



NEBRASKA DEPARTMENT OF EDUCATION **RULE 18 COMPLIANCE CHECKLIST FOR INTERIM PROGRAM SCHOOLS**

DEFINITIONS:

002.18 School means an individual attendance area or center that provides either elementary or secondary education,

CODE SECTION	REGULATORY and STATUTORY REQUIREMENTS	Met / Not Met
004	REQUIREMENTS FOR ALL INTERIM PROGRAM SCHOOLS	
004.01A Teachers	Interim-program schools shall use only persons certificated pursuant to 92 NAC 21 to teach and to administer the educational program..	
004.01B Grade Levels	The Interim-program school shall operate, offer instruction in, and give credit in only the grades for which the school is approved.	
004.01C Required Instruction	The Interim-program school shall make available instruction in language arts, mathematics, science and social studies/history each school day for all students from the inception of their admission in all grades for which the school is approved. Students may be provided instruction in other courses in addition to or in lieu of the four subject areas mentioned above based upon their academic advancement plan.	
004.01D Academic Advancement	The Interim-program schools shall initiate contract and work with accredited or approved schools to secure academic credit leading to grade promotion or graduation for student work completed while in their program, including diplomas for students who have satisfactorily completed sufficient credits to meet the requirements for graduation of the student's approved or accredited high school. Interim-program schools shall not issue diplomas.	
004.01E Instructional Time	<p>The minimum curriculum of each Interim-program school shall be available for students each school day, Monday through Friday, throughout the twelve-month calendar year. The Interim-program school schedules each student with a minimum 3.5 clock hours of instructional time each school day.</p> <p>The Interim-program school shall provide a minimum of 700 clock hours of instructional time each calendar year. Time scheduled for the school lunch period shall not be counted in meeting the instructional time requirements of the school day or the calendar year. Time scheduled for recreation shall not be counted in meeting the instructional time requirements of the school day or the calendar year unless it is a physical fitness course taught by a certified teacher.</p>	
004.01F High School Credit	Each Interim-program school shall base one hour of high school credit on 15 clock hours of instruction or shall have in writing, for each high school course, the goals, expected student performance for accomplishment of the goals, and the credit to be awarded to the student upon successful completion of the course.	
004.01G Assurance Statement	Each Interim-program school shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the governing body affirming compliance or specificity noting any noncompliance with the regulations in this Chapter.	
004.01H Reports	The head administrator of each school shall submit a Fall Personnel Report and a Curriculum Report to the Department by the date indicated on the prescribed forms.	
004.01I Admissions	An Interim-program school shall enroll only students who have been placed in the county detention home, institution or juvenile emergency shelter in which the Interim-program school is located, or which operates the Interim-program school and who are unable to attend public school for reasons of health or safety.	
004.02A	SCHOOL POLICIES	
004.02A1 Annual Update	The governing body annually updates a written set of policies based upon the purposes and goals of the Interim-program school. This document is on file in each school building.	

004.02A2 Instructional Time and School Calendar	The school has a written policy which identifies and describes the scheduled school days and the instructional time scheduled for students each school day throughout the calendar year. The school has a daily, weekly, and annual calendar that shows the school days and scheduled vacations for students. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the school day.	
004.02B	INSTRUCTIONAL PROGRAM	
004.02B1 Purpose and Goals	The instructional program of the Interim-program school is based on a written statement of purposes and/or goals developed by the governing body. This document is on file in each school building and each certificated staff member is provided a copy.	
004.02B2 Written Guides	Each Interim-program school has written guides or frameworks for each curriculum area provided by the school. The guide in each of the curriculum areas addresses, as appropriate, instruction in written composition. An Interim-program school may develop its own curriculum or use a curriculum approved by an accredited public school or an approved or accredited private school. In addition to the instructional program required by this Chapter, an Interim-program school may offer a GED preparatory program for those students not seeking to graduate from an accredited or approved school.	
004.02B3 Student Records	The school provides a comprehensive cumulative record of attendance, academic progress, and dates of enrollment in and withdrawal from the school for each student enrolled. Interim-program schools comply with 79-2, 105 R.R.S. and provide a copy of student files or records concerning a student at no charge, upon request, to any public or private school to which the student transfers.	
004.02C	NUMBER, PREPARATION, AND ASSIGNMENT OF STAFF MEMBERS	
004.02C1 System Administrator	Each Interim-program school has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for superintendent, or principal, or special education. Interim-program schools may share a head administrator with other schools or with a public school district or ESU. In Interim-program schools, the head administrator's responsibilities include, but are not limited to, the evaluation of teacher performance, review of policies, programs, and reports.	
004.02C2 Head Teacher/ Principal	An Interim-program school having less than twenty teachers shall have a principal or designate one teacher as head teacher. The head teacher shall hold at least an Initial, Prestandard, Standard, or Professional Nebraska Teaching certificate issued pursuant to 92 NAC 21. When the number of teachers reaches twenty or more, an administrator holding a Nebraska Administrative and Supervisory Certificate is assigned as principal at least one-half time for administration and supervision.	
004.02C3 Certificates	A copy of the certificate or permit of each school staff member who is required to have a certificate is on file in the Interim-program school's administrative office.	
004.02C4 School Liaison	Each Interim-program has a person designated as a school liaison who meets the requirements of 002.20.	
004.02C5 Teacher Aides	An Interim-program school may employ persons who do not hold a valid Nebraska teaching certificate or permit issued by the Commissioner of Education to serve as aides to a teacher or teachers. Such teacher aides may not assume any teaching responsibilities. A teacher aide may be assigned duties which are non-teaching in nature if the employing school has assured itself that the aide has been specifically prepared for such duties, including the handling of emergency situations which might arise in the course of his or her work.	
004.02C6 Professional Development	Each teacher participates in at least 10 hours of professional development activities each year.	
004.02D	MATERIALS AND FACILITIES	
004.02D1 Library Resources	Staff and students in an Interim-program school have access to library media resources at least once every other week.	
004.02D2 Healthful Conditions	Each Interim-program school maintains safe, healthful and sanitary conditions within the school building and on the school grounds and meets fire, safety, and health codes. Each such school complies with the requirements of Rule 59 (92 NAC 59: Methods for Competency Assessment of School Staff Who Provide Medications).	
004.02E	SCHOOL SYSTEM PERFORMANCE: EVALUATION AND IMPROVEMENT	

004.02E1 Written Report	Each Interim-program school annually prepares a written report to the governing body that includes, but need not be limited to, aggregate student demographics, school days of attendance, the school's progress in implementing student academic advancement plans, and actual academic advancement or academic credits earned. The report shall not contain any personally identifiable student information.	
004.02E2 Admissions Process	Each Interim-program school uses a uniform admissions process that examines what each student has been studying and what yet needs to be taught in that subject area for the student to receive credit for academic advancement and develops an academic advancement plan for each student. The interim-program school consults student records regarding previous assessments and works with the school the student last attended or the school to which the student shall transfer in meeting these requirements.	
004.02F	RELATIONSHIP WITH SCHOOL DISTRICTS	
004.02F1 Academic Advancement and Graduation	The school liaison of the Interim-program school initiates contact with the appropriate accredited or approved school to develop an academic advancement plan intended to achieve academic progress leading to grade promotion or to graduation of students. The school liaison seeks to secure grade promotion or diplomas from school for those students who have met their school's requirements.	
004.02F2 Special Education	The school liaison of the Interim-program school initiates contact with the school district responsible for providing special education services to each student with a disability to insure that each student with a disability is provided by the responsible school district with special education and related services pursuant to 92 NAC 51. The school liaison works with the responsible school district to insure continuation of special education services and information.	
005	SPECIAL EDUCATION REQUIREMENTS	
005.01 Responsibilities of the Public School District	The duty of providing or contracting for special education services for all students with verified disabilities pursuant to 92 NAC 51 remains with the responsible public school district. The Interim-program schools may assist the public school districts in fulfilling those responsibilities	
005.01A Determining the Responsible Public School District	Pursuant to 79-1127 and 92 NAC 51 each school district shall provide or contract for special education programs and transportation for all resident children with disabilities who would benefit from such programs.	
005.01B Becoming a Special-Education Service Provider	An Interim-program school may apply to become a provisionally approved special education service provider pursuant to the provisions of 92 NAC 51.	
006.01	REQUIRED ELEMENTARY INSTRUCTIONAL PROGRAM	
006.01A-D Elementary Program	The elementary instructional program of an Interim-program school is based on state standards for student learning and consists of at least the following: <u>006.01A Reading and Language Arts</u> The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity and expression. <u>006.01B Mathematics</u> The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics. <u>006.01C Social Studies</u> The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing, the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S. <u>006.01D Science</u> The curriculum helps children develop an understanding of science concepts and processes and includes science as inquiry. It includes experiences drawn from physical science, life science earth and space science and technology, and history and nature of science.	

006.02	REQUIRED MIDDLE GRADES INSTRUCTIONAL PROGRAM	
006.02A-D Middle Grades Program	<p>The Middle Grades instructional program of an Interim-program school is based upon state standards for student learning and consists of at least the following:</p> <p><u>006.02A Reading and Language Arts</u> The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading both for information and employment. It includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.</p> <p><u>006.02B Mathematics</u> The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.</p> <p><u>006.02C Social Studies</u> The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>006.02D Science</u> The curriculum includes all elements of life, physical, earth and space science, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.</p>	
006.03	REQUIRED HIGH SCHOOL INSTRUCTIONAL PROGRAM	
006.03 A-E High School Program	<p>The high school instructional program of an Interim-program school is based upon state standards for student learning and consists of at least the following:</p> <p><u>006.03A Language Arts</u> The curriculum includes written composition, critical reading, interpretation of fiction and nonfiction, oral presentation, and application of listening skills.</p> <p><u>006.03B Mathematics</u> The curriculum includes communication, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability, and statistical concepts, and algebraic concepts.</p> <p><u>006.03C Social Studies</u> The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. this includes instruction in the U.S. and Nebraska constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship, and the appropriate patriotic exercises to include Lincoln' birthday, Washington's birthday, Flag Dan, Memorial Day and Veteran's Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>006.03D Science</u> The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology , and history and nature of science.</p> <p><u>006.03E Other.</u> Subject fields may include foreign language, career and technical education, computer education, personal health and physical fitness, and visual and performing arts.</p>	
006.04	UTILIZING DIFFERENT CURRICULA	
006.04 Utilizing Different Curricula	<p>Interim-Program schools may continue the curriculum of the school from which the student came, or the school which the student shall attend upon leaving the Interim-Program school or use their own courses or use performance-based curriculum as described in Subsection 006.04A or some combination to assist students to continue to make academic progress toward grade promotion or graduation.</p> <p><u>006.04A</u> Performance-based curriculum for each course is defined in writing and includes goals, representative instruction experiences, assessments, and expected student performance for the accomplishment of the goals. The written description is approved by the governing body and is on file in the school. The performance-based curriculum provides learning opportunities for students equivalent to or greater than similar courses provided in approved or accredited schools.</p>	
006.05	LOCAL OPTIONS FOR PROVIDING HIGH SCHOOL COURSES	

<p>006.05 Local Options for Providing High School Courses</p>	<p><u>006.05A Integrated Courses</u> Interim-program schools providing high school courses may provide integrated courses, as defined in Section 002.14, if the school has on file locally a description of the curriculum or course including a list of the goals, and an explanation of the subjects included.</p>	
<p>006.06 MULTI-SITE AND DISTANCE LEARNING OPTIONS FOR PROVIDING HIGH SCHOOL COURSES</p>		
<p>006.06 Multi-Site and Distance Learning Options</p>	<p>Curriculum requirements for the high school may be provided through one or more of the following course options:</p> <p><u>006.06A Synchronous Course Option</u> Synchronous courses are those multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately. this includes:</p> <p><u>006.06A1 Teacher Sharing</u> Instruction provided through contractual or cooperative arrangements with other schools, educational service units, and/or postsecondary institutions in which either the teacher(s) or student(s) move to be located at the same site to provide classroom instruction provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in each course; and (d) each course is made available to all students at the school's expense. A copy of the written agreement with the cooperating school/agency is on file in the school.</p> <p><u>006.06A2 Interactive Audio-Visual Options</u> Multi-site or distance learning instruction may be met through synchronous interactive audio-visual instruction provided: (a) each course it taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in the courses; (d) each course is made available to all students at the schools expense; and (e) a teacher holding a valid Nebraska Teaching Certificate monitors student progress and general appropriateness of the course and is present in the classroom while the course is being taught unless:</p> <p><u>006.06A2a</u> The off-site interactive teacher holds a valid Nebraska Teaching Certificate and a school employee is present in the receiving classroom, or</p> <p><u>006.06A2b</u> The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.</p>	
<p>006.06B Asynchronous Course Options</p>	<p>Asynchronous courses are those multi-site or distance learning courses in which communication between teacher and student is delayed, as are the cases, for example with written correspondence courses and many computer-delivered courses. this includes:</p> <p><u>006.06B1 University of Nebraska Independent Study High School Options.</u> High school courses may be provided by teachers of the University of Nebraska Independent Study High School provided that (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; and (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction.</p> <p><u>006.06B2 Other Distance Learning Technology Options.</u> Distance learning multi-site instructional units may be met through course delivered by other methods of distance technology proceed that each course is reviewed in advance and recommended for school by a committee of at least one local teacher and one local school administrator and is approved by the governing body of the school, and the written review and statement of approval are on file in the school; and provided (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction; and (e) each student enrolled in such a courses is assigned to a local teacher holding a Nebraska Teaching Certificate who monitor student progress and general appropriateness of the course.</p>	