

## **Agenda**

1. Date Public Notice Appeared in the Norfolk Daily News:
2. Call to Order
  1. Roll Call
  2. Declaration of a Legal Meeting
3. Study Session
4. Pledge of Allegiance
5. Public Comments & Communication
6. Information and Discussion Items
  1. Finance & Facilities Report
  2. Teaching & Learning Report
  3. Student Programs Report
  4. Student Services Report
  5. Human Resources & Accreditation Report
  6. Superintendent's Report
7. Committee Reports
  1. Facilities & Finance Committee Report
8. Approve Consent Agenda
  1. Minutes of Previous Meetings
  2. Personnel
    1. Contract Approval
  3. Claims
9. Action Items
  1. Discuss, consider and take action to approve sending a letter to the Nebraska State School Board and Commissioner of Education requesting that they scrap all of the proposed health education standards
  2. Discuss, consider and take action to approve a Resolution calling for the early redemption of the District's General Obligation Refunding Bonds, Series 2013, to be paid off using funds on hand, for the purpose of achieving interest cost savings.
  3. Discuss, consider and take action to approve the RFP from CDW for 2022-2023 Student Chromebooks, pending the receipt of Emergency Connectivity Funds
  4. Discuss, consider and take action to approve the RFP from Sterling for 2022-2023 Teacher Laptops, pending the receipt of an Emergency Connectivity Fund grant
  5. Discuss, consider and take action to approve up to \$2,500,000 in additional claims to close out the 2020-2021 school year.
10. Future Meetings
11. Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual
  1. Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.

2. Reconvene Meeting from Executive Session
3. Approval of Any Action Deemed Necessary as a Result of Executive Session
12. Discuss, consider and take action to approve the filing of a complaint with the Commissioner of Education and the Professional Practices Commission regarding a Breach of Contract
13. Adjournment

**NORFOLK PUBLIC SCHOOLS**  
**INTERIM COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS**  
**ALL FUNDS**  
**For Month Ending July 31, 2021**

Fund/Account	2020-2021 Beginning Balance	Monthly Receipts	Monthly Disbursements	Ending Balance	
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND (2)	\$3,255,643.09	\$1,036,714.82	\$4,588.81	\$4,287,769.10	
SPECIAL BUILDING FUND (2)	\$6,215,616.15	\$38,816.92	\$0.00	\$6,254,433.07	
DEPRECIATION RESERVE FUND (2)	\$7,674,385.74	\$236,499.36	\$294,064.50	\$7,616,820.60	
ACTIVITIES ACCOUNT (2)	\$754,684.40	\$25,366.47	\$44,720.54	\$735,330.33	
SUBSIDIARY ACCOUNT (2)	\$387,800.12	\$63,290.31	\$50,669.74	\$400,420.69	
GENERAL FUND (1)	\$22,771,904.60	\$1,080,710.61	5,066,203.30	\$18,786,411.91	
PAYROLL ACCOUNT (2)	\$5,659.44	\$3,135,711.64	\$3,135,770.58	\$5,600.50	
SCHOOL LUNCH FUND (2)	\$1,263,098.30	\$40,654.14	\$56,306.96	\$1,247,445.48	
BOND FUND (3)	\$3,425,101.38	\$16,920.42	\$0.00	\$3,442,021.80	
COOPERATIVE FUND (2)	\$243,992.35	\$86,740.72	\$14,279.53	\$316,453.54	
EMPLOYEE BENEFIT FUND (2)	\$4,711.63	\$0.60	\$0.00	\$4,712.23	
ATHLETIC FIELD COOPERATIVE FUND (2)	\$387,787.62	\$22.50	\$0.00	\$387,810.12	
CONVENIENCE FEE FUND (2)	\$8,812.50	\$14.19	\$53.92	\$8,772.77	
STUDENT FEE FUND (2)	\$341,324.37	\$980.37	\$4,175.75	\$338,128.99	
<b>TOTAL ALL FUNDS</b>	<b>\$46,740,521.69</b>	<b>\$5,762,443.07</b>	<b>\$8,670,833.63</b>	<b>\$43,832,131.13</b>	
<b>BALANCES CLASSIFIED BY DEPOSITORY</b>					
(1) BANK FIRST				\$18,786,411.91	
(2) ELKHORN VALLEY BANK				\$21,603,697.42	
(3) MIDWEST BANK				\$3,442,021.80	
<b>TOTAL BALANCES</b>				<b>\$43,832,131.13</b>	

**JULY 2021 SENIOR HIGH ACTIVITY FUND EXPENDITURES**

1	BEHMER, KENT	LIBRARY BOOK RETURNED AFTER	13 2900 610 2 579 001	\$7.48
2	BEHMER, KENT Total			\$7.48
3	CASH	SCHEDULE PICKUP	13 2900 610 2 501 001	\$1,500.00
4	CASH Total			\$1,500.00
5	CUSTOM SPORTS	CAMP SHIRTS	13 2900 610 2 558 001	\$956.00
6		COACH APPAREL	13 2900 610 2 528 001	\$948.00
7		SHIRTS	13 2900 610 2 517 001	\$304.00
8		TANK TOPS	13 2900 610 2 556 001	\$970.00
9	CUSTOM SPORTS Total			\$3,178.00
10	FAIRPLAY GOLF COURSE	SUMMER CAMP FACILITY USAGE	13 2900 610 2 278 001	\$75.00
11			13 2900 610 2 552 001	\$75.00
12	FAIRPLAY GOLF COURSE Total			\$150.00
13	FLINN SCIENTIFIC, INC	CLASSROOM SUPPLIES	13 2900 610 2 583 001	\$3,488.11
14	FLINN SCIENTIFIC, INC Total			\$3,488.11
15	GRAPHIC EDGE, THE	ADIDAS SLOUCH CAP	13 2900 610 2 528 001	\$788.60
16	GRAPHIC EDGE, THE Total			\$788.60
17	HOUCHEN BINDERY LTD	TEXTBOOK REBINDING	13 2900 610 2 579 001	\$51.00
18	HOUCHEN BINDERY LTD Total			\$51.00
19	HOWIES HOCKEY, INC	TRAINER SUPPLIES	13 2900 610 2 597 001	\$1,840.65
20	HOWIES HOCKEY, INC Total			\$1,840.65
21	KANSAS CITY AUDIO-VISUAL	WEIGHT ROOM HDMI SWITCH	13 2900 610 2 503 001	\$381.89
22	KANSAS CITY AUDIO-VISUAL Total			\$381.89
23	KOOZER, CHRIS	MILEAGE REIMB	13 2900 610 2 597 001	\$123.20
24	KOOZER, CHRIS Total			\$123.20
25	MEDCO SUPPLY, INC	TRAINER SUPPLIES	13 2900 610 2 597 001	\$1,243.80
26	MEDCO SUPPLY, INC Total			\$1,243.80
27	MEYSENBURG, MOLLY	DAY CAMP	13 2900 610 2 556 001	\$595.00
28	MEYSENBURG, MOLLY Total			\$595.00
29	MIKE'S VISIONS PHOTOGRAPHY	TEAM PHOTOS	13 2900 610 2 556 001	\$200.00
30	MIKE'S VISIONS PHOTOGRAPHY Total			\$200.00
31	MUELLER, CHRIS	COACH CLINIC REIMB	13 2900 610 2 529 001	\$100.00
32	MUELLER, CHRIS Total			\$100.00
33	NORFOLK COUNTRY CLUB	GOLF BALLS	13 2900 610 2 532 001	\$576.00

34			13 2900 610 2 539 001	\$576.00
35	NORFOLK COUNTRY CLUB Total			\$1,152.00
36	NPS GENERAL FUND	ACTIVITY WORKERS	13 2900 610 2 523 001	\$85.37
37			13 2900 610 2 530 001	\$1,212.33
38			13 2900 610 2 533 001	\$37.72
39			13 2900 610 2 535 001	\$812.51
40			13 2900 610 2 538 001	\$10.89
41			13 2900 610 2 540 001	\$93.75
42			13 2900 610 2 542 001	\$812.50
43			13 2900 610 2 554 001	\$1,358.82
44			13 2900 610 2 633 001	\$32.62
45		COPIES & PAPER SUPPLIES	13 2900 610 2 588 001	\$480.00
46		WINGATE & MILLS REIMB	13 2900 610 2 582 001	\$822.51
47	NPS GENERAL FUND Total			\$5,759.02
48	PRIME COMMUNICATIONS	CAMERA UPGRADES	13 2900 610 2 506 001	\$7,750.00
49	PRIME COMMUNICATIONS Total			\$7,750.00
50	QUILL CORPORATION	OFFICE SUPPLIES	13 2900 610 2 503 001	\$240.36
51	QUILL CORPORATION Total			\$240.36
52	RIDDELL/ALL AMERICAN	FACE MASKS	13 2900 610 2 528 001	\$111.37
53	RIDDELL/ALL AMERICAN Total			\$111.37
54	STADIUM SPORTS	BLACK HILLS SHIRTS	13 2900 610 2 231 001	\$150.00
55		CAMP SHIRTS	13 2900 610 2 514 001	\$675.00
56			13 2900 610 2 528 001	\$1,011.00
57			13 2900 610 2 549 001	\$675.00
58			13 2900 610 2 561 001	\$444.00
59	STADIUM SPORTS Total			\$2,955.00
60	SYNCB/AMAZON	CLEANER-TRAINER SUPPLIES	13 2900 610 2 597 001	\$114.17
61		COLFACK FOUNDATION OVERAGE	13 2900 610 2 503 001	\$5.78
62		COLFACK-MARKERS	13 2900 610 2 280 001	\$34.20
63		FISHER-YOGA BLOCKS	13 2900 610 2 280 001	\$93.03
64		HDMI CABLE FOR WEIGHT ROOM	13 2900 610 2 503 001	\$251.96
65		KAUP-GROOMING KIT SUPPLIES	13 2900 610 2 280 001	\$571.18
66		TEXTBOOKS	13 2900 610 2 579 001	\$78.88
67		TRIPOD QUICK RELEASE	13 2900 610 2 561 001	\$22.87

68	SYNCB/AMAZON Total			\$1,172.07
69	TEECO INC	WATER COOLER	13 2900 610 2 503 001	\$13.00
70	TEECO INC Total			\$13.00
71	UNITED STATES POSTAL	PARENT LETTER-START OF YEAR	13 2900 610 2 503 001	\$195.12
72	UNITED STATES POSTAL Total			\$195.12
73	VISA	APPLE-CORRECT KEYBOARD	13 2900 610 2 553 001	\$373.43
74		APPLE-RETURNED KEYBOARD	13 2900 610 2 553 001	-\$319.93
75		ASUS-CB REPAIRS	13 2900 610 2 230 001	\$68.56
76		AUGUSTA CAMP SUPPLIES	13 2900 610 2 528 001	\$802.27
77		BLACK HILLS ESCAPE ROOMS	13 2900 610 2 231 001	\$320.00
78		BLACK HILLS-GROCERIES	13 2900 610 2 231 001	\$206.21
79		COACH CLINIC MEALS	13 2900 610 2 561 001	\$100.29
80		CUSTER CRAZY HOURSE CAMPGROUND	13 2900 610 2 231 001	\$675.10
81		CUSTER STATE PARK	13 2900 610 2 231 001	\$40.00
82		CUSTER STATE PARK-ENTRANCE FEE	13 2900 610 2 231 001	\$40.00
83		DOMINO'S-TEAM MEAL	13 2900 610 2 517 001	\$80.52
84		HAMPTON INN-GOLD MEDAL LODGING	13 2900 610 2 561 001	\$798.60
85		HYVEE-CAMP POPCYCLES	13 2900 610 2 512 001	\$19.08
86		HYVEE-TEAM BREAKFAST	13 2900 610 2 231 001	\$341.00
87		JIMMY JOHNS-TEAM MEAL	13 2900 610 2 517 001	\$197.51
88		LULULEMON-LEGGINGS	13 2900 610 2 556 001	\$1,008.02
89		MT RUSHMORE-PARKING	13 2900 610 2 231 001	\$40.00
90		PIZZA RANCH-CAMP WORKER MEAL	13 2900 610 2 512 001	\$146.39
91		PIZZA RANCH-SD TRIP TEAM MEAL	13 2900 610 2 231 001	\$225.89
92		PURPLE PIE PLACE	13 2900 610 2 231 001	\$175.65
93		READY SET SMILE-PHOTO BOOTH	13 2900 610 2 582 001	\$500.00
94		RUSHMORE SHADOWS RESORT	13 2900 610 2 231 001	\$347.85
95		RUSHMORE TRAMWAY	13 2900 610 2 231 001	\$600.00
96		SD TRIP FUEL	13 2900 610 2 231 001	\$643.19
97		SD TRIP-COACH MEALS	13 2900 610 2 231 001	\$90.84
98		SD TRIP-FUEL	13 2900 610 2 231 001	\$200.05
99		SD TRIP-GROCERIES	13 2900 610 2 231 001	\$25.28
100		SD TRIP-TEAM BREAKFAST	13 2900 610 2 231 001	\$202.26
101		TAQUERIA-CAMP WORKER MEAL	13 2900 610 2 514 001	\$107.27

102			13 2900 610 2 549 001	\$107.26
103		USPS-SHIPPING TEXTBOOK	13 2900 610 2 579 001	\$16.27
104		WALMART-SD SUPPLIES	13 2900 610 2 231 001	\$520.48
105	VISA Total			\$8,699.34
106	WEMHOFF, HOLDEN	DAY CAMP CHOREOGRAPHY	13 2900 610 2 556 001	\$723.22
107	WEMHOFF, HOLDEN Total			\$723.22
108	<b>Grand Total</b>			<b>\$42,418.23</b>

**JULY 2021 JUNIOR HIGH ACTIVITY FUND EXPENDITURES**

1	BUSCH, ALICIA	CASH DRAWER FOR SCHEDULE PICK	14 2900 610 2 840 002	\$510.00
2	BUSCH, ALICIA Total			\$510.00
3	VISA	MEETING SUPPLIES JIMMY JOHNS	14 2900 610 2 838 002	\$192.27
4		TARGET/MEETING SUPPLIES #12	14 2900 610 2 838 002	\$32.04
5	VISA Total			\$224.31
6	WINNERS CIRCLE	TRACK MEDALS JH INVITE	14 2900 610 2 857 002	\$1,076.00
7		TRACK SUPPLIES FOR INVITE	14 2900 610 2 857 002	\$492.00
8	WINNERS CIRCLE Total			\$1,568.00
9	<b>Grand Total</b>			<b>\$2,302.31</b>

**JULY 2021 SUBSIDIARY EXPENDITURES**

1	BIG RED PRINTING	BUSINESS CARDS AMY BROWN	05 2900 610 0 040 000	\$85.23
2	BIG RED PRINTING Total			\$85.23
3	ERLEICHDA LLC	SOLAR SYSTEM MAT	05 2900 610 0 069 000	\$340.00
4	ERLEICHDA LLC Total			\$340.00
5	LONESTAR PERCUSSION	CONCERT BASS DRUM W/FIELD	05 2900 610 0 098 000	\$2,618.75
6	LONESTAR PERCUSSION Total			\$2,618.75
7	MADISON NATIONAL LIFE	JULY21 BASIC LIFE INSUR	05 2900 610 0 090 000	\$425.12
8	MADISON NATIONAL LIFE Total			\$425.12
9	NEBRASKANS FOR	ANNUAL MEMBERSHIP RENEWAL	05 2900 610 0 081 000	\$350.00
10	NEBRASKANS FOR Total			\$350.00
11	NPS-JUNIOR HIGH SCHOOL	JH COKE COMMISSION	05 2900 610 0 057 000	\$12.60
12		ZERO OUT ACCOUNTS	05 2900 610 0 050 000	\$11,479.75
13	NPS-JUNIOR HIGH SCHOOL Total			\$11,492.35
14	SYNCB/AMAZON	STAND UP DESK CONVERTER	05 2900 610 0 081 000	\$299.98
15		SYMPATHY CARDS AND PENS	05 2900 610 0 081 000	\$28.82
16	SYNCB/AMAZON Total			\$328.80
17	TEECO INC	ADMINISTRATION BUILDING WATER	05 2900 610 0 050 000	\$58.00
18	TEECO INC Total			\$58.00
19	TUCKER, TAMI	CASH DRAWER FOR SCHEDULE	05 2900 610 0 040 000	\$365.00
20	TUCKER, TAMI Total			\$365.00
21	VISA	BUZZSPROUT #21	05 2900 610 0 093 000	\$12.00
22		JIMMY JOHNS #6	05 2900 610 0 058 000	\$72.48
23		KAW VALLEY #4	05 2900 610 0 050 000	\$12.98
24		OFFICE MAX #6	05 2900 610 0 058 000	\$31.00
25		SNACKS WALMART#2	05 2900 610 0 081 000	\$90.80
26		WALMART #20	05 2900 610 0 059 000	\$49.26
27	VISA Total			\$268.52
28	WOODWIND AND BRASSWIND	MUSIC STANDS	05 2900 610 0 098 000	\$1,980.00
29	WOODWIND AND BRASSWIND Total			\$1,980.00
30	<b>Grand Total</b>			<b>\$18,311.77</b>

**Board of Education Regular Meeting**

Monday, July 12, 2021 5:30 PM

Norfolk Public School Administration Building

P.O. Box 139

Norfolk, NE 68702-0139

Brenda Carhart: Absent  
Jake Claussen: Present  
Tammy Day: Absent  
Jenna Hatfield: Present  
Bruce Mitchell: Present  
Sandy Wolfe: Present

1. Date Public Notice Appeared in the Norfolk Daily News: July 3, 2021

2. Call to Order

The Norfolk Public School District's board of education meeting is called to order at 5:31 PM.

2.1. Roll Call—See attendance above.

Motion to excuse the absences of Tammy Day and Brenda Carhart at 5:32PM passed with a motion by Bruce Mitchell and a second by Jenna Hatfield.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

2.2. Declaration of a Legal Meeting

This is a legal meeting of the board of education, as advertised by the means specified in board policy. A complete copy of the Open Meetings Act is posted in the board room for your review. A copy of the agenda is available at the desk of the recording secretary.

3. Pledge of Allegiance

4. Public Comments & Communication

The following people made comments regarding the proposed state health standards.

Alicia Rumans

Kami Riley

Rich Riley

Diane Dickey

Carolyn Pollock

Sarah Dierkschneider

Margo Pospishil

Steve Jessen

Abe Schoenherr

Cecelia Holland

5. Information and Discussion Items

5.1. Finance & Facilities Report

A. Total amount of claims to be approved in the consent agenda for the month of July 2021 by specific fund are listed below:

- **General Fund = \$1,922,362.74**
- **Nutrition Services Fund = \$56,306.96**
- **Cooperative Fund = \$2,379.61**
- **Depreciation Fund = \$294,064.50**

- **QCPUF = \$4,588.81**
  - **Student Fee Fund = \$4,175.75**
- B. The total amount of claims for the month of June 2021 in the Activities Fund is listed below:
- **Activity Fund =\$149,217.68**
- C. All of these claims were reviewed on Friday by the Finance and Facility Committee.
- 5.2. Teaching & Learning Report  
Curriculum, Instruction and Assessment
- The Teaching and Learning Department has held 3 curriculum sessions with teachers this month to update and prepare for instruction for the next school year.
  - Jared Oswald has facilitated some work and discussion with a group of senior high teachers to study accountability and interventions. This group will continue to meet several times. At this point, there is nothing to formally report.
  - I have spent time listening to webinars for EduClimber and NDE Assessment Update Sessions, which is a typical off season task.
  - Our office is managing last minute purchasing for next year and planning for back to school learning sessions with new to the district teachers.
- 5.3. Student Programs Report
- A. Student Programs will have team meetings in the early weeks of August to discuss program goals for the 2021-2022 school year.
- B. LB 527 brought a change with transition expectations for our students identified for special education. We will begin conversations of transition to post-high school, during the IEP year the student turns 14 years old. Currently, the conversations begin during the IEP year the student turns 16.
- C. I will attend the NDE and NCSA Administrator Conference, July 28-30 in Kearney. At the conference I will attend sessions regarding ELL, Mental Health, MTSS/PBIS and Special Education.
- 5.4. Student Services Report
- A. One month from today we will have students and staff back in the buildings for the first day of school. There are a lot of behind the scene activities that happen over the summer to make sure we are ready for August 12th. We have had multiple summer professional development sessions with the administrative team. Included in that professional development was specific training on Equity, Diversity, and Inclusion, identifying our hidden biases and working to ensure safe environments for all our students, staff, and community members. Our technology team has been busy processing the student Chromebooks for August. I am happy to announce that we have received all our ordered devices already and are ahead of schedule to have them ready for August. Safety team Standard Response Protocols have also been updated and will be shared with staff at the beginning of the school year. Finally, open houses have been set. On Monday, August 9 we have Middle School at 5:30 pm, High School at 6:00 pm and Junior High at 6:30 pm.
- B. Tuesday, August 10 we will have all Elementary schools' open houses starting at 5:30 pm.
- 5.5. Human Resources & Accreditation Report  
Beginning of School Information:

- Our "New to the District" teacher training is Tuesday, August 3rd - Friday, August 6th.
- All certified staff report on Monday, August 9th.
- The first day of school for ½ of the students is Thursday, August 12th and the other ½ is Friday, August 13th.

LB147 brought a change for our recent retirees that would like to become substitute teachers for Norfolk Public Schools. In the past, retirees were not allowed to sub until after a 180 day separation period. With LB147, recent retirees are allowed to volunteer or substitute up to 8 days per month during the 180 days following termination of employment. We are excited to be able to bring our recently retired teachers back into our buildings as substitute teachers.

Job Postings Update:

**Certified Positions:**

- Elementary Special Education Teacher (Anticipated)
- Senior High Special Education Teacher (Anticipated)
- High Ability Learner Facilitator
- Art Teacher - Senior High(0.5 FTE)/District Substitute Teacher (0.5 FTE)
- Substitute Teacher - '21-'22

**Classified Openings:**

- Jefferson Building Secretary
- Aftershock Club Facilitators (Part-Time)
- Grant Special Education Paraprofessional
- Lincoln/Mont. Reading Paraprofessional
- Lincoln/Mont. & Junior High Health Techs
- Middle School ED (High Needs) Para/Driver
- Junior High Media Para
- Junior High High Needs Para
- Senior High ELL Paraprofessional
- After Hours/Evening Custodian
- School Bus Activity Drivers
- Evening Custodians (Part-Time)
- Electrician (Part-Time) - Maintenance
- Substitute Custodian (on-call)
- Substitute Deaf Education/Sign Language Interpreter (Part-Time)
- Substitute Paraprofessional, Health Tech, Secretary and Nurse

**Coaching Opportunities:**

- Assistant Swimming-Diving Coach
- SH Technical Theater Director

5.6. Superintendent's Report

**CARES/ARP/ESSER III Update:**

- A. The American Recovery Plan Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund for schools to mitigate the pandemic by taking additional steps for continued safe in-person instruction and addressing unfinished teaching and learning.
- B. Norfolk Public Schools will be allocated approximately \$6.5 million, which is the largest infusion of federal funds we have ever experienced. This funding is to be used to address our COVID related concerns, by 1) taking additional measures to safely sustain our healthy operations, by implementing appropriate mitigation

strategies, 2) addressing the many impacts of COVID-19 on students, including unfinished instruction, social, emotional, mental health, and academic needs; and 3) avoiding devastating staff layoffs.

- C. We have submitted Part 1 of the application which included basic assurance statements, and we have posted our Return to In-Person Instruction Plan prior to those deadlines. We have also submitted paperwork seeking preapproval for COVID related facility improvements that we would like to include in our grant proposal.
- D. We will hold a Board Retreat on August 26th from noon to 4:00 so that we can provide you with a solid background regarding all of the components that we want to include in our proposal. This retreat will be open to the public and will include a public comment period. This will allow us to consider this feedback and complete the grant prior to the September 15th deadline.
- E. We are excited about the possibility of using this funding to address students' learning loss, purchase new curriculum and intervention programs and technology upgrades, and address some critical facility issues, such as overcrowded lunchrooms and an inability to provide adequate social distancing.
- F. Our final recommendations will be based upon the work of our Transitions Committee that helped us develop a plan to address the students' learning loss, our Return to School Committee, which helped us determine the mitigation strategies that we need to have in place, and the public feedback that we receive at this Board Retreat and via public surveys.
- G. We want this process to be extremely open and transparent, so that our constituents know how we are using this funding and have an opportunity to share their feedback with us prior to grant completion.

## 6. Committee Reports

### 6.1. Facilities & Finance Committee Report

- A. The committee met at 12:00 on Friday July 9th. The claims for the month of July and Activity claims for June were reviewed. The committee then reviewed the following items:
  - Updates on current district projects
  - Recommendation to recycle old chromebooks
  - Discussion on paying off our general obligation bond debt early
  - Recommendation to release an RFP to purchase chromebooks and laptops for 22-23
  - Review of tentative Budget and Tax Request timeline for 2021-2022
  - Review of tentative Audit Timeline
- B. The committee then went through a proposed update of the strategic facilities plan (Post Pandemic).
- C. The next meeting will be Monday, August 9th at 12:00 noon.

### 6.2. Policy Committee Report

The Policy Committee met on 7/9/2021 to discuss the following policy revisions and additions, which were all recommended by the Perry Law Firm based upon changes at the state or federal level.

- 1. Policies 1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380 have all been updated to include the new non-discriminatory references (or protected categories) required by state and federal law. LB 451 added the following new

protected categories: skin color, hair texture, and protective hairstyles; and the 2020 Supreme Court Ruling added sexual orientation and gender identity.

**Norfolk Public Schools welcomes, accepts, and teaches all children and strives to treat everyone equitably and fairly.**

2. Policy 3132 (Internal Controls) -- NDE's "Fiscal Desk Reviews" now ask for each District's written Internal Controls and Policies and Procedures. This new policy outlines those controls, policies, and procedures. (These controls and procedures were already in place, they just were not specifically outlined in policy.)
3. Policy 1110-- Bulletin Boards -- This policy has been updated to specify that building principals control what is displayed on school bulletin boards.
4. Policy 4025-- Professional Boundaries -- Nebraska Revised Statute 79-879 requires that every school district have a professional boundaries policy to address, among other things, the grooming of students. We have revised our policy to include more of the language contained in the model policy developed by NDE.
5. Policy 6212 -- Assessments and Academic Content Standards -- In the past, our policy has indicated that we would automatically adopt the State Board's recommended content standards. However, now that the State School Board has started recommending standards that are not required by law (such as the new health standards), it is recommended that we change our policy language to indicate that adoption of new content standards would require a vote/approval from the Board. If our Board does not adopt the standards recommended by the State School Board, the district will create their own standards that are equal or more rigorous than those recommended by the State School Board.

Minor non-substantive spelling, punctuation, and grammar changes have also been made to these policies.

6.3. Norfolk Public Schools Foundation Committee Report

- A. The Norfolk Public Schools Foundation Board of Directors met on June 21, 2021 at 4:30 p.m. at the NPS Administration Building. Ten board members were present, Board President Bobbi Theisen called the meeting to order at 4:32 p.m.
- B. The board reviewed the meeting minutes from May and the April financial reports. Callan Collins shared with the Board an update on her first 30 days in her new role as Executive Director.
- C. The Classroom Grant selection committee met in May and selected 40 classroom grants. This year's grants included (1) Big Give grant, (1) NPS Wellness Grant, (2) Furstenau K-6 Science Grants, and (36) classroom grants for a total of \$20,024.48. Teachers, principals, and staff have all been notified of projects receiving funding and checks will be delivered in July.
- D. Applications are currently being accepted for the Dual Credit Scholarships. The deadline is 8/18/21 at 4:00pm. 125 scholarships at \$100 each are available.
- E. The Marketing Strategic Action team members gave an update to the Board on their recent efforts. This includes planning for the Traditions Breakfast, Staff Campaign, and New Teacher Luncheon. They also discussed changes to the Annual Report.
- F. No Board meetings are scheduled for July or August, but meetings are planned for the Executive Team, Finance Committee, and Scholarship Committee.

6. Approve Consent Agenda

Motion to approve the consent agenda at 6:28 PM passed with a motion by Bruce Mitchell and a second by Jake Claussen.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

6.1 Minutes of Previous Meetings

Minutes of the June 14, 2021 and June 24, 2021 meetings are available for review.

7.2. Claims

Attached are the claims for the month of July 2021. These claims were reviewed earlier today by our Finance and Facility Committee. There are no conflict statements for this month that need to be read before voting.

8. Action Items

8.1. Discuss, consider and take action to approve the following resignations -- pending suitable replacements

- A. Lori Dingel--Special Education Teacher at Washington, is requesting that her resignation be accepted --pending finding a suitable replacement--as she has been offered a job outside of the district
- B. Ellen Wagner -- Special Education Teacher at Norfolk Senior High, is requesting that her resignation be accepted --pending finding a suitable replacement--as she has been offered a job outside of the district.

Motion to approve the resignations of Lori Dingel and Ellen Wagner pending the finding of suitable replacements at 6:30 PM passed with a motion by Jenna Hatfield and a second by Bruce Mitchell.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

8.2. Discuss, consider and take action to approve contracts

**Amber Peterson**

- 2021-2022 5th Grade Teacher, Norfolk Middle School
- Bachelor of Science, Wayne State College, Wayne, NE
- Currently Assistant Youth Services Librarian at Norfolk Public Library

**Cindy Booth**

- 2021-2022 Music Teacher (0.4 FTE), Norfolk Junior High
- Bachelor of Science, University of Nebraska, Lincoln, NE
- Currently retired; was previously Vocal Music Teacher at Norfolk Catholic and Elkhorn Valley Schools

**Position changes**

**John Erwin**

- 2021-2022 NPS Interim Activities Director
- Master of Science, Educational Administration & Supervision, University of Nebraska, Lincoln
- Has worked for NPS for 31.5 years and is currently Assistant principal at Norfolk Senior High

**Paige Hastings**

- 2020-2021 Interim Assistant Principal at Norfolk Senior High School
- Master's Degree in Curriculum and Instruction from Wayne State College, Wayne, NE

- Eligible for Provisional Administrative Certificate; All Paige's administrative courses are complete; She just needs to complete her practicum/hours, which she can do while serving as our interim AP
- Currently Special Educational Behaviorist for the District

Motion to approve the contracts of Amber Peterson, Cindy Booth, John Erwin and Paige Hastings at 6:32 PM passed with a motion by Bruce Mitchell and a second by Jake Claussen.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

8.3. Discuss consider and take action to grant permission to solicit bids for 2022-2023 student chromebooks and teacher laptops

Motion to grant permission to solicit bids for 2022-2023 student chromebooks and teacher laptops at 6:33 PM passed with a motion by Jenna Hatfield and a second by Bruce Mitchell.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

8.4. Discuss, consider and take action to grant permission to sell old chromebooks to recycling company

Motion to grant permission to sell old chromebooks to recycling company at 6:36 PM passed with a motion by Bruce Mitchell and a second by Jake Claussen.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

8.5. Discuss, consider and take action to approve the 2021-2022 Substitute Staff Handbook

Motion to approve the 2021-2022 Substitute Staff Handbook at 6:37 PM passed with a motion by Jake Claussen and a second by Bruce Mitchell.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

8.6. Discuss, consider and take action to approve the first reading of policies: 1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380

- These policies have been updated to include the new non-discriminatory references required by state and federal law. The new language indicates that skin color, hair texture, protective hairstyles, sexual orientation and gender identity are protected categories which will not be discriminated against.
- Norfolk Public Schools welcomes, accepts, and teaches all children and strives to treat everyone equitably and fairly.**
- We will have our second reading of these policies at our July 22nd meeting, rather than waiting until August. This will allow us to make these changes to student and staff handbooks before they are distributed.

Motion to approve the first reading of policies: 1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380 at 6:39 PM passed with a motion by Jenna Hatfield and a second by Jake Claussen.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 8.7. Discuss, consider and take action to approve board policies 3132 (internal controls), 1110 (bulletin boards), 4025 (professional boundaries), and 6212 (assessments and academic content standards)
- A. Policy 3132 (Internal Controls) -- NDE's "Fiscal Desk Reviews" have started asking for each District's written Internal Controls and Policies and Procedures. This new policy outlines those controls, policies, and procedures. (These controls and procedures were already in place, they just were not specifically outlined in policy.)
  - B. Policy 1110-- Bulletin Boards -- This policy has been updated to specify that building principals control what is displayed on school bulletin boards.
  - C. Policy 4025-- Professional Boundaries -- Neb. Rev. Stat. 79-879 requires that every school district have a professional boundaries policy to address, among other things, grooming of students. Our policy has been revised to include more of the language contained in the model policy developed by NDE.
  - D. Policy 6212 -- Assessments and Academic Content Standards -- In the past, our policy has indicated that we would automatically adopt the State Board's recommended content standards. However, now that they are recommending standards that are not required by law (the new health standards), it is recommended that we change our policy language to indicate that adoption of new content standards would require a vote/approval from the Board.
  - E. **We will have our second reading of these policies at our July 22nd meeting, rather than waiting until August. This will allow us to make these changes to student and staff handbooks before they are distributed.**

Motion to approve board policies 3132 (internal controls), 1110 (bulletin boards), 4025 (professional boundaries), and 6212 (assessments and academic content standards) at 6:44 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

Brenda Carhart:	Absent	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

9. Future Meetings
- A. The 2nd monthly meeting of the Board of Education has been scheduled for 5:30 PM on Thursday, July 22, 2021.
  - B. The next regular meeting of the Board of Education will be held on Monday, August 9, 2021. Study Sessions will resume, starting at 5:30 PM. The business meeting will follow at 6:30 PM. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.
10. Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual
- 10.1 Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.
- No Executive Session was convened.
11. Adjournment
- The meeting adjourned at 6:45 PM.
-

Chairperson

---

Superintendent

**Board of Education 2nd Monthly Meeting**

Thursday, July 22, 2021

12:00 PM: Business Meeting

Norfolk Public School's Central Administration Office

P.O. Box 139

Norfolk, NE 68702-0139

- Brenda Carhart: Present
- Jake Claussen: Present
- Tammy Day: Absent
- Jenna Hatfield: Present
- Bruce Mitchell: Present
- Sandy Wolfe: Present

- 1. Date Public Notice Appeared in the Norfolk Daily News: July 19, 2021
- 2. Call to Order

The Norfolk Public School District's board of education meeting is called to order at 12:00 PM.

- 2.1. Roll Call—See attendance above.

Motion to approve the absence of Tammy Day at 12:00 PM passed with a motion by Bruce Mitchell and a second by Brenda Carhart.

- |                 |        |                 |     |
|-----------------|--------|-----------------|-----|
| Brenda Carhart: | Yea    | Jenna Hatfield: | Yea |
| Jake Claussen:  | Yea    | Bruce Mitchell: | Yea |
| Tammy Day:      | Absent | Sandy Wolfe:    | Yea |

- 2.2. Declaration of a Legal Meeting

This is a legal meeting of the board of education, as advertised by the means specified in board policy. A complete copy of the Open Meetings Act is posted in the board room for your review. A copy of the agenda is available at the desk of the recording secretary.

- 3. Reports and Discussion Items
- 4. Action Items

- 4.1. Discuss, consider and take action to approve the second and final reading of Board Policies **1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380**

- A. These policies have been updated to include the new non-discriminatory references (or protected categories) required by state and federal law: skin color, hair texture, protective hairstyles, sexual orientation, and gender identity.
- B. No changes have been made to these policies since their first reading earlier this month.

Motion to approve the second and final reading of Board Policies 1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380 at 12:03 PM passed with a motion by Brenda Carhart and a second by Jake Claussen.

- |                 |        |                 |     |
|-----------------|--------|-----------------|-----|
| Brenda Carhart: | Yea    | Jenna Hatfield: | Yea |
| Jake Claussen:  | Yea    | Bruce Mitchell: | Yea |
| Tammy Day:      | Absent | Sandy Wolfe:    | Yea |

- 4.2. Discuss, consider and take action to approve the second and final reading of Board Policies 3132 (**Internal Controls**), 1110 (**Bulletin Boards**), 4025 (**Professional Boundaries**), and 6212 (**Assessments and Academic Content Standards**).

- A. Policy 6212 (Assessment and Academic Content Standards) has been revised to clarify that academic content standards recommended by the SBOE that are required by law will be approved automatically, whereas policies that are not required by law will be considered and voted upon by the NPS BOE.
- B. If the BOE does not affirmatively vote to adopt the academic standards recommended by the State Board, then the Board of Education will adopt locally developed standards that equal or exceed in rigor the standards recommended by the State Board, within one year of adoption by the State Board.
- C. There was some discussion about changing the language regarding rigor; however, this language is copied from state statute and Rule 10.
- D. No other changes have been made to these policies since their first reading earlier this month.

Motion to approve the second and final reading of Board Policies 3132, 1110, 4025, and 6212 at 12:04 PM passed with a motion by Bruce Mitchell and a second by Jenna Hatfield.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 4.3. Discuss, consider and take action to approve the revisions made to the 2021-2022 preschool, elementary, middle school, junior high and senior high student handbooks. The handbooks were updated to reflect the policy changes adopted by the Board moments ago.

Motion to approve the revisions made to the 2021-2022 preschool, elementary, middle school, junior high and senior high student handbooks at 12:06 PM passed with a motion by Jenna Hatfield and a second by Jake Claussen.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 4.4. Discuss, consider and take action to approve the revisions made to the 2021-2022 certified, classified, and substitute handbooks. These handbooks were updated to include the policy revisions adopted by the Board moments ago.

Motion to approve the revisions made to the 2021-2022 certified, classified, and substitute handbooks at 12:07 PM passed with a motion by Brenda Carhart and a second by Bruce Mitchell.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 4.5. Discuss, consider and take action to approve sending a letter to the State Board of Education and the Commissioner of Education opposing the current (first) draft of the health education standards proposed by the Nebraska Department of Education See attached letter.

Motion to approve sending a letter to the State Board of Education and the Commissioner of Education opposing the current (first) draft of the health education standards proposed by the Nebraska Department of Education at 12:26 PM passed with a motion by Bruce Mitchell and a second by Brenda Carhart.

Jake Claussen:	Nay	Tammy Day:	Absent
Jenna Hatfield:	Nay	Bruce Mitchell:	Yea
Brenda Carhart:	Yea	Sandy Wolfe:	Yea

- 4.6. Discuss, consider and take action to approve a contract

**Brooklyn Ronnfeldt**

- 2021-2022 Special Education Teacher, Washington Elementary
- Bachelor of Science, Elementary Education, Special Education Generalist, Wayne State College
- 2019-present, Resource Teacher at Neligh-Oakdale Public Schools

Motion to approve the contract of Brooklyn Ronnfeldt at 12:29 PM passed with a motion by Jenna Hatfield and a second by Jake Claussen.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Bruce Mitchell:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 4.7. Discuss, consider and take action to approve the resignation of Bruce Mitchell, effective July 31, 2021

Motion to approve the resignation of Bruce Mitchell, effective July 31, 2021 at 12:32 PM passed with a motion by Jake Claussen and a second by Brenda Carhart.

Bruce Mitchell:	Abstain (With Conflict)	Tammy Day:	Absent
Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Sandy Wolfe:	Yea

5. Future Meetings

The next regular meeting of the Board of Education will be held on Monday, August 9, 2021. Study Sessions will resume and begin at 5:30 PM. The regular business meeting will start at 6:30 PM. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.

6. Adjournment

The meeting adjourned at 12:36PM.

---

Chairperson

---

Superintendent

AUGUST 9, 2021

NORFOLK PUBLIC SCHOOLS  
NORFOLK, NEBRASKA

**GENERAL FUND**

1	4IMPRINT	SANITIZER CADDY/MINI MOUNTAIN	01 6997 610 1 945 000	\$1,214.30
2			01 6997 610 2 945 000	\$1,214.29
3	4IMPRINT Total			\$2,428.59
4	ADVANCE AUTO PARTS	DOOR HINGE PIN	01 2650 610 1 001 000	\$9.20
5			01 2650 610 2 001 000	\$9.20
6		EGR 102 POSITION SENSOR	01 2650 610 1 001 000	\$14.40
7			01 2650 610 2 001 000	\$14.39
8		FUEL LINE CLIP	01 2650 610 1 001 000	\$1.95
9			01 2650 610 2 001 000	\$1.95
10		OXYGEN SENSOR	01 2650 610 1 001 000	\$16.83
11			01 2650 610 2 001 000	\$16.82
12		PULLEY, BELTS	01 2650 610 1 001 000	\$110.64
13			01 2650 610 2 001 000	\$110.64
14	ADVANCE AUTO PARTS Total			\$306.02
15	APPEARA	MOPS	01 2610 431 1 001 000	\$171.60
16			01 2610 431 2 001 000	\$171.60
17		WORK SHIRTS	01 2610 431 1 001 000	\$203.52
18			01 2610 431 2 001 000	\$203.52
19			01 2620 431 1 001 000	\$50.89
20			01 2620 431 2 001 000	\$50.85
21	APPEARA Total			\$851.98
22	APPLE INC	VPP CREDIT	01 2151 643 1 004 000	\$3.50
23			01 2151 643 2 004 000	\$3.49
24	APPLE INC Total			\$6.99
25	ARKFELD LOCK & SECURITY	KWIKSET 5 PIN KEY BLANK	01 2620 610 2 001 001	\$4.77
26	ARKFELD LOCK & SECURITY Total			\$4.77
27	AUSTIN, MICHELLE	SIXPENCE MILEAGE	01 3541 333 1 004 000	\$161.00

28	AUSTIN, MICHELLE Total			\$161.00
29	B & B STRIPING	DISTRICT LINE STRIPING	01 2620 350 1 001 000	\$6,750.00
30			01 2620 350 2 001 000	\$6,750.00
31	B & B STRIPING Total			\$13,500.00
32	BAUER BUILT, INC	INSTALLED SPARE TIRE COACH BUS	01 2730 430 1 001 000	\$115.00
33			01 2730 430 2 001 000	\$115.00
34		TIRE REPAIR	01 2650 340 1 001 000	\$9.50
35			01 2650 340 2 001 000	\$9.50
36	BAUER BUILT, INC Total			\$249.00
37	BAYLOR ENTERPRISES INC	COLLEGE COUNSELING/CURRICULUM	01 6310 330 2 028 000	\$2,540.00
38	BAYLOR ENTERPRISES INC Total			\$2,540.00
39	BEAM, HOPE	SUMMER HOURS	01 6310 121 2 028 000	\$1,000.00
40	BEAM, HOPE Total			\$1,000.00
41	BLICK ART MATERIALS	ZACH CLASSROOM STOOLS	01 2410 610 2 209 001	\$1,264.80
42	BLICK ART MATERIALS Total			\$1,264.80
43	BOGGS, ADAM	CLUB FACILITATOR	01 6968 340 1 001 014	\$260.00
44	BOGGS, ADAM Total			\$260.00
45	BOMGAARS SUPPLY	BARREL BOLTS	01 2620 610 1 001 000	\$9.58
46			01 2620 610 2 001 000	\$9.58
47		CLOTHES HOOKS	01 2620 610 1 001 000	\$2.70
48			01 2620 610 2 001 000	\$2.69
49		CORNER BRACE, DRILL BIT	01 2620 610 1 001 000	\$31.18
50			01 2620 610 2 001 000	\$31.18
51		OVERSHOES	01 2610 610 1 001 010	\$20.99
52		PLASTIC HOSE CLAMP	01 2620 610 1 001 000	\$2.59
53			01 2620 610 2 001 000	\$2.59
54		SOLAR SALT	01 2620 610 2 001 001	\$314.37
55		TIRE GUAGE, ROUND UP	01 2630 610 1 001 000	\$58.48
56			01 2630 610 2 001 000	\$58.48
57		TOOLS FOR MAINTENANCE	01 2620 610 1 001 000	\$21.89
58			01 2620 610 2 001 000	\$21.88
59	BOMGAARS SUPPLY Total			\$588.18
60	BOSS LASER, LLC	BOSS LS 1416 GEV V	01 6969 650 2 028 000	\$9,194.36
61	BOSS LASER, LLC Total			\$9,194.36

62	BROWN, SARA JO	TRAINING	01 2510 340 1 001 000	\$121.64
63	BROWN, SARA JO Total			\$121.64
64	CAPITAL BUSINESS SYSTEMS,	PRINTERS	01 1100 340 1 104 010	\$55.47
65			01 1100 340 1 201 003	\$37.97
66			01 1100 340 1 302 004	\$16.95
67			01 1100 340 1 430 014	\$133.62
68			01 1100 340 1 602 005	\$26.50
69			01 1100 340 1 705 008	\$8.22
70			01 1100 340 1 819 009	\$3.11
71			01 1100 340 1 904 012	\$5.61
72			01 1100 340 2 141 002	\$141.40
73			01 1100 340 2 209 001	\$311.96
74			01 1125 340 2 209 001	\$2.65
75			01 1190 610 1 163 021	\$16.29
76			01 1291 610 1 017 000	\$2.21
77			01 1292 610 1 017 000	\$2.21
78			01 1300 610 1 001 009	\$7.64
79			01 2530 340 1 001 000	\$1,555.87
80			01 2530 340 2 001 000	\$1,555.87
81			01 2620 431 0 001 000	\$9.18
82	CAPITAL BUSINESS SYSTEMS, Total			\$3,892.73
83	CASCADE SCHOOL SUPPLIES	COOP SUPPLIES	01 1100 610 0 001 000	\$850.25
84			01 1190 610 1 163 021	\$37.64
85			01 1291 610 1 017 021	\$24.51
86	CASCADE SCHOOL SUPPLIES Total			\$912.40
87	CDW GOVERNMENT, INC	FITNESS CENTER AV SYSTEMS	01 2410 610 2 209 001	\$399.00
88		PROJECTOR	01 6969 650 2 028 000	\$858.00
89		SYMANTEC ENDPOINT	01 2230 643 1 005 000	\$4,288.50
90			01 2230 643 2 005 000	\$4,288.50
91	CDW GOVERNMENT, INC Total			\$9,834.00
92	CENTURY LUMBER CO	PAINT	01 2620 610 1 001 000	\$527.07
93			01 2620 610 2 001 000	\$527.07
94		PERMACRYL PAINT	01 2620 610 1 001 010	\$41.09
95		SUMMER PAINTING SUPPLIES	01 2620 610 1 001 000	\$744.57

96			01 2620 610 2 001 000	\$744.56
97	CENTURY LUMBER CO Total			\$2,584.36
98	CITY OF NORFOLK	BRUSH WASTE	01 2630 420 1 001 000	\$1.50
99			01 2630 420 2 001 000	\$1.50
100		CONSTRUCTION AND DEMO WASTE	01 2630 420 1 001 000	\$6.00
101			01 2630 420 2 001 000	\$6.00
102		JH WASTE	01 2630 420 2 001 001	\$31.68
103			01 2630 420 2 001 002	\$43.56
104		SRO	01 1160 350 2 001 000	\$23,459.64
105		WATER AND SEWER	01 2610 410 1 001 000	\$455.11
106			01 2610 410 1 001 003	\$554.59
107			01 2610 410 1 001 004	\$613.23
108			01 2610 410 1 001 005	\$329.88
109			01 2610 410 1 001 008	\$765.81
110			01 2610 410 1 001 009	\$532.94
111			01 2610 410 2 001 000	\$455.11
112			01 2610 410 2 001 002	\$1,795.67
113	CITY OF NORFOLK Total			\$29,052.22
114	CLAUSEN AIR HEATING &	REPLACE CAPACITOR	01 2620 431 1 001 000	\$75.70
115			01 2620 431 2 001 000	\$75.70
116	CLAUSEN AIR HEATING & Total			\$151.40
117	COLE PAPERS INC	SUPPLIES	01 2610 610 1 001 000	\$74.25
118			01 2610 610 2 001 000	\$74.25
119	COLE PAPERS INC Total			\$148.50
120	COLER, MELISSA	STAFF MILEAGE	01 2510 333 1 001 000	\$60.19
121			01 2510 333 2 001 000	\$60.19
122	COLER, MELISSA Total			\$120.38
123	CRAVEN, SHEILA	CONTRACTED OT SERVICES	01 2163 320 1 004 000	\$921.25
124			01 2163 334 1 004 000	\$5.82
125	CRAVEN, SHEILA Total			\$927.07
126	CURRICULUM ASSOCIATES	BOOKS	01 1200 640 1 004 010	\$168.45
127	CURRICULUM ASSOCIATES Total			\$168.45
128	EAKES OFFICE PLUS	CHAIR MAT	01 2310 733 1 010 000	\$59.50
129			01 2310 733 2 010 000	\$59.50

130		SUPPLIES	01 6997 610 1 945 000	\$2,037.78
131			01 6997 610 2 945 000	\$2,037.78
132	EAKES OFFICE PLUS Total			\$4,194.56
133	ECHO GROUP INC	BALLAST	01 2620 610 1 001 000	\$74.95
134			01 2620 610 1 001 014	\$88.07
135			01 2620 610 2 001 000	\$74.95
136		BULBS & BALLAST	01 2620 610 1 001 008	\$105.00
137		SUPPLIES	01 2620 610 1 001 000	\$16.52
138			01 2620 610 2 001 000	\$16.51
139		WIRE STRIPPER TOOL	01 2620 610 1 001 000	\$19.09
140			01 2620 610 2 001 000	\$19.09
141	ECHO GROUP INC Total			\$414.18
142	EGAN SUPPLY COMPANY	BRUSH ROLLER AND FREIGHT	01 2610 610 2 001 002	\$75.55
143		CORD ASM KIT	01 2610 610 2 001 001	\$196.59
144		DRIVE BELT	01 2610 610 1 001 000	\$12.10
145			01 2610 610 2 001 000	\$12.09
146		HARNESS	01 2620 610 2 001 002	\$46.59
147		PUMP, SOLENOID	01 2610 610 2 001 001	\$517.75
148		SURE CARE	01 2610 610 1 001 000	\$268.78
149			01 2610 610 2 001 000	\$268.77
150	EGAN SUPPLY COMPANY Total			\$1,398.22
151	ELECTRONIC CONTRACTING CO	COMPLETE CARE SUPPORT	01 2620 431 2 715 001	\$971.75
152	ELECTRONIC CONTRACTING CO Total			\$971.75
153	ESU #10	LIFE CURRICULUM	01 1200 643 1 004 000	\$726.40
154			01 1200 643 2 004 000	\$726.40
155	ESU #10 Total			\$1,452.80
156	ESU 8	LEVEL III ED FINAL BILL	01 1200 591 2 004 000	\$6,880.50
157		MENTAL HEALTH FINAL BILL	01 2141 591 2 014 000	\$22,313.62
158			01 2141 890 2 014 000	\$32.40
159		NETWORK NEBRASKA 2ND HALF 20-	01 2230 350 1 005 000	\$697.47
160			01 2230 350 2 005 000	\$697.47
161		SPED PRE SCHOOL FINAL BILLS	01 1291 591 1 004 021	\$183.10
162			01 1291 890 1 004 021	\$1.80
163	ESU 8 Total			\$30,806.36

164	ESU COORDINATING COUNCIL	MOVIE LICENSE DUES/FEES	01 2410 810 1 430 014	\$356.00
165		MOVIE LICENSING	01 2223 810 2 106 002	\$356.00
166		SWANK	01 1100 610 1 104 010	\$351.00
167			01 2410 350 1 302 004	\$330.00
168		SWANK MOVIE LICENSING	01 2410 610 2 209 001	\$393.00
169	ESU COORDINATING COUNCIL Total			\$1,786.00
170	FERNAU, JESSICA	STAFF MILEAGE	01 1291 333 1 004 021	\$34.33
171			01 1292 333 1 004 000	\$34.33
172	FERNAU, JESSICA Total			\$68.66
173	FISCHER TREE CENTRAL	TREE REMOVAL AND TRIMMING	01 2630 340 1 001 009	\$5,275.00
174		TREE TRIMMING	01 2630 340 1 001 008	\$1,325.00
175			01 2630 340 2 001 001	\$3,500.00
176	FISCHER TREE CENTRAL Total			\$10,100.00
177	FLINN SCIENTIFIC, INC	CLASSROOM SUPPLIES	01 1100 610 2 206 001	\$179.20
178	FLINN SCIENTIFIC, INC Total			\$179.20
179	FLOORING SOLUTIONS	FLOORING FOR PARTIAL 1ST FLOOR	01 2620 431 2 001 002	\$869.20
180		JH COVE BASE	01 2620 431 2 001 002	\$1,897.20
181	FLOORING SOLUTIONS Total			\$2,766.40
182	GENERAL PRINTING & DESIGN,	STUDENT PLANNERS	01 1100 610 2 209 001	\$2,927.08
183	GENERAL PRINTING & DESIGN, Total			\$2,927.08
184	GLASS EDGE INC, THE	ALUMINUM SCREEN INSTALL	01 2620 431 1 001 003	\$263.00
185		INSTALLATION OF DOORS	01 2620 431 2 001 002	\$11,727.00
186	GLASS EDGE INC, THE Total			\$11,990.00
187	GOTHIER, ALEXIS	STAFF MILEAGE	01 1291 333 1 004 021	\$25.76
188			01 1292 333 1 004 000	\$25.76
189	GOTHIER, ALEXIS Total			\$51.52
190	HAMPL, MELISSA	SUMMER WORK	01 6310 121 2 028 000	\$400.00
191	HAMPL, MELISSA Total			\$400.00
192	HEADLEY, LINDSAY	SUMMER WORK	01 6310 121 2 028 000	\$320.00
193	HEADLEY, LINDSAY Total			\$320.00
194	HEARTLAND FIRE PROTECTION	FUSIBLELINK/SEMI-ANNUAL	01 2620 431 1 001 021	\$283.00
195	HEARTLAND FIRE PROTECTION Total			\$283.00
196	IASCO	SUPPLIES	01 1100 610 2 116 002	\$206.08
197	IASCO Total			\$206.08

198	IDENTISYS	BADGE CLIPS/HOLDERS	01 1100 610 1 001 000	\$381.45
199			01 1100 610 2 001 000	\$381.44
200	IDENTISYS Total			\$762.89
201	INNOVATIVE OFFICE	COOP SUPPLIES	01 1100 610 0 001 000	\$1,384.75
202			01 1100 610 1 201 003	\$277.30
203			01 1100 610 1 213 003	\$6.05
204			01 1100 610 1 217 003	\$6.05
205			01 1100 610 1 220 003	\$6.05
206			01 1100 610 1 602 005	\$37.00
207			01 1100 610 1 801 009	\$313.86
208			01 1100 610 2 106 002	\$93.08
209			01 1100 610 2 136 002	\$522.50
210			01 1100 610 2 142 002	\$35.55
211			01 1190 610 1 163 021	\$765.21
212			01 1200 610 1 004 000	\$35.57
213			01 1200 610 2 004 000	\$35.56
214			01 1291 610 1 017 021	\$502.78
215			01 2130 610 1 004 000	\$52.92
216			01 2130 610 2 004 000	\$52.91
217			01 2131 610 1 004 000	\$9.34
218			01 2131 610 2 004 000	\$9.35
219		GENERAL SUPPLIES	01 1100 610 2 204 001	\$52.25
220			01 1100 610 2 206 001	\$95.41
221			01 1100 610 2 208 001	\$27.50
222			01 1100 610 2 212 001	\$181.83
223			01 1100 610 2 224 001	\$27.65
224			01 1200 610 2 291 001	\$1,225.26
225			01 2120 610 2 228 001	\$142.83
226			01 2220 610 2 228 001	\$20.08
227			01 2410 610 2 209 001	\$316.22
228	INNOVATIVE OFFICE Total			\$6,234.86
229	INSIGHT PUBLIC SECTOR, INC	CHROME MANAGEMENT LICENSE	01 6925 610 1 004 000	\$168.30
230			01 6925 610 2 004 000	\$168.30
231		CHROMEBOOKS	01 1100 610 1 802 009	\$8,096.50

232			01 1200 650 1 004 000	\$6,477.20
233			01 6925 610 1 004 000	\$1,781.23
234			01 6925 610 2 004 000	\$1,781.23
235			01 6997 650 1 945 000	\$140,231.38
236		SUPPLIES	01 2120 610 1 404 014	\$204.46
237	INSIGHT PUBLIC SECTOR, INC Total			\$158,908.60
238	J W PEPPER, INC	MUSIC	01 1100 610 2 118 002	\$322.99
239	J W PEPPER, INC Total			\$322.99
240	JOHNSON, MIRJANA	SUMMER WORK	01 6310 121 2 028 000	\$240.00
241	JOHNSON, MIRJANA Total			\$240.00
242	KELLY SUPPLY COMPANY	BEARINGS	01 2610 610 1 001 000	\$21.80
243			01 2610 610 2 001 000	\$21.79
244		HANGER STRAP	01 2620 610 1 001 000	\$1.88
245			01 2620 610 2 001 000	\$1.87
246		SUPER BLUE RIBBON V-BELT	01 2620 610 1 001 021	\$59.12
247	KELLY SUPPLY COMPANY Total			\$106.46
248	KESEMAN, LINSEY	SUMMER HOURS	01 6310 121 2 028 000	\$1,000.00
249	KESEMAN, LINSEY Total			\$1,000.00
250	KEVIN LINGENFELTER	JH ROOM RENOVATION	01 2620 431 2 001 002	\$7,061.34
251		LINCOLN RENOVATION	01 2620 431 1 001 005	\$32,440.00
252		LOCKER REMOVAL	01 2620 431 2 001 002	\$15,065.00
253	KEVIN LINGENFELTER Total			\$54,566.34
254	KONICEK, JASON	SUMMER WORK	01 6310 121 1 028 000	\$480.00
255			01 6310 121 2 028 000	\$480.00
256	KONICEK, JASON Total			\$960.00
257	KRINGS, JONATHAN	SUMMER WORK	01 6310 121 2 028 000	\$30.00
258	KRINGS, JONATHAN Total			\$30.00
259	KURITA AMERICA, INC.	WATER TREATMENT PROGRAM	01 2620 610 1 001 000	\$369.00
260			01 2620 610 2 001 000	\$369.00
261	KURITA AMERICA, INC. Total			\$738.00
262	KUSTOM PEST CONTROL	PEST CONTROL	01 2630 340 1 001 000	\$58.50
263			01 2630 340 1 001 003	\$39.00
264			01 2630 340 1 001 004	\$39.00
265			01 2630 340 1 001 005	\$39.00

266			01 2630 340 1 001 008	\$39.00
267			01 2630 340 1 001 009	\$39.00
268			01 2630 340 1 001 010	\$39.00
269			01 2630 340 1 001 012	\$39.00
270			01 2630 340 1 001 014	\$39.00
271			01 2630 340 1 001 021	\$39.00
272			01 2630 340 2 001 000	\$58.50
273			01 2630 340 2 001 001	\$78.00
274			01 2630 340 2 001 002	\$39.00
275	KUSTOM PEST CONTROL Total			\$585.00
276	LAFLEUR, BILL	SUMMER WORK	01 6310 121 1 028 000	\$400.00
277	LAFLEUR, BILL Total			\$400.00
278	LAKESHORE LEARNING	CLASSROOM SUPPLIES	01 1100 610 1 218 003	\$89.52
279	LAKESHORE LEARNING Total			\$89.52
280	LAMPERT, CHRISTINE	STAFF MILEAGE	01 1200 333 1 004 000	\$5.21
281			01 1200 333 2 004 000	\$5.21
282	LAMPERT, CHRISTINE Total			\$10.42
283	LAWNCO	LAWN SERVICE	01 2630 420 1 001 000	\$3,580.91
284			01 2630 420 2 001 000	\$3,580.90
285	LAWNCO Total			\$7,161.81
286	LAWSON PRODUCTS, INC	MISC PARTS FOR PARTS BIN	01 2620 610 1 001 000	\$81.96
287			01 2620 610 2 001 000	\$81.95
288	LAWSON PRODUCTS, INC Total			\$163.91
289	LIEWER, AMANDA	MILEAGE	01 2510 333 1 001 000	\$32.71
290			01 2510 333 2 001 000	\$32.71
291	LIEWER, AMANDA Total			\$65.42
292	MAJOR REFRIGERATION	ICE MACHINE	01 2410 731 2 209 001	\$6,904.40
293	MAJOR REFRIGERATION Total			\$6,904.40
294	MANZER, KEVIN	SUMMER WORK	01 6310 121 2 028 000	\$400.00
295	MANZER, KEVIN Total			\$400.00
296	MARATHON PRESS INC	BUSINESS CARDS	01 1100 610 2 141 002	\$169.00
297	MARATHON PRESS INC Total			\$169.00
298	MATHESON TRI-GAS INC.	MONTHLY MATERIALS	01 2620 610 1 001 000	\$109.19
299			01 2620 610 2 001 000	\$109.18

300		WELDING SUPPLIES	01 2620 610 1 001 000	\$57.76
301			01 2620 610 2 001 000	\$57.76
302	MATHESON TRI-GAS INC. Total			\$333.89
303	MC NAUGHTON BOOK SERVICE	BOOKS & PERIODICALS	01 2220 640 2 106 002	\$2,169.00
304	MC NAUGHTON BOOK SERVICE Total			\$2,169.00
305	MCNALLY, JILL	RBI INTERNAL COACH	01 6416 340 1 017 000	\$482.30
306	MCNALLY, JILL Total			\$482.30
307	MENARDS	CHAIN DOOR GUARD	01 2620 610 1 001 000	\$1.95
308			01 2620 610 2 001 000	\$1.94
309		IN OUT TIMER	01 2620 610 1 001 008	\$0.00
310		LANDSCAPE BLOCK AND CAULK	01 2630 610 1 001 010	\$21.98
311		MAINT. SUPPLIES	01 2620 610 1 001 000	\$28.89
312			01 2620 610 2 001 000	\$28.89
313		PAINTING SUPPLIES	01 2620 610 1 001 000	\$35.17
314			01 2620 610 2 001 000	\$35.16
315			01 2620 610 2 001 002	\$37.62
316		SUPPLIES	01 2610 610 2 001 002	\$27.69
317			01 2620 610 1 001 000	\$11.15
318			01 2620 610 2 001 000	\$11.14
319			01 2620 610 2 001 001	\$15.46
320	MENARDS Total			\$257.04
321	MILLER, AMY	CONTRACTED PT SERVICES	01 2173 320 1 004 000	\$1,621.40
322		CONTRACTED PT SERVICES MILEAGE	01 2173 334 1 004 000	\$37.13
323	MILLER, AMY Total			\$1,658.53
324	MIMEO.COM, INC	ZEARN MATERIALS	01 6997 640 1 945 000	\$715.50
325	MIMEO.COM, INC Total			\$715.50
326	MODEL ELECTRIC INC	CHANGED OUTLETS FOR COPIERS	01 2620 431 2 001 001	\$223.86
327		INSTALLED OUTLET FOR TIME	01 2620 431 1 001 010	\$150.91
328		INSTALLED POWER FOR COPIERS	01 2620 431 1 001 010	\$1,105.97
329		SERVICE TO RTU	01 2620 431 1 001 004	\$58.00
330	MODEL ELECTRIC INC Total			\$1,538.74
331	NASCO	ART SUPPLIES	01 1100 610 1 416 014	\$208.50
332	NASCO Total			\$208.50
333	NASPA	NASPA MEMBERSHIP A. BAUMANN	01 2210 810 1 901 000	\$25.00

334	NASPA Total			\$25.00
335	NATHAN, MARK	BUS LICENSE	01 2710 890 1 001 000	\$29.75
336			01 2710 890 2 001 000	\$29.75
337	NATHAN, MARK Total			\$59.50
338	NATIONAL ART & SCHOOL	COOP SUPPLY ORDER	01 1100 610 1 801 009	\$47.58
339			01 1100 610 2 106 002	\$3.18
340			01 1100 610 2 141 002	\$59.10
341			01 1190 610 1 163 021	\$637.49
342			01 1291 610 1 017 021	\$543.94
343	NATIONAL ART & SCHOOL Total			\$1,291.29
344	NCSA	ADMIN DAYS SPECHT	01 2410 810 1 704 008	\$225.00
345		ADMIN DAYS/J ROBINSON & T	01 2410 810 2 141 002	\$440.00
346		MEMBERSHIP RENEWAL A. WATTIER	01 6310 810 2 028 000	\$335.00
347		MEMBERSHIP RENEWAL B. LAFLEUR	01 6310 810 1 028 000	\$335.00
348		NCE CONFERENCE A. HAFER	01 6310 330 2 028 000	\$150.00
349	NCSA Total			\$1,485.00
350	NEBRASKA PUBLIC POWER	ELECTRICITY	01 2610 621 1 001 000	\$1,429.13
351			01 2610 621 1 001 003	\$2,578.84
352			01 2610 621 1 001 004	\$1,563.13
353			01 2610 621 1 001 005	\$2,378.04
354			01 2610 621 1 001 008	\$2,112.31
355			01 2610 621 1 001 009	\$1,619.68
356			01 2610 621 1 001 010	\$2,688.15
357			01 2610 621 1 001 014	\$10,434.33
358			01 2610 621 1 001 021	\$2,949.38
359			01 2610 621 2 001 000	\$1,429.13
360			01 2610 621 2 001 001	\$48,646.54
361			01 2610 621 2 001 002	\$17,295.88
362	NEBRASKA PUBLIC POWER Total			\$95,124.54
363	NMG LLC DBA NORFOLK WORKS	DOT PHYSICALS	01 2570 340 1 901 000	\$112.50
364			01 2570 340 2 901 000	\$112.50
365	NMG LLC DBA NORFOLK WORKS Total			\$225.00
366	NORFOLK AREA SHOPPER	JOB FAIR AD	01 2510 540 1 901 000	\$272.50
367			01 2510 540 2 901 000	\$272.50

368	NORFOLK AREA SHOPPER Total			\$545.00
369	NORFOLK DAILY NEWS	ADS	01 2310 540 1 001 000	\$21.09
370			01 2310 540 2 001 000	\$21.08
371			01 2510 540 1 001 000	\$130.56
372			01 2510 540 1 901 000	\$473.92
373			01 2510 540 2 001 000	\$130.56
374			01 2510 540 2 901 000	\$473.91
375		JOB FAIR AD	01 2510 540 1 901 000	\$348.00
376			01 2510 540 2 901 000	\$348.00
377	NORFOLK DAILY NEWS Total			\$1,947.12
378	NORFOLK WINSUPPLY	CREDIT FOR TAX CHARGED	01 2620 610 1 001 012	-\$7.26
379		FLX FCT CONNECTION	01 2620 610 1 001 000	\$6.64
380			01 2620 610 2 001 000	\$6.64
381		KOHLER HOT/COLD CARTRIDGES	01 2620 610 1 001 000	\$78.00
382			01 2620 610 2 001 000	\$78.00
383		PLEATED FILTERS	01 2620 610 1 001 000	\$724.32
384			01 2620 610 1 001 021	\$199.32
385		ROTO ROOTER MACHINE	01 2620 731 1 001 000	\$1,479.14
386			01 2620 731 2 001 000	\$1,479.13
387		SEAT	01 2620 610 1 001 000	\$40.28
388			01 2620 610 2 001 000	\$40.27
389		SUPPLIES	01 2620 610 2 001 001	\$5.82
390		VALVE	01 2620 610 1 001 004	\$136.09
391	WALL INSULATION	01 2620 610 1 001 021	\$74.40	
392	NORFOLK WINSUPPLY Total			\$4,340.79
393	NPS SUBSIDIARY	2021 ADMINISTRATORS DAYS #15	01 2410 810 1 802 009	\$10.00
394		A BAUMANN/MEMBERSHIP #8	01 2210 810 1 901 000	\$112.50
395			01 2210 810 2 901 000	\$112.50
396		ADVERTISING	01 6416 540 1 017 000	\$60.00
397		BOE FINANCE MEETING MEALS #24	01 2510 890 1 001 000	\$34.98
398			01 2510 890 2 001 000	\$34.98
399		BOE LUNCH 6/24/21 #1	01 2310 890 1 033 000	\$36.49
400			01 2310 890 2 033 000	\$36.48
401		BOOKS #11	01 6416 610 1 017 000	\$914.73

402  
403  
404  
405  
406  
407  
408  
409  
410  
411  
412  
413  
414  
415  
416  
417  
418  
419  
420  
421  
422  
423  
424  
425  
426  
427  
428  
429  
430  
431  
432  
433  
434  
435

BULLETIN BOARDS	01 2620 610 1 001 005	\$1,765.45
CABLE SERVICE	01 2410 340 2 209 001	\$11.89
	01 2510 340 1 001 000	\$2.76
	01 2510 340 2 001 000	\$2.76
	01 2670 340 1 035 000	\$2.76
	01 2670 340 2 035 000	\$2.77
CAMERA #32	01 1200 610 2 022 002	\$72.12
CARD GAME #21	01 6968 610 1 001 014	\$16.88
CELL PHONE	01 2670 382 1 035 000	\$192.50
	01 2670 382 2 035 000	\$192.50
	01 2710 382 1 001 000	\$186.23
	01 2710 382 2 001 000	\$186.23
	01 3541 382 1 004 000	\$155.82
	01 6910 382 1 004 000	\$51.94
	01 6968 382 1 001 014	\$15.98
	01 6968 382 2 001 002	\$15.97
CHAIRS #5	01 2410 610 2 209 001	\$5,978.96
CLUB SUPPLIES #21	01 6968 610 1 001 014	\$247.83
	01 6968 610 2 001 002	\$199.98
COMPUTER MAINTENANCE #33	01 1100 340 1 005 000	\$19.50
	01 1100 340 2 005 000	\$19.50
CREALITY-3D PRINTER ENCLOSURE	01 2410 610 2 209 001	\$69.94
	01 6700 610 2 028 001	\$111.86
DEPENDENT/HEALTHCARE	01 2510 340 1 001 000	\$248.60
	01 2510 340 2 001 000	\$248.60
DOCUMENT CAMERA #32	01 1100 610 2 142 002	\$499.99
DUES AND FEES #16	01 2410 810 1 430 014	\$440.00
ELECTRICITY	01 2610 621 1 001 012	\$2,182.02
FAN ADMISSION #11	01 3541 610 1 004 000	\$250.00
FLAG #11	01 1190 610 1 163 021	\$31.85
FORM WASH/CURE #41	01 6700 731 2 028 001	\$2,060.32
GENERAL SUPPLIES #11	01 1190 610 1 163 021	\$76.63
GENERAL SUPPLIES #19	01 3535 610 1 027 009	\$121.20
GUITAR STORAGE #16	01 1100 610 1 415 014	\$89.94

436  
437  
438  
439  
440  
441  
442  
443  
444  
445  
446  
447  
448  
449  
450  
451  
452  
453  
454  
455  
456  
457  
458  
459  
460  
461  
462  
463  
464  
465  
466  
467  
468  
469

LAPBOARDS #32	01 1200 610 2 194 002	\$93.66
MH BUILD PLZ BUNDLE #19	01 3535 610 2 027 000	\$559.92
MISC EXPENDITURES #1	01 2320 890 1 033 000	\$34.92
	01 2320 890 2 033 000	\$34.91
OFFICE SUPPLIES #32	01 1100 610 2 141 002	\$54.06
OFFICE SUPPLIES #8	01 2211 610 1 901 000	\$31.04
	01 2211 610 2 901 000	\$31.03
OTHER PROF SERVICES #2	01 6969 340 1 028 000	\$101.10
	01 6969 340 2 028 000	\$101.09
PARTS FOR COACH BUS #9	01 2710 610 1 001 000	\$369.72
	01 2710 610 2 001 000	\$369.71
POST ITS #32	01 1100 610 2 141 002	\$64.95
RETURNED STORAGE #16	01 1100 610 1 415 014	-\$135.56
SERVICES COORDINATOR TRAINING	01 6416 330 1 017 000	\$440.00
SHREDDING	01 2410 340 2 209 001	\$35.00
SPEAKER	01 6969 330 1 028 000	\$4,250.00
	01 6969 330 2 028 000	\$4,250.00
STRUCTURE KIT & MOTOR #41	01 6700 610 2 028 001	\$204.64
SUPPLIES #1	01 2320 890 1 033 000	\$12.49
	01 2320 890 2 033 000	\$12.48
SUPPLIES #11	01 1190 610 1 163 021	\$13.90
	01 3541 610 1 004 000	\$572.10
SUPPLIES #16	01 1100 610 1 430 014	\$98.28
	01 1200 610 1 492 014	\$166.28
	01 6968 610 1 001 014	\$35.00
SUPPLIES #21	01 6968 610 1 001 014	\$247.42
SUPPLIES #32	01 1100 610 2 138 002	\$148.88
	01 1100 610 2 143 002	\$114.42
SUPPLIES #8	01 2214 610 1 901 000	\$53.76
	01 2214 610 2 901 000	\$53.76
TAPSPACE-VIRTUAL DRUMLINE #28	01 1100 610 2 202 001	\$199.00
TELEPHONE	01 2510 382 1 001 000	\$150.90
	01 2510 382 1 001 003	\$99.18
	01 2510 382 1 001 004	\$99.18

470			01 2510 382 1 001 005	\$111.66
471			01 2510 382 1 001 008	\$99.61
472			01 2510 382 1 001 009	\$105.64
473			01 2510 382 1 001 010	\$99.61
474			01 2510 382 1 001 012	\$95.64
475			01 2510 382 1 001 014	\$199.60
476			01 2510 382 1 001 021	\$99.18
477			01 2510 382 2 001 000	\$150.89
478			01 2510 382 2 001 001	\$399.51
479			01 2510 382 2 001 002	\$202.68
480		TENT CARDS #1	01 2320 610 1 033 000	\$18.19
481			01 2320 610 2 033 000	\$18.18
482		USPS-DIPLOMA MAILING #5	01 2410 531 2 209 001	\$7.65
483		WATER AND SEWER	01 2610 410 1 001 012	\$72.38
484		WHEELS FOR UTILITY CART #10	01 1100 610 1 302 004	\$55.96
485		WSC-CTE CONFERENCE #27	01 2410 810 2 209 001	\$54.00
486	NPS SUBSIDIARY Total			\$31,881.54
487	NPS-RESERVE ACCOUNT	TRANSFER OF FUNDS	01 2620 610 1 001 000	\$150,000.00
488			01 2620 610 2 001 000	\$150,000.00
489			01 2650 732 1 001 000	\$100,000.00
490			01 2650 732 2 001 000	\$100,000.00
491	NPS-RESERVE ACCOUNT Total			\$500,000.00
492	NWEA	MAP READING FLUENCY ADD ON	01 1100 340 1 028 000	\$8,500.00
493	NWEA Total			\$8,500.00
494	O'BANION PAINTING	JUNIOR HIGH PAINTING	01 2620 431 2 001 002	\$1,960.00
495		PAINTING	01 2620 431 1 001 010	\$2,480.00
496			01 2620 431 2 001 002	\$1,350.00
497	O'BANION PAINTING Total			\$5,790.00
498	ONE CALL CONCEPTS, INC	DIGGERS HOTLINE	01 2620 431 1 001 000	\$8.86
499			01 2620 431 2 001 000	\$8.85
500	ONE CALL CONCEPTS, INC Total			\$17.71
501	PERRY,GUTHERY,HAASE &	LEGAL SERVICES	01 2330 317 1 001 000	\$214.50
502			01 2330 317 2 001 000	\$214.50
503	PERRY,GUTHERY,HAASE & Total			\$429.00

504	PFEIFER, NICOLE	SUMMER WORK	01 6310 121 1 028 000	\$400.00
505	PFEIFER, NICOLE Total			\$400.00
506	POLLARD PUMPING	JET LINES	01 2620 431 1 001 000	\$97.50
507			01 2620 431 2 001 000	\$97.50
508	POLLARD PUMPING Total			\$195.00
509	PRIME SANITATION SERVICE	JULY 2021	01 2610 420 1 001 000	\$1,950.00
510			01 2610 420 2 001 000	\$1,950.00
511	PRIME SANITATION SERVICE Total			\$3,900.00
512	PRIORITY COMMUNICATIONS &	PHONE HANDSET	01 1200 610 1 492 014	\$25.00
513	PRIORITY COMMUNICATIONS & Total			\$25.00
514	PYRAMID SCHOOL PRODUCTS	COOP SUPPLIES	01 1100 610 2 204 001	\$30.13
515			01 1100 610 2 224 001	\$10.98
516			01 1200 610 2 291 001	\$43.23
517		COOP SUPPLY ORDER	01 1100 610 2 106 002	\$88.99
518			01 1100 610 2 142 002	\$10.78
519			01 1190 610 1 163 021	\$381.16
520			01 1200 610 1 004 000	\$8.25
521			01 1200 610 2 004 000	\$8.25
522			01 1291 610 1 017 021	\$414.99
523	PYRAMID SCHOOL PRODUCTS Total			\$996.76
524	QUILL CORPORATION	CHAIRS	01 2410 610 2 209 001	\$320.55
525		COMPUTER LAB CHAIRS	01 2410 731 2 209 001	\$1,612.21
526		DESKS	01 2410 731 2 209 001	\$2,340.94
527		LOCKING FILE CABINET	01 1200 610 2 289 001	\$191.99
528		PAPER CUTTERS	01 1100 610 1 430 014	\$618.30
529	QUILL CORPORATION Total			\$5,083.99
530	RASMUSSEN MECHANICAL	JH AC UNIT REFRIGERANT	01 2620 610 2 001 002	\$7,740.00
531		LINCOLN AC UNIT REPAIRS	01 2620 610 1 001 005	\$2,500.00
532		NON-TECHNOLOGY RELATED REPAIR	01 2620 431 1 001 000	\$9,728.38
533			01 2620 431 2 001 000	\$9,728.37
534		REPLACED CONDENSER FAN	01 2620 431 1 001 010	\$795.94
535		SERVICE TO VAV RTU	01 2620 431 2 001 002	\$2,993.44
536		WATER PIPE BROKEN ON CHILLER	01 2620 431 2 001 002	\$386.82
537		WORKED WITH JCI,STROBEL ABOUT	01 6997 340 2 945 001	\$8,912.00

538	RASMUSSEN MECHANICAL Total			\$42,784.95
539	RENAISSANCE LEARNING, INC	ONSITE TRAINING NORFOLK	01 6310 330 1 028 000	\$2,400.00
540	RENAISSANCE LEARNING, INC Total			\$2,400.00
541	RIES, BEN	STAFF MILEAGE	01 2190 333 2 001 001	\$306.88
542	RIES, BEN Total			\$306.88
543	ROTTER-HANSEN, CYNTHIA	TRAINING	01 6310 340 1 028 000	\$700.00
544	ROTTER-HANSEN, CYNTHIA Total			\$700.00
545	RUMFELT, DAN	RENEW LICENSE	01 2710 890 1 001 000	\$29.75
546			01 2710 890 2 001 000	\$29.75
547	RUMFELT, DAN Total			\$59.50
548	SAVVAS LEARNING COMPANY	SUPPLIES	01 1200 610 2 194 002	\$916.33
549	SAVVAS LEARNING COMPANY Total			\$916.33
550	SCHEER'S ACE HARDWARE	MAINTENANCE SUPPLIES	01 2620 610 1 001 000	\$10.25
551			01 2620 610 2 001 000	\$10.24
552		SUPPLIES	01 2620 610 1 001 000	\$39.00
553			01 2620 610 2 001 000	\$38.99
554	SCHEER'S ACE HARDWARE Total			\$98.48
555	SCHOLASTIC INC.	SCHOLASTIC NEWS	01 1100 610 1 201 003	\$1,256.64
556	SCHOLASTIC INC. Total			\$1,256.64
557	SCHOOL DATEBOOKS	PLANNERS	01 1100 610 2 141 002	\$2,378.79
558	SCHOOL DATEBOOKS Total			\$2,378.79
559	SCHOOL SPECIALTY, LLC	GENERAL SUPPLIES	01 1100 610 1 201 003	\$124.80
560			01 1100 610 1 705 008	\$114.40
561			01 1100 610 2 224 001	\$289.70
562		SUPPLIES	01 1100 610 1 801 009	\$14.20
563			01 1190 610 1 163 021	\$18.77
564			01 1200 610 1 004 000	\$0.47
565			01 1200 610 2 004 000	\$0.47
566			01 1291 610 1 017 021	\$71.96
567	SCHOOL SPECIALTY, LLC Total			\$634.77
568	SEESAW	SEESAW	01 1100 643 1 904 012	\$1,100.00
569	SEESAW Total			\$1,100.00
570	SHERWIN-WILLIAMS	DRY ERASE PAINT	01 2410 610 2 141 002	\$916.13
571		EXTRA GAL PAINT	01 2620 610 2 001 002	\$26.26

572		EXTRA GALLON OF PAINT	01 2620 610 2 001 002	\$26.26
573	SHERWIN-WILLIAMS Total			\$968.65
574	SOFTWARE UNLIMITED	2021-2022 FEES	01 2510 643 1 001 000	\$4,858.50
575			01 2510 643 2 001 000	\$4,858.50
576	SOFTWARE UNLIMITED Total			\$9,717.00
577	SPRINGER, JOSHUA	SUMMER WORK	01 6310 121 2 028 000	\$60.00
578	SPRINGER, JOSHUA Total			\$60.00
579	STUTHMAN, BLAIR	CLUB FACILITATOR	01 6968 340 1 001 014	\$130.00
580	STUTHMAN, BLAIR Total			\$130.00
581	SUNDERMAN, PRESTON	SUMMER HOURS	01 6310 121 2 028 000	\$900.00
582	SUNDERMAN, PRESTON Total			\$900.00
583	SYMMETRY ENERGY SOLUTIONS,	NATURAL GAS	01 2610 621 1 001 000	\$857.42
584			01 2610 621 1 001 003	\$328.18
585			01 2610 621 1 001 004	\$762.09
586			01 2610 621 1 001 005	\$1,737.86
587			01 2610 621 1 001 008	\$2,305.59
588			01 2610 621 1 001 009	\$1,176.78
589			01 2610 621 1 001 010	\$942.93
590			01 2610 621 1 001 012	\$1,212.82
591			01 2610 621 1 001 014	\$1,336.03
592			01 2610 621 1 001 021	\$1,579.37
593			01 2610 621 2 001 000	\$857.41
594			01 2610 621 2 001 001	\$2,981.68
595	01 2610 621 2 001 002	\$5,572.38		
596	SYMMETRY ENERGY SOLUTIONS, Total			\$21,650.54
597	SYNCB/AMAZON	BOOKS FOR ST. PAUL	01 6310 640 1 028 000	\$890.93
598		PD BOOKS FOR ST PAUL	01 6310 640 1 028 000	\$142.00
599		STANDING DESK	01 2310 733 1 010 000	\$75.00
600			01 2310 733 2 010 000	\$74.99
601		SUPPLIES	01 1150 610 2 299 001	\$618.73
602		WIRELESS KEYBOARD/MOUSE/IPAD	01 2310 610 1 010 000	\$36.36
603			01 2310 610 2 010 000	\$36.35
604		YOGA BLOCKS	01 1100 610 2 226 001	\$131.82
605		ZEARN MATH SUPPLIES	01 6997 610 1 945 000	\$958.21

606		ZEARN SUPPLIES	01 6997 610 1 945 000	\$89.48
607	SYNCB/AMAZON Total			\$3,053.87
608	THYSSENKRUPP ELEVATOR	ELEVATOR MAINT. CONTRACT	01 2620 431 1 001 000	\$104.47
609			01 2620 431 1 001 005	\$208.89
610			01 2620 431 1 001 014	\$208.89
611			01 2620 431 2 001 000	\$104.47
612			01 2620 431 2 001 001	\$208.89
613			01 2620 431 2 001 002	\$208.89
614	THYSSENKRUPP ELEVATOR Total			\$1,044.50
615	TIELKE, LIBBY	SUMMER WORK	01 6310 121 1 028 000	\$140.00
616	TIELKE, LIBBY Total			\$140.00
617	TIME MANAGEMENT SYSTEMS	MONTHLY CHARGE	01 2510 340 1 001 000	\$949.00
618	TIME MANAGEMENT SYSTEMS Total			\$949.00
619	TROXELL COMMUNICATIONS	INTERACTIVE TOUCH SCREEN	01 6969 650 1 028 000	\$1,070.00
620	TROXELL COMMUNICATIONS Total			\$1,070.00
621	TRUCK CENTER COMPANIES	BELT TIGHTEN	01 2730 430 1 001 000	\$83.02
622			01 2730 430 2 001 000	\$83.02
623		WATER HEATER HOSE, CLAMP	01 2710 610 1 001 000	\$10.24
624			01 2710 610 2 001 000	\$10.24
625	TRUCK CENTER COMPANIES Total			\$186.52
626	U S POSTAL SERVICE	POSTAGE FOR METER	01 2510 531 1 001 000	\$500.00
627			01 2510 531 2 001 000	\$500.00
628	U S POSTAL SERVICE Total			\$1,000.00
629	U. S. CELLULAR	HOT SPOTS	01 6997 610 1 945 000	\$766.58
630			01 6997 610 2 945 000	\$766.57
631	U. S. CELLULAR Total			\$1,533.15
632	UNIVERSITY OF NEBRASKA-	TRANSITIONAL TEACHER PLACEMENT	01 6310 330 1 028 000	\$2,000.00
633	UNIVERSITY OF NEBRASKA- Total			\$2,000.00
634	VOLKMAN PLUMBING HEATING	CONFERENCE ROOM A/C UNIT	01 2620 431 1 001 000	\$148.40
635			01 2620 431 2 001 000	\$148.39
636	VOLKMAN PLUMBING HEATING Total			\$296.79
637	WATTIER, AMY	SUMMER WORK	01 6310 121 2 028 000	\$400.00
638	WATTIER, AMY Total			\$400.00
639	WIESER, PAM	SUMMER WORK	01 6310 121 2 028 000	\$440.00

640	WIESER, PAM Total			\$440.00
641	WOLF, PAM	SUMMER WORK	01 6310 121 1 028 000	\$540.00
642	WOLF, PAM Total			\$540.00
643	<b>Grand Total</b>			<b>\$1,158,746.37</b>
644				
645				
646	<b><u>NUTRITION FUND</u></b>			
647	NPS GENERAL FUND	METERED MAIL FOR LUNCH FUND	02 3100 610 1 001 000	\$15.30
648			02 3100 610 2 001 000	\$15.30
649	NPS GENERAL FUND Total			\$30.60
650	NPS SUBSIDIARY	NUTRITION FUND BULK MAILING	02 3100 610 1 001 000	\$27.60
651			02 3100 610 2 001 000	\$27.60
652	NPS SUBSIDIARY Total			\$55.20
653	QUILL CORPORATION	ENVELOPES	02 3100 610 1 001 000	\$14.94
654			02 3100 610 2 001 000	\$14.94
655	QUILL CORPORATION Total			\$29.88
656	<b>Grand Total</b>			<b>\$115.68</b>
657				
658				
659	<b><u>COOPERATIVE FUND</u></b>			
660	ANDRESS, ABBEY	NERP SUPERVISOR-CAMP	04 1200 340 1 004 000	\$2,000.00
661	ANDRESS, ABBEY Total			\$2,000.00
662	ARTEAGA, JONATHAN	CAMP STAFF	04 1200 340 1 004 000	\$600.00
663			04 1200 340 2 004 000	\$600.00
664	ARTEAGA, JONATHAN Total			\$1,200.00
665	BEYER, THOMAS	CAMP STAFF	04 1200 340 1 004 000	\$600.00
666			04 1200 340 2 004 000	\$600.00
667	BEYER, THOMAS Total			\$1,200.00
668	BRUMMER, MIKE	CAMP STAFF	04 1200 340 1 004 000	\$600.00
669			04 1200 340 2 004 000	\$600.00
670	BRUMMER, MIKE Total			\$1,200.00
671	CZAPLEWSKI, BRAD	CAMP STAFF	04 1200 340 1 004 000	\$600.00
672			04 1200 340 2 004 000	\$600.00
673	CZAPLEWSKI, BRAD Total			\$1,200.00

674	ESTERDAHL, HEATHER	CAMP STAFF	04 1200 340 1 004 000	\$600.00
675			04 1200 340 2 004 000	\$600.00
676	ESTERDAHL, HEATHER Total			\$1,200.00
677	HABHAB, DAWN	CAMP TRANSPORTATION	04 1200 340 1 004 000	\$30.00
678			04 1200 340 2 004 000	\$30.00
679	HABHAB, DAWN Total			\$60.00
680	HANSEN HUBBARD, ERIKA	CAMP STAFF	04 1200 340 1 004 000	\$600.00
681			04 1200 340 2 004 000	\$600.00
682	HANSEN HUBBARD, ERIKA Total			\$1,200.00
683	HIGH, ZACH	CAMP STAFF	04 1200 340 1 004 000	\$600.00
684			04 1200 340 2 004 000	\$600.00
685	HIGH, ZACH Total			\$1,200.00
686	HITZ, VALERIE DEE	CAMP STAFF	04 1200 340 1 004 000	\$600.00
687			04 1200 340 2 004 000	\$600.00
688	HITZ, VALERIE DEE Total			\$1,200.00
689	HUBBARD, TYRONE	CAMP STAFF	04 1200 340 1 004 000	\$600.00
690			04 1200 340 2 004 000	\$600.00
691	HUBBARD, TYRONE Total			\$1,200.00
692	JENSEN, JAYDEN	CAMP STAFF	04 1200 340 1 004 000	\$600.00
693			04 1200 340 2 004 000	\$600.00
694	JENSEN, JAYDEN Total			\$1,200.00
695	KOCH, CINDY	CAMP STAFF	04 1200 340 1 004 000	\$600.00
696			04 1200 340 2 004 000	\$600.00
697	KOCH, CINDY Total			\$1,200.00
698	NPS SUBSIDIARY	HOTEL ROOM #35	04 1200 580 1 004 000	\$66.50
699			04 1200 580 2 004 000	\$66.49
700		LAW CONFERENCE REGISTRATION	04 1200 330 1 004 000	\$62.50
701			04 1200 330 2 004 000	\$62.50
702		MONTHLY SUBSCRIPTION #35	04 1200 643 1 004 000	\$17.50
703			04 1200 643 2 004 000	\$17.50
704		TRAVEL FOR CAMP #35	04 1200 580 1 004 000	\$64.12
705			04 1200 580 2 004 000	\$64.12
706	NPS SUBSIDIARY Total			\$421.23
707	OLIVA, NICOLE	CAMP STAFF	04 1200 340 1 004 000	\$600.00

708			04 1200 340 2 004 000	\$600.00
709	OLIVA, NICOLE Total			\$1,200.00
710	PETERSEN, ROXANNE	CAMP STAFF	04 1200 340 1 004 000	\$600.00
711			04 1200 340 2 004 000	\$600.00
712	PETERSEN, ROXANNE Total			\$1,200.00
713	PRESTON, SARAH	CAMP STAFF	04 1200 340 1 004 000	\$600.00
714			04 1200 340 2 004 000	\$600.00
715	PRESTON, SARAH Total			\$1,200.00
716	PURVIS, EMILY	CAMP STAFF	04 1200 340 1 004 000	\$600.00
717			04 1200 340 2 004 000	\$600.00
718	PURVIS, EMILY Total			\$1,200.00
719	REAZOLA, DAVID	CAMP STAFF	04 1200 340 1 004 000	\$600.00
720			04 1200 340 2 004 000	\$600.00
721	REAZOLA, DAVID Total			\$1,200.00
722	RUNYAN, MICHELL	CAMP STAFF	04 1200 340 1 004 000	\$600.00
723			04 1200 340 2 004 000	\$600.00
724	RUNYAN, MICHELL Total			\$1,200.00
725	RUSK, KIMBERLY	REFUND OF WASH DC TRIP	04 1200 810 2 004 000	\$100.00
726	RUSK, KIMBERLY Total			\$100.00
727	STAUB, JESSICA	CAMP STAFF	04 1200 340 1 004 000	\$600.00
728			04 1200 340 2 004 000	\$600.00
729	STAUB, JESSICA Total			\$1,200.00
730	SWANSON, TRACY	CAMP STAFF	04 1200 340 1 004 000	\$600.00
731			04 1200 340 2 004 000	\$600.00
732		INTERPRETER SUMMER ACTIVITIES	04 1200 340 1 004 000	\$200.00
733			04 1200 340 2 004 000	\$200.00
734	SWANSON, TRACY Total			\$1,600.00
735	TORRES, JOSE	CAMP STAFF	04 1200 340 1 004 000	\$600.00
736			04 1200 340 2 004 000	\$600.00
737	TORRES, JOSE Total			\$1,200.00
738	U. S. CELLULAR	HOTSPOTS	04 1200 382 1 004 000	\$84.48
739			04 1200 382 2 004 000	\$84.48
740	U. S. CELLULAR Total			\$168.96
741	WALKER, KENNY	CAMP STAFF	04 1200 340 1 004 000	\$600.00

742			04 1200 340 2 004 000	\$600.00
743	WALKER, KENNY Total			\$1,200.00
744	WILSON, TYLER	CAMP STAFF	04 1200 340 1 004 000	\$600.00
745			04 1200 340 2 004 000	\$600.00
746	WILSON, TYLER Total			\$1,200.00
747	WOOD, JENNY	CAMP TRANSPORTATION	04 1200 340 1 004 000	\$30.00
748			04 1200 340 2 004 000	\$30.00
749	WOOD, JENNY Total			\$60.00
750	<b>Grand Total</b>			<b>\$29,610.19</b>

751

752

753 **DEPRECIATION FUND**

754	J.H.HESPE COMPANY INC	GRANT ADDITION/RENOVATION	06 2900 340 1 001 003	\$92,660.00
755	J.H.HESPE COMPANY INC Total			\$92,660.00
756	<b>Grand Total</b>			<b>\$92,660.00</b>

757

758

759 **SPECIAL BUILDING FUND**

760	OCC BUILDERS, LLC	LINCOLN ADDITION/RENOVATION	08 2620 340 1 001 005	\$222,087.00
761	OCC BUILDERS, LLC Total			\$222,087.00
762	<b>Grand Total</b>			<b>\$222,087.00</b>

763

764

765 **QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND**

766	CANNON MOSS BRYGGER	ADDITION/RENOVATION ARCHITECTS	09 4500 340 1 001 003	\$1,524.00
767			09 4500 340 1 001 005	\$1,775.00
768	CANNON MOSS BRYGGER Total			\$3,299.00
769	J.H.HESPE COMPANY INC	GRANT ADDITION/RENOVATION	09 4500 340 1 001 003	\$68,620.00
770	J.H.HESPE COMPANY INC Total			\$68,620.00
771	MID-STATE ENGINEERING &	CONCRETE TESTING AT GRANT	09 4500 340 1 001 003	\$2,328.50
772		CONCRETE TESTING AT LINCOLN	09 4500 340 1 001 005	\$2,453.00
773	MID-STATE ENGINEERING & Total			\$4,781.50
774	<b>Grand Total</b>			<b>\$76,700.50</b>

775

776

777 **STUDENT FEE FUND**

778	BARNHILL ENTERPRISES LLC	BOWS AND STRINGS	17 2190 610 1 028 014	\$1,039.35
779			17 2190 610 2 028 001	\$1,067.20
780	BARNHILL ENTERPRISES LLC Total			\$2,106.55
781	KEN'S BAND INSTRUMENT	INSTRUMENT REPAIRS	17 2190 340 1 028 014	\$777.00
782		SUMMER REPAIRS ON SCHOOL	17 2190 340 1 028 014	\$393.00
783			17 2190 340 2 028 001	\$516.00
784			17 2190 340 2 028 002	\$768.00
785	KEN'S BAND INSTRUMENT Total			\$2,454.00
786	VARSITY SPIRIT FASHIONS	CHEER UNIFORMS	17 2190 610 2 517 001	\$433.85
787	VARSITY SPIRIT FASHIONS Total			\$433.85
788	<b>Grand Total</b>			<b>\$4,994.40</b>

## Content Areas (Assessed by Summative Statewide)

Content Area	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
English Language Arts			▶ November	🎯 Aug/Sept	🏠 1 September		SSA Spring			🔄 Spring	🎯 7 Fall							
Mathematics				▶ November	🎯 Aug/Sept	🏠 1 September		SSA Spring			🔄 Spring	🎯 7 Fall						
Science						▶ September	🎯 Aug/Sept	🏠 1 September			SSA Spring		🔄 Spring	🎯 7 Fall				

## Content Areas (Not Assessed by Summative Statewide)

Fine Arts			▶ June	🎯 Feb/Mar	🏠 1 March					🔄 Spring	🎯 7 Fall							
Health Education										▶ Spring	🎯 Fall	🏠 1 Fall					🔄 Spring	🎯 7 Fall
Physical Education						▶ Jan	🎯 Aug/Sept	🏠 1 September				🔄 Spring	🎯 7 Fall					
Social Studies	▶ September	🎯 December		🏠 September				🔄 Fall	🎯 7 Fall									
World Languages								▶ Fall	🎯 Fall	🏠 1 Fall					🔄 Spring	🎯 7 Fall		

## Career Education Content Areas *\*Effective 2020 CTE Standards revision moving to same cycle timeline.*

Ag, Food, & Natural Resources						▶ December	🎯 Fall	🏠 1 August		▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Business, Mktng & Management							▶ December	🎯 Fall	🏠 1 August	▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Communication & Info Systems					▶ December	🎯 Fall	🏠 1 August			▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Health Sciences										▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Human Services & Education					▶ December	🎯 Fall	🏠 1 August			▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Skilled & Technical Sciences						▶ December	🎯 Fall	🏠 1 August		▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	

# 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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.	

<p>HE.K.5.1.c: Demonstrate safe practices in regards to school safety procedures with a trusted adult.</p>	<p>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).</p>	<p>HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.</p>	<p>HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).</p>	<p>HE.4.5.1.c: Explain the importance of telling an adult if someone is in danger.</p>		<p>HE.6.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.</p>		<p>HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).</p>	<p>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).</p>	
<p>HE.K.5.1.d: Identify injuries and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).</p>		<p>HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.</p>	<p>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.</p>					<p>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).</p>	<p>HE.HS.1.12.d: Interpret when a natural disaster could occur and how to respond for personal safety.</p>	

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.										
<b>Standard 2: Students will understand and learn specific behaviors that promote injury prevention and personal safety.</b>										
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.

	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).		HE.3.5.2.g: Describe safety guidelines for internet and social media use.	HE.4.5.2.g: Explain responsible uses of technology/digital information and the potential consequences of inappropriate use.	HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.				HE.HS.1.13.g: Persuade others to avoid driving distracted or while under the influence of substances.	
			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).							

# 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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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).		
--	--	--	--	--	--	--	--	--	---	--	--

DRAFT

# 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.**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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 fertilization, fetal development, and the birth process.	

**Standard 3: Students will understand the structure and functions of body systems**

<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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.
<b>Standard 2: Students will recognize how the environment affects health.</b>										
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS- Health 1</b>	<b>HS- Health 2</b>
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 <sub>2</sub> 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>	
---	---	---	--	--	---	--	--	--	---	--

# 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.

**RESOLUTION**

**RESOLUTION CALLING  
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2013,  
DATE OF ORIGINAL ISSUE – SEPTEMBER 30, 2013,  
FOR REDEMPTION PRIOR TO MATURITY**

BE IT RESOLVED by the Board of Education of Madison County School District 0002 (Norfolk Public Schools) in the State of Nebraska (the “District”), as follows:

Section 1. That the following bonds of the District are hereby called for redemption on September 15, 2021:

General Obligation Refunding Bonds, Series 2013, date of original issue – September 30, 2013, in the principal amount of Two Million Seven Hundred Ninety-five Thousand Dollars (\$2,795,000), becoming due and bearing interest as follows:

<u>Maturing December 15:</u>	<u>Principal Amount:</u>	<u>Interest Rate:</u>	<u>CUSIP No.</u>
2021	\$1,885,000	2.75%	557353 HN2
2022	910,000	2.95	557353 HP7

Said bonds are hereinafter referred to as the “Called Bonds.”

Said Called Bonds are subject to redemption at any time on or after September 30, 2018, at par and accrued interest to the date fixed for redemption. Said bonds were issued by the District for the purpose of refunding the District’s General Obligation School Building Bonds, Series 2005, dated May 25, 2005, and to pay the costs of issuance of the Called Bonds.

Section 2. Said bonds shall be presented for payment at the principal corporate trust office of BOKF, National Association, Lincoln, Nebraska, as Paying Agent and Registrar (the “Paying Agent”).

Section 3. A copy of this resolution shall be filed immediately with the Paying Agent not less than thirty days prior to said date fixed for redemption. The Paying Agent is hereby directed to mail notice to all registered owners of the Bonds to be redeemed not less than thirty days prior to the date fixed for redemption in accordance with their authorizing resolution and to take all other actions deemed necessary in connection therewith.

PASSED AND APPROVED this 9<sup>th</sup> day of August, 2021.

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary