



NEBRASKA DEPARTMENT OF EDUCATION

RULE 10 COMPLIANCE CHECKLIST FOR ACCREDITED PUBLIC SCHOOLS K-12

School Name:

School Year:

CODE SECTION	REGULATORY AND STATUTORY REQUIREMENTS	MEETS COMPLIANCE	COMMENTS Required Actions Recommendations
003	MANDATORY REQUIREMENTS FOR LEGAL OPERATION		
003.01 Certification	003.01 Teacher and Administrator Certification. The school system must use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to Neb. Rev. Stat. § 79-1603, persons conducting religion or prekindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to Neb. Rev. Stat. § 79-802.01, American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.		
003.05 Graduation Requirements	003.05 Graduation Requirements. Each high school must require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80% must be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25% above the number of instructional units. 003.05A By the 2014-15 school year, public school districts must adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards adopted by the Board, including, but not limited to the following: 003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing. 003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.		

	003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience. 003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts. FINANCIAL LITERACY - Meet the Financial Literacy component as outlined in NE Revised Statute 79-3001 through 79-3004. COMPUTER SCIENCE AND TECHNOLOGY - Meet the Computer Science and Technology component as outlined in NE Revised Statute §§ 79-3301 to 79-3305		
003.06 School Year	003.06 School Year. Each school system must provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours; (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours. When a school is dismissed for any reason, such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, that time may not be counted toward meeting the 400/1,032/1,080-hour school year requirement. Time scheduled for the school lunch period may not be counted in meeting the school year requirements. Pursuant to the provisions of Neb. Rev. Stat. § 79-213, school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the schoolhouse may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of the school board and explaining the circumstances resulting in the request.		
003.07 Assurance Statement	003.07 Assurance Statement. Each school system must, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or		

	specifically noting any noncompliance with the regulations contained in this Chapter.		
003.08 Reports	003.08 Reports. The following reports must be submitted to the Department each school year. 003.08A On or before September 15 of each school year, the head administrator of each school system must submit electronically, via the Department's reporting system, a Fall Personnel Report. Additions of certificated staff after submission of the Fall Personnel Report must be reported to the Department at the time of contracting. 003.08B On or before June 30 of each school year, the head administrator of each public school district must submit electronically, via the Department's reporting system, data elements required by Sections 005.02 through 005.02C of this Chapter. 003.08C On or before the last day of February of each school year, the head administrator of each nonpublic school system must submit electronically, via the Department's reporting system, a Curriculum Report.		
003.12 Pledge of Allegiance	003.12 Each public school district must require each such district's schools to establish a period of time during the school day, when a majority of pupils are scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance must be voluntary. Pupils not participating in the recitation of the Pledge must be permitted to silently stand or remain seated but must be required to respect the rights of those pupils electing to participate.		
004	CURRICULUM AND STANDARDS		
004.01A-B Instructional Program and Standards	004.01A The instructional program of the school system is based on written purposes or standards and is approved by the governing body. These documents are on file in each school building and each certificated staff member is provided a copy. 004.01B Public school districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each such district to be measurable quality standards that are the same as, equal to, or more rigorous than the state		

	academic content standards adopted by the Board pursuant to Neb. Rev. Stat. § 79-760.01. The deadline for public school districts to adopt replacement academic content standards will not extend past one year following the Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the governing body. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.		
004.01C Curriculum and Standards	004.01C The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the Board on March 4, 2014. The school system also has a written description of the library media and guidance programs.		
004.01D Writing	004.01D Writing experiences are incorporated in all curricular areas K-12.		
004.01E Technology	004.01E Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.		
004.01F Multicultural Education	004.01F The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of this Chapter. 004.01F1 The public school district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education. 004.01F2 The public school district curriculum guides, frameworks, or standards incorporate multicultural education. 004.01F3 The public school district multicultural education program includes a process for selecting appropriate instructional materials.		

	004.01F4 The public school district has a process for the provision of staff development in multicultural education, including professional development for administrators, teachers, and support staff, which is congruent with public school district and program goals. 004.01F5 The public school district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the school board.		
004.02A Elementary Instructional Program	004.02A The Elementary Instructional Program. The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas: 004.02A1 Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression. 004.02A2 Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement, and related topics. 004.02A3 Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction required pursuant to Neb. Rev. Stat. § 79-724. 004.02A4 Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science. 004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.		

	004.02A6 Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors. 004.02A7 Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas. 004.02A8 Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.		
004.02B Kindergarten Admissions	004.02B Kindergarten. For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of subdivision (1)(b) of Neb. Rev. Stat. § 79-214.		
004.02C K-6 Athletic Limitations	004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.		
004.03A Middle Grade Instruction	004.03A Middle Grades Instructional Program. The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.		

	004.03A1 Reading. The curriculum includes experiences designed to help students expand, develop, and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment. 004.03A2 Language Arts. The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes. 004.03A3 Mathematics. The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics. 004.03A4 Social Studies. The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction required pursuant to Neb. Rev. Stat. § 79-724. All history courses stress the contributions of all ethnic groups in the development and growth of America. 004.03A5 Science. The curriculum includes elements of life, physical, earth, and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts. 004.03A6 Health. The curriculum includes the study of body systems and those factors that affect health, including natural and man-made threats and individual health choices. 004.03A7 Art. The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes,		
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	and media. The curriculum relates art to history, culture, and other curricular areas. 004.03A8 Music. The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture. 004.03A9 Physical Education. The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.		
004.03B Middle Grade Career Education	004.03B Career education is included in the middle grades program.		
004.03C Middle Grade Athletic Competitions	004.03C No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits must be based upon the total number of contests played. Each game, match or meet played in a tournament must count as one of the contests permitted within these contest limits.		
004.04A High School Instructional Units	004.04A Required High School Program. The high school program consists of courses totaling at least 400 instructional units.		
004.04B1 Language Arts Units	004.04B1 Language Arts 60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.		
004.04B2 Social Science Units	004.04B2 Social Science 40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government, and citizenship, and may also include content from other social		

	science areas such as sociology, psychology, and anthropology. This includes instruction required pursuant to § 79-724. All history courses stress the contributions of all ethnic groups in the development and growth of America.		
004.04B3 Math Units	004.04B3 Mathematics 40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts.		
004.04B4 Science Units	004.04B4 Science 40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.		
004.04B5 World Languages Units	004.04B5 World Language 20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.		
004.04B6 Career Education Units	004.04B6 Career Education. The curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Agriculture, Food and Natural Resources, (2) Business, Marketing, and Management, (3) Communication and Information Systems, (4) Health Sciences, (5) Human Services and Education, (6) Skilled and Technical Sciences. 004.04B6a Agriculture, Food and Natural Resources The curriculum in this career field includes areas such as animal, plant, and soil sciences; agribusiness; food science; power, structural, and technical systems; leadership and human resource development; natural resources; biotechnology; and environmental science. 004.04B6b Business, Marketing, and Management The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer		

	economics, financial services marketing, retailing, fashion marketing/merchandising, international marketing, sports and entertainment marketing, hospitality and tourism. 004.04B6c Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, information technology applications, web design, interactive media, networking, e-commerce, computer science, and information technology. 004.04B6d Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, health informatics, therapeutic services, diagnostic services, certified nursing assistant, and health care sciences. 004.04B6e Human Services and Education. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, parenting and child development, human resource development, criminal justice, human growth and development, interpersonal relationships, and applied psychology. 004.04B6f Skilled and Technical Sciences. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/ electricity, construction/home maintenance, computer-aided drafting, metals and welding, manufacturing/ metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, and energy. 004.04B6g Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.		
004.04B7 Health/ Physical Education Units	004.04B7 Personal Health and Physical Fitness - 20 instructional units or two years of daily classes in personal health and physical fitness. The		

	personal health and physical fitness curriculum includes content to emphasize life-long wellness habits including the knowledge and psychomotor skills applicable to cardio-pulmonary resuscitation (CPR). The curriculum emphasizes non-participation in high-risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.		
004.04B8 Visual and Performing Arts	004.04B8 Visual and Performing Arts - 40 instructional units, which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.		
005	ASSESSMENT		
005.01A-B Assessment Plan	005.01A All public school districts participate annually in statewide assessments in compliance with the schedule adopted by the Board. Nonpublic schools have an assessment plan that includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school. 005.01B Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades.		
005.02A-C Statewide Assessment	005.02 Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by Neb. Rev. Stat. § 79-760.05, public school districts must report by June 30 of each school year the following data to the Department electronically via the Department's reporting system using the Department's student identifier system: 005.02A Individual student demographics including each student's race, poverty status,		

	high mobility status, attendance, and limited English proficiency; 005.02B Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A of this Chapter and scores and sub scores available to the public school district on national assessment instruments administered by such district; and 005.02C Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.		
005.03 Student Assistance Process	005.03 Each school has a student assistance process of its own design to provide problem-solving and intervention strategies.		
006	LIBRARY AND MEDIA		
006.01A Library/ Media Area	006.01A Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each school has at least one set of encyclopedias available in either print or electronic format with copyright dates in the past five years.		
006.01B New Library Resources	006.01B Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full-text electronic format.		
006.01C Middle School Periodicals	006.01C Each middle level school subscribes to at least ten periodicals either in print or in full-text electronic format.		
006.01D Secondary School Periodicals	006.01D Each secondary school subscribes to at least 25 periodicals in print or in full-text electronic format.		
007	INSTRUCTIONAL STAFF		

007.01A Elementary Endorsed	007.01A Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.		
007.01B Pre-K Coordinator	007.01B Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.		
007.02A Middle Grades Endorsed	007.02A Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4 of this Chapter: 007.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement. 007.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students. 007.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement. 007.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students. 007.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement. 007.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement. 007.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately		

	endorsed if they hold an endorsement for any of the subjects or fields included in the course.		
007.03A Secondary School Endorsed	007.03A At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement. 007.03A1 Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 of this Chapter are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.		
007.04A System Library/ Media Staffing	007.04A Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B of this Chapter, assigned on at least a one-half time basis to provide library media services to the school system.		
007.04A1 Building Media Staffing	007.04A1 Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.		
007.05A Guidance Staffing	007.05A Each K-12 and each secondary school system assigns at least a one-half-time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.		
007.05B	007.05B School systems having a total of 300 or more students in the middle grades, secondary		

Guidance Staffing Middle and High School	grades, or high school grades assign at least a one-half-time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.		
007.05C Elementary Guidance Program	007.05C Public school districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the public school district.		
007.06A Certificated Staff Evaluation	007.06A The public school district has a written school board policy for the evaluation of certificated employees. The policy is approved by the Commissioner or designee as required by subdivision (5)(h) of Neb. Rev. Stat. § 79-318. Sections 007.06A through 007.06B of this Chapter are based on statute and cannot be waived under the provisions of Section 013 of this Chapter. 007.06A1 The policy is implemented by written procedures that include: 007.06A1a Annual written communication of the evaluation process to those being evaluated; 007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers; 007.06A1c Specific district-defined evaluation criteria, which include, at a minimum: 007.06A1c(1) Instructional performance, 007.06A1c(2) Classroom organization and management, and 007.06A1c(3) Personal and professional conduct. 007.06A1d Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement; 007.06A1e Provision for the teacher to offer a written response to the evaluation; and		

	007.06A1f A description of the district plan for training evaluators. 007.06A2 In the event a public school district changes its policies or procedures for certificated-employee evaluation, it must submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.		
007.07A Staff Development	007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.		
008	ADMINISTRATIVE STAFF		
008.02 Elementary Grades Endorsement Options	008.02A Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent. When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.		
008.03A Middle Grades Endorsement Options	008.03A Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent. 008.03A1 Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.		

	008.03A2 Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.		
008.03B Middle Grades Principal Staffing	008.03B When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.		
008.04A Secondary Grades Principal Staffing	008.04A Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.		
008.05A Head Administrator Endorsement	008.05A Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.		
008.05B Administrative Positions Endorsement	008.05B Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.		
008.05C Certificates Filed	008.05C A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.		
009	CONTINUOUS IMPROVEMENT		
009.01A Continuous Improvement Plan	009.01A The school system develops and implements a school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01G. In all school systems, the school improvement process includes the following activities at least once within each five years.		

	009.01A1 Review and update of a mission or vision statement. 009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students. 009.01A3 Selection of improvement goals. At least one goal is directed toward improving student performance. 009.01A4 Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals. 009.01A5 Evaluation of progress toward improvement goals.		
009.01B External Visit	009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once every five years.		
010	ACCOUNTABILITY REPORTING		
010.01A Annual Written Report	010.01A The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.		
010.01B Policy for Performance Report(s)	010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.		
011	SCHOOL ENVIRONMENT		
011.01A Building Safety	011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.		
011.01B Safety Plan	011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of		

	students, staff, and visitors. The plan is approved by the local governing body.		
011.01C Safety Committee	011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.		
011.01D Safety and Security Visit	011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.		
011.01E Seclusion and Restraints	011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.		
011.01F Bullying	011.01F Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.		
011.01G Dating Violence Policy	011.01G Pursuant to 79-2,141 (2) R.R.S., each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.		
012	SCHOOL SYSTEM GOVERNANCE		
012.01A Written Board Policies Accessible	012.01A The governing body has a written set of policies for the school system. These policies are accessible in each school building.		
012.01B Policy on Instructional Hours	012.01B The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.		
012.01C Ratio of Pupils to Certificated Staff	012.01C The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.		
012.01D American Civics Committee	012.01D For public school districts, the school board has, at the beginning of each calendar year, appointed three members to a committee		

	on American civics, and the committee has carried out its duties as specified in Neb. Rev. Stat. § 79 724.		
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	APPENDIX		
Character Education	Character education instruction emphasis in public and nonpublic classrooms 79-725		
Dyslexia Screening, Instruction, and Intervention	Students who exhibit characteristics of dyslexia or related reading difficulties receive appropriate screening or identification processes, evidence-based reading instruction, and interventions aligned to structured literacy practices, including explicit, systematic, and multisensory instruction as appropriate, pursuant to Neb. Rev. Stat. §§ 79-2601 to 79-2607. Student progress is monitored, and instructional decisions are informed by student data		
Student Reading Support and Family Communication	Students identified with a reading deficiency receive an Individual Reading Improvement Plan (IRIP), progress monitoring, and interventions aligned to student needs. Parents/guardians are notified regarding reading deficiencies, interventions, and student progress pursuant to Neb. Rev. Stat. §§ 79-2601 to 79-2607		
Professional Learning Evidence-Based Literacy Instruction	Teachers of children ages four through grade three receive adequate training in evidence-based literacy instruction aligned to the Science of Reading pursuant to Neb. Rev. Stat. § 79-2607.		
Seizure Safe Schools	Public, private, denominational, and parochial schools educate staff as outlined in the Seizure Safe Schools Act 79-3201		
Computer Science & Technology	Meet the Computer Science and Technology component as outlined in NE Revised Statute §§ 79-3301 to 79-3305		

If you have any questions, feel free to contact us by email or phone.

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