

***Proposed agenda items received 24 hours before the scheduled meeting will be added to the agenda at the meeting.**

**TENTATIVE
REGULAR MEETING
BOARD AGENDA**

**August 9, 2021
7:30 PM**

1. Call Meeting to Order
2. Information and Proposals
 - 2.A. Receiving of Visitors
 - 2.B. Reports and Information from Administration
 - 2.B.1. Superintendent's Report
 - 2.B.2. Principal Report
 - 2.B.3. Building and Grounds Committee Report
 - 2.B.4. COOP Committee Report
3. Action Items (Discuss, Consider, May take action on the following)
 - 3.A. Consent Agenda
 - 3.A.1. Excuse Absent Board Members (as necessary)
 - 3.A.2. Minutes
 - 3.A.3. Treasurers Report
 - 3.A.4. Claims
 - 3.B. Approve the Winter Music Program to take place on a Sunday (per Board Policy 6710).
 - 3.C. Student Fee Policy Hearing - 6702
 - 3.D. Parental Involvement Policy Hearing - 8660
 - 3.E. Review and Approve the Annual Review of Board Policies: 6115 Attendance/Excessive Absenteeism, 6440 Wellness, 6702 Student Fee, 6865 Anti-bullying, and 8660 Parental Involvement.
 - 3.F. Resolution to sell the property in Decatur by sealed bids.
 - 3.G. Resolution for a delayed implementation of board policies.
4. Advance Planning
 - 4.A. Information and questions for Board Members
 - 4.B. Agenda items for next meeting
 - 4.C. Future Meeting Dates
5. Adjournment

NEBRASKA

HEALTH EDUCATION

STANDARDS



The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins. The same principle has been adopted by the United States Congress ([20 U.S.C. 1701](#)). Additionally, the Nebraska Legislature has declared that it shall be an unfair or discriminatory practice for any educational institution to discriminate on the basis of sex in any program or activity ([Neb. Rev. Stat. § 79-2, 115](#)). Lastly, the [Nebraska Equity Lens](#), approved by the Nebraska State Board of Education in 2019, can be utilized to help school districts/school systems consider the groups and individuals impacted by local health education programs.

Introduction

School-based health education programs create a framework to help every student acquire the health-related knowledge and skills necessary to maintain and improve lifelong health. This includes motivating students to maintain and improve their health, advocating for themselves and others, preventing disease and injuries, forming healthy relationships, and avoiding or reducing health-related risk behaviors. School-based health education programs, developed in partnership with families and communities, teach students “health literacy” – the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one’s own health and the health of others (SHAPE America, 2021). This ability seeks to ensure that all students develop a positive attitude towards a lifetime of health and wellbeing.

In Nebraska, school districts/school systems should also consider the statutory requirements connected to health education and seek to integrate the requirements into local programs. Those requirements include:

- [Provisions for Bullying Prevention](#) Neb. Rev. Stat. § 79-2,137
- [Provisions for Dating Violence Prevention](#) Neb. Rev. Stat. §§ 79-2,138 to 79-2,142
- [Provisions for Fire Prevention Instruction](#) Neb. Rev. Stat. § 79-706
- [Provisions for Health Education](#) Neb. Rev. Stat. §§ 79-712 to 79-714
- [Provisions for Multicultural Education](#) Neb. Rev. Stat. §§ 79-719 to 79-723
- [Provisions for Character Education](#) Neb. Rev. Stat. §§ 79-725 to 79-727

Parent, Guardian, and Family Involvement

Parents, guardians, and families share in the responsibility of helping students learn the health-related knowledge and skills needed to maintain and improve lifelong health. As such, the content included in the Nebraska Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators. Local school districts/school systems should provide resources for parents,

guardians, and families so they can help their students become healthy, responsible, and engaged while promoting inclusive health education. The partnership between educators and families will positively contribute to students' ability to achieve health and wellness throughout their lives. School-based health education programs should create opportunities to build connectedness between the school, students, and their families. This includes making regular contact with parents/guardians in their preferred language, providing information to parents/guardians regarding the content delivered in the classroom, and developing strategies to involve parents, guardians, and families in the skills and lessons students learn in health education.

Nebraska Health Education Standards

The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education. These standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders. Public and accredited non-public schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools, and the instructional programs are to have written guides, frameworks, or standards for school-based health education. When requested, local health education guides, frameworks, or standards, along with curricula, textbooks, and/or instructional materials, should be made available to parents/guardians and other community stakeholders.

The Nebraska Health Education Standards identify eight content strands across kindergarten through 12th grade. The eight content strands are as follows:

1. **Foundations of Personal Health:** Foundations of Personal Health assists students with acquiring basic health concepts and functional knowledge and skills, providing a foundation for promoting health-enhancing behaviors.
2. **Nutrition & Physical Activity Promotion:** The Nutrition & Physical Activity strand promotes healthy lifestyle choices through knowledge and skills related to properly fueling the body. Students learn the importance of movement and dietary choices along with their effects on academics and overall health and wellness.
3. **Substance Abuse Prevention:** The Substance Abuse Prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance use, misuse, and abuse.

4. **Disease Prevention:** The Disease Prevention strand promotes hygiene and safety practices so that students learn and adopt behaviors to maintain and enhance overall health and prevent and reduce the risk of diseases and conditions.
5. **Injury Prevention & Safety:** The Injury Prevention & Safety strand assists students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury as well as recognizing and appropriately responding to injuries or emergency situations.
6. **Social, Emotional, & Mental Health:** The Social, Emotional, & Mental Health strand helps students recognize the impact mental, emotional, and social wellness has on one's overall health and the health of others.
7. **Human Growth & Development:** The Human Growth & Development strand teaches students the structures and functions of human body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation. Students learn the characteristics of healthy relationships and develop knowledge and skills to promote body safety.
8. **Consumer & Environmental Health:** The Consumer & Environmental Health strand teaches students how to identify and access valid consumer products, services, and resources for a healthy lifestyle as well as recognize how the setting around them plays a role in overall wellbeing.

In addition to the content included in the Nebraska Health Education Standards, local school districts/school systems should consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered. Locally-determined content in sex education should be developmentally appropriate and medically accurate. The content should be affirming and protective in order to provide inclusive, equitable, and safe learning environments for every student. The content should align with school, family, and community priorities and include resources that create lines of communication between parents/guardians and teachers so there is an understanding and knowledge of what content is being delivered in the classroom.

STRAND 1: Foundations of Personal Health

Standard 1: Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.	HE.1.1.1.a: Identify how healthy behaviors affect personal health (e.g. brushing teeth, using crosswalk, physical activity).	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.	HE.6.1.1.a: Distinguish between the multiple dimensions of health.	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.	HE.HS.2.1.a: Analyze the interrelationships between the dimensions of health and their impact on society.
	HE.1.1.1.b: Identify the multiple dimensions of health.		HE.3.1.1.b: Define hygiene and identify ways to practice proper hygiene.	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.	HE.6.1.1.b: Analyze the influence of media and technology on personal and family health.	HE.7.1.1.b: Analyze the physical, emotional, mental, and social importance related to proper hygiene	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the multiple dimensions of health.	HE.HS.1.1.b: Examine the dimensions of health and the impact on society, family, school, environmental stressors and social determinants on personal health.	
			HE.3.1.1.c: Explain the importance of practicing proper hygiene.	HE.4.1.1.c: Describe values that promote personal health.						

Standard 2: Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.2.a: Identify parent/guardian/trusted adults who can help make healthy decisions.	HE.1.1.2.a: Identify how family can help make healthy decisions.	HE.2.1.2.a: Demonstrate the steps of the decision-making process.	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health (e.g. likes, friends, family).	HE.4.1.2.a: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.	HE.5.1.2.a: Analyze a variety of internal and external factors that influence decisions and behaviors (e.g. culture, family, biases, values, peers, community views).	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.8.1.2.a: Apply the steps of the decision-making process.	HE.HS.1.2.a: Apply the decision-making process in health-related situations.	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
HE.K.1.2.b: Identify how the school can help make healthy decisions (e.g. healthy food in cafeteria, rules, practices and procedures).	HE.1.1.2.b: Explain how to make a good, health-related decision and how all decisions can affect self or others.	HE.2.1.2.b: Recognize when help is needed in making a decision.	HE.3.1.2.b: Describe how choices can have positive and negative consequences.	HE.4.1.2.b: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.	HE.6.1.2.b: Predict the positive and negative consequences of a decision.		HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.HS.1.2.b: Analyze how peers influence health-related behaviors.	
HE.K.1.2.c: Explain the relationship between a decision and an outcome.			HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.		HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	HE.6.1.2.c: Describe how relevant influences of media and technology affect health-related decisions and behaviors.		HE.8.1.2.c: Assess the positive and negative impacts of a decision.	HS.HS.1.2.c: Identify personal health-related decisions and examine the internal and external influences.	
					HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.				HE.HS.1.2.d: Justify when individual or collaborative decision-making is appropriate.	

Standard 3: Students will focus on personal development and growth.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.	HE.1.1.3.a: Describe personal health goals and determine who can assist in achieving them.	HE.2.1.3.a: Describe ways you are different and unique.	HE.3.1.3.a: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).	HE.4.1.3.a: Prioritize healthy choices for self while being influenced by others.	HE.5.1.3.a: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
HE.K.1.3.b: Define goals and explain why setting goals is important.		HE.2.1.3.b: Discuss how to handle tasks and challenges in a positive way (e.g. refraining from negative comments, engaging in positive self-talk).	HE.3.1.3.b: Describe passive, aggressive, and assertive communication styles.	HE.4.1.3.b: Set a specific and measurable short-term, health-related goal and track the progress.	HE.5.1.3.b: Demonstrate strategies to reduce stress (e.g. talking to a friend or parent/guardian/trusted adult, considering what led to these feelings, exercise).	HE.6.1.3.b: Implement strategies to manage responsibilities and deadlines.	HE.7.1.3.b: Identify influences on personal development and advocate for self.	HE.8.1.3.b: Analyze how influences impact personal development.	HE.HS.1.3.b: Analyze how time management can contribute to stress reduction and a healthier life.	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
			HE.3.1.3.c: Respond positively to constructive feedback.	HE.4.1.3.c: Define positive and negative stress and identify stressors in oneself and others.		HE.6.1.3.c: Identify positive and negative results of stress and appropriate ways of dealing with each.	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.	HE.HS.1.3.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.	HE.HS.2.3.c: Select and apply a health skill to improve personal and community safety and health.
			HE.3.1.3.d: Create strategies to manage responsibilities and deadlines.	HE.4.1.3.d: Identify physical and emotional reactions to stress.			HE.7.1.3.d: Describe common stressors and how stress effects one's health.	HE.8.1.3.d: Apply strategies to reduce stress.	HE.HS.1.3.d: Develop a plan to attain a personal, health-related goal that addresses strengths, needs, and risks.	

				HE.4.1.3.e: Discuss strategies to manage stressors.			HE.7.1.3.e: Practice strategies for dealing with stress (e.g. deep breathing, guided visualization, exercise, time management).			
							HE.7.1.3.f: Describe how time management might contribute to stress reduction.			

DRAFT

STRAND 2: Nutrition & Physical Activity Promotion

Standard 1: Students will be able to make healthy food choices based on dietary recommendations.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.1.a: Identify nutrient-rich food choices.	HE.1.2.1.a: Identify foods from each food group.	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.	HE.5.2.1.a: Define a calorie and describe how it is used by the body.	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.K.2.1.b: Identify the importance of eating breakfast every day.	HE.1.2.1.b: Describe the health benefits of water, compared to other beverages.	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.	HE.3.2.1.b: Identify the recommended servings for each food group.	HE.4.2.1.b: Set a short-term goal to choose nutrient-rich foods for snacks and meals.	HE.5.2.1.b: Explore food choices from different cultures.	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings for ones age and physical activity levels.	HE.7.2.1.b: Analyze nutritional information to enhance food choices.	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.	
HE.K.2.1.c: Describe the amount of water someone should drink in a day.	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.	HE.2.2.1.c: Set a goal to drink the recommended amount of water each day.	HE.3.2.1.c: Identify what food-borne illness is.	HE.4.2.1.c: Differentiate between portion and serving sizes.	HE.5.2.1.c: Identify strategies that can be used to consume recommended servings of food to meet individual nutrient needs.	HE.6.2.1.c: Identify the nutritional value for various foods.	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.	HE.HS.1.4.c: Compare and contrast food labels and product information.	

	HE.1.2.1.d: Recognize that family and culture influence food choices.	HE.2.2.1.d: Demonstrate making nutrient-rich snack choices at school and at home.	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.	HE.4.2.1.d: Identify food with labels and locate key nutrition items.	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.	HE.6.2.1.d: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.	HE.8.2.1.d: Identify foods and beverages that contain each of the six essential nutrients.		
			HE.3.2.1.e: Discuss how family, friends, and media influence food choices.	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.	HE.6.2.1.e: Explain the importance of eating a nutrient-rich breakfast every day.	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices.	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.		
				HE.4.2.1.f: Describe safe food handling and preparation practices.	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, fat, and sodium.	HE.6.2.1.f: Analyze how advertising and marketing techniques used for food and beverages affect choices.		HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.		
				HE.4.2.1.g: Practice asking family members for nutrient-rich food options.				HE.8.2.1.g: Explain how to select healthy foods when dining out.		
								HE.8.2.1.h: Summarize the benefits of limiting the consumption of fat, added sugar, and sodium.		

Standard 2: Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.2.a: Recognize how being physically active helps a person stay healthy.	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activities to enhance fitness.	HE.4.2.2.a: Identify the components of health-related fitness (e.g. cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.	HE.5.2.2.a: Describe and demonstrate the skill-related components of fitness.	HE.6.2.2.a: Identify ways to strengthen each skill- and health-related component of fitness.	HE.7.2.2.a: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.	HE.HS.1.5.a: Analyze the amount and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.	HE.HS.2.5.a: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.K.2.2.b: Identify examples of active play opportunities outside of physical education.	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.	HE.2.2.2.b: State the purpose of a warm-up and cool-down when performing physical activities.	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.	HE.5.2.2.b: Develop a personal plan to be physically active.	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.	HE.7.2.2.b: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome.	HE.HS.2.5.b: Evaluate the community and school environments for safe and effective physical activity opportunities.
		HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.	HE.3.2.2.c: Discuss the importance of the muscular system on movement.	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, activity, cool-down).	HE.5.2.2.c: Track progress towards achieving a personal physical activity goal.	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.	HE.7.2.2.c: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.		

		HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.		HE.5.2.2.d: Discuss the role of weight or resistance training prior to puberty.	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.	HE.7.2.2.d: Explain the relationship between self-expression and lifelong enjoyment through physical activity.	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day.		
						HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.	HE.7.2.2.e: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.		
						HE.6.2.2.f: Discuss the importance of proper technique while performing muscular strength exercises.				

Standard 3: Students will recognize the effects of nutritional and physical activity choices on overall health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.3.a: State how food gives us energy and helps us grow.	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.	HE.4.2.3.a: Discuss the importance of hydration for physical activity.	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.	HE.6.2.3.a: Define caloric intake and expenditure.	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.	HE.HS.1.6.a: Describe the relationship between poor eating habits or lack of physical activity on chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.	HE.HS.2.6.a: Evaluate the effects of dietary supplement use, popular fad diets and weight loss products have on the community.
		HE.2.2.3.b: Discuss how physical activity can make one feel better.	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and health.	HE.5.2.3.b: Describe the social benefits gained from participating in physical activity.	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.	
			HE.3.2.3.c: Define nutrients and their role within the body.	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.	HE.5.2.3.c: Identify the role of physical activity and healthy eating in prevention of chronic disease.	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.	HE.HS.1.6.c: Classify the effects of eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).	

			HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.			HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	HE.7.2.3.d: Define disordered eating and eating disorders.	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health (e.g. eating disorders, diets, cultural).	HE.HS.1.6.d: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.	
						HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.		HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.		
								HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.		
								HE.8.2.3.g: Locate valid and reliable school and community resources for help and support with eating disorders.		
								HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.		

STRAND 3: Substance Abuse Prevention

Standard 1: Students will understand the differences between harmful and helpful use of substances.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.3.1.a: Discuss that medications should only be taken under the care of a parent/guardian/trusted adult.	HE.1.3.1.a: Explain why only taking medications under the care of a parent/guardian/trusted adult is important.	HE.2.3.1.a: Describe how to use medications correctly while under the supervision of a parent/guardian/trusted adult (e.g. use according to the label, use only when necessary).	HE.3.3.1.a: Discuss with a parent/guardian/trusted adult rules for safe use of medicines and household products.	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.	HE.7.3.1.a: Describe the progression of substance use, misuse, and abuse and the potential risks associated with each.	HE.8.3.1.a: Analyze the progression of substance use, misuse, and abuse.	HE.HS.1.7.a: Evaluate the use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements on health.	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
		HE.2.3.1.b: Identify a variety of tobacco products.		HE.4.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.	HE.5.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.	HE.HS.2.7.b: Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.

				HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).		HE.6.3.1.c: Access valid and reliable information about a variety of substances.	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter (OTC) and prescription medicines.	HE.HS.1.7.c: Identify how prescription medications, over-the-counter (OTC) medications, and herbal or dietary supplements are more addictive than others.	
				HE.4.3.1.d: Access valid and reliable sources of accurate information about tobacco, alcohol and medications.					HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.	
				HE.4.3.1.e: Identify products that contain alcohol.						

Standard 2: Students will recognize positive and negative influences and effects of substance use, misuse and abuse.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products.	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a parent/guardian/trusted adult (e.g. firmly saying no and walking away).	HE.3.3.2.a: Identify family, school and community rules about substance use.	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse.	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse.	HE.HS.1.8.a: Practice methods to resist peer pressure with regards to alcohol, tobacco, and other substances, including the misuse of prescription drugs.	HE.HS.2.8.a: Analyze the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
			HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drug use.	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.	HE.6.3.2.b: Identify the potential effects of substance use.	HE.7.3.2.b: Apply strategies to resist the use of substances that prevent misuse and abuse.	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.	HE.HS.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.	HE.HS.2.8.b: Locate and evaluate community or regional resources available to support individuals impacted by substance abuse and addiction.
			HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.	HE.4.3.2.c: Identify valid and reliable information about the benefits of not using alcohol, tobacco or other drugs.	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.	HE.6.3.2.c: Demonstrate strategies to resist the use of substances that can lead to misuse and abuse.	HE.7.3.2.c: Examine the reasons why people choose to use or not use alcohol, tobacco and other drugs.	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.	HE.HS.1.8.c: Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	HE.HS.2.8.c: Examine the influence of culture and society on substance use, misuse and abuse in school, sports, or entertainment.

			HE.3.3.2.d: Encourage peers to be alcohol and tobacco free.	HE.4.3.2.f: Describe the impact of using substances and how that they can be addictive (e.g. tobacco, alcohol, medications, caffeine).	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.	HE.6.3.2.d: Identify healthy alternatives to alcohol, tobacco, nicotine, and other harmful substances (e.g. physical activity, healthy eating, reading, recreation).	HE.7.3.2.d: Define addiction and understand the need for professional intervention.	HE.8.3.2.d: Compare and contrast how media/marketing tactics positively or negatively influence substance use and/or misuse.	HE.HS.1.8.d: Analyze media and marketing tactics used to promote substance use.	HE.HS.2.8.d: Educate others about the dangers of substance use, misuse and abuse.
					HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.		HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.	HE.8.3.2.e: Demonstrate strategies to resist peer pressure with regards to substance use or misuse.	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	HE.HS.2.8.e: Advocate for self and others about the dangers of substance use, misuse and abuse.
										HE.HS.2.8.f Analyze the influence of alcohol and other drug use on personal, family, and community safety.

Standard 3: Students will identify health risks associated with substance use, misuse and abuse in relation to one's physical, mental/emotional and social health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.3.a: Identify the harmful effects of tobacco smoke (first and second hand smoke).	HE.2.3.3.a: Describe the short and long term effects of experimenting with and/or using tobacco, including addiction.	HE.3.3.3.a: Describe the short and long term effects of experimenting with and/or using alcohol, including addiction.	HE.4.3.3.a: Examine the affects to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).	HE.5.3.3.a: Describe the benefits of abstaining from or discontinuing substance use or misuse.	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.	HE.8.3.3.a: Make a pledge to be alcohol-, tobacco- and drug-free.	HE.HS.1.9.a: Investigate consequences of alcohol, tobacco, and other drug use (e.g. physical, mental and emotional, social, legal, financial, addiction).	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
		HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	HE.4.3.3.b: Examine the affects to the brain and body when harmful substances are ingested (e.g. household products, medications, alcohol, illicit drugs).	HE.5.3.3.b: Explain addiction and recovery.	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health.	HE.8.3.3.b: Describe the health risks between substance use and misuse.	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.	HE.HS.2.9.b: Research the legal consequences of driving under the influence of alcohol and other substances.
				HE.4.3.3.c: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.	HE.5.3.3.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.	HE.6.3.3.c: Locate school policies and community laws about alcohol, tobacco and other drug use.	HE.7.3.3.c: Evaluate how the use of substances can cause illness, injury and complications with growth and development.	HE.8.3.3.c: Apply refusal skills to minimize exposure and/or influences to substance use.	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.	HE.HS.2.9.c: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.

						HE.6.3.3.d: Summarize the short and long term effects of marijuana use.	HE.7.3.3.d: Describe the health risks of using weight loss drugs.	HE.8.3.3.d: Describe the health risks of using performance-enhancing drugs.	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.	HE.HS.2.9.d: Analyze the validity and reliability of resources and services available for substance use, misuse and abuse as well as prevention.
							HE.7.3.3.e: Encourage others to be tobacco-, alcohol- and drug-free.	HE.8.3.3.e: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks (e.g. unintentional injuries, violence, suicide, sexual activity, and tobacco use).	HE.HS.2.9.e: Create awareness of substance use, misuse and abuse using valid and reliable community resources.

STRAND 4: Disease Prevention

Standard 1: Students will recognize what a disease is and how it is spread or acquired.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.1.a: State examples of a healthy (well) and unhealthy (ill) person.	HE.1.2.1.a Define diseases.	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.	HE.5.4.1.a: Discuss pathogens (germs) and common types of pathogens.	HE.6.4.1.a: Examine pathogens and the diseases they cause.	HE.7.4.1.a: Differentiate between communicable and non-communicable diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).	HE.8.4.1.a: Compare and contrast communicable, non-communicable, acute and chronic diseases.	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of communicable diseases.	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
HE.K.4.1.b: Explain that germs can make one sick.	HE.1.4.1.b: Classify diseases into 2 categories: "can spread" and "cannot spread".	HE.2.4.1.b: Recognize that bacteria and viruses are types of germs.	HE.3.4.1.b: Identify common childhood chronic diseases or conditions (e.g. asthma, allergies, diabetes, and epilepsy).	HE.4.4.1.b: Describe when it is important to seek health care treatment of communicable (infectious) and non-communicable (non-infectious) diseases.	HE.5.4.1.b: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.	HE.6.4.1.b: Identify how diseases affect the body systems.	HE.7.4.1.b: Identify blood borne pathogens and methods to prevent disease transmission.	HE.8.4.1.b: Research how health disparities and environment can increase or decrease risk of acquiring disease.	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).			HE.3.4.1.c: Describe symptoms that occur when a person is sick.	HE.4.4.1.c: Identify the most common symptoms of a communicable (infectious) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).	HE.5.4.1.c: Locate valid and reliable information about common chronic health conditions (e.g. asthma, diabetes, allergies, anaphylaxis, seizures).	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, environment).	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.		HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.	HE.HS.2.10.c: Research how historical public health crisis had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.

									HE.HS.1.10.d: Assess how the body defends itself against pathogens and disease.	
									HE.HS.1.10.e: Analyze treatment options for bacterial, viral, fungal and parasitic infections.	
									HE.HS.1.10.f: Analyze how Sexually Transmitted Infections spread and affect the body.	
									HE.HS.1.10.g: Examine the causes and progression of non-communicable diseases and their treatment.	

Standard 2: Students will identify ways to protect from and reduce the risk of diseases and conditions.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.2.a: State the importance of hand washing, coughing and sneezing etiquette to prevent the spread of germs.	HE.1.4.2.a: Describe when one should wash their hands.	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).	HE.4.4.2.a: Demonstrate how to locate sources of valid and reliable information for disease prevention.	HE.5.4.2.a: Name alternatives to unhealthy behaviors that may cause disease.	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions.	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
HE.K.4.2.b: Demonstrate how to properly wash one's hands	HE.1.4.2.b: Explain why proper hygiene is important to stay healthy (e.g. oral, washing body, clean clothes).	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye doctor).	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood illnesses or conditions.	HE.5.4.2.b: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.	HE.7.4.2.b: Summarize how health behaviors prevent the spread of communicable diseases.	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.	HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.
HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common communicable (infectious) and communicable (non-infectious) diseases.	HE.4.4.2.c: Locate professional health services in the community.	HE.5.4.2.c: Discuss how social determinants and health disparities can impact health.	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices).	HE.HS.1.11.c: Analyze the different ways that communicable diseases spread to others.	HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.

	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.	HE.3.4.2.d: Summarize the benefits of personal health care practices for disease prevention (e.g. tooth brushing and flossing, skin care and bathing regularly).	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).			HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.	HE.8.4.2.d: Define standard precautions in regards to body fluids.	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.	HE.2.4.2.e: Seek help from a parent/guardian/trusted adult when not feeling well.	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.					HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection (e.g. sleep patterns, nutrition, exercise).	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
			HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.						HE.HS.1.11.f: Identify and compile resources for testing and treatment of Sexually Transmitted Infections (STI) and Sexually Transmitted Diseases (STD).	

STRAND 5: Injury Prevention & Safety

Standard 1: Students will recognize and respond to an injury or emergency situation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.	HE.1.5.1.a: Demonstrate ways to ask a parent/guardian/trusted adult for help when an emergency or injury occurs.	HE.2.5.1.a: Explain protective factors to use when approached personally or on the internet by strangers.	HE.3.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.	HE.4.5.1.a: Describe the signs and symptoms of someone who is seriously ill or injured and needs immediate medical attention.	HE.5.5.1.a: Demonstrate how to obtain or offer assistance to others in harmful situations.	HE.6.5.1.a: Assess the severity of an injury or emergency and respond appropriately.	HE.7.5.1.a: Explain climate-related physical conditions that affect personal safety (e.g. heat exhaustion, heat stroke, sunburn and hypothermia).	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and the appropriate response.	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.	HE.HS.2.12.a: Examine ways to offer assistance to injury or emergency situations in the community.
HE.K.5.1.b: Identify fire exits and how to safely evacuate a building in multiple situations.	HE.1.5.1.b: Demonstrate the procedure for calling 911 and when it is appropriate to do so.	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.	HE.3.5.1.b: Locate fire exits and demonstrate how to safely evacuate a building in multiple situations.	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.	HE.5.5.1.b: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including harassment.	HE.6.5.1.b: Locate emergency preparedness plans for school.	HE.7.5.1.b: Interpret emergency preparedness plans for home, school, and community.	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.	

HE.K.5.1.c: Demonstrate safe practices in regards to school safety procedures with a trusted adult.	HE.1.5.1.c: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).	HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).	HE.4.5.1.c: Explain the importance of telling an adult if someone is in danger.		HE.6.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.		HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).	HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies (e.g. CPR, AED, first aid, and control of bleeding).	
HE.K.5.1.d: Identify injuries and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).		HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.	HE.3.5.1.d: Demonstrate how one should react to an injury or emergency and promptly report to a parent/guardian/trusted adult or emergency service.					HE.8.5.1.d: Demonstrate how to help or contact the appropriate emergency resources for different situations (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line).	HE.HS.1.12.d: Interpret when a natural disaster could occur and how to respond for personal safety.	

HE.K.5.1.e: Communicate with a parent/guardian/trusted adult at home on how to respond to a fire and/or tornado.		HE.2.5.1.e: Identify examples of safe places one might go if feeling personally threatened.	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning.						HE.HS.1.12.e: Locate valid and reliable resources and/or other sources of support for someone who is self harming, being harassed, abused, assaulted, exploited or trafficked.	
HE.K.5.1.f: Demonstrate stop, drop and roll.										
Standard 2: Students will understand and learn specific behaviors that promote injury prevention and personal safety.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.2.a: Explain how proper use of safety equipment helps protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks).	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).	HE.2.5.2.a: State how emotions can influence safety related behaviors.	HE.3.5.2.a: Identify at-risk situations that may require assistance from a parent/guardian/trusted adult.	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm.	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted and/or impaired driver, use of safety restraints in motor vehicles, and use of safety equipment).	HE.8.5.2.a: Demonstrate advocacy skills to support others to be safe at home, school and the community.	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.

HE.K.5.2.b: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).	HE.1.5.2.b: Demonstrate proper use of safety equipment to help protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs).	HE.2.5.2.b: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).	HE.3.5.2.b: Identify how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.	HE.4.5.2.b: Examine ways to be a safe pedestrian.	HE.5.5.2.b: Identify ways to reduce risk of injury from animal and insect bites and stings.	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.	HE.8.5.2.b: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).	HE.HS.1.13.b: Assess safety strategies in the home, school, and community (e.g. working, carbon/smoke alarms, gun safety, swimming, internet safety).	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
HE.K.5.2.c: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).	HE.2.5.2.c: List personal behaviors that contribute to safe or unsafe use of technology.	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger, distracted and/or impaired driving).	HE.4.5.2.c: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.	HE.5.5.2.c: Explain a variety of healthy behaviors that promote injury prevention and personal safety (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety).	HE.6.5.2.c: Describe ways to reduce risk of injury from firearms.	HE.7.5.2.c: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.	HE.8.5.2.c: Evaluate the potential consequences of personal risky behaviors.	HE.HS.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.

HE.K.5.2.d: Identify safety rules for home, school and community and describe why those rules are in place.	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).	HE.2.5.2.d: Define child abuse (e.g. sexual, physical, and emotional) and identify behaviors that would be considered abusive.	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and relate to safety rules at home, school, and in the community.	HE.4.5.2.d: Identify the potential consequences of risky behaviors.	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.	HE.6.5.2.d: Identify strategies that sex traffickers/exploiters employ to recruit youth.	HE.7.5.2.d: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle		HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication, and technology.	HE.HS.2.13.d: Describe Nebraska laws, policies, and regulations regarding cyberbullying, bullying, dating violence, gang activity, driving, graduated driving, social media, and sexting.
HE.K.5.2.e: Demonstrate how to safely cross the street.	HE.1.5.2.e: Apply strategies to prevent fires and burns.		HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.	HE.4.5.2.e: Explain why abusive behaviors are harmful and their potential impact.	HE.5.5.2.e: Define sex trafficking and human trafficking.	HE.6.5.2.e: Identify key components of digital citizenship.	HE.7.5.2.e: Develop a personal plan for safe and responsible technology use.		HE.HS.1.13.e: Practice digital citizenship.	HE.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.		HE.3.5.2.f: Analyze environments to determine whether they are safe.	HE.4.5.2.f: Describe the potential risks and dangers associated with online communication.	HE.5.5.2.f: Explain the potential risks associated with sharing personal information (e.g. pictures, sexting, names, address, technology).				HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.	HE.HS.2.13.f: Analyze community resources for disaster preparedness.

	<p>HE.1.5.2.g: Describe situations that may be uncomfortable or unsafe that need to be reported to a parent/guardian/trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).</p>		<p>HE.3.5.2.g: Describe safety guidelines for internet and social media use.</p>	<p>HE.4.5.2.g: Explain responsible uses of technology/digital information and the potential consequences of inappropriate use.</p>	<p>HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.</p>				<p>HE.HS.1.13.g: Persuade others to avoid driving distracted or while under the influence of substances.</p>	
			<p>HE.3.5.2.h: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (e.g. dangerous activities, unsafe challenges, purchasing choices).</p>							

STRAND 6: Social, Emotional & Mental Health

Standard 1: Students will develop social skills and understand how to positively interact with others.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.1.a: Describe qualities of being a good friend.	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).	HE.3.6.1.a: Demonstrate effective verbal and non-verbal communication skills.	HE.4.6.1.a: Develop strategies for interacting effectively with others who are different from oneself.	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a parent/guardian/trusted adult for assistance.	HE.6.6.1.a: Exchange ideas and solutions to resolve conflicts, seeking support when needed.	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.	HE.8.6.1.a: Apply conflict resolution skills to real or hypothetical situations involving peers.	HE.HS.1.14.a: Demonstrate competency in active listening skills.	HE.HS.2.14.a: Analyze how social skills impact socioeconomic status.
HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.	HE.1.6.1.b: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.	HE.3.6.1.b: Define conflicts and identify strategies for conflict resolution.	HE.4.6.1.b: Describe ways to express forgiveness.	HE.5.6.1.b: Recognize non-verbal communication cues and potential impacts (e.g. hand gestures, facial expressions, body language).	HE.6.6.1.b: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.	HE.7.6.1.b: Demonstrate the use of resistance/refusal skills in managing conflicts.	HE.8.6.1.b: Utilize strategies to manage social pressures associated with social and digital media.	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.	HE.HS.2.14.b: Demonstrate appropriate online conflict resolution skills.
HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.	HE.1.6.1.c: Explain the importance of personal space and boundaries.	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.	HE.3.6.1.c: Provide examples of conflict that might occur with friends, siblings, or others.	HE.4.6.1.c: Explain how positive and negative peer pressure can influence a friendship.	HE.5.6.1.c: Explain how one's own behavior might affect the feelings of others.	HE.6.6.1.c: Summarize how technology, including social media, can impact friendships and relationships.	HE.7.6.1.c: Describe how power and control differences in relationships can contribute to aggression, violence, bullying, and harassment.	HE.8.6.1.c: Examine how social and digital media can potentially impact one's reputation and relationships.	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.	

HE.K.6.1.d: Demonstrate graciousness in winning and losing.	HE.1.6.1.d: Practice telling someone they are entering your personal space and identify when to ask a parent/guardian/trusted adult for help.	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.	HE.3.6.1.d: Explain how resolving a conflict with a friend could strengthen the friendship.	HE.4.6.1.d: Identify assertive, passive and aggressive behaviors that lead to conflict resolution.	HE.5.6.1.d: Recognize how a situation would make one feel and treat others accordingly.	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.	HE.7.6.1.d: Discuss the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber).	HE.8.6.1.d: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.	
HE.K.6.1.e: Discuss the importance of asking permission and accepting no.	HE.1.6.1.e: Define bullying and teasing and why it is wrong to bully or tease others.	HE.2.6.1.e: Demonstrate how to clearly say no, leave a situation, and talk with a parent/guardian/trusted adult when feeling uncomfortable, afraid, or unsafe.	HE.3.6.1.e: Demonstrate how to support students who are left out.	HE.4.6.1.e: Identify strategies one could use to intervene safely when someone is being bullied or teased.	HE.5.6.1.e: Differentiate between bullying and harassment.			HE.8.6.1.e: Demonstrate respect for human dignity virtually and in-person.	HE.HS.1.14.e: Evaluate how social media and technology effects one's current and future interactions, reputation, relationships, and socialization.	
HE.K.6.1.f: Show how to treat others with kindness and respect.	HE.1.6.1.f: Explain the difference between tattling and reporting and why it is important to tell a parent/guardian/trusted adult when they or someone they know is feeling threatened or harmed.	HE.3.6.1.f: Describe that people from different cultural and social groups share many things in common.	HE.3.6.1.f: Discuss what is positive and negative peer pressure.	HE.4.6.1.f: Explain different ways of dealing with conflict.	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.			HE.8.6.1.f: Analyze how positive or negative stereotypes of an individual or group can impact one's social, emotional and mental health.	HE.HS.1.14.f: Demonstrate effective non-verbal communication skills for various situations.	

		HE.3.6.1.g: Describe ways to show dignity and respect for all people.	HE.3.6.1.g: Identify characteristics of those involved in a bullying situation.	HE.4.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).	HE.5.6.1.g: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.			HE.8.6.1.g: Apply empathy practices through understanding of others' feelings and acknowledgment of their perspective.	HE.HS.1.14.g: Examine the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber) and potential legal implications.	
			HE.3.6.1.h: Identify the advantages and disadvantages of intervening or being a spectator in a bullying situation.	HE.4.6.1.h: Define empathy and practice demonstrating empathy with peers.	HE.5.6.1.h: Demonstrate ways to express gratitude.				HE.HS.1.14.h: Compare and contrast face to face interaction and interactions via electronic devices.	
			HE.3.6.1.i: Discuss different types of bullying.	HE.4.6.1.i: Identify strategies for dealing with cyber bullying.	HE.5.6.1.i: Explain positive and negative interactions on social and digital media.					
			HE.3.6.1.j: Explain why it is wrong to tease or bully others based on personal characteristics	HE.4.6.1.j: Demonstrate ways to show dignity and respect for all people.	HE.5.6.1.j: Discuss stereotyping and potential impact on others.					

Standard 2: Students will identify and manage feelings, emotions, and behaviors in a healthy manner.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.2.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).	HE.1.6.2.a: Identify the causes of different feelings and emotions.	HE.2.6.2.a: Identify situations that cause different emotions.	HE.3.6.2.a: Identify strategies for coping with upsetting situations, including talking with a parent/guardian/trusted adult.	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.	HE.5.6.2.a: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).	HE.6.6.2.a: Demonstrate the ability to use appropriate strategies to manage strong feelings.	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and their causes.	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.
HE.K.6.2.b: Identify how different emotions feel and practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).	HE.1.6.2.b: Discuss the influence of peers, media, and family on feelings and emotions.	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.	HE.3.6.2.b: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.	HE.5.6.2.b: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.	HE.6.6.2.b: Identify, recognize and name personal complex emotions.	HE.7.6.2.b: Apply skills to manage strong feelings.	HE.8.6.2.b: Demonstrate basic self-advocacy, academically and socially.	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.	HE.HS.2.15.b: Analyze how community resources can impact emotional feelings and behaviors.
HE.K.6.2.c: Discuss how different events impact how people feel.	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.	HE.2.6.2.c: Explain the influence of peers, media, technology, and family on feelings and emotions.	HE.3.6.2.c: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.	HE.4.6.2.c: Utilize "I-statements" to express various emotions.	HE.5.6.2.c: Discuss how current events could cause various emotions.	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.	

	HE.1.6.2.d: State that sharing feelings is a healthy action.	HE.2.6.2.d: Practice the use of positive self talk to regulate emotions.	HE.3.6.2.d: Explain that anger is a normal emotion and identify non-violent ways to manage anger.	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify their causes.		HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.	HE.7.6.2.d: Explore common life changes and list healthy coping strategies.		HE.HS.1.15.d: Develop a list of parents/guardians/trusted adults at home, school, or community that can be contacted in times of emotional distress.	
	HE.1.6.2.e: Discuss the emotions of loneliness and worry and how it may make one feel.	HE.2.6.2.e: Explain the importance of talking with a parent/guardian/trusted adult about feelings and emotions.		HE.4.6.3.e: Recognize that using resources and strategies, including talking to someone to manage feelings is a healthy action.			HE.7.6.2.e: Summarize the benefits of talking with parents/guardians and other trusted adults about feelings.		HE.HS.1.15.e: Analyze how internal and external factors help shape mental, emotional and social health.	
		HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.		HE.4.6.2.f: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a parent/guardian/trusted adult.						
		HE.2.6.2.g: Identify feelings associated with disappointment, loss and grief and how to express the feelings in a healthy way.								

Standard 3: Students will develop skills to support one's mental wellness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.3.a: Identify parents/guardians/trusted adults to talk to when having strong emotions.	HE.1.6.3.a: Apply communication skills to find out how others are feeling.	HE.2.6.3.a: Define mental health and understand what it means to be mentally healthy.	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.	HE.4.6.3.a: Describe how a parent/guardian/trusted adult can provide academic, social or emotional support or assistance for self and others.	HE.5.6.3.a: Demonstrate how to get help from a parent/guardian/trusted adult when someone is in danger of hurting themselves or others.	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.	HE.HS.1.16.a: Summarize how mental health conditions develop.	HE.HS.2.16.a: Assess community resources available for support of common mental health conditions.
		HE.2.6.3.b: Discuss how various support systems could be used for personal mental health needs.	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings.	HE.4.6.3.b: Identify stigmas of mental health.	HE.5.6.3.b: Advocate to eliminate stigmas regarding mental health.	HE.6.6.3.b: Identify risk factors for mental illnesses and challenges.	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.	
			HE.3.6.3.c: Discuss that everyone has mental health and that it is okay to seek support when needed.		HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.	HE.6.6.3.c: Research school and community mental health resources to assist with mental illnesses or challenges.	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community.	HE.8.6.3.c: Examine how negative perceptions and stigmas affect accessing help or assistance with mental or emotional challenges.	HE.HS.1.16.c: Locate valid and reliable school and community resources to encourage positive mental health practices.	

						HE.6.6.3.d: Locate appropriate school processes for reporting unsafe behaviors or situations for self and others.	HE.7.6.3.d: Demonstrate how to ask parents/guardians/trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.	
						HE.6.6.3.e: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).		HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.	HE.HS.1.16.e: Analyze and explain how social media can lead to the development of mental health conditions.	

									HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).		
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STRAND 7: Human Growth & Development

Standard 1: Students will learn characteristics relating to healthy relationships and how to respond to unhealthy relationships.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.1.a Identify safe & unsafe touch.	HE.1.7.1.a: Distinguish between safe and unsafe touch.	HE.2.7.1.a: Identify healthy ways for friends to express feelings for each other.	HE.3.7.1.a: Describe characteristics of healthy relationships.	HE.4.7.1.a: Demonstrate refusal skills to protect personal boundaries.	HE.5.7.1.a: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.	HE.6.7.1.a: Describe the similarities and differences between friendships and romantic relationships.	HE.7.7.1.a: Analyze the similarities and differences between friendships and romantic relationships.	HE.8.7.1.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.	HE.HS.1.16.a: Formulate ways to establish and maintain healthy relationships.	HE.HS.2.16.a: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.1.7.1.b: Discuss ways to respond to unsafe touches.	HE.2.7.1.b: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.	HE.3.7.1.b: Explain the relationship between personal boundaries and bodily autonomy.	HE.4.7.1.b: Compare positive and negative ways friends, peers and media can influence relationships.	HE.5.7.1.b: Describe steps a person can take when they are being or have been sexually abused.	HE.6.7.1.b: Demonstrate communication skills that will support healthy relationships.	HE.7.7.1.b: Demonstrate effective refusal skills when pressured to participate in unwanted behavior.	HE.8.7.1.b: Describe strategies one might use to end an unhealthy relationship, including involving a parent/guardian/trusted adult who can help.	HE.HS.1.18.b: Access valid and reliable information & resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.	HE.HS.2.18.b: Analyze state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.
			HE.3.7.1.c: Explain that inappropriate touches should be reported to a parent/guardian/trusted adult.	HE.4.7.1.c: Demonstrate the use of healthy and respectful words and actions to express friendship and affection.	HE.5.7.1.c: Explain the importance of continuing to tell a parent/guardian/trusted adult about unhealthy relationships until an adult takes action.		HE.7.7.1.c: Compare & contrast characteristics of healthy and unhealthy relationships.	HE.8.7.1.c: Demonstrate personal refusal skills and describe how and when to use those skills.	HE.HS.1.16.c: Determine when professional health services may be beneficial for an unhealthy relationship.	

				HE.4.7.1.d: Describe how to end unhealthy relationships.	HE.5.7.1.d: Explain that the victim is not to blame for sexual abuse or harassment.		HE.7.7.1.d: Examine the impact of technology, including social media, has on friendships and relationships.	HE.8.7.1.d: Define sexual abuse, sexual harassment, and domestic/dating violence and explain their potential impacts.	HE.HS.1.16.d: Explain why a person who has been raped or sexually abused is not at fault.	
							HE.7.7.1.e: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.		HE.HS.1.16.e: Demonstrate refusal skills, personal boundaries, and affirmative consent.	
							HE.7.7.1.f: Discuss state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.		HE.HS.1.16.f: Describe how pornography and sexting can impact relationships.	
							HE.7.7.1.g: Differentiate between flirting and harassment.		HE.HS.1.16.g: Describe state and federal laws regarding age of consent and disclosure of STDs, including HIV.	
							HE.7.7.1.h: Recognize that healthy relationships share common characteristics yet can look different.			

Standard 2: Students will recognize and manage the changes during development and maturation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.2.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.1.7.2.a: Explain why sleep and rest are important for proper growth and good health.	HE.2.7.3.a: Demonstrate healthy practices and behaviors that maintain or improve healthy growth and development (e.g. sleep, hygiene, nutrition, physical activity).	HE.3.7.2.a: Describe physical changes that occur during development.	HE.4.7.2.a: Explain ways to manage the physical and emotional changes associated with puberty.	HE.5.7.2.a: Develop self-assessment skills to identify feelings and personal changes that are part of puberty.	HE.6.7.2.a: Discuss the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.	HE.7.7.2.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.	HE.8.7.2.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence.	HE.HS.1.17.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.	HE.HS.2.17.a: Evaluate valid and reliable information in the community/region on preventative health, including mammograms, pap smears, prostate and testicular health.
HE.K.7.2.b: Recognize that there are different kinds of play that help one develop and learn.		HE.2.7.2.b: Discuss the human life cycle.	HE.3.7.2.b: Identify resources that can provide accurate information about puberty (e.g. parents/guardians/trusted adults and health care professionals).	HE.4.7.2.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/guardians/trusted adults).	HE.5.7.2.b: Identify personal hygiene, health and safety practices, and products related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).	HE.6.7.2.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.7.7.2.b: Create a sleep plan to get at least 8 hours of sleep each night by reducing disruptive behaviors.	HE.8.7.2.b: Access valid and reliable sources of information about puberty and adolescent development.	HE.HS.1.17.b: Examine developmental progression and regression of different stages in the life cycle.	

			HE.3.7.2.c: Discuss the importance of good hygiene practices during growth and development.	HE.4.7.2.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.5.7.2.c: Explain how external factors influence perceptions about body image, gender roles, and attractiveness.	HE.6.7.2.c: Locate valid and reliable sources of information and discuss with parents/guardians/trusted adults about puberty and adolescent development.	HE.7.7.2.c: Identify parents/guardians/trusted adults of whom students can ask questions about puberty and adolescent health issues.	HE.8.7.2.c: Evaluate the health and safety issues related to personal hygiene practices.	HE.HS.1.17.c: Identify preventative care examinations available and where to access them (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam).	
			HE.3.7.2.d: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.4.7.2.d: Demonstrate how to ask a parent/guardian/trusted adult questions about puberty and adolescence.	HE.5.7.2.d: Describe how puberty prepares human bodies for the potential to reproduce.	HE.6.7.2.d: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain proper hygiene during maturation.	HE.7.7.2.d: Recognize that biological sex and gender identity may or may not differ.	HE.8.7.2.d: Explain the importance of having a parent/guardian/trusted adult to ask questions about puberty and adolescent health issues.	HE.HS.1.17.d: Analyze influences around sleep habits.	
				HE.4.7.2.e: Discuss the role of hormones during development.			HE.7.7.2.e: Analyze how puberty prepares human bodies for the potential to reproduce.	HE.8.7.2.e: Recognize that the naturally occurring appearance of body parts may vary.	HE.HS.1.17.e: Describe how fertilization, fetal development, and the birth process.	
Standard 3: Students will understand the structure and functions of body systems										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.3.a: Name and describe the five senses.	HE.1.7.3.a: Explain how the heart and lungs work.	HE.2.7.3.a: Identify the major bones in the body and their location.	HE.3.7.3.a: Describe the muscular system and the basic functions.	HE.4.7.3.a: Describe the respiratory and cardiovascular system and the basic functions.	HE.5.7.3.a: Describe the digestive system and the basic functions.	HE.6.7.3.a: List the basic interactions of the human body systems.	HE.7.7.3.a: Examine the different body systems and the major functions.	HE.8.7.3.a: Connect how diseases affect the structures and functions of the body systems.	HE.HS.1.18.a: Summarize the structures and functions of body systems.	NOT TAUGHT IN THIS COURSE

HE.K.7.3.b: State accurate names for body parts.					HE.5.7.3.b: Identify the building blocks of the human body (e.g. cells, tissues, organs, organ system, organisms).	HE.6.7.3.b: Describe the immune system and the basic functions.		HE.8.7.3.b: Analyze how the different body systems work together to function.	HE.HS.1.18.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.	
HE.K.7.3.c: Differentiate between areas of the body that are private and not private.					HE.5.7.3.c: Use accurate vocabulary for all body parts.					
					HE.5.7.3.d: Describe the human reproductive systems and the basic functions.					

STRAND 8: Consumer & Environmental Safety

Standard 1: Students will identify and access valid and reliable consumer products, services and resources for a healthy lifestyle.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL.	NOT TAUGHT AT THIS GRADE LEVEL.	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.3.8.1.a: Describe how family, community, peers, and media can positively and/or negatively influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).	HE.4.8.1.a: Locate parents/guardians/trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).	HE.5.8.1.a: Demonstrate how to positively influence consumer health choices and behaviors of family, peers and community (e.g. . nutritional foods, hygiene, products, community opportunities).	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.	HE.8.8.1.a: Identify situations that may require professional health services.	HE.HS.1.19.a: Apply criteria to evaluate the validity and reliability of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).	HE.HS.2.19.a: Outline where and how students can access valid and reliable health information, products, and services.
			HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.4.8.1.b: Identify characteristics of valid and reliable health information, products and services.	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.		HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.	HE.HS.1.19.b: Identify and evaluate valid and reliable health resources from home, school, and community that protect and inform consumers.	HE.HS.2.19.b: Analyze situations when health services needed.

				HE.4.8.1.c: Investigate resources from home, school, and community that provide valid and reliable health information.				HE.8.8.1.c: Access valid and reliable health information from home, school, and community.	HE.HS.1.19.c: Explain the procedures for making an appointment, health screenings, checkups, and other early detection measures.	HE.HS.2.19.c: Explain how HIPAA relates to the health industry (e.g. HSA, Co-insurance, out-of-pocket minimum, HMO, PPO, POS).
								HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity and reliability of those claims.	HE.HS.1.19.d: Describe the terms and phrases related to health insurance. (e.g. deductibles, premium, co-payment, benefits).	HE.HS.2.19.f: Summarize the procedures, local and state resources, and benefits of transplants and donations.
									HE.HS.1.19.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).	HE.HS.2.19.e: Assess how different communities have access to health services.
									HE.HS.1.19.f: Evaluate the importance of regular medical and dental checkups, and examinations.	HE.HS.2.19.f: Adapt health messages and communication techniques to a specific target audience.

										HE.HS.2.19.g: Utilize societal norms to develop messages that enhance public health.
Standard 2: Students will recognize how the environment affects health.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.8.2.a: Explain why seeking shelter during a storm is important.	HE.1.8.2.a: Explain various rules, signs and signals necessary for staying safe around traffic (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk, railroad crossing).	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO ₂ detectors, weather alarms).	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).	HE.5.8.2.a: State how different industries can positively and/or negatively impact the environment and one's health (e.g. water and air quality, pesticides).	HE.6.8.2.a: Identify environmental factors that can affect health.	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).	HE.HS.1.20.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).	HE.HS.2.20.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. health departments, EPA).
HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.	HE.1.8.2.b: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds.	HE.4.8.2.b: Discuss strategies to protect the skin when playing outdoors (e.g. bug spray, sun screen, protective gear, chemical exposure).	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.	HE.6.8.2.b: Identify ways you could improve the environment to promote safety/health (e.g. become a crossing guard, keep your block clean from litter).		HE.8.8.2.b: Explain how one can help the environment and how these practices can impact one's health.	HE.HS.1.20.b: Formulate an accurate and effective environmental message to improve personal health.	HE.HS.2.20.b: Examine how environment-related government regulations can impact a person's health.

<p>HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).</p>	<p>HE.1.8.2.c: Illustrate proper clothing to wear for each type of weather (e.g. snow/cold, rain, sunny/hot, warm, cool).</p>	<p>HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).</p>	<p>HE.3.8.2.c: Discuss how family, community, peers, and media can positively and/or negatively influence personal health practices and behaviors.</p>	<p>HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).</p>	<p>HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.</p>	<p>HE.6.8.2.c: Identify common causes of noise-induced hearing loss.</p>		<p>HE.8.8.2.c: Demonstrate the importance of protecting the soil and water supply for personal health.</p>	<p>HS.HS.1.20.c: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.</p>	
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Glossary of Terms

Abuse	Violent behaviors that cause physical, emotional, sexual, or financial harm to another.
Acute diseases	A disease that occurs and resolves quickly.
Advocacy	Taking action in support for an individual or cause.
Aerobic	Using Oxygen to break down energy for use in muscles.
Affirmative Consent	Is a standard that makes clear there must be voluntary knowing, mutual, verbally and explicitly communicated consent to engage in sexual activity.
Anaerobic	Activities so intense that your body cannot supply adequate oxygen to sustain it for a long period of time.
Anaphylaxis	Allergic response in which fluid fills the lungs and air passages narrow, restricting breathing.
Assault	An intentional threat or use of physical force to injure another person.
Bodily Autonomy	An individual's right to make decisions regarding one's own body.
Bullying	Unwanted aggressive behavior repeated over time intended to hurt someone physically, verbally, emotionally, or electronically exposing an imbalance of power socially, physically or emotionally.
Calorie	A unit for measuring the energy produced by food when it's metabolized in the body.
Carbohydrate	Major source of energy for the body; found in fruits, vegetables, grains and milk products.
Chronic diseases	A disease that has a long duration or frequent recurrence.
Coercion	The practice of persuading someone to do something by using force or threats.

Communicable Disease	Condition someone can develop after coming into contact with living things or objects infected with the disease.
Consent	A direct, verbal, non-coerced agreement from someone who is capable of making an informed decision.
Culture	The set of shared attitudes, values, goals, and practices that characterizes an institution, group or organization.
Dating Violence	A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse, to control his or her dating partner. (Referenced: <i>Neb. Rev. Stat. § 79-2,140</i>)
Diabetes	Disease resulting from the body's inability to regulate glucose.
Dietary Supplement	A product that can be ingested to give a person's body more of a specific nutrient; can be harmful when used in excess.
Dimensions of Health	The environmental, mental, intellectual, occupational, emotional, and spiritual dimensions of health that interact together to help determine one's overall state of wellness.
Distracted Driving	Risky driving actions; including texting, talking on the phone, and driving with one or more passengers under 18 years of age.
Domestic Violence	Physically, mentally or emotionally abusive behavior that occurs within a romantic relationship.
Epidemic	An outbreak of a disease that occurs in unexpectedly large numbers over a geographic area.
Fat	A nutrient that's the body's second major source of energy and the preferred means of storing energy.
F.I.T.T.	An acronym used to focus on the key fitness factors of frequency, intensity, time and type.
Food-borne Illness	Food poisoning, refers to illnesses transmitted by foods.
Gender Identity	Internal, deeply held thoughts and feelings about gender.
Gender Roles	Attitudes and behaviors that a society considers "appropriate" for males or females.

Graduated Driving	A license that allows young drivers to safely gain experience before obtaining full driving privileges.
Harassment	Is verbal or physical conduct that denigrates or shows hostility or aversion toward a person on bases of their personal identity, such as race, sex, gender, religion, national origin, ethnicity, disability, age, sexual orientation, marital status, socioeconomic status, or political affiliation. (Referenced: <i>Neb. Rev. Stat. § 28-311</i>)
Health Disparities	Differences in health status between people that are related to social or demographic factors such as race, gender, income or geographic region,
Health Literacy	Person's ability to locate, evaluate, apply, and communicate information as it relates to health.
Hereditary	Inheritance of traits and potentialities from one's ancestors.
Human Immunodeficiency Virus (HIV)	Blood borne virus that infects and kills white blood cells, weakening the immune system.
Human Trafficking	Form of modern slavery in which people are forced or pressured to perform some type of labor or service against their will. (Referenced: <i>Neb. Rev. Stat. § 28-830</i>)
Mental Health	A state of well-being which includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
Metabolism	The process by which the body uses food to release energy and uses the energy to build and repair body tissues.
Noncommunicable Disease	Conditions that cannot be spread among living things and objects, but develop as a result of hereditary, environment, and lifestyle factors.

Pandemic	A widespread epidemic that affects an enormous number of people and spreads between countries and across the world.
Parasitic	Caused by or resulting from the effects of parasites.
Pathogens	Microorganisms that cause communicable diseases.
Perceived Norms	Social pressure one feels to perform or not perform a particular behavior.
Physical Activity	Any activity in which the body uses energy.
Portion Size	The amount of food you choose to eat at one time.
Prophylaxis	The prevention of disease or control of its possible spread.
Protein	Nutrient the body uses to build and maintain all of its cells and tissues.
Protective Factors	Aspects of people's lives that reduce risk and increase the likelihood of optimal health.
Puberty	Stage of life when the body reaches sexual maturity.
Resting Heart Rate	The number of times your heart beats per minute while you are at rest.
Risk Factors	Aspects of people's lives that increase the chance of a disease, injury or decline in health.
Self-Efficacy	The belief in one's capability to learn and/or perform specific tasks to achieve desired goals and that influence events that affect their life.
Self-harm	When a person hurts their own body on purpose.
Serving Size	The amount of food listed on a product's nutrition facts label.
Sexting	Use of a cell phone or other electronic device to distribute pictures or videos of sexually explicit images; text messages of a sexual nature.
Sexual Abuse	Sexual activity to which one person does not or cannot consent and/or causing another person to engage in a sexual act by threatening or placing that other person in fear.

	(Referenced: 18 U.S.C. § 2242)
Sexual Assault	The act of forcing someone into sexual activity that he or she does not want. Particular definitions vary based on the degree of assault. (Referenced: <i>Neb. Rev. Stat.</i> §§ 28-319 to 28-320)
Sexual Exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (Referenced: 18 U.S.C § 2251)
Sexual Harassment	Verbal or nonverbal sexual attention that occurs without consent. It includes but is not limited to sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome. (Referenced: <i>Neb. Rev. Stat.</i> § 48-1102 & 20 U.S.C. §§ 1681 - 1688)
Sex Trafficking	The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. (Referenced: <i>Neb. Rev. Stat.</i> § 28-318)
Sexually Transmitted Diseases (STD)	Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.
Sexually Transmitted Infections (STI)	Communicable diseases spread from one person to another during sexual activity.
S.M.A.R.T. (Goal)	An acronym used to guide goal setting; stands for specific, measurable, achievable, relevant and timely.
Social Determinants of Health (SDOH)	The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and

	risks. The five domains of SDOH include: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context.
Stereotype	A widely held but fixed and oversimplified image or idea about an individual or members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment.
Stressor	Any factors that cause stress.
Trusted Adult	A person to whom a student can turn to in a time of need who can offer support and guidance.



Below are key messages regarding the second draft of the Health Education Standards, to share with your community and news media.

- The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins.
- Public input played a role in the development of the Health Education Standards and the civic engagement and participation over the last several months is greatly appreciated.
- By design, Nebraska parents and families were involved in the writing and advising of the standards, as well as during the public comment period.
- The content in the Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators.
- Although developed by Nebraska educators, content experts, and medical professionals across the state, the Nebraska Department of Education (NDE) values public input in the creation of the standards.
- After listening to the voices of Nebraskans, the NDE closely examined the Human Growth and Development strand and removed/revised sex education within the Health Education Standards.
- Local school districts/school systems are encouraged to consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered.
- The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education.
- The standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally, in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders.



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Superintendent Board Report
August 9, 2021

NDE Health Standards: The 2nd draft of the Nebraska Department of Education health standards have been released. These standards do not require adoption by local boards of education – only the core classes require we adopt the state approved standards. I have attached the standards and “key messages” that were released by NDE.

COVID-19 Protocols/Recommendations for 2021-22: The State of Nebraska’s guidance document does not require quarantine for exposed individuals, the Elkhorn Valley Public Health Department is asking for schools to monitor their levels of confirmed Covid-19 positive individuals in their classrooms/cohorts and adopt a stepped notification approach to help ensure that case levels and transmission/spread are being monitored and that parents/guardians are aware of a potential exposure in order to help monitor their student(s) for Covid-19 who have been potentially exposed. The following bullet points outline our recommended stepped-approach that schools can initiate to respond to cases as they arise in a classroom/cohort.

- a. **First case** (i.e. one case in a school classroom): Schools send a letter to parents/guardians of all students within the identified classroom(s). This is essentially a self-monitor letter informing the parents/guardians to watch for symptoms through a particular date.
- b. **Second case** (i.e. now two cases in the classroom/cohort): Schools send a letter to parents/guardians of all students within the identified classroom(s) notifying them of possible second exposure. Again, the recommendation is for the students to self-monitor and it recommends that *children in the classroom mask while in public*.
- c. **Third case** (i.e. widespread transmission in the classroom/cohort): Schools send a letter which recommends the students *monitor at home*. Individuals can elect to test at day 5 and return to school on day 8 with a negative test (and mask for the remainder of the 14 day incubation period) or stay home through day 10 and return back to school on day 11 (and mask for the remainder of the 14-day incubation period).

Custodial Position: We have held interviews and have currently extended offers for one full-time custodian and 2 part-time custodians.

Jolene is scheduled to review the September bills and Jaime is scheduled for October.

Suggested List of Motions

August 9, 2021

(Open Meetings Act rules posted on the north wall of the library)

1. _____ opened the meeting at _____ P.M.
2. It was moved by _____, seconded by _____
To approve the Consent Agenda items:
 1. Excuse Absent Board Members (if necessary)
 2. Minutes
 3. Treasurers Report
 4. General Fund Claims
 5. Lunch Fund Claims
 6. Student Fee Fund Claims

Roll Call: Aye: _____ Nay: _____

3. It was moved by _____, seconded by _____
to approve the Winter Music Program to take place on a Sunday (per board policy 6710).

Roll Call: Aye: _____ Nay: _____

4. It was moved by _____, seconded by _____
to suspend the regular meeting and open the student fees policy hearing at _____ P.M.

Roll Call: Aye: _____ Nay: _____

Discussion on Study Fee Policy 6702

5. It was moved by _____, seconded by _____
to close the student fees policy hearing and re-open the regular meeting at _____ P.M.

Roll Call: Aye: _____ Nay: _____

6. It was moved by _____, seconded by _____
to suspend the regular meeting and open the parental involvement policy hearing at _____ P.M.

Roll Call: Aye: _____ Nay: _____

Discussion on Parental Involvement Policy 8660

7. It was moved by _____, seconded by _____
to close the parental involvement policy hearing and re-open the regular meeting at
_____ P.M.

Roll Call: Aye: _____ Nay: _____

8. It was moved by _____, seconded by _____
to approve board policies: 6115 Attendance/Excessive Absenteeism, 6440 Wellness,
6702 Student Fee, 6865 Anti-bullying, and 8660 Parental Involvement as presented.

Roll Call: Aye: _____ Nay: _____

9. It was moved by _____, seconded by _____
to approve the resolution to solicit sealed bids for the sale of real property in Decatur.

Roll Call: Aye: _____ Nay: _____

10. It was moved by _____, seconded by _____
to approve the delayed policy implementation resolution.

Roll Call: Aye: _____ Nay: _____

11. _____ adjourned the meeting at _____ P.M.

Principal Report - August 2021 Board Meeting

A. Calendar - Upcoming Events

Teachers Report -----Monday, August 9
Elementary Open House -----Tuesday, August 10
JH/HS Orientation & Computer Rollout -----Tuesday, August 10
1st Day of School (full day) -----Thursday, August 12
School Pictures-----Tuesday, August 17
P2T Classes Begin-----Monday, August 23
PAWS Afterschool Program Begins.....Monday, August 23
2:00 Dismissal, Teacher Inservice.....Wednesday, August 25
Homecoming Football game-----Friday, September 10
No School, Labor Day.....Monday, September 6
2:00 Dismissal, Teacher Inservice.....Wednesday, September 15

B. New Students – PRELIMINARY AS OF 08/06/2021

K-12th --- 13 new or returning students

AM PK ----- 15 students

PM PK ----- 14 students

TOTAL ENROLLMENT: PK-12: 279 (May 2021 - 271) **K-12: 250** (May 2021 - 248)

C. Professional Development

- Attended Administrator Days.
- We continue to be a part of the ESU 2 Leadership Triad- We will be collaborating with area schools on improving our Principal leadership and evaluation skills.
- K-3 teachers attended a professional development for reading on July 27th
- We have created a professional development plan for our staff (see attached) which includes four primary goals focusing on

D. Homecoming

- Homecoming week will be September 6th-10th.
- With Monday being Labor day we cannot have coronation that evening. Tuesday and Thursday we have volleyball games.
- We plan on having a coronation that Friday either during the later hours of the school day or before the football game on the track. We are going to seek student counsel input to make that decision.

LDNE School Professional Development Plan 2021-2022

District Name	School Name	Administrative Team	Plan Begin/End Dates
LDNE	Elementary & High School	Lindsey Beaudette, Weston Swanson, Brenda Totten	2021-2022 School Year

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Supporting teachers in creating high quality Professional Growth Goals and Student Learning Targets. Building the capacity of all teachers in utilizing a variety of research based Instructional Strategies	ALL	Alignment with Instructional Model and Evaluation System Promoting teacher's continuous growth and learning
2	Build the capacity of all teachers in all curricular areas and grade levels to increase engagement and reading comprehension in the classroom	ALL	School Improvement Goal Increasing student achievement based on evidence from our data sources
3	Establish the MTSS System/ PLC process	ALL	School Improvement, Student Achievement, Professional Growth Future implementation of SEL curriculum school wide Weekly MTSS meetings by grade level to discuss student data, interventions, concerns, etc (1 meeting for elementary/1 meeting for secondary)
4	Review English Language Arts Curriculum and Explore SEL Curricular Materials for Adoption and Continue Implementation of EL and TCI Science/ Curriculum Writing	ELA, Science and Math Teachers	Maintain a Curriculum Review Cycle that focuses on data based decisions and better supporting instruction Develop PLC time to better support teachers in new program implementation

2: Professional Learning Activities

Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	August 9,10,11 (MTSS roll out Aug 11th)	<ul style="list-style-type: none"> ● Professional Growth Goals /Learning Targets /Engagement/Reading Comprehension ● PBiS/SWIS
	August 25 - PLC <ul style="list-style-type: none"> ● Introduction to process ● Modeling ● Expectations ● Establishing Norms 	PLC Introduction - PLC's will guide all future professional development activities <ul style="list-style-type: none"> ○ PLC Google Docs for notes/feedback ○ Team Building Activity??
	September 15 <ul style="list-style-type: none"> ● Review fall MAP data 	PLC-Data review MAP/Fastbridge <ul style="list-style-type: none"> ●
	September 29 <ul style="list-style-type: none"> ● 	PLC-Curriculum Review/Implementation/Collaboration/Writing <ul style="list-style-type: none"> ●
	October 13	PLC-Marzano/School Improvement Learning <ul style="list-style-type: none"> ●
	October 27	PLC-Curriculum Review/Implementation/Collaboration <ul style="list-style-type: none"> ●
	November 3	PLC-PBiS/SWIS <ul style="list-style-type: none"> ●
	November 17	PLC-Curriculum Review/Implementation/Collaboration
	December 1	PLC - Marzano Engagement
	December 15	PLC-Curriculum Review/Implementation/Collaboration
	December 20-21 (Elementary)	Curriculum Time Data/Interventions/ MTSS
	January 3 <ul style="list-style-type: none"> ● Safety and Security 	Data Retreat, MTSS Team, SEL

	January 12	
	January 26	
	February 2	
	February 16	
	March 9	
	March 23	
	April 12	
	April 27	
	May 4	
	May 18-19 (Elementary)	

Ashley Rasmussen, Weston Swanson, Brenda Totten, Lindsey Beaudette

Last Updated May 28th, 2021

Current 2020-2021 All Student Enrollment									
Current Grade Level	Bancroft-Rosalie			Lyons-Decatur			Combined Enrollment		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
PK-3	4	6	10	5	6	11	9	12	21
PK-4	7	8	15	4	8	12	11	16	27
K	13	4	17	8	7	15	21	11	32
1st	11	16	27	8	11	19	19	27	46
2nd	4	6	10	6	12	18	10	18	28
3rd	13	7	20	8	6	14	21	13	34
4th	9	12	21	12	11	23	21	23	44
5th	14	10	24	9	10	19	23	20	43
6th	6	11	17	11	10	21	17	21	38
7th	15	9	24	14	7	21	29	16	45
8th	7	12	19	10	16	26	17	28	45
9th	15	12	27	16	12	28	31	24	55
10th	15	14	29	8	12	20	23	26	49
11th	10	7	17	7	4	11	17	11	28

Current 2020-2021 Student Athlete Numbers									
Current Grade Level	Football			Volleyball			Cross Country		
	LD	BR	Total	LD	BR	Total	LD	BR	Total
3rd	3	3	6	4	9				
4th	7	6	13	6	7				
5th	5	6	11	6	9				
6th	5	9	14	6	4				
7th	2	4	6	8	12	20	3	0	3
8th	8	10	18	4	6	10	5	2	7
9th	4	4	8	6	6	12	6	0	6
10th	6	5	11	0	7	7	1	2	3
11th	2	4	6	2	2	4	1	1	2
									21

Current Grade Level	Boys Basketball			Girls Basketball			Boys Wrestling			Girls Wrestling		
	LD	BR	Total	LD	BR	Total	LD	BR	Total	LD	BR	Total
Pre-K							0	0	0	1	0	1
K							2	0	2	0	0	0
1st							2	3	5	0	0	0
2nd							3	0	3	1	0	1
3rd	2	2	4	4	7	11	0	0	0	0	0	0
4th	3	3	6	4	7	11	2	2	4	0	1	1
5th	3	5	8	4	7	11	0	2	2	0	0	0
6th	5	7	12	5	3	8	0	0	0	0	0	0
7th	3	5	8	3	6	9	0	1	1	2	1	3
8th	6	10	16	2	4	6	4	2	6	0	0	0
9th	4	1	5	5	4	9	2	1	3	0	0	0
10th	4	4	8	1	3	4	1	0	1	0	0	0
11th	0	3	3	2	3		1	0	1	0	2	2

Potential Number for Teams												
JH							HS					
FB	VB	XC	BBB	GBB	WR (G/B)	YEAR	FB	VB	XC	BBB	GBB	WR
7	14	?	9	8	2/0	2021-22	17	9	14	14	9	
10	14	?	9	11	0/0	2022-23	20	18	15	17	10	
12	12	?	6	10	0/2	2023-24	19	24	?	18	15	
10	11	?	5	9	0/3	2024-25	20	26	?	17	16	
					4/5	2025-26	18	28	?	14	18	
					0/4	2026-27	20	24	?	13	20	

Cell: N24

Comment: I think it is important to also see actual numbers and not just enrollment. I shared this with Mr. Knaak and Leah Miller (head of youth sports) to help me fill it out.

o-Weston Swanson



LYONS-DECATUR NORTHEAST

400 SOUTH 5TH PO BOX 526
LYONS, NEBRASKA 68038-0526
PHONE NUMBER: 402-687-2363
FAX NUMBER: 402-687-2472

Monday, August 9, 2021

The LDNE board of education and administration is asking Bancroft-Rosalie to consider another two-year cycle of the BRLD Wolverine Athletic Cooperative. We are committed to BRLD and know it is in the best interest of our students, staff, and patrons to continue to work with Bancroft-Rosalie. The following is from a letter that was written in 2017 to the Bancroft-Rosalie board of education and it is still relevant and important as we look at the current/future BRLD cooperative:

“In 2014, it was apparent to LDNE that we would be short numbers of girls at the high school level. BR expressed interest in the COOP because BR would be short numbers of boys in the near future. Both schools were aware that a sports coop would help bring stability to their sports programs due to the fluctuation of student numbers in small schools.

The first meeting between BR and LDNE coop committees took place on January 15, 2014, and the committees have been meeting regularly ever since. The time, effort, and money put into this coop indicated how serious the two schools were at establishing a sports coop. The two athletic directors, principals, and superintendents have met numerous times and worked tirelessly to ensure that this coop was implemented as smoothly as possible. One does not simply throw a sports coop together. The athletic eligibility rules between the two schools needed to be matched along with admissions and passes. Each school had their own policies that needed to be harmonized. New school colors and a mascot were chosen by the students. The band directors and students chose a new school song. Brand new uniforms were purchased. This was not a small adjustment, and a lot of money and time has been committed to a successful coop.”

Included in this letter is a list of reasons which lead us to believe the BRLD cooperative should be continued:

*The BRLD cooperative provides stability for our districts for years to come. The fluctuating numbers that are found in LDNE, BR, and all-over rural Nebraska can greatly affect our ability to field teams and continue to provide a variety of opportunities.

While some years we may feel we have a lot of athletes, there are other years we don't have enough. For example, what is your plan in 4 years when you only have 5 boys out for JH basketball? We will also only have 5 boys out for basketball and even if we were still BRLD, we would likely have to discuss more possibilities. This cooperative helps to build the stability that our rural communities need.

*The BRLD cooperative provides more opportunities for our students. Our districts are able to provide a wide range of opportunities for our students through added numbers and the ability to form additional teams. It also gives us access to more coaches and mentors between the two districts.

*The BRLD cooperative provides higher levels of competition and competition drives success. When a student is forced to compete for a position on a team, that student will work harder. It helps build confidence and gives them exposure to real life competitive situations.

*The Wolverine Youth Sports group ~ these volunteer parents from all four communities are creating the foundation for and feeding the BRLD Wolverine athletic teams. These parents and athletes are making friendships and learning how to work together. They are continuing this program despite the possible ending of our cooperative. Our athletes are going to continue to learn and grow together.

*The friendships and the interactions between our students and our four communities have been strengthened and will continue to grow. We are connected - our staff, our students, our parents, and our patrons.

BRLD is what our student athletes know and love; they don't know what it is like to be a Cougar or a Panther. Our students are proud to be a Wolverine!

We respectfully request the Bancroft-Rosalie board to consider the larger picture as you decide how to move forward as BR and BRLD. This goes beyond a year or two of single-sport classifications and postseason accolades. It encompasses rural Nebraska schools doing everything within their power to provide opportunities for our students.

We look forward to a shared future with Bancroft-Rosalie and thank you for your consideration.

Sincerely,

The LDNE Board of Education and Administration

The Board of Education of the Lyons-Decatur School District No. 20 met in regular session on Monday, July 12, 2021, in the Secondary Library. Notice of the meeting was given in advance thereof by publishing notice in the Lyons Mirror-Sun designated method for giving notice. Meeting notices were also posted at the Superintendent's office and on the school website. Notice of the meeting was given in advance to all members and agenda was communicated in the notice to the board of this meeting. All proceedings hereinafter were taken while the convened meeting was open to the attendance of the public. The open meeting laws are posted on the library wall.

Posted Locations: Lyons-Mirror Sun, lyonsdecaturschools.org, Front door of the school
Posted Date: July 1, 2021

Christiansen opened the meeting at 7:31 p.m.

Harold Hayes was present to discuss the possibility of moving the basketball court project in Decatur to a different location and allowing him the opportunity to bid on the current property.

Superintendent Report: Mrs. Beaudette reported that the house across the street from the school is now vacant and work has begun on tearing it down and extending the parking lot. Mrs. Beaudette is working to restructure the custodial staffing for the district; we will begin advertising for a FT day custodian. We are expected to receive \$420,156 with the ESSER III ARP Funding (COVID-19); we are asking for input on spending the funds – and on our "Safe Return Plan" for 2021-2022. We have reached out to the BR administration requesting a meeting to discuss fall athletics and are waiting to hear back on days/times that are available for them. Discussion was held about the future of the BRLD cooperative. The LDNE Board COOP Committee is planning to meet to prepare a cooperative agreement proposal to present to the BR Board COOP Committee in the coming month.

Building and Grounds Committee Report: Corey Petersen presented information from the committee to the board about a future construction project for the district. Meetings started in April with the Administration and Building/Grounds Committee – the group has met with fiscal agents and is preparing to meet with architect firms to continue to collect more information and ideas.

It was moved by James Vlach, seconded by Chad Brehmer, to approve the consent agenda, with April Archer and Leah Miller being excused from the meeting. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by Jaime Bacon, seconded by Jolene Troutman, to approve the Board of Education Goals for 2021-2022 as presented. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by Evan Myers, seconded by Corey Petersen, to approve the board policy updating service with KSB School Law. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by Jaime Bacon, seconded by Jolene Troutman, to approve the 2021-2022 Classified Staff Handbook as presented. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by James Vlach, seconded by Chad Brehmer, to approve the 2021-2022 Certified Staff Handbook as presented. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by Jaime Bacon, seconded by Corey Petersen, to approve the support staff package for 2021-2022. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

It was moved by Chad Brehmer, seconded by Evan Myers, to approve Board Policy Updates: 1200 Anti-Harassment, 3132 Internal Controls, Policy 4003 (and attachments) Employee Antidiscrimination, 4007 FMLA (attachments), 5002 Affidavit (disenrollment), 5401 and 5401z Equal Opportunity, and 6600 Special Education Policies. Roll Call. Archer: Absent, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Absent, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye. Aye: 7, Nay: 0, Absent: 2

The next board meeting will be August 9, 2021 @ 7:30 p.m. in the Secondary Library.

Christiansen closed the meeting at 8:49 p.m.

I the undersigned, secretary of the School District of Lyons-Decatur Northeast, in the County of Burt, in the State of Nebraska, hereby certify that all of the subjects included in the foregoing proceedings were contained in the agenda for the meeting, kept continually current and available for inspection at the office of the secretary, located in the main office of the school, Lyons Center, except those items of an emergency nature added at the meeting by motion and roll call vote, that such subjects were contained in said agenda for at least 24 hours prior to said meeting that said minutes of the Board of Education of the School District of Lyons-Decatur Northeast in the County of Burt, State of Nebraska were in written form and available for inspection by the public within 24 hours and prior to the next convened meeting of said body; that all news media requesting notification concerning meeting of said body were provided advance notification of the time and place of said meeting and subjects to be discussed at said meeting.

Secretary, Board of Education

ATTEST:

President, Board of Education

Treasurer's Report

At the close of business July 31, 2021

Cash Balance on June 30, 2021 \$ (4,481.34)

Receipts for July 2021

Burt County	\$ 52,774.00
Other County	\$ 1,480.80
Activity Fund-reimburse Gen Fund	\$ 2,076.20
State of NE - Teacher Eval Grant	\$ 5,000.00
ESSRS II Grant	\$ 100,273.00
Computer protection fee	\$ 70.00
Interest	\$ 0.04

Total Receipts \$ 161,674.04

Account Transfers \$ 299,000.00

Disbursements \$ 458,769.32

Cash Balance as of July 30, 2021 \$ (2,576.62)

Outstanding Checks/deposits \$ 3,717.91

Ending Bank Balance as of July 30, 2021 \$ 1,141.29

SAVINGS BALANCE Beginning: \$1,852,785.06 ENDIING BALANCE \$1,554,149.17

Beth Doht

Treasurer

COMBINED ACCOUNT BALANCES
Depreciation, Employee Benefit Fund, Special Building, and Student Fee Fund
As of July 30, 2021

DEPRECIATION FUND

Balance \$112,813.48

EMPLOYEE BENEFIT FUND

Balance \$19,529.50

SPECIAL BUILDING FUND

Balance \$1,116,363.39

STUDENT FEE FUND

Balance \$0

TOTAL OF COMBINED ACCOUNTS \$1,248,706.37

GENERAL REIMBURSEMENT FUND

Checking account \$6,296.84

ACTIVITY FUND

Balance \$88,533.16

COOPERATIVE FUND

Balance \$2,888.79

Treasurer's Report
LUNCH FUND
At the close of Business July 30, 2021

Cash Balance June 30, 2021	\$49,008.11
Receipts for July	\$ 1,171.99
Disbursements for July	\$ 1,179.62
Cash Balance July 30, 2021	\$49,000.48
Ending Bank Balance July 30, 2021	\$49,000.48

Expenditures for August

Payroll	\$ 0.00
Accounts Payable	\$ 1,936.50
Total	\$ 1,936.50

Check #	Vendor Name	Invoice	Description	Amount
Checking	1			
Checking	1 Fund: 01	GENERAL FUND		
25552	ACCO BRANDS USA LLC	4716429612	BINDERS	105.93
			Vendor Total:	105.93
25553	ACCUCUT	12367464	LETTER DIES	292.50
			Vendor Total:	292.50
25554	AMAZON	443693996595	CHEMISTRY	32.13
25554	AMAZON	444794585956	RESISTANCE BANDS	74.94
25554	AMAZON	446476835999	CHEMISTRY BOOK	16.96
25554	AMAZON	464975856963	UNO GAME-PAWS	10.36
25554	AMAZON	576348367573	CHEMISTRY BOOK	16.95
25554	AMAZON	589368788896	WEIGHTS	139.96
25554	AMAZON	645566553365	WEIGHTS	274.95
25554	AMAZON	684767855494	2 DRAWER FILE	165.99
25554	AMAZON	698469846996	CHEMISTRY BOOK	15.75
25554	AMAZON	748659448878	USB FLASH - TECH	82.47
25554	AMAZON	763984383646	CHEMISTRY BOOK	17.64
25554	AMAZON	765673877873	CHEMISTRY BOOK	22.74
25554	AMAZON	775899543945	PAWS SUPPLIES	1,319.22
25554	AMAZON	935764464444	CHEMISTRY BOOK	34.99
25554	AMAZON	999788749966	WEIGHTS SUPPLIES	49.96
			Vendor Total:	2,275.01
25555	AMERICAN BROADBAND CABLE	20210801AMBR	PHONE SERVICE	255.11
		OAD		
			Vendor Total:	255.11
25556	ANDERSEN, CARRIE	20210801ANDE	RUGS	50.00
			Vendor Total:	50.00
25557	ANDERSON, KEVIN	20210727ANDE	NATIONAL CONVENTION	1,814.60
		K	REIMBURSEMENT	
			Vendor Total:	1,814.60
25558	BEAUDETTE, LINDSEY	20210801BEAU	MILEAGE	357.56
			Vendor Total:	357.56
25559	BRAUNBERGER, AMY	20210727AMY	READING MASTERY INSERVICE	900.00
			Vendor Total:	900.00
25560	BSN SPORTS	913007528	COLD PACKS	25.86
			Vendor Total:	25.86
25561	CARSON-DELLOSA PUBLISHING LLC	657376	2ND GR SUPPLIES	3.49
			Vendor Total:	3.49
25562	CASH, PAUL	20210801CASH	MILEAGE	52.08
			Vendor Total:	52.08
25563	CHRISTENSEN ELECTRIC LLC	4377	SENSORY ROOM WIRING	928.87
			Vendor Total:	928.87
25564	CITY OF LYONS	20210709CITY	UTILITIES	5,602.77
			Vendor Total:	5,602.77
25565	CLASSIC CLEAN CARWASH	20210630CLAS	VAN WASHES	14.00
		SIC		
			Vendor Total:	14.00
25566	CNA AUTO SERVICES	63124	BUS #18 BATTERY	27.85
			Vendor Total:	27.85
25567	COMFORT INN	20210729COMF	ADMIN DAYS ROOMS	749.70
			Vendor Total:	749.70
25568	DIDAX, INC	159369.1	1ST GR SUPPLIES	45.48
			Vendor Total:	45.48
25569	DISTRICT III NAEA	20210801NAEA	DISTRICT DUES	200.00
			Vendor Total:	200.00
25570	EBSCO ACCOUNTS RECEIVABLE	1628503	LIBR SUBSCRIPTIONS	723.03
25570	EBSCO ACCOUNTS RECEIVABLE	CM2107901	CREDIT ON LIB BOOK	(9.73)

Check #	Vendor Name	Invoice	Description	Amount
25570	EBSCO ACCOUNTS RECEIVABLE	CR2105995	CREDIT ON 19-20	(8.77)
			Vendor Total:	704.53
25571	EDUCATIONAL SERVICE UNIT #2	20210803ESU	SUMMER SERVICES	1,974.89
			Vendor Total:	1,974.89
25572	ESU COORDINATING COUNCIL	COOP001667	MOVIE SITE LICENSE	330.00
25572	ESU COORDINATING COUNCIL	COOP001870	SECURLY FILTER	455.00
			Vendor Total:	785.00
25573	FBG SERVICE CORPORATION	903351	JUNE CLEANING	6,456.00
25573	FBG SERVICE CORPORATION	903827	CREDIT FOR NO SERVICE	(466.18)
			Vendor Total:	5,989.82
25623	FIRST NATIONAL BANK OMAHA	20210731FNBO	MUSIC, ASBESTOS TRAINING	152.84
			Vendor Total:	152.84
25574	FOLLETT SCHOOL SOLUTIONS INC.	1445125	WIRELESS SCANNER	1,477.99
25574	FOLLETT SCHOOL SOLUTIONS INC.	865485F	SEC LIB BOOKS	1,377.56
25574	FOLLETT SCHOOL SOLUTIONS INC.	865486F	ELEM LIB BOOKS	101.22
			Vendor Total:	2,956.77
25575	FRANCISCAN HEALTHCARE	20210731STFR AN	PT SERVICES	830.08
			Vendor Total:	830.08
25576	GREAT MINDS PBC	INV074441	EUREKA MATH GR 2	770.40
25576	GREAT MINDS PBC	INV074446	EUREKA MATH - GR 1	984.40
25576	GREAT MINDS PBC	INV075000	7-8 GR EUREKA	3,010.49
			Vendor Total:	4,765.29
25577	HOME DEPOT PRO, THE	627800949	SUPPLIES	20.84
			Vendor Total:	20.84
25578	INNOVATIVE OFFICE SOLUTIONS	IN3416408	SUPPLIES	1,530.93
			Vendor Total:	1,530.93
25579	JENSEN PLUMBING & HEATING	20210716JEN	REPAIR LEAKS, REPAIR SHOWERS	3,338.36
			Vendor Total:	3,338.36
25580	JOURNEYED.COM, INC	10426820	ADOBE K-12 LICENSES	500.00
			Vendor Total:	500.00
25581	KANSAS CITY AUDIO-VISUAL, INC	11698	TOUCH SCREEN-ESSRS II	2,050.00
			Vendor Total:	2,050.00
25621	KB'S MINI MART, INC.	20210802kbs	GAS	441.46
			Vendor Total:	441.46
25582	KSB SCHOOL LAW	10388	LEGAL SERVICES/POLICY SERVICE	3,550.64
			Vendor Total:	3,550.64
25583	LYONS MIRROR SUN	196828	CLASSIFIED AD/NOTICES	118.10
25583	LYONS MIRROR SUN	196978	NOTICES	16.20
			Vendor Total:	134.30
25584	LYONS SAVEMORE MARKET	20210802SAVE	SUPPLIES	12.99
			Vendor Total:	12.99
25585	MAGIC-WRIGHTER, INC.	1105828	ANNUAL FEE	275.00
			Vendor Total:	275.00
25586	MATHESON TRI-GAS, INC	51830792	AG SUPPLIES	408.66
			Vendor Total:	408.66
25587	MCGRAW-HILL SCHOOL EDUCATION LLC	118253850001	READING MASTERY	8,694.61
25587	MCGRAW-HILL SCHOOL EDUCATION LLC	118260082001	READING MASTERY	600.00
			Vendor Total:	9,294.61
25588	MOHAWK USA LLC	8059	IPAD CASES	1,521.13
			Vendor Total:	1,521.13
25589	MONARCH WATCH	424453	TAGGING KIT-PT	30.00
			Vendor Total:	30.00
25590	N A S B	INV-08221- K7G1B7	AREA MEMBERSHIP MEETING	75.00

Check #	Vendor Name	Invoice	Description	Amount
			Vendor Total:	75.00
25591	NASB ALICAP	20210901ALIC A	WORK COMP/LIABILITY/PROPERTY	79,536.00
			Vendor Total:	79,536.00
25592	NATIONAL ART & SCHOOL SUPPLIES INC.	10131	COOP SUPPLIES	1,122.80
			Vendor Total:	1,122.80
25593	NEWS-2-YOU	INV-1035051	LIFE SKILLS SUBSCRIPTION	264.45
			Vendor Total:	264.45
25594	OFFICE NET	960998-00	OFFICE CHAIR	299.95
25594	OFFICE NET	962410-0	CHAIR CYLINDER	39.95
25594	OFFICE NET	C958395-0	CENTER DRAWER CREDIT	(43.00)
			Vendor Total:	296.90
25595	ONE SOURCE	PLUS1726- 20210731	BACKGROUND CHECK	33.00
			Vendor Total:	33.00
25596	OPC DIRECT.	1060882	FACIAL TISSUE	87.60
			Vendor Total:	87.60
25597	OVERHEAD DOOR COMPANY OF NORFOLK	21S-2552	REPAIR QUANSET DOOR	149.75
			Vendor Total:	149.75
25598	PARCO SCIENTIFIC COMPANY	PU115956	SCIENCE SUPPLIES - PT	553.20
			Vendor Total:	553.20
25599	PENDER PUBLIC SCHOOL	20210731PEN	GIRLS GOLF EXP	1,705.54
25599	PENDER PUBLIC SCHOOL	20210801PEN	TC THUNDER BASEBALL	3,734.78
			Vendor Total:	5,440.32
25600	PLUNKETT'S PEST CONTROL	7176419	PEST CONTROL	51.88
			Vendor Total:	51.88
25601	PORT-A-JOHNS	21-2414	RESTROOM RENTALS	445.00
			Vendor Total:	445.00
25602	PRESTWICK HOUSE INC	401884	LITERATURE BOOKS- KM	162.53
			Vendor Total:	162.53
25603	PYRAMID SCHOOL PRODUCTS	S1427101.002	SUPPLIES	71.40
			Vendor Total:	71.40
25604	QUILL CORPORATION	17762090	SUPPLIES	106.95
25604	QUILL CORPORATION	18042214	TONER	222.69
25604	QUILL CORPORATION	18057403	TONER	10.88
			Vendor Total:	340.52
25605	REALLY GOOD STUFF	7577364	2ND GR SUPPLIES	547.85
25605	REALLY GOOD STUFF	7631509	WOBBLE CHAIR 1ST GR	81.24
			Vendor Total:	629.09
25606	S&S LAWN CARE, LLC	6994	SUMMER LAWN APPLICATION	350.00
			Vendor Total:	350.00
25607	SCHOLASTIC INC	M7083227	SCHOLASTIC NEWS	1,813.19
			Vendor Total:	1,813.19
25608	SCHOOL OUTFITTERS	INV13611899	DRY ERASE BOARD	719.44
			Vendor Total:	719.44
25609	SCHOOL OUTLET	8009	HORSESHOE TABLE	413.85
			Vendor Total:	413.85
25610	SCOTT'S HARDWARE	222545	ROUTER BIT	24.99
			Vendor Total:	24.99
25611	SIOUX CITY JOURNAL	20210801SCJ	LIB SUBSCRIPTION	113.88
			Vendor Total:	113.88
25612	SOFTWARE UNLIMITED INC	20210531-240	WEB LINK PRORATED	187.00
			Vendor Total:	187.00
25613	STEINY'S GENERAL STORE	20210801STEI N	SUPPLIES	601.49
			Vendor Total:	601.49

<u>Check #</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
25614	SWANSON, WESTON	20210801SWAN	MILEAGE	223.68
			Vendor Total:	223.68
25615	SYSKO FOOD SERVICES	361784933	SCIENCE SUPPLIES- PT	19.02
			Vendor Total:	19.02
25616	TANGIBLE PLAY INC	1901373973	OSMO KITS	2,545.00
			Vendor Total:	2,545.00
25617	TOTTEN, BRENDA	20210801TOT	MILEAGE	216.16
			Vendor Total:	216.16
25618	US BANK EQUIPMENT FINANCE	449108331	COPIER LEASE	415.79
			Vendor Total:	415.79
25619	VOSS LIGHTING	10206309-00	EXIT LIGHT	36.78
			Vendor Total:	36.78
25620	WASTE CONNECTIONS OF NE, INC.	6002268	TRASH REMOVAL	481.00
			Vendor Total:	481.00
			Fund Total:	152,389.66
			Checking Account Total:	152,389.66

Checking 2

<u>Check #</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
1158	CNA AUTO SERVICES	63124	BUS #18 BATTERY	213.15
1158	CNA AUTO SERVICES	63317	SILVER VAN-REMOVE DE BRAKE	71.05
			Vendor Total:	284.20
			Fund Total:	284.20
			Checking Account Total:	284.20

Checking 6

<u>Check #</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
9399	INNOVATIVE OFFICE SOLUTIONS	SO-3330628HLF	SUPPLIES	393.35
			Vendor Total:	393.35
9400	LYONS SAVEMORE MARKET	08022021HLF	FOOD	46.09
			Vendor Total:	46.09
9401	RAPIDS	I2002085	SUPPLIES	169.54
			Vendor Total:	169.54
9402	SYSKO FOOD SERVICES	361784933HLF	SUPPLIES	1,327.52
			Vendor Total:	1,327.52
			Fund Total:	1,936.50
			Checking Account Total:	1,936.50

Net Payroll	\$130,798.51
Employee Deductions	65,301.76
District SS/Medicare	14,569.23
District Health/Life/HSA	58,686.38
District Retirement	<u>19,238.07</u>
PAYROLL	\$288,593.95
ACCOUNTS PAYABLE	<u>\$152,389.66</u>
TOTAL GENERAL FUND EXPENDITURES	\$440,983.61
STUDENT FEE FUND	\$ 284.20
LUNCH FUND	\$ 1,327.52

Secretary, Board of Education

ATTEST:

President, Board of Education

6702-STUDENT FEES

The Board of Education of Lyons Decatur Northeast adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the district's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the district is required to set forth in a policy its guidelines or a policy for specific categories of student fees. The district does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1", which provides further specifics of student fees and materials required of students for the 2003-2004 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities.

Students have the responsibility to furnish and wear non specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiation, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings; teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items

(a) Extracurricular Activities: Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses:

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, and erasers. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain Districts property.

(ii) Damaged or Lost Items: Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials required for course Projects : Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the

materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of such materials for the project.

(iv) Music Course Material: Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy (Section 12). The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking: Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District.

The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The district is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members shall be the responsibility of the participating student. Equipment, which is ordinarily exclusively, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire.

For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation

Any fees for participation in extracurricular activities for the 2003-2004 school year are further specified in Appendix "1" Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs: Students are responsible for post-secondary education costs. The phrase "post-secondary education costs" means tuition and other fees **only** associated with obtaining credit from a post-secondary educational institute. For a course in which students receive high school credit and for which the student may also receive post-secondary education credit the course shall be offered without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

(6) Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost or reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian, or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such a fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's file or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulation.

(8) Participation in before-an -after-school or pre-kindergarten services

Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the

District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch Programs

Students shall be responsible for the items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store", a vending machine, a booster club or parent group sale, a book order club, or the like.

Students may be required to bring money or food for the field trip lunches and similar activities.

(11) Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under the United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities, and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-Lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in attending the activity, and prior to purchase of the materials.

(12) Distribution for Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook), The Student Handbook or the equivalent shall be provided to students of the District at no cost,

(13) Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund, shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) post-secondary education costs and (3) summer school or night school.

(14) Student Fees

See student handbook.

CERTIFICATION

On the 14th day of July 2003, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002- 2003 school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Legal References:

Laws 2002, LB 1172 (The public Elementary and Secondary Student Fee Authorization Act) Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. § 79-241, 79-605, and 79-611 (transportation) Neb. Rev. Stat. § 79-2,104 (student files or records) Neb. Rev. Stat. § 79-715 (eye-protective devices)

Neb. Rev. Stat. § 79-737 (liability of students for damages to school books)

Neb. Rev. Stat. § 79-110 (before-and-after-school or pre-kindergarten services)

Neb. Rev. Stat. § 79-1106 yp 79-1108.03 (accelerated or differentiated curriculum program)

Adopted: 7-14-03

Reviewed: August 9, 2021

8660 – Parental Involvement

Burt County School District No. 20, Lyons-Decatur Northeast, after having conducted a public hearing concerning parental involvement and participation in the school district herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provisions for personal concerns as the Superintendent or his/her designee may deem appropriate. The Superintendent or his/her designee shall cause to be prepared a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the district to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the District to encourage communications from parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The Superintendent or his/her designee shall make a provision on the complaint form here in above referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in 579-4,157, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests, when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such test be administered to his/her resident student.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the district as a general matter to leave substantive decision making processes to the professional staff, administration and board of education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent access, involvement, and participation in all activities of the school as it relates to the students to the District.

This policy shall be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing.

Legal Reference:

Policy Adopted: April 10, 1995

Policy Revised: April 8, 1996

Policy Revised: June 8, 1998

Policy Revised: March 13, 2006

Policy Updated: July 11, 2011

School Policies
Northeast Public Schools

Policy Reviewed: August 9, 2021

6115 - Attendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
 - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.
2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a

school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the [Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Educational evaluation;
- (d) Referral to community agencies for economic services;
- (e) Family or individual counseling; and
- (f) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Legal Reference:

Policy Adopted:

Policy Revised: March 14, 1994

Policy Revised: August 10, 1998

Legal Reference: Neb. Rev. Stat. ' ' 79-201 and 79-209; Neb. Rev. Stat. ' 79-527

Policy Updated: July 12, 2010

Legal Reference: Neb. Rev. Stat. ' ' 79-201 and 79-209; Neb. Rev. Stat. ' 79-527

Policy Updated: August 8, 2011

Policy Updated: July 9, 2012

Policy Updated: July 14, 2014

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Policy Updated: November 9, 2020

Policy Reviewed: August 9, 2021

School Policies

Northeast Public Schools

6440 - School Wellness Policy

A mission of Lyons-Decatur Northeast Public Schools is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

1. District Wellness Committee

Committee Role and Membership

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least one time per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District’s website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent’s office and/or on the District’s computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District’s events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the

implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to [a] the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

School Meals

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least eight of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.

- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

The nutrition program director will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. Celebrations and parties. The District may suggest a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District may suggest to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources.

The District will encourage all staff to ensure that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, subject to appropriate exceptions made by the Superintendent or Principal.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques

and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least eight or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs and cafeteria nutrition promotion activities.
- Teaches media literacy with an emphasis on food and beverage marketing.

Essential Healthy Eating Topics in Health Education

The District may include in the health education curriculum a minimum of 8 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or

exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Elementary children should participate in at least 50 minutes of physical activity every day. A substantial percentage of students' physical activity may be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades. Secondary students will be offered a Health course. The District will include in the health education curriculum a minimum of 8 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down

- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 15-20 minutes of recess or Physical Education classes on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal, late arrival days or other special days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active.

Physical Activity Breaks (Secondary)

Students will be offered periodic opportunities to be active or to stretch after lunch each day. These physical activity breaks will complement, not substitute, for physical education class and class transition periods.

Active Academics

Teachers may incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects.

Teachers may serve as role models by being physically active alongside the students whenever feasible.

Before School Activities (Elementary)

The District offers opportunities for students to participate in physical activity before the school day through recess on the playground when weather permits.

5. Other Activities that Promote Student Wellness

The District may integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District may coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Community Partnerships

The District may develop, enhance, or continue relationships with community partners in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Staff Wellness and Health Promotion

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District may offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Legal Reference: **Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10**

Policy Updated: June 12, 2017

Policy Reviewed: August 9, 2021

6702-STUDENT FEES

The Board of Education of Lyons Decatur Northeast adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the district's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the district is required to set forth in a policy its guidelines or a policy for specific categories of student fees. The district does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1", which provides further specifics of student fees and materials required of students for the 2003-2004 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities.

Students have the responsibility to furnish and wear non specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiation, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings; teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items

(a) Extracurricular Activities: Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses:

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, and erasers. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain Districts property.

(ii) Damaged or Lost Items: Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials required for course Projects : Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the

materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of such materials for the project.

(iv) Music Course Material: Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy (Section 12). The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking: Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District.

The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The district is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members shall be the responsibility of the participating student. Equipment, which is ordinarily exclusively, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire.

For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation

Any fees for participation in extracurricular activities for the 2003-2004 school year are further specified in Appendix "1" Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs: Students are responsible for post-secondary education costs. The phrase "post-secondary education costs" means tuition and other fees **only** associated with obtaining credit from a post-secondary educational institute. For a course in which students receive high school credit and for which the student may also receive post-secondary education credit the course shall be offered without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

(6) Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost or reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian, or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such a fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's file or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulation.

(8) Participation in before-an -after-school or pre-kindergarten services

Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the

District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch Programs

Students shall be responsible for the items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store", a vending machine, a booster club or parent group sale, a book order club, or the like.

Students may be required to bring money or food for the field trip lunches and similar activities.

(11) Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under the United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities, and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-Lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in attending the activity, and prior to purchase of the materials.

(12) Distribution for Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook), The Student Handbook or the equivalent shall be provided to students of the District at no cost,

(13) Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund, shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) post-secondary education costs and (3) summer school or night school.

(14) Student Fees

See student handbook.

CERTIFICATION

On the 14th day of July 2003, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002- 2003 school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Legal References:

Laws 2002, LB 1172 (The public Elementary and Secondary Student Fee Authorization Act) Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. § 79-241, 79-605, and 79-611 (transportation) Neb. Rev. Stat. § 79-2,104 (student files or records) Neb. Rev. Stat. § 79-715 (eye-protective devices)

Neb. Rev. Stat. § 79-737 (liability of students for damages to school books)

Neb. Rev. Stat. § 79-110 (before-and-after-school or pre-kindergarten services)

Neb. Rev. Stat. § 79-1106 yp 79-1108.03 (accelerated or differentiated curriculum program)

Adopted: 7-14-03

Reviewed: August 9, 2021

6865- Anti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Laws 2008, LB 205
 Student Discipline Act, Neb. Rev. Stat. ' ' 79-254 to 79-296
 NDE February 2003 State Board Action; Reaffirmed December 2005

Policy Updated: July 14, 2008
Policy Reviewed: August 9, 2021

8660 – Parental Involvement

Burt County School District No. 20, Lyons-Decatur Northeast, after having conducted a public hearing concerning parental involvement and participation in the school district herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provisions for personal concerns as the Superintendent or his/her designee may deem appropriate. The Superintendent or his/her designee shall cause to be prepared a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the district to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the District to encourage communications from parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The Superintendent or his/her designee shall make a provision on the complaint form here in above referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in 579-4,157, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests, when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such test be administered to his/her resident student.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the district as a general matter to leave substantive decision making processes to the professional staff, administration and board of education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent access, involvement, and participation in all activities of the school as it relates to the students to the District.

This policy shall be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing.

Legal Reference:

Policy Adopted: April 10, 1995

Policy Revised: April 8, 1996

Policy Revised: June 8, 1998

Policy Revised: March 13, 2006

Policy Updated: July 11, 2011

School Policies
Northeast Public Schools

Policy Reviewed: August 9, 2021

**RESOLUTION OF THE SCHOOL BOARD
TO SOLICIT SEALED BIDS FOR SALE OF REAL PROPERTY**

WHEREAS, Lyons-Decatur Northeast Schools (the "District") owns certain real property, legally described as follows: Lots 7 and 8, Block 16, Village of Decatur, Burt County, Nebraska; and

WHEREAS, the District's Board of Education believes it to be in the best interest of the District to dispose of said property by selling it to the highest bidder by sealed bid; be it therefore:

RESOLVED, the Board of Education hereby authorizes, empowers and directs the Superintendent to (a) advertise the sale of the property by sealed bid to the public in a commercially reasonable manner, (b) set the time, date, and location for the bid opening, and (c) take all other reasonable or necessary actions for the sale of the property.

Said Resolution was adopted by the District's Board of Education on the ____ day of _____, 2021.

President of the Board

ATTEST:

Secretary of the Board of Education

DELAYED POLICY IMPLEMENTATION RESOLUTION

WHEREAS, the general organization, management, and control of the school district is vested in the Board of Education through adopted board policies; and

WHEREAS, the Board has determined that it is in the school district's best interest to adopt a new and updated set of policies; and

WHEREAS, the Board has determined to update its policies by considering proposed new policies from KSB School Law; and

WHEREAS, in order to avoid conflicting policies, the Board has determined that it is best to delay implementation of the new policies and continue with its current policies, as amended from time to time, and then to implement all of the new policies at one time;

WHEREAS, the Board will approve the new policies but delay implementation of the new policies until an effective date in the future, unless otherwise indicated by the Board, understanding that the Board may need to implement or update policies immediately, in which case the Board may add and amend policies by simple motion vote;

NOW, THEREFORE, BE IT RESOLVED, that unless the Board indicates otherwise, it will approve the new policies over several board meetings but delay the implementation of the new policies, and then implement the newly adopted policies all at one time, which shall then supersede any prior conflicting policies.

Approved by the Board on _____, 2021.

Board President