.

StaffSchoolAssociation - This domain entity is not submitted for non-certificated staff members who have been given a StaffEducationOrganizationAssignmentAssociation record for dashboard access only.

StaffSectionAssociation - This domain entity is required only for teachers with sections.

Staff - This domain entity is provided entirely by the NDE.

StaffEducationOrganizationContactAssociation - This extension domain entity provides the contact information of the staff associated with the education organization.

### Student -

Student - This domain entity is provided entirely by the NDE via the ADVISER Person ID system.

### StudentAttendance -

StudentSchoolAttendanceEvent - This domain entity is required to fulfill state reporting requirements. The information will also be used to populate the Daily Attendance section of the dashboard.

StudentSectionAttendanceEvent - This domain entity is recommended and will be used to populate the Class Period Absence portion of the dashboard.

### StudentCohort -

Cohort - This entity represents a named group that is used to associate students and staff that otherwise is not grouped together in the Ed-Fi data.

StaffCohortAssociation - This entity represents the staff members associated with the specific CohortIdentifier.

StudentCohortAssociation - This entity represents the students associated with the specific CohortIdentifier.

### StudentDiscipline -

DisciplineIncident - This event entity represents an occurrence of an infraction ranging from a minor behavioral problem that disrupts the orderly functioning of a school or classroom (such as tardiness) to a criminal act that results in the involvement of a law enforcement official (such as robbery). A single event (e.g., a fight) is one incident regardless of how many perpetrators or victims are involved. Discipline incidents are events classified as warranting discipline action.

StudentDisciplineIncidentAssociation - This association indicates those students who were victims, perpetrators, witnesses and/or reporters for a discipline incident.

DisciplineAction - This event entity represents actions taken by an education organization after a disruptive event that is recorded as a discipline incident.

### StudentEnrollment -

StudentEducationOrganizationAssociation - This entity indicates any demographics for a student as reported by the education organization.

StudentSchoolAssociation - This association represents the school in which a student is enrolled.

StudentSectionAssociation - This association indicates the course sections to which a student is assigned.

### StudentGrade -

Grade - This educational entity represents an overall score or assessment tied to a course over a period of time (i.e., the grading period). Student grades are usually a compilation of marks and other scores.

### StudentProgram -

StudentProgramAssociation - This association represents the program(s) that a student participates in or is served by.

StudentSpecialEducationProgramAssociation - This association represents the Special Education program(s) that a student participates in or receives services from. The association is an extension of the StudentProgramAssociation particular for Special Education programs.

StudentTitleIPartAProgramAssociation - This association represents the Title I Part A program(s) that a student participates in or from which the student receives services. The association is an extension of the StudentProgramAssociation particular for Title I Part A programs.

StudentEarlyLearningProgramAssociation - This association is an NDE extension of the StudentProgramAssociation core table for Early Learning Programs.

StudentHomelessProgramAssociation - This association is a core table for Homeless. All fields indicated above from the StudentProgramAssociation domain entity apply here.

StudentSchoolFoodServiceProgramAssociation - All fields indicated above from the StudentProgramAssociation domain entity apply here.

StudentLanguageInstructionProgramAssociation - All fields indicated above from the StudentProgramAssociation domain entity apply here.

### StudentTranscript -

StudentAcademicRecord - This educational entity represents the cumulative record of academic achievement for a student.

CourseTranscript - This entity is the final record of a student's performance in their courses at the end of a semester or school year.