

July 12, 2021 - Board of Education Regular Meeting  
Monday, July 12, 2021 7:00 PM  
Conference Room 403 Shelby-Rising City High School  
650 N. Walnut  
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Recitation of District Mission Statement:

The mission of the Shelby-Rising City Public Schools is to provide a quality education through Innovation, Integrity, Accountability and Service.

5. Recognition of Visitors  
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board then allow for Public Comments. Each speaker will be limited to 5 minutes and all of the Public Comment time will be limited to 30 minutes. An exception will be made for those speakers appearing on the Agenda as presenters.
6. Approval of Agenda
7. Consent Agenda
  - 7.1. Minutes
  - 7.2. Treasurers Report
8. Administrative Reports
  - 8.1. Athletic Director/Activities Director Report
  - 8.2. Elementary Principals Report
  - 8.3. Secondary Principals Report
  - 8.4. Superintendents Report  
Online Link If Wanted

## 9. District Reports

### 9.1. Technology Report

### 9.2. Maintenance/Facilities/Transportation Report

### 9.3. Board/Committee Report

## 10. Discussion Items

10.1. Discussion Item #1: Milk Cooler to be entered into Surplus.

10.2. Discussion Item #2: ESSERs/CARES III Funding.

10.3. Discussion Item #3 - Nebraska Education Health Standards

## 11. Action Items

11.1. The BOE will consider, discuss and take all necessary action to amend the S-RC calendar for two dates for the 2021-2022 school year.

- August 12th
- April 26th

11.2.

1. August 12th - from a full day to a 1:30pm dismissal
  - The reason is that we will have a guest speaker to discuss our ICU program for year two and have a discussion between all staff on how to improve the 4 challenges that we gathered from the surveys from students, staff and parents.
2. April 26th - from a full day to a no school (staff help run or have an extra work day)
  - The reason is that it was a cluster of a day for the number of individuals that we had working the event. It was also a day where most students wanted to be supporting their classmates, so they were out of the building.

11.3. The BOE will discuss, consider and take all necessary action with regard to adopting 21-22 SRC Student Handbook and Faculty/Staff Handbook.

11.4. Discuss, consider and take all necessary action with regard to review, amend, repeal, consideration and/or adoption of board policies:

11.4.1. Discuss, consider, and take all necessary action with regard to review of board policies:

- 0402.15 (staff conduct with students)
- 0504.03 (student conduct)
- 0504.03R (procedures for student code of conduct)

- 0504.04 (student conduct on buses)
- 0504.20 (bullying prevention)
- 0604.04 (multicultural education)
- 0605.04 (alternative education)

11.4.2.

11.5. THE BOE will discuss, consider and take all necessary action on reimbursement for Mrs. Heather Thompson.

11.6. The BOE will discuss, consider and take all necessary action with regards to amending Mr. Tucker Tejkl's contract to start salary pay July 2021 (not August).

11.7. The BOE will discuss, consider and take all necessary action to approve Mr. Tucker Tejkl's reimbursement for travel for 10 (non-contracted) visits to S-RC.

11.8. The BOE will discuss, consider and take all necessary action to approve Mr. Tucker Tejkl's reimbursement for moving expenses as stated in contract.

12. Set Dates

13. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

13.1. Resignation

14. Adjournment

# Board of Education Regular Meeting

Monday, June 14, 2021 12:00 PM

Shelby-Rising City School Library, 650 N. Walnut, Shelby, NE 68662-0218

Kasey Hopwood: Present  
Jeff Kuhnel: Present  
Geoffrey Ruth: Present  
Jackie Sliva: Present  
Heath Vrbka: Present  
Chris Whitmore: Present

1. **Call to Order** **Speaker(s):** Board President

2. **Pledge of Allegiance**

3. **Announce Open Meeting Act Posting and Location** **Speaker(s):** Board President

4. **Recitation of District Mission Statement:**

**The mission of the Shelby/Rising City Public Schools is to provide a quality education through Innovation, Integrity, Accountability and Service.**

5. **Recognition of Visitors**

6. **Approval of Agenda**

**Action(s):**

Motion to approve agenda as presented Passed with a motion by Kasey Hopwood and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

7. **Consent Agenda**

**Action(s):**

Motion to approve Consent Agenda Passed with a motion by Jeff Kuhnel and a second by Heath Vrbka.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

1. Minutes

2. Treasurers Report

8. **Administrative Reports**

1. Athletic Director/Activities Director Report

2. Elementary Principals Report

3. Secondary Principals Report

4. Superintendents Report

9. **District Reports**

1. Technology Report

2. Maintenance/Facilities/Transportation Report

1. The BOE will hear a presentation about upgrading all facilities to LED Lighting.

2. The BOE and Maintenance will review the topic of ERV-4 (S/N: FBOU160601274) which has a failed condenser motor. This unit is out of warranty.

**Discussion:**

Our techs were onsite last week for the repair and preventative maintenance. They found ERV-4 (S/N: FBOU160601274) has a failed condenser motor. This unit is out of warranty.

Parts needed:

Qty. 1 Fan assembly \$5,217.00 each, plus freight  
(Lead time 3-5 days)

3. Board/Committee Report

10. **Discussion Items**

11. **Action Items**

1. The BOE will consider, discuss and take all necessary action for the resignation of Deloras Armagast as custodian.

**Action(s):**

Motion to approve the resignation of Deloras Armagast as custodian. Passed with a motion by Jeff Kuhnel and a second by Chris Whitmore.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

2. The BOE will discuss, consider and take all necessary action on the hiring of Jackie Strong as our new custodian.

**Action(s):**

Motion to approve the hiring of Jackie Strong as our new custodian. Passed with a motion by Kasey Hopwood and a second by Heath Vrbka.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

3. The BOE will discuss, consider and take all necessary action on possible flatwork upgrades to the bus barn by Boruch Masonry Construction.

**Action(s):**

Motion to approve the flatwork upgrades to the bus barn by Boruch Masonry Construction for the amount of \$10,728. Passed with a motion by Chris Whitmore and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

4. The BOE will discuss, consider and take all necessary action on the approval of the consulting service agreement for First National Capital Markets.

- This agreement was for the amount of \$12,500 for the first year and \$7500 for

year 2 at the boards' request.

**Action(s):**

Motion to approve the consulting service agreement for First National Capital Markets. This agreement was for the amount of \$12,500 for the first year and \$7500 for year 2 at the boards' request. Passed with a motion by Heath Vrbka and a second by Kasey Hopwood.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

5. The BOE will discuss, consider and take all necessary action on designating superintendent Tucker T Tejkl as the authorized representative of the district for financial accounts, federal grants, state grants and all other financial responsibilities set forth by state law, the Department of Education and school board policy.

**Action(s):**

Motion to approve the designation of superintendent Tucker T Tejkl as the authorized representative of the district for financial accounts, federal grants, state grants and all other financial responsibilities set forth by state law, the Department of Education and school board policy. Passed with a motion by Jeff Kuhnel and a second by Kasey Hopwood.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

6. The Board will discuss, consider and take all necessary action on the possible upgrade to LED lighting in various places in the building.

**Action(s):**

Motion to approve the upgrade to LED lighting in in the West Gym for \$7,905.63, the East gym for \$5,752.08, and the South gym/Wrestling area for

\$22,914.25 along with installation costs to Smith Electric of approximately \$6,690.00. Passed with a motion by Jeff Kuhnel and a second by Heath Vrbka.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

12. **Set Dates**

13. **Adjournment**

**Speaker(s):** Board President

**Action(s):**

Motion to adjourn at 1:07pm. Passed with a motion by Kasey Hopwood and a second by Jeff Kuhnel.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

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Board Secretary

**Board of Education**

**Shelby-Rising City Public Schools**

**Regular Meeting**

**July 12, 2021**

**7:00 PM**

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
<b>Checking</b>	<b>1</b>	<b>Fund: 01 GENERAL FUND</b>
39254	AMAZON	1,301.15
39255	BLICK ART MATERIALS	671.35
39256	CASCADE SCHOOL SUPPLIES	9.64
39257	CDW-GOVERNMENT	765.00
39258	CENTRAL NEBRASKA REHABILITATION SERVICES	2,511.43
39259	CONSTELLATION ENERGY	140.33
39260	CUBBYS CORPORATE OFFICE	728.62
39261	CULLIGAN OF YORK	135.50
39262	E.S.U. #7	588.02
39263	EAKES OFFICE SOLUTIONS	54.50
39264	EDUCATIONAL SERVICE UNIT #7	901.00
39265	EDUCATIONAL SERVICE UNIT #7	20.00
39266	EDUCATIONAL SERVICE UNIT #7	45,313.14
39267	EDUCATIONAL SERVICE UNIT #9	350.00
39268	ELECTRONIC ENGINEERING	4,959.25
39269	ELECTRONIC SYSTEMS, INC	415.00
39270	ENABLING DEVICES	1,061.85
39271	GENERAL FUND-PETTY CASH	425.13
39272	HOME DEPOT PRO, THE	388.75
39273	HOMETOWN LEASING	305.00
39274	HOPWOOD, KASEY	240.00
39275	JEFF KUHNEL	240.00
39276	JOSTENS	35.25
39277	LINGO	172.73
39278	MATHESON TRI-GAS INC.	2,296.03
39279	MCGRAW-HILL EDUCATION	472.67

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
39280	MECHANICAL SALES, INC	7,196.23
39281	MENARDS	29.55
39282	MID-AMERICAN RESEARCH CHEMICAL	4,720.80
39283	NASCO	112.55
39284	NATIONAL ART & SCHOOL SUPPLIES INC.	220.22
39285	OCCUPATIONAL HEALTH SERVICES	285.00
39286	ORIENTAL TRADING COM	122.92
39287	PAY FLEX	100.00
39288	POLK CO. RURAL PUBLIC POWER DISTRICT	8,207.75
39289	POLK COUNTY NEWS	111.07
39290	PRO-ED	1,738.40
39291	PYRAMID SCHOOL PRODUCTS	95.35
39292	QUILL CORPORATION	29.96
39293	REALLY GOOD STUFF, LLC	582.44
39294	REMEDIA PUBLICATIONS	75.94
39295	RUTH, GEOFF	240.00
39296	SCHOOL MATE	1,534.50
39297	SCHOOL SPECIALITY	1,576.37
39298	SHELBY CHAMBER OF COMMERCE	100.00
39299	SHELBY LUMBER CO.	404.79
39300	SLIVA, JACKIE	240.00
39301	SPECIAL SUPPLIES	46.94
39302	STAPLES ADVANTAGE	221.62
39303	STUDENT ASSURANCE SERVICES	642.50
39304	TEACHER'S DISCOVERY	558.16
39305	TILLEY SPRINKLERS & LANDSCAPING, INC	125.25
39306	TILLOTSON ENTERPRISES	7,200.00

Check #      Vendor Name      Amount

39307	TREND ENTERPRISES, INC.	39.96
39308	TRUCK CENTER COMPANIES	2,652.44
39309	VERIZON WIRELESS	299.10
39310	VILLAGE OF SHELBY	1,093.15
39311	VRBKA, HEATH	240.00
39312	WEST MUSIC	64.75
39313	WHITMORE, CHRIS	240.00
39314	WINDSTREAM NEBRASKA INC.	751.01

INVOICES:	\$ 106,400.06
PAYROLL:	\$ 379,898.57
TOTAL:	\$ 486,298.63

Batch Description: JULY 2021 GENERAL FUND INVOICES  
 Vendor ID: AMAZON  
 Processing Month: 07/2021  
 Credit Card Vendor ID:  
 End of Fiscal Year Expense Invoices:  
 Amount: 1,301.15

Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 1100 739 000 0000 0 000  
 Check Type: WATER FOUNTAIN  
 Checking Account ID: 01 2220 640 000 0000 0 000  
 Check Number: 51.06  
 Detail Description: BOOKS  
 Detail Amount: 39.94  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 2590 610 000 0000 0 000  
 Check Number: 25.39  
 Detail Description: ADDING MACHINE RIBBON & RUBBER BANDS  
 Detail Amount: 326.03  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 2610 610 000 0000 0 000  
 Check Number: 61.20  
 Detail Description: CUSTODIAL SUPPLIES  
 Detail Amount: 497.96  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 2230 650 000 0000 0 000  
 Check Number: 198.08  
 Detail Description: TECH SUPPLIES  
 Detail Amount: 19.99  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 1100 610 002 0020 0 000  
 Check Number: 81.50  
 Detail Description: 2ND GRADE SUPPLIES  
 Detail Amount: 81.50  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 1100 610 002 0040 0 000  
 Check Number:  
 Detail Description: 4TH GRADE SUPPLIES  
 Detail Amount:  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 1100 610 002 0050 0 000  
 Check Number:  
 Detail Description: 5TH GRADE SUPPLIES  
 Detail Amount:  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 7721  
 Check Date:  
 Cost Center ID: 01 1100 610 000 0185 0 000  
 Check Type: ART SUPPLIES  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 671.35  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 6568505  
 Check Date:  
 Amount: 671.35

Vendor ID: BLICK  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 1100 610 000 0185 0 000  
 Check Type: ART SUPPLIES  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 671.35  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 6568505  
 Check Date:  
 Amount: 671.35

Vendor ID: CASCADESCH  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 1100 610 001 0100 0 000  
 Check Type: PENCILS  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 9.64  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 66215  
 Check Date:  
 Amount: 9.64

Vendor ID: CDW  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 2230 734 000 0000 0 000  
 Check Type: CHARGING CART  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 765.00  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: G162726  
 Check Date:  
 Amount: 765.00

Vendor ID: CENTRAL  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 2173 340 000 0000 0 000  
 Check Type: SPED 0-2 PT  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 294.16  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 11482  
 Check Date:  
 Amount: 294.16

Vendor ID: CONSTELLA  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 2161 340 000 0000 0 000  
 Check Type: SPED S.A. OT  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 1,664.90  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 3215742  
 Check Date:  
 Amount: 1,664.90

Vendor ID: CONSTELLA  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 2171 340 000 0000 0 000  
 Check Type: SPED S.A. PT  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 552.37  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 3215742  
 Check Date:  
 Amount: 552.37

Vendor ID: CONSTELLA  
 Description: 1  
 Sequence: 1  
 Chart of Account Number: 01 2171 340 000 0000 0 000  
 Check Type: SPED S.A. PT  
 Checking Account ID:  
 Detail Description:  
 Detail Amount: 552.37  
 Invoice Date: 07/07/2021  
 Due Date: 07/12/2021  
 Status: A  
 Invoice Number: 3215742  
 Check Date:  
 Amount: 552.37

Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
<b>Vendor ID: CUBBYSCORP CUBBYS CORPORATE OFFICE</b>					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 621 000 0000 0 000	FUEL		140.33	N	
<b>PO Number: 5248578</b>					
Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 626 000 0000 0 000	CUSTODIAL GAS		149.22	N	
01 2710 626 000 0000 0 000	VAN GAS		502.16	N	
01 2712 626 000 0000 0 000	SPEED VAN GAS		77.24	N	
<b>Vendor ID: CULLIGANYO CULLIGAN OF YORK</b>					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 610 000 0000 0 000	WATER & RENTAL		135.50	N	
<b>PO Number: 7721</b>					
Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
<b>Vendor ID: ESU7 E.S.U. #7</b>					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2220 550 000 0000 0 000	LIBRARY PRINTING		68.34	N	
01 2410 550 002 0000 0 000	POSITIVE PAWS		60.14	N	
01 2590 550 000 0000 0 000	OFFICE PASSES & BREAKFAST SLIPS		51.86	N	
01 1100 550 002 0010 0 000	1ST GRADE PRINTING		58.31	N	
01 1190 550 002 0000 0 000	PK PRINTING		12.16	N	
01 1100 550 001 0145 0 000	HS SCIENCE PRINTING		57.98	N	
01 1100 550 002 0020 0 000	2ND GRADE PRINTING		107.84	N	
01 1100 550 002 0070 0 000	KIND PRINTING		39.28	N	
01 1100 550 002 0050 0 000	5TH GRADE PRINTING		17.39	N	
01 1100 550 002 0040 0 000	4TH GRADE PRINTING		81.84	N	
01 1100 550 002 0030 0 000	3RD GRADE PRINTING		8.52	N	
01 6200 550 002 0000 0 000	TITLE ONE PRINTING		14.34	N	
01 1100 550 003 0100 0 000	MS ENGLISH PRINTING		10.02	N	
<b>Vendor ID: EAKESO EAKES OFFICE SOLUTIONS</b>					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 443 000 0000 0 000	COPIER CONTRACT		54.50	N	
<b>PO Number: INV284440</b>					
Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
<b>Vendor ID: ESU71 EDUCATIONAL SERVICE UNIT #7</b>					
Description:					
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 443 000 0000 0 000	COPIER CONTRACT		54.50	N	
<b>PO Number: 7721</b>					
Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00					

Sequence	Chart of Account Number	Check Type	Checking Account ID	Check Number	Check Date	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
<b>Vendor ID: ESU7NETWOR</b> EDUCATIONAL SERVICE UNIT #7									
Description: <b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <b>Amount:</b> 20.00									
01	1200 643 000 0000 0 000	1	IT GLUE	901.00					
Sequence: 1 Check Type: Checking Account ID: Cost Center ID: Detail Description: TIER 5 - STUDENT RECORD SYSTEM Invoice Number: 7.6.21									
<b>Vendor ID: ESUTSP</b> EDUCATIONAL SERVICE UNIT #7									
Description: <b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 45,313.14 <b>Amount:</b> 45,313.14									
01	1292 591 000 0000 0 000	1	SPED 0-2	230.00		230.00	N		
01	1291 591 000 0000 0 000	1	SPED 3-5	2,107.95		2,107.95	N		
01	1200 320 000 0000 0 000	1	SPED SERVICES	22,101.06		22,101.06	N		
01	2141 591 000 0000 0 000	1	SPED S.A. PSYCH	3,292.00		3,292.00	N		
01	1200 591 000 0000 0 000	1	SPED CONTRACTED SERVICES	17,582.13		17,582.13	N		
Sequence: 1 Check Type: Checking Account ID: Cost Center ID: Detail Description: Invoice Number: 21-754									
<b>Vendor ID: ELECTENGIN</b> ELECTRONIC ENGINEERING									
Description: <b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <b>Amount:</b> 4,959.25									
01	6997 643 000 0000 0 000	1	2 YEAR RENEWAL	4,928.00		4,928.00	N		
01	2230 432 000 0000 0 000	1	REBOOTED THE DOOR CONTROLLER FOR DOOR 1	31.25		31.25	N		
Sequence: 1 Check Type: Checking Account ID: Cost Center ID: Detail Description: Invoice Number: 134000905,853003682									
<b>Vendor ID: ENABLINGDE</b> ENABLING DEVICES									
Description: <b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <b>Amount:</b> 1,061.85									
01	2670 431 000 0000 0 000	1	REPLACED A PULL STATION FOR THE FIREALAR	415.00		415.00	N		
Sequence: 1 Check Type: Checking Account ID: Cost Center ID: Detail Description: Invoice Number: 0477346-IN									



<b>Vendor ID: MATHESON</b> Description: MATHESON TRI-GAS INC.	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 0023725619,002377170</b> Amount: 2,296.03
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 1100 610 001 0180 0 000 IND ARTS SUPPLIES	<u>Detail Description</u> IND ARTS SUPPLIES	<u>Detail Amount</u> 2,296.03 <u>Asset/Asset Tag</u> N
<b>Vendor ID: MCGRAW</b> Description: MCGRAW-HILL EDUCATION	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 11804290001,11804290</b> Amount: 472.67
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 1100 640 000 0000 0 000 KIND & 1ST GRADE READING WONDERS	<u>Detail Description</u> KIND & 1ST GRADE READING WONDERS	<u>Detail Amount</u> 472.67 <u>Asset/Asset Tag</u> N
<b>Vendor ID: MECHANICAL</b> Description: MECHANICAL SALES, INC	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 52468</b> Amount: 7,196.23
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 2620 431 000 0000 0 000 SERVICE AND REPLACE FAN ASSEMBLY	<u>Detail Description</u> SERVICE AND REPLACE FAN ASSEMBLY	<u>Detail Amount</u> 7,196.23 <u>Asset/Asset Tag</u> N
<b>Vendor ID: MENARD</b> Description: MENARDS	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 41684</b> Amount: 29.55
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 2610 610 000 0000 0 000 ORANGE WIRE GUARD & DOOR STOP	<u>Detail Description</u> ORANGE WIRE GUARD & DOOR STOP	<u>Detail Amount</u> 29.55 <u>Asset/Asset Tag</u> N
<b>Vendor ID: MIDAME</b> Description: MID-AMERICAN RESEARCH CHEMICAL	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 735387A,735391</b> Amount: 4,720.80
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 2620 431 000 0000 0 000 GYM FLOOR COMPLETE	<u>Detail Description</u> GYM FLOOR COMPLETE	<u>Detail Amount</u> 2,700.90 <u>Asset/Asset Tag</u> N
01 2610 610 000 0000 0 000 CLEANING SUPPLIES		<u>Detail Amount</u> 2,019.90 <u>Asset/Asset Tag</u> N
<b>Vendor ID: NASCO</b> Description: NASCO	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 91266</b> Amount: 112.55
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 1100 610 002 0040 0 000 OWL PELLETS & ROMALED	<u>Detail Description</u> OWL PELLETS & ROMALED	<u>Detail Amount</u> 112.55 <u>Asset/Asset Tag</u> N
<b>Vendor ID: NATLART</b> Description: NATIONAL ART & SCHOOL SUPPLIES INC.	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 9764</b> Amount: 220.22
Sequence: 1 Check Type: Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u> 01 1100 610 001 0145 0 000 HS SCIENCE SUPPLIES	<u>Detail Description</u> HS SCIENCE SUPPLIES	<u>Detail Amount</u> 132.75 <u>Asset/Asset Tag</u> N
01 1100 610 001 0135 0 000 AG SUPPLIES		<u>Detail Amount</u> 87.47 <u>Asset/Asset Tag</u> N
<b>Vendor ID: OCCUPHEALT</b> Description: OCCUPATIONAL HEALTH SERVICES	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00	<b>Invoice Number: 71128</b> Amount: 285.00

Description: Sequence: 1 Check Type: 01 2710 290 000 0000 0 000  
Chart of Account Number  
SUBSTANCE SCREENING FOR BUS DRIVERS

Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Check Number: 285.00  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full

Vendor ID: ORIENT ORIENTAL TRADING COM  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 1100 610 002 0070 0 000  
Chart of Account Number  
K SUPPLIES

Invoice Number: 710430584-01  
Check Number: 122.92  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 122.92

Vendor ID: PAYFLEX PAY FLEX  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 1100 291 000 0000 0 000  
Chart of Account Number  
ADMIN FEE

Invoice Number: 7721  
Check Number: 100.00  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 100.00

Vendor ID: POLKCORPP POLK CO. RURAL PUBLIC POWER DISTRICT  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 2610 621 000 0000 0 000  
Chart of Account Number  
ELECTRICITY

Invoice Number: 7721  
Check Number: 8,207.75  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 8,207.75

Vendor ID: POLKCS POLK COUNTY NEWS  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 2310 540 000 0000 0 000  
Chart of Account Number  
BOARD MINUTES

Invoice Number: 28046  
Check Number: 111.07  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 111.07

Vendor ID: PROED PRO-ED  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 1200 640 000 0000 0 000  
Chart of Account Number  
BANKING, MONEY, BUILDING YOUR FUTURE BOOK

Invoice Number: 2891285  
Check Number: 1,738.40  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 1,738.40

Vendor ID: PYRAMIDSCH PYRAMID SCHOOL PRODUCTS  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 1100 610 001 0145 0 000  
Chart of Account Number  
HS SCIENCE SUPPLIES

Invoice Number: S1427015-001  
Check Number: 95.35  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 95.35

Vendor ID: QUILL QUILL CORPORATION  
Description: Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: 01 1100 610 001 0145 0 000  
Chart of Account Number  
HS SCIENCE SUPPLIES

Invoice Number: 17544525  
Check Number: 29.96  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
Cost Center ID N In Full Amount: 29.96

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 610 000 0000 0 000	RULED NOTE PADS		29.96		N	
<b>Vendor ID: REALLY</b>	<b>REALLY GOOD STUFF, LLC</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		7721	07/07/2021	07/12/2021	7721	582.44
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 002 0070 0 000	K SUPPLIES		195.19		N	
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		314.36		N	
01 1100 610 002 0050 0 000	5TH GRADE SUPPLIES		72.89		N	
<b>Vendor ID: REMEDI</b>	<b>REMEDIA PUBLICATIONS</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		1326	07/07/2021	07/12/2021	1326	75.94
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	75.94
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 640 000 0000 0 000	INDEPENDENT LIVING SERIES		75.94		N	
<b>Vendor ID: RUTHGEOFF</b>	<b>RUTH, GEOFF</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		7721	07/07/2021	07/12/2021	7721	240.00
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2310 333 000 0000 0 000	BOARD MILEAGE		240.00		N	
<b>Vendor ID: SCHOOLMATE</b>	<b>SCHOOL MATE</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		552183,553205	07/07/2021	07/12/2021	552183,553205	1,534.50
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 000 0000 0 000	STUDENT PLANNERS		1,534.50		N	
<b>Vendor ID: SCHOSP</b>	<b>SCHOOL SPECIALTY</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		7721	07/07/2021	07/12/2021	7721	1,576.37
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 002 0070 0 000	K SUPPLIES		1,003.37		N	
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		96.71		N	
01 1100 610 002 0020 0 000	2ND GRADE SUPPLIES		129.48		N	
01 1100 610 002 0050 0 000	5TH GRADE SUPPLIES		151.20		N	
01 1190 610 002 0000 0 000	PK SUPPLIES		94.88		N	
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		100.73		N	
<b>Vendor ID: CHAMBE</b>	<b>SHELBY CHAMBER OF COMMERCE</b>	<b>PO Number:</b>	<b>Invoice Date:</b>	<b>Due Date:</b>	<b>Invoice Number:</b>	<b>Amount:</b>
Description:		7721	07/07/2021	07/12/2021	7721	100.00
Sequence: 1	Checking Account ID:		Check Number:	Status: A	1099 Amount:	0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2320 810 000 0000 0 000	BUSINESS MEMBERSHIP		100.00		N	

<b>Vendor ID: SHELBS</b> Description: SHELBY LUMBER CO.	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2610 610 000 0000 0 000	<b>Invoice Number: 117552117532117445</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> CUSTODIAL SUPPLIES	<b>Amount:</b> 404.79
<b>Vendor ID: SLIVAJACKI</b> Description: SLIVA, JACKIE	<b>PO Number:</b> Invoice Date: 07/07/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2310 333 000 0000 0 000	<b>Invoice Number: 7721</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> BOARD MILEAGE	<b>Amount:</b> 240.00
<b>Vendor ID: SPECIALSUP</b> Description: SPECIAL SUPPLIES	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 1200 610 000 0000 0 000	<b>Invoice Number: 2822</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> COMPRESSION VEST	<b>Amount:</b> 46.94
<b>Vendor ID: STAPLES</b> Description: STAPLES ADVANTAGE	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2590 610 000 0000 0 000	<b>Invoice Number: 3480048386,348042512</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> OFFICE SUPPLIES	<b>Amount:</b> 221.62
<b>Vendor ID: STUDAS</b> Description: STUDENT ASSURANCE SERVICES	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2310 520 000 0000 0 000	<b>Invoice Number: 7821</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> CATASTROPHIC STUDENT ACCIDENT INSURANCE	<b>Amount:</b> 642.50
<b>Vendor ID: TEACHE</b> Description: TEACHER'S DISCOVERY	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 1100 610 001 0120 0 000	<b>Invoice Number: 168904</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> SUPPLIES FOR SPANISH CLASS	<b>Amount:</b> 558.16
<b>Vendor ID: TILLEYSPRI</b> Description: TILLEY SPRINKLERS & LANDSCAPING, INC	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2610 610 000 0000 0 000	<b>Invoice Number: 125879</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> 2" WATTS PVB CAP	<b>Amount:</b> 125.25
<b>Vendor ID: TILLOTSON</b> Description: TILLOTSON ENTERPRISES	<b>PO Number:</b> Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00 <u>Chart of Account Number</u> 01 2610 610 000 0000 0 000	<b>Invoice Number: 5103</b> Status: A 1099 Amount: 0.00 <u>Detail Description</u> 2" WATTS PVB CAP	<b>Amount:</b> 7,200.00



Vendor ID: WINDSTREAM WINDSTREAM NEBRASKA INC. PO Number: 7821 Invoice Number: 7821 Amount: 751.01  
Description: Invoice Date: 07/08/2021 Due Date: 07/12/2021 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2590 382 000 0000 0 000 SCHOOL - 589.59 BUS BARN 161.42 751.01 N

Batch 1099 Total: 48,385.51 Batch Total: 106,400.06

Report 1099 Total: 48,385.51 Report Total: 106,400.06

BUDGET REPORT

JUNE 2021 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM	% EXPENDED
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,058,492.00	\$229,077.23	\$2,412,054.85	\$646,437.15	78.86
1150	ENGLISH LANGUAGE LEARNERS	\$29,921.00	\$3,599.81	\$41,375.15	(\$11,454.15)	138.28
1160	POVERTY - After School Program	\$101,700.00	\$2,674.55	\$31,728.85	\$69,971.15	31.20
1190	PRESCHOOL	\$118,166.00	\$8,698.79	\$91,833.59	\$26,332.41	77.72
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,308,279.00	\$244,050.38	\$2,576,992.44	\$731,286.56	77.90
1200	SPECIAL EDUCATION PROGRAMS	\$521,688.00	\$46,631.07	\$503,524.69	\$18,163.31	96.52
1291	SPED AGES 3-5	\$65,712.00	\$4,274.55	\$17,437.13	\$48,274.87	26.54
1292	SPED AGES 0-2	\$16,000.00	\$1,437.50	\$3,791.39	\$12,208.61	23.70
1295	UNIFIED SPORTS	\$1,700.00	\$0.00	\$1,056.52	\$643.48	62.15
1200	SPECIAL EDUCATION PROGRAMS	\$605,100.00	\$52,343.12	\$525,809.73	\$79,290.27	86.90
2120	GUIDANCE SERVICES	\$202,931.00	\$17,033.46	\$164,764.06	\$38,166.94	81.19
2130	HEALTH SERVICES	\$63,600.00	(\$8,922.34)	\$29,566.10	\$34,033.90	46.49
2141	SPED Psychological services - Age S.A.	\$45,454.00	\$5,692.64	\$16,818.47	\$28,635.53	37.00
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	\$101,657.00	\$7,421.33	\$77,478.98	\$24,178.02	76.22
2161	SPED Occupational Therapy - Age S.A.	\$12,000.00	\$1,930.31	\$15,583.06	(\$3,583.06)	129.86
2163	SPED Occupational Therapy - Age 0-2	\$0.00	\$0.00	\$195.00	(\$195.00)	0.00
2171	SPED Physical Therapy - Age S.A.	\$10,000.00	\$1,286.85	\$6,613.19	\$3,386.81	66.13
2173	SPED Physical Therapy - Age 0-2	\$0.00	\$467.81	\$4,622.44	(\$4,622.44)	0.00
2100	SUPPORTIVE SERVICES PUPILS	\$435,642.00	\$24,910.06	\$315,641.30	\$120,000.70	72.45
2211	SCHOOL IMPROVEMENT	\$12,200.00	\$0.00	\$3,238.98	\$8,961.02	26.55
2212	INST STAFF TRNG AND CURR DEV	\$1,950.00	\$0.00	\$0.00	\$1,950.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING	\$10,000.00	\$32.50	\$7,817.06	\$2,182.94	78.17
2214	IMPLEMENTATION OF STANDARDS	\$5,500.00	\$141.03	\$998.97	\$4,501.03	18.16
2220	LIBRARY/MEDIA SERVICE	\$112,663.00	\$9,364.92	\$89,250.43	\$23,412.57	79.22
2224	EDUCATIONAL TV SERVICES	\$7,000.00	\$717.49	\$2,834.90	\$4,165.10	40.50
2230	INSTRUCTION RELATED TECHNOLOGY	\$129,912.00	\$13,596.69	\$108,023.54	\$21,888.46	83.15
2240	ACADEMIC STUDENT ASSESSMENT	\$9,750.00	\$5,816.00	\$6,138.00	\$3,612.00	62.95
2200	SUPPORT SERVICES STAFF	\$288,975.00	\$29,668.63	\$218,301.88	\$70,673.12	75.54
2310	BOARD OF EDUCATION	\$47,900.00	\$512.97	\$45,963.29	\$1,936.71	95.96
2320	EXECUTIVE ADMINISTRATION	\$150,700.00	\$13,234.44	\$127,738.73	\$22,961.27	84.76
2330	DISTRICT LEGAL SERVICES	\$20,000.00	\$448.00	\$6,132.40	\$13,867.60	30.66
2300	SUPPORT SERVICES-GEN ADMIN	\$218,600.00	\$14,195.41	\$179,834.42	\$38,765.58	82.27
2410	OFFICE OF THE PRINCIPAL	\$267,302.00	\$21,715.58	\$218,445.48	\$48,856.52	81.72
2490	SCHOOL ADMIN - OTHER	\$0.00	\$0.00	\$2,250.92	(\$2,250.92)	0.00
2400	OFFICE OF PRINCIPAL	\$267,302.00	\$21,715.58	\$220,696.40	\$46,605.60	82.56
2590	GENERAL ADMIN - BUSINESS SERVICE	\$284,100.00	\$18,908.89	\$202,531.89	\$81,568.11	71.29
2500	SUPPORT SERVICES-BUSINESS	\$284,100.00	\$18,908.89	\$202,531.89	\$81,568.11	71.29
2610	OPERATION OF PLANT	\$517,200.00	\$24,856.86	\$345,026.39	\$172,173.61	66.71
2620	MAINTENANCE OF PLANT	\$87,500.00	\$8,798.10	\$46,486.42	\$41,013.58	53.13
2650	GENERAL PURPOSE VEHICLES	\$2,800.00	\$0.00	\$80,846.20	(\$78,046.20)	2,887.36
2660	SECURITY	\$5,100.00	\$0.00	\$0.00	\$5,100.00	0.00
2670	SCHOOL SAFETY	\$3,500.00	\$122.37	\$2,494.65	\$1,005.35	71.28
2600	SUPPORT SERVICES-BLDGS & SITES	\$616,100.00	\$33,777.33	\$474,853.66	\$141,246.34	77.07
2710	Pupil Transportation - Regular ED	\$196,500.00	\$11,864.00	\$157,045.25	\$39,454.75	79.92
2712	SCHOOL AGE SPEC ED TRANSPORT	\$76,550.00	\$895.88	\$9,631.81	\$66,918.19	12.58
2730	VEHICLE SERVICING & MAINTENANCE	\$0.00	\$682.54	\$11,569.47	(\$11,569.47)	0.00
2750	REGULAR PUPIL TRANSPORTATION	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2700	SUPPORT SERVICES-PUPIL TRANS	\$273,050.00	\$13,442.42	\$178,246.53	\$94,803.47	65.28
3100	Food Service Operations	\$0.00	\$0.00	\$84.89	(\$84.89)	0.00
3100	Food Service Operations	\$0.00	\$0.00	\$84.89	(\$84.89)	0.00
3400	CATEGORICAL GRANTS FROM CORP.	\$0.00	\$0.00	\$1,506.35	(\$1,506.35)	0.00
3400	CATEGORICAL GRANTS FROM CORP.	\$0.00	\$0.00	\$1,506.35	(\$1,506.35)	0.00
3500	Other State Categorical Programs	\$0.00	\$0.00	\$643.88	(\$643.88)	0.00
3535	HIGH ABILITY	\$4,000.00	\$0.00	\$0.00	\$4,000.00	0.00
3500	Other State Categorical Programs	\$4,000.00	\$0.00	\$643.88	\$3,356.12	16.10
4500	BUILDING CONSTRUCTION	\$60,000.00	\$0.00	\$0.00	\$60,000.00	0.00
4500	BUILDING CONSTRUCTION	\$60,000.00	\$0.00	\$0.00	\$60,000.00	0.00
4600	SITE IMPROVEMENTS	\$10,000.00	\$0.00	\$0.00	\$10,000.00	0.00
4600	SITE IMPROVEMENTS	\$10,000.00	\$0.00	\$0.00	\$10,000.00	0.00
6200	TITLE I	\$128,017.00	\$8,946.82	\$97,770.29	\$30,246.71	76.37
6200	TITLE I	\$128,017.00	\$8,946.82	\$97,770.29	\$30,246.71	76.37
6406	IDEA 3-5 SPED	\$3,459.00	\$0.00	\$19,619.60	(\$16,160.60)	567.20

6408	IDEA PART B 0-21	\$83,031.00	\$0.00	\$8,838.12	\$74,192.88	10.64
6400	6400	\$86,490.00	\$0.00	\$28,457.72	\$58,032.28	32.90
6992	REAP - FEDERAL SERVICES	\$30,806.00	\$0.00	\$39,555.00	(\$8,749.00)	128.40
6996	COVID - ESSER I	\$0.00	\$13,575.76	\$30,696.17	(\$30,696.17)	0.00
6997	COVID - ESSER II	\$0.00	\$2,092.50	\$51,703.10	(\$51,703.10)	0.00
6900	6900	\$30,806.00	\$15,668.26	\$121,954.27	(\$91,148.27)	395.88
8000	TRANSFERS	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0.00
8000	TRANSFERS	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0.00
01	GENERAL FUND	\$6,641,461.00	\$477,626.90	\$5,143,325.65	\$1,498,135.35	77.44

**Revenue Summary Report**  
Processing Month:  
JUNE 2021 GENERAL FUND

**Fund 01 GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>During Month</u>	<u>To Date</u>	<u>Budget Balance</u>
01 1100	LEVIED TAXES	387,855.24	4,664,679.78	(4,664,679.78)
01 1115	CARLINE TAX	0.00	2,717.03	(2,717.03)
01 1120	PUBLIC POWER DIST. TAX	0.00	32,574.92	(32,574.92)
01 1125	MOTOR VEHICLES TAX	15,340.54	215,839.88	(215,839.88)
01 1140	INTEREST	476.70	7,620.50	(7,620.50)
01 1370	PRESCHOOL TUITION	730.00	6,574.43	(6,574.43)
01 1510	INTEREST ON INVESTMENT	150.20	1,038.09	(1,038.09)
01 1925	OTHER CATEGORICAL GRANTS FROM	0.00	2,500.00	(2,500.00)
01 1951	MISC REVENUE SCHOOLS IN STATE	16,008.00	16,008.00	(16,008.00)
01 1990	OTHER LOCAL RECEIPTS	231.78	2,572.22	(2,572.22)
	<b>Subtota LOCAL RECIEPTS</b>	<b>420,792.46</b>	<b>4,952,124.85</b>	<b>(4,952,124.85)</b>
01 2110	FINES & LICENSE FEES	1,533.77	46,254.98	(46,254.98)
01 2210	ESU RECEIPTS	418.70	20,231.45	(20,231.45)
	<b>Subtota COUNTY AND ESU RECEIPTS</b>	<b>1,952.47</b>	<b>66,486.43</b>	<b>(66,486.43)</b>
01 3110	STATE AID	64,588.00	645,898.00	(645,898.00)
01 3120	SPECIAL ED. PROGRAMS	52,791.00	247,390.00	(247,390.00)
01 3125	SPECIAL ED. TRANSPORTATION	0.00	10,847.00	(10,847.00)
01 3130	HOMESTEAD EXEMPTION	6,187.30	24,687.32	(24,687.32)
01 3131	PROPERTY TAX CREDIT	1,889.91	458,535.29	(458,535.29)
01 3180	PRO-RATA MOTOR VEHICLE	0.00	8,192.04	(8,192.04)
01 3400	STATE APPORTIONMENT TAX	0.00	44,041.11	(44,041.11)
01 3535	HIGH ABILITY LEARNERS	0.00	2,342.00	(2,342.00)
	<b>Subtota STATE RECEIPTS</b>	<b>125,456.21</b>	<b>1,441,932.76</b>	<b>(1,441,932.76)</b>
01 4105	ERATE	0.00	5,075.00	(5,075.00)
01 4310	TITLE IIA	0.00	35,368.00	(35,368.00)
01 4516	IDEA 4406	0.00	3,426.00	(3,426.00)
01 4518	IDEA PART B	0.00	80,102.00	(80,102.00)
01 4708	MEDICAID	1,393.92	4,344.67	(4,344.67)
	<b>Subtota FEDERAL RECEIPTS</b>	<b>1,393.92</b>	<b>128,315.67</b>	<b>(128,315.67)</b>
01 5301	INSURANCE ADJUSTMENTS	16,038.91	38,760.60	(38,760.60)
01 5320	SALE OF PROPERTY	1,311.00	1,715.80	(1,715.80)
01 5690	OTHER NON-REVENUE RECEIPTS	1,369.05	58,127.20	(58,127.20)
	<b>Subtota NON-REVENUE RECEIPTS</b>	<b>18,718.96</b>	<b>98,603.60</b>	<b>(98,603.60)</b>
	<b>Fund Total:</b>	<b>568,314.02</b>	<b>6,687,463.31</b>	<b>(6,687,463.31)</b>

**SHELBY - RISING CITY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**GENERAL FUND**

**Balance:                    06/01/21    \$ 3,197,906.76**

**RECEIPTS:**

Polk Co. Treas. - Motor	\$ 11,564.97
Polk Co. Treas. - Levied	\$ 220,344.81
Polk Co. Treas. - interest	\$ 260.96
Polk Co. Treas. - Fines & Lisc.	\$ 1,281.74
Polk Co. Treas. - Homestead	\$ 3,773.56
Polk Co. Treas. - Property Tax Credit	\$ 843.10
State of NE - Medicaid	\$ 1,393.92
Savings - Interest	\$ 0.38
PreSchool - Tuition	\$ 730.00
Doehling - June and July Insurance	\$ 1,336.84
Capital One - Credit Balance	\$ 0.21
Kobza Online Auction - Sale of Bus	\$ 1,311.00
Student - Replacement of Pre Calc. Text Book	\$ 32.00
Butler Co. Treas. - Motor	\$ 3,775.57
Butler Co. Treas. - Levied	\$ 167,510.43
Butler Co. Treas. - Homestead	\$ 2,413.74
Butler Co. Treas. - Interest	\$ 215.74
Butler Co. Treas. - Property Tax Credit	\$ 1,046.81
Butler Co. Treas. - Fines & Lisc.	\$ 252.03
State of NE - Sped SA	\$ 29,168.00
Petty Cash - Interest	\$ 0.26
State of NE - Sped SA	\$ 23,623.00
EMC Insurance - Damage to Heating Unit	\$ 13,211.80
CCC - Contractoral Services Extended Learning	\$ 16,008.00
Cross County Schools - Blex Ins	\$ 2,827.11
Village of Shelby - Library Expenses	\$ 231.78
State of NE - State Aid	\$ 64,588.00
ESU7 - Staff Stipends	\$ 418.70
Bank - Interest	\$ 149.56
SRC Lunch Fund - Salaries	\$ 4,068.79

**Total Receipts:                    \$ 572,382.81**

**DISBURSEMENTS:**

Invoices	\$ 80,433.36
Payroll	\$ 401,262.33

**Total Disbursements:            \$ 481,695.69**

**Balance:                    06/30/21    \$ 3,288,593.88**

	\$ 3,288,593.88
Savings Account	\$ 9,035.76

**Total General Fund Assets 06/30/21                    \$ 3,297,629.64**

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**SHELBY - RISING CITY PUBLIC SCHOOLS**  
**FINANCIAL REPORT**  
**NUTRITION FUND**

**Beginning Balance 06/01/21**

**\$ 76,257.12**

**RECEIPTS:**

	<b>AMOUNT</b>
State of NE Payment	\$ 17,223.86
Interest	\$ 3.56

**Total Receipts**

**\$ 17,227.42**

**DISBURSEMENTS:**

<b>Name:</b>	<b>Ck No.</b>	<b>AMOUNT</b>
Bimbo Bakeries	2977	\$ 946.21
Hiland Dairy	2978	\$ 1,151.87
US Foods	2979	\$ 1,345.21
CWD	2980	\$ 5,360.67
Cubby's	2981	\$ 48.47
SRC General Fund	2982	\$ 4,068.79
Magic Wrighter	5586	\$ 20.00

**Total Disbursements:**

**\$ 12,941.22**

**Ending Balance 06/30/21**

**\$ 80,543.32**

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - PETTY CASH**

**Balance 06/01/21**                    \$    **5,678.07**

**RECEIPTS:**

General Fund Reimbursement	\$	1,255.04
Cross Roads Conference - Scholarship	\$	100.00

**Total Receipts:**                    \$    **1,355.04**

**DISBURSEMENTS:**

Pinnacle Bank Card	\$	425.13
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**Total Disbursements:**            \$    **425.13**

**Balance: 06/30/21**                    \$    **6,607.98**

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**Special Deposits:**

**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
BUILDING FUND**

**Balance 06/01/21      \$      83,473.07**

**RECEIPTS:**

Polk County Treasurer	\$	6,628.72
Butler County Treasurer	\$	5,034.90
Interest	\$	4.77

**Total Receipts:                      \$      11,668.39**

**DISBURSEMENTS:**

**Total Disbursements:      \$                      -**

**Balance: 06/30/21                      \$      95,141.46**

**SHELBY- RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
DEPRECIATION FUND  
June 30, 2021**

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	<b>Beginning Balance:</b>	\$	257,012.76
<b>RECEIPTS:</b>			
Interest	\$	58.10	
Interest COD	\$	42.41	
<u>Total Receipts:</u>		\$	100.51
<b>DISBURSEMENTS:</b>			
		\$	-
<u>Total Disbursements:</u>		\$	-
	<b>Ending Balance:</b>	\$	257,113.27
Certificate of Deposit		\$	172,000.00
<b>Total Depreciation and Certificate of Deposit</b>		\$	429,113.27

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - BOND**

**Balance 06/01/21            \$       646,028.11**

**RECEIPTS:**

Polk Co. Treas.	\$ 41,436.92
Butler Co. Treas	\$ 31,493.32
Interest	\$       32.11

**Total Receipts:            \$       72,962.35**

**DISBURSEMENTS:**

**Total Disbursements:    \$               -**

**Balance: 06/30/21            \$       718,990.46**

**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
EMPLOYEE BENEFIT ACCOUNT**

Beginning Balance 06/01/21:      \$      16,380.95

**Receipts:**

General Fund	\$	3,956.07	
<b>Total Received:</b>			<b>\$      3,956.07</b>
			<b>\$                   -</b>

**Expended Out:**

Monthly Claims	\$	846.00	
Monthly Claims	\$	-	
Monthly Claims	\$	1,061.00	
Monthly Claims	\$	56.47	
<b>Total Expended Out:</b>			<b>\$      1,963.47</b>

Ending Balance 06/30/21:      \$      18,373.55

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# SUMMARY SHEET

June 30, 2021

**Account  
Name:**

	<b>Amount</b>	<b>Amount to CD</b>
General Fund	\$ 3,288,593.88	
General Fund Savings	\$ 9,035.76	
Nutrition Fund	\$ 80,543.32	
Petty Cash	\$ 6,607.98	
Building	\$ 95,144.46	
Depreciation	\$ 257,113.27	\$ 172,000.00
Employment Benefit	\$ 18,373.55	
Bond	\$ 718,990.46	
Activity Fund	\$ 88,562.35	\$ 38,000.00
<u>Total of Accounts</u>	<u>\$ 4,562,965.03</u>	<u>\$ 210,000.00</u>
<u>Total of All Accounts</u>		<u>\$ 4,772,965.03</u>

**SHELBY-RISING CITY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**STUDENT ACTIVITY FUND**

**Balance:                      5/1/21                      \$124,093.41**

**RECEIPTS:**

Total Receipts	\$	11,152.17
voided check	\$	154.00

**Total Receipts:                      \$      11,306.17**

**DISBURSEMENTS:**

Total Disbursements	\$	8,550.39
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**Total Disbursements:                      \$      8,550.39**

**Balance:                      5/31/21                      \$      126,849.19**

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Balance of Account:	\$	126,849.19
Certificate of Deposit at Pinnacle Bank	\$	38,000.00
Total in Activity Fund Checking	<u>\$</u>	<u>88,849.19</u>

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**SHELBY-RISING CITY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**STUDENT ACTIVITY FUND**

**Balance: 6/1/21 \$126,849.19**

**RECEIPTS:**

Total Receipts \$ 2,968.02

**Total Receipts: \$ 2,968.02**

**DISBURSEMENTS:**

Total Disbursement \$ 3,254.86

**Total Disbursements: \$ 3,254.86**

**Balance: 6/30/21 \$ 126,562.35**

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Balance of Account:	\$ 126,562.35
Certificate of Deposit at Pinnacle Bank	\$ 38,000.00
Total in Acitivity Fund Checking	<u>\$ 88,562.35</u>

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<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 05 ACTIVITIES FUND</b>				
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	127,040.07	(286.84)	126,753.23
	Current Assets Subtotal:	<u>127,040.07</u>	<u>(286.84)</u>	<u>126,753.23</u>
	<b>Total Assets and Deferred Outflows of Resources:</b>	<u>127,040.07</u>	<u>(286.84)</u>	<u>126,753.23</u>

<u>Fund Balance</u>				
05 704 0434	FUND BALANCE/CD	299.00	0.00	299.00
05 704 4010	FUND BALANCE - ATHLETICS	569.63	(1,558.18)	(988.55)
05 704 4019	FUND BALANCE - BOYS GOLF	315.00	0.00	315.00
05 704 4020	FUND BALANCE - CONCESSION	747.20	0.00	747.20
05 704 4030	FUND BALANCE - NHS	1,165.03	0.00	1,165.03
05 704 4040	FUND BALANCE - SRC CLUB	5,170.75	0.00	5,170.75
05 704 4050	FUND BALANCE - CLASS OF 2023	2,754.09	0.00	2,754.09
05 704 4060	FUND BALANCE - CLASS OF 2021	307.75	(243.75)	64.00
05 704 4070	FUND BALANCE - JUST FOR KIDS	1,315.95	0.00	1,315.95
05 704 4080	FUND BALANCE - CLASS OF 2024	1,189.70	0.00	1,189.70
05 704 4090	FUND BALANCE - CLASS OF 2022	2,309.83	0.00	2,309.83
05 704 4100	FUND BALANCE - YEARBOOK	1,572.99	45.00	1,617.99
05 704 4110	FUND BALANCE - MUSIC	(130.30)	0.00	(130.30)
05 704 4120	FUND BALANCE - STUDENT COUNCIL	5,833.19	0.00	5,833.19
05 704 4130	FUND BALANCE - DANCE TEAM	2,016.83	0.00	2,016.83
05 704 4140	FUND BALANCE -MEMORIALS	4,830.28	0.00	4,830.28
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,596.52	0.00	2,596.52
05 704 4160	FUND BALANCE - SHOP	12,225.91	(25.04)	12,200.87
05 704 4170	FUND BALANCE - INTEREST	591.10	9.02	600.12
05 704 4180	FUND BALANCE - BOOK IT	(42.03)	0.00	(42.03)
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(4,605.62)	0.00	(4,605.62)
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	20,189.70	0.00	20,189.70
05 704 4210	FUND BALANCE - WELLNESS CENTER	23,596.27	775.00	24,371.27
05 704 4220	FUND BALANCE - FBLA	9,063.23	(65.00)	8,998.23
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	(969.75)	(291.95)	(1,261.70)
05 704 4240	FUND BALANCE - QUIZ BOWL	(130.00)	0.00	(130.00)
05 704 4250	FUND BALANCE - ALUMNI	1,141.01	0.00	1,141.01
05 704 4260	FUND BALANCE - VIDEO BOARD	6,228.37	0.00	6,228.37
05 704 4270	FUND BALANCE - FFA	18,843.05	1,145.21	19,988.26
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	235.19	475.00	710.19
05 704 4290	FUND BALANCE - STUDENT FEES	0.00	0.00	0.00
05 704 4300	FUND BALANCE - FACILITY RENTAL	1,840.00	0.00	1,840.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	4,899.25	(552.15)	4,347.10
05 704 4320	FUND BALANCE - UNIFIED BOWLING	615.51	0.00	615.51
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	455.44	0.00	455.44
	Fund Balance Subtotal:	<u>127,040.07</u>	<u>(286.84)</u>	<u>126,753.23</u>

*- 28,000*  
**88,753.23**

Batch Description:	JUNE 2021, ACTIVITY FUND INVOICES	Processing Month:	06/2021	Credit Card Vendor ID:	End of Fiscal Year Expense Invoices:
<b>Vendor ID: AMAZON</b>	<b>AMAZON</b>	<b>PO Number:</b>	<b>61521</b>	<b>Invoice Number:</b>	<b>61521</b>
Description:		Invoice Date:	05/20/2021	Due Date:	06/05/2021
Sequence: 1	Check Type: Check	Checking Account ID:	5	Status:	PP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12331	Check Date:	06/15/2021
05 3200 610 000 4010 0 000	WHITE GIFT BAGS	<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4019 0 000	PRACTICE GOLF BALLS		84.99		N
			39.99		N
<b>Vendor ID: BMARIES</b>	<b>B. MARIE'S, LLC</b>	<b>PO Number:</b>	<b>2985</b>	<b>Invoice Number:</b>	<b>2985</b>
Description:		Invoice Date:	04/28/2021	Due Date:	07/01/2021
Sequence: 1	Check Type: Check	Checking Account ID:	5	Status:	PP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12330	Check Date:	06/15/2021
05 3200 610 000 4230 0 000	NURSE'S DAY FLOWERS, CHRIS WHITMORE FUN.	<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
			98.00		N
<b>Vendor ID: ESU7</b>	<b>E.S.U. #7</b>	<b>PO Number:</b>	<b>61421</b>	<b>Invoice Number:</b>	<b>61421</b>
Description:		Invoice Date:	05/28/2021	Due Date:	06/28/2021
Sequence: 1	Check Type: Check	Checking Account ID:	5	Status:	PP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12333	Check Date:	06/14/2021
05 3200 610 000 4010 0 000	ACTIVITY BANQ PROGRAM, SPRIN VB FORMS	<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
			234.12		N
<b>Vendor ID: PINNACLEOM</b>	<b>PINNACLE BANK</b>	<b>PO Number:</b>	<b>61621</b>	<b>Invoice Number:</b>	<b>61621</b>
Description:		Invoice Date:	06/01/2021	Due Date:	06/24/2021
Sequence: 1	Check Type: Check	Checking Account ID:	5	Status:	PP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12334	Check Date:	06/16/2021
05 3200 610 000 4230 0 000	STAFF BREAKFAST	<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4010 0 000	ADVISOR CONFERENCE MADISYN J		57.67		N
05 3200 610 000 4060 0 000	GRADUATION FLOWERS		90.00		N
05 3200 580 000 4270 0 000	FFA LUNCH		243.75		N
05 3200 890 000 4270 0 000	ZOO ENTRANCE		358.79		N
05 3200 890 000 4220 0 000	FBLA PHI BETA LAMBDA		160.00		N
05 3200 580 000 4018 0 000	HOTEL ROOM FOR STATE TRACK		65.00		N
05 3200 580 000 4019 0 000	HOTEL ROOM FOR STATE GOLF		449.08		N
			660.00		N
<b>Vendor ID: SHELBYLUM</b>	<b>SHELBY LUMBER CO.</b>	<b>PO Number:</b>	<b>61521</b>	<b>Invoice Number:</b>	<b>61521</b>
Description:		Invoice Date:	05/31/2021	Due Date:	06/17/2021
Sequence: 1	Check Type: Check	Checking Account ID:	5	Status:	PP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12332	Check Date:	06/15/2021
05 3200 610 000 4160 0 000	PAINT, CLAMPS, BOLTS	<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
			25.04		N
<b>Vendor ID: LUNCHPRO</b>	<b>SRC LUNCH PROGRAM</b>	<b>PO Number:</b>	<b>60821</b>	<b>Invoice Number:</b>	<b>60821</b>
Description:		Invoice Date:	06/01/2021	Due Date:	06/15/2021
Sequence: 1	Check Type: Automatic Payment	Checking Account ID:	5	Status:	AP
<u>Chart of Account Number</u>	<u>Detail Description</u>	Check Number:	12329	Check Date:	06/08/2021
		<u>Detail Amount</u>	<u>1099</u>	<u>Detail Amount</u>	<u>Asset/Asset Tag</u>
					N

Invoice Listing - Detail

05 3200 610 000 4310 0 000 LUNCH ACCOUNT BALANCE HIATT, LEFF

552.15 N

Vendor ID: WALMAR WAL-MART

Amount: 136.28

Description:

Sequence: 1 Check Type: Check

Chart of Account Number Detail Description

05 3200 610 000 4230 0 000 TEACHER APPRECIATION WEEK

PO Number: Invoice Number: 6821

Invoice Date: 06/01/2021 Due Date: 06/30/2021 Status: PP 1099 Amount: 0.00

Check Number: 12328 Check Date: 06/08/2021

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

136.28 N

Batch 1099 Total: 0.00 Batch Total: 3,254.86

Report 1099 Total: 0.00 Report Total: 3,254.86

# S-RC Superintendent's Report

*BOE Meeting: July 12th, 2021*

## And WE are off!

It has been an adventure of getting settled down but things are coming together and I am excited for the future for our district and all of our communities. It has been great getting to know Sue, Ada and Maritza in the office and their personalities are something I admire and know we will hit the ground running!

Some of the teachers are in and out with getting books, organizing rooms and getting things in order as the new year approaches. Thank you to all the coaches who are helping with the weight/running program and it is great to see amount of kids who are participating. Love to see the dedication and look forward to that growing!

Thank you for the support of the board as well and the dedication you have for our communities, your presence at events and supporting our school!



## Summer School

It is off and rolling! I can not thank the teachers/paras/volunteers who are helping out with this. They were put in a hard spot with items being dumped on them but they are doing a great job. A couple comments from



## NDE approvals

1. Accredited School for the 21-22 school year
2. Rule 10/14 complied (after a few little details to clear up)
3. Powerschool approval in
4. Census is in
5. ESSER III requirements



## ICU Focus Team

We had a great meeting with the ICU collation as we met for the day from 9:30am to 3pm. We had many conversations, talked with Wahoo and York, did a data dig over the surveys (parents, students and staff) and then finished up with a

some of the students I talked to: "Can't wait for tomorrow."  
"This is FUNSCHOOL not summer school." "I love it!"  
"So many activities and learning."

(bigger picture below)

are ongoing but up-to-date

talk from Danny Hill who will be visiting on the 12th of August.

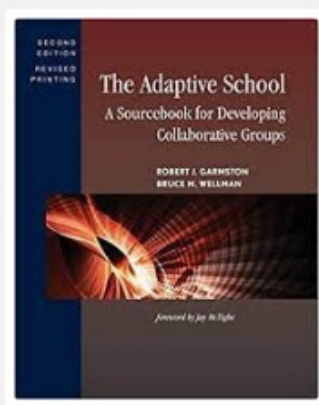
We had many success and a few challenges and the team has narrowed our focus for the next school year to these top four challenges:

1. Retakes/Fatigue
2. Consistency
3. Teacher Time/Involvement w/ students
4. High Flyers



## Meeting with Carl D.

I have had many conversations and phone sessions with Carl from late June throughout the last week. On Tuesday (7/6), I met with Carl in Kearney and had a visit from 9am to 1pm getting our numbers in for the actual year of 19-20, the current 20-21 and then our projected for the 21-22. It has been a lot of information, but the more repetition I have, the better I am becoming. Carl has been very accommodating and we are currently putting together our work-packet for the budget workshop as well.



## Adaptive School Training

ESU 7 put on and has two more sessions for Adaptive School Training. Kelly, Becky, Cody and myself went to the sessions on June 22nd and 23rd (I was out on the 22nd). There are a lot of great strategies for engagement, discussion vs. dialogue and making sure that people understand the difference between boss and leader. There are two more sessions in September and November. There are ESU 7 individuals who are going to be leaders of this and this will be something that will slowly be implemented throughout the upcoming years.



## Paras and ELL update

1. ELL for high school
2. Floating Elementary Para
3. Possible Para for High School (checking our #'s with Susan returning)



## Continuous Improvement Plan (CIP)

I want to thank the CIP for coming in on July 8th and discussing the future of our school. What we talked about was how we were going to record our information for the short and longevity of the classes. Our K-5 will be triangulating the data with MAP, Acadience, STAR (AR reading) & high frequency words. The 6-12 will be focusing on the MAP, AR (for middle), ACT (for 11th) and possibly the NSCAS. Teachers will be recording the short term (their class) and then the Data team will be recording the longevity of the data.



## Overload with the Awesomeness that is S-RC!

We will be preaching to our staff, students and district to send in those pictures and let us continue to push our great stories out to the public. I would also take any stories from our communities as well. I'm hoping to utilize our thrillshare for all activities, happenings and showcasing our district!



## Tailgate ideas...

1st home football game is the 27th of August. I don't know if we have done a gatorade/soap scrimmage in the past with our teams but if not, we could tentatively plan a get together for the community before hand? Something to think about as we move through this month!



What a FUN beginning to our summer school program! Students are having a blast exploring reading, math, writing, STEM, and science each day!



Check out some of the exciting activities experienced for "Creepy Crawlies", "Up-Up-and-Away", and "Camping" day!



**COMING UP**

---

## What is coming up?

Let the fun begin!

- Public library meeting will be taking place at some point this month. Topics include school safety and students access to the areas needed.
- Elementary and High School camps are starting up the week of the 20th
- Student Council Blood drive on the 21st
- NCSA coaches clinic (June 26th-29th)
- Administration days hosted by NCSA (June 28th-30th)
- New ESU 7 Leaders lunch and financial overview on August 7th
- New Teacher Orientation (August 5th - 6th)
- Staff Orientation (August 9th - 11th)
- FIRST DAY OF SCHOOL (August 12th)





# LAUNCH NEBRASKA

American Rescue Plan: Renewal and Acceleration



## ESSER III: Evidence-Based Interventions and Strategies

With the passage of [The American Rescue Plan \(ARP\) Act](#), states, districts, and schools now have significant federal resources available to implement evidence-based strategies to respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on [marginalized student groups](#) (each major racial and ethnic group, economically disadvantaged students, children with disabilities, English learners).<sup>1</sup>

To assist with planning and budgeting for the use of ESSER III funds, this document includes general information regarding USED [requirements relevant to the ESSER III funds](#) for evidence-based interventions, as well as resources to support school districts with determining appropriate interventions for their students.

### Use of ARP ESSER III Funds

Of the total amount allocated to a district (local education agency) from the State's ARP ESSER III award, districts **must reserve at least 20 percent** of funds to address "[learning loss](#)" through the implementation of evidence-based interventions for:

- **Meeting students' social, emotional, mental and physical health, and academic needs**, including through meeting basic student needs; reengaging students; and providing access to a safe and inclusive learning environment,
- **Addressing the impact of COVID-19 on students' opportunity to learn**, including closing the digital divide; implementing strategies for accelerating learning; effectively using data; and addressing resource inequities; and
- **Supporting educator and staff well-being and stability**, including stabilizing a diverse and qualified educator workforce.

From section [8101\(21\)\(A\) of the ESEA](#), the term 'evidence-based,' when used with respect to a state, district, or school activity, means an activity, strategy, or intervention that - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on evidence, (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

In evaluating the strength of evidence within interventions, school systems should consider the four levels of evidence recognized by the Every Student Succeeds Act.

Level of Evidence	Definition
Strong evidence	At least one well-designed, well-implemented experimental study (randomized group)
Moderate evidence	At least one well-designed, well-implemented quasi-experimental study (matched groups)
Promising evidence	At least one well-designed, well-implemented correlational student with statistical controls for selection bias
Demonstrates a rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness

<sup>1</sup> U.S. Department of Education [Fact Sheet](#), American Rescue Plan Act of 2021

## Approved Clearinghouses

Below is a table of repositories detailing evidence-based interventions/strategies. Districts are encouraged to use the clearinghouses in selection of materials, resources, strategies, and/or interventions that meet Strong, Moderate, or Promising Evidence levels as defined by the Every Student Succeeds Act. On their application for funds, districts will be required to indicate the interventions or strategies and their corresponding evidence levels. Districts should begin with the first three Nebraska-specific resources.

Clearinghouse	Description
<a href="#">Nebraska MTSS Program Comparison Tool</a>	Use the Program Comparison Tool to compare educational programs and evaluate goodness of fit for your district. This Nebraska-specific resource is intended to help educators make an informed decision about programs that may work well in their schools. The programs included in this resource are a selection of those available and not an exhaustive list.
<a href="#">Nebraska Early Literacy Practice Guides</a>	In collaboration REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality early literacy instruction.
<a href="#">Nebraska Math Practice Guides</a>	In collaboration with REL Central at Marzano Research, the Nebraska Department of Education has developed a series of condensed practice guides for use by Nebraska educators. The purpose of these guides is to offer evidence-based, actionable recommendations for high-quality mathematics instruction.
<a href="#">Evidence for ESSA</a>	This resource provides clear information on programs meeting ESSA evidence-standards and enable educators and communities to select effective educational tools to improve student success.
<a href="#">What Works Clearinghouse</a>	Organized by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education.
<a href="#">Promising Practices Network</a>	Highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.
<a href="#">Blueprints</a>	Identifies evidence-based intervention programs to reduce antisocial behavior and promote a healthy course for developing youth.
<a href="#">Social Programs That Work</a>	Offers a series of papers developed by the Coalition for Evidence-Based Policy on social programs that are backed by rigorous evidence of effectiveness.

If interventions/strategies are selected from the Demonstrates a Rationale Level, **districts must upload supporting research and/or a logic models or theories of action which demonstrates the rationale for their implementation.** These resources will be uploaded to the second part of the ARP ESSER III application in GMS.

Districts must strategically plan for the implementation of evidence-based interventions/strategies. District plans should address communication of the intervention to stakeholders, professional development for teachers and leaders, guidance for implementation, and progress monitoring expectations to determine effectiveness and return on investment.

For more information, please contact:

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# ESSER III

## Funding Overview for LEAs

INVESTMENTS IN  
*Nebraska*

The [American Rescue Plan \(ARP\) Act](#) was signed into law March 11, 2021 by President Biden, and includes another round of the Elementary and Secondary School Emergency Relief Fund (ESSER III), providing a total of nearly \$122 billion to States and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

### Nebraska's Elementary and Secondary School Emergency Relief Funding Summary

Grant Fund	ESSER I (March 2020)	ESSER II (December 2020)	ESSER III (March 2021)
<b>Total Nebraska ESSER Aid</b>	\$65,085,085	\$243,073,530	\$549,484,612
<b>Stimulus Program</b>	<a href="#">CARES Act</a>	<a href="#">CRRSA Act</a>	<a href="#">ARP Act</a>
<b>State Allocation &amp; Methodology</b>	<a href="#">State Allocation</a>	<a href="#">State Allocation</a>	<a href="#">State Allocation</a>
<b>Total ESSER Allocation</b>	\$13.2 billion	\$54.3 billion	\$122 billion
<b>Total Nebraska ESSER Allocation</b>	\$65,085,085	\$243,073,530	\$549,484,612
<b>Minimum LEA Allocation</b>	\$58,576,577	\$218,766,177	\$491,317,757
<b>Available for Obligation*</b>	9/30/22	9/30/23	9/30/24
<b>Main Purpose of Funds</b>	Ensure students and educators have devices, connectivity, support needed to continue to learn, and provide communication /support to families and students.	Measure and address learning loss among students disproportionately affected by COVID-19 and school closures, particularly students with high-needs.	Reopen schools and sustain safe operation aligned to CDC guidance for in-person learning. Provide evidenced-based interventions to meet social, emotional, and academic needs.

\*Period of availability includes the Tydings period. Pre-award costs are allowable for expenses incurred from March 13, 2020 for ESSER I, II, III.

Although the ESSER III uses of funds are similar to those for ESSER I and II, there are important distinctions:

- period of funds availability
- maintenance of equity requirements
- LEA 20% reservation requirement for evidence-based activities and interventions
- seek public comment on LEA plans for safe return to in-person instruction, post on LEA website
- seek stakeholder engagement/public comment for use of funds plan

### Priorities-Based Strategic Planning

It is important to remember that these are one-time funds that must be used to prepare for and respond to impacts of the COVID-19 pandemic. School districts should consider multi-year budgets in alignment with the priorities of the [Nebraska Framework for Renewal and Acceleration](#), outlining how the LEA will support their schools in meeting the social, emotional, and academic needs of their students through the fall of 2024.

ESSER I	April 2020	September 2022
ESSER II	January 2021	September 2023
ESSER III	March 2021	September 2024

## ESSER III Allocation Methodology and Breakdown

The Nebraska Department of Education will use this same [funding methodology](#) to calculate estimated LEA allocations based on 2020 LEA shares of Title I, Part A allocations. SEAs must distribute a minimum of 90% of their total allocation to LEAs. Of the LEAs total allocation, 20% reservation is required to provide evidence-based interventions. A detailed breakdown of Nebraska ESSER III allocation is below.

### Nebraska's Total ESSER III Allocation - \$545,908,619

- State-level reservation (10%) - \$54,590,862
- Allocation to LEAs (90%) - \$491,317,757
  - Evidence-based interventions (20%) - \$98,263,551

## Timeline

Timeline	Action
June 1-10	Fast Track Application (Part 1) in the GMS
June 2 & 3	ESSER III Launch Zoom Session
July 1-10	Return to In-Person Plan Posted on LEA website
July 15 - September 1	Part 2 of ESSER Application and Use of Funds Plan in the GMS
July 28	NDE Day - Kearney (ESSER III Sessions)

## GMS Application

The ESSER III application will be complete within the [GMS portal](#). To support school districts with navigating the changes within the ESSER III Part I of the application, updates are and pertinent information are provided in the [ESSER III Application Part I Instructions](#) guidance.

## USED Resources

- [ARP ESSER Web Page](#)
- [ARP ESSER Methodology and Allocation Table](#)
- [ARP ESSER Grant Award Assurances](#)
- [ARP ESSER Interim Final Rule](#)
- [ARP ESSER Fact Sheet](#)
- [USED Frequently Asked Questions ESSER/GEER – May 2021](#)

## Contact

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## LEA Use of ARP ESSER Funds

Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA **must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions** and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including:

1. Any activity authorized by the ESEA of 1965, IDEA, AEFLA, and Perkins. **Note: McKinney-Vento was not included as an allowable use under ESSER III ARP Act.**
2. Coordination of preparedness and response efforts.
3. Providing principals and other school leaders with resources necessary to address the needs of their individual schools. **Note: Not included in ESSER III/ARP Act.**
4. Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agencies.
8. Planning, coordinating, and implementing activities during long-term closures.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental after-school programs.
12. **New ESSER II** Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including:
  - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess academic progress and assist educators in meeting students' academic needs, including differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.
13. **New ESSER II** School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. **New ESSER II** Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.
15. **New ESSER III** Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff. **Important CDC Guidance can be found at: [Centers for Disease Control and Prevention's \(CDC\) Operational Strategy for K-12 Schools](#)**
16. Other activities that are necessary to maintain the operation and continuity of services in LEAs and continuing to employ existing staff of the LEA. Any entity that receives funds under the Education Stabilization Fund shall, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19.

# NEBRASKA

# HEALTH EDUCATION

# STANDARDS



# Nebraska Health Education Standards

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## **Introduction**

Health literacy is 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). Comprehensive skills-based Health Education is a planned sequential standards based curriculum presented by qualified professionals to promote the development of health knowledge, health related skills, and positive attitudes toward health and wellbeing for students preschool through grade 12. The comprehensive health education program motivates students to maintain and improve their health; advocate for self and others; prevent disease; form healthy relationships; and avoid or reduce health-related risk behaviors. The Nebraska Health Education Standards identify the following 8 content strands for skill development for students in Kindergarten through grade 12: *foundations of personal health; nutrition & physical activity promotion; substance abuse prevention; disease prevention; injury prevention & safety; social, emotional & mental health; human growth & development; and consumer & environmental health.*

## **Content Area Standards Overview**

The Nebraska Health Education Standards guide the knowledge and skills that students should learn, practice and demonstrate, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching, learning and assessment, and they articulate a trajectory for knowledge and skill acquisition across all grade levels. This ensures that student learning builds on prior knowledge and skills and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## **Organization and Structure of Health Education Standards**

The overall structure of Nebraska's Health Education Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. In addition to standards and indicators, the Nebraska Health Education Standards provide examples. The "e.g...." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet equitable learning expectations of the standards and indicators.

The Nebraska Health Education Standards are organized by grade level for grades K-8 and course-based for high school. The K-8 standards and indicators are organized within eight strands, which are essential components for health literacy.

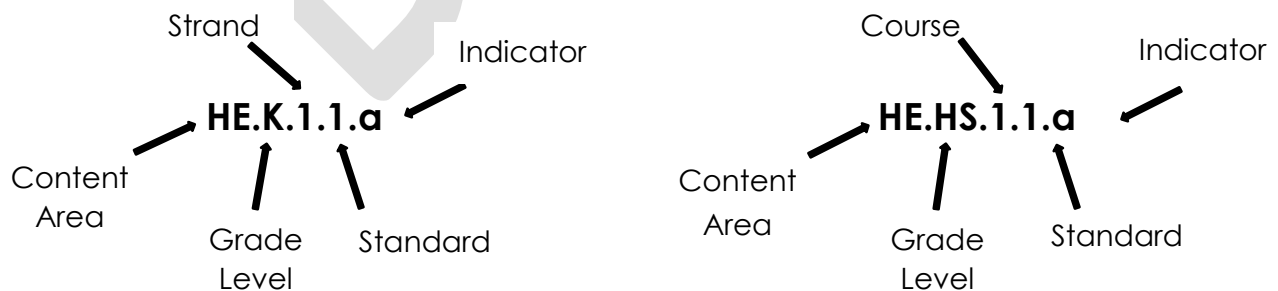
The eight content strands are described below:

- **Foundations of Personal Health:** Foundations of Personal Health will assist students with acquiring basic health concepts and functional health knowledge and skills providing a foundation for promoting health-enhancing behaviors. This strand includes essential concepts that are based on established health behavior theories and models. These concepts focus on both health promotion and risk reduction. Through the development of the foundational skills and knowledge (e.g. communication skills, resiliency skills, protective factors, goal setting, decision making), the subsequent content strands will build upon and further cultivate these skills for student health literacy.
- **Nutrition & Physical Activity Promotion:** The nutrition and physical activity strand promotes healthy lifestyle choices through knowledge and skills development to properly fuel the body. Students will learn the importance of movement and dietary choices along with their effects on the body, academics and overall health. The link between nutrition and physical activity and learning is well documented. Healthy eating patterns and physical activity are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Proper nutrition and adequate physical activity significantly reduce risk factors for obesity and other chronic diseases, such as type 2 diabetes, heart disease, stroke, certain cancers, and depression (CDC).
- **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 abuse (e.g. alcohol, tobacco, nicotine-delivery devices, and other drugs both legal and illegal). Students will learn the difference between harmful and helpful drugs and medication along with short and long term consequences of use, misuse, and abuse on overall health. Substance abuse and misuse potentially has the ability to negatively impact every aspect of an individual's life at home, school or community.
- **Disease Prevention:** The disease prevention strand promotes hygiene and safety practices to prevent and reduce the risk of diseases and conditions. By understanding what a disease is and how they are transmitted and acquired, students will learn and adopt behaviors which will maintain and enhance their overall health. Six in ten Americans live with at least one chronic disease, like heart disease and stroke, cancer, or diabetes. These and other chronic diseases are the leading causes of death and disability in America, and they are also a leading driver of healthcare costs (CDC, 2020).
- **Injury Prevention & Safety:** The injury prevention and safety strand will assist students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury. Additionally, students will develop skills to recognize and appropriately respond to injuries or emergency situations. In the United States, Injuries are the leading cause of death in children ages 19 and younger. Injuries affect everyone—regardless of age, race, or economic status (CDC, 2020).
- **Social, Emotional & Mental Health:** The social, emotional, and mental health strand will help students understand diverse cultural experiences that impact mental, emotional, and social health. Students will learn strategies to help

manage their thoughts, feelings, emotions, and behaviors. Learning how to cope with change and stressors and recognize when support is needed for self or others is a key component of this strand. Students will develop positive social behaviors that provide them with the skills to get along with and assist others. Social, emotional, and mental wellness are key elements to one's overall health and well-being. Understanding individual abilities to manage emotions can assist in coping with the typical stresses of life, increasing productivity, building stronger relationships and lead to happier, healthier more fulfilling lives.

- **Human Growth & Development:** The human growth & development strand teaches students the structures and functions of the body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation experienced throughout the lifespan. Students will recognize characteristics relating to identity, sexuality and healthy relationships and identify the fundamental components of sexual health. It is recommended that comprehensive human growth and development education begins in kindergarten and occurs sequentially for all students grades K-12. Human growth and development programs that are developmentally, culturally, age appropriate, medically accurate, and unbiased have been proven to prevent or reduce risky behaviors.
- **Consumer & Environmental Health:** The consumer & environmental health strand will teach students how to identify and access valid consumer products, services and resources for a healthy lifestyle and recognize how the environment plays a major factor in one's overall well-being. Students will develop an understanding and health enhancing behaviors for community engagement and utilizing supports within their community. School-based consumer health education is necessary to prepare current and future consumers to safely and efficiently advocate for oneself and utilize the medical marketplace (i.e. consumer products, services, and resources) to ensure a healthy lifestyle. Maintaining a healthy environment is central to increasing quality of life and years of healthy life. Therefore, environmental health must address the societal and environmental factors that increase the likelihood of exposure and disease (Healthy People 2020).

In addition to a common structure for content area standards, a consistent numbering system is used. The Health Education standards numbering system is as follows:



- The first set of letters represent the content area, Health Education.
- The second letter(s) or number represents the grade level.

- The third is a number, for K-8 it represents the content strand and for high school it represents the course name.
- The fourth is a number to represent the standard within the strand or course.
- Last, is a letter representing the indicator for that standard.

DRAFT

# Kindergarten

HE.K.1. Foundations of Personal Health	
HE.K.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.
HE.K.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.K.1.2.a: Identify how family can help make healthy decisions.
	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.K.1.2.c: Explain the relationship between a decision and an outcome.
HE.K.1.3.	Students will focus on personal development and growth.
	HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.
	HE.K.1.3.b: Define goals and explain why setting goals is important.
	HE.K.1.3.c: Identify examples of things that make you feel frustrated, angry and nervous.
	HE.K.1.3.d: Demonstrate what one could do when feeling frustrated, angry and nervous.
HE.K.2. Nutrition & Physical Activity Promotion	
HE.K.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.K.2.1.a: Identify nutrient-rich and less nutrient-rich food choices.
	HE.K.2.1.b: Identify the importance of eating a nutrient-rich breakfast every day.
	HE.K.2.1.c: Describe how much water someone should drink in a day.
	HE.K.2.1.d: Set a goal to eat breakfast every day.
HE.K.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.K.2.2.a: Describe how being physically active helps a person stay healthy.
	HE.K.2.2.b: Define physical activity and identify examples of active play opportunities outside of physical education.
HE.K.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.K.2.3.a: State how food gives us energy and helps us grow.
HE.K.3. Substance Abuse Prevention	
HE.K.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.K.3.1.a: Explain why taking medications under the care of a trusted adults is important.
HE.K.4. Disease Prevention	
HE.K.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.K.4.1.a: State examples of a healthy/well and unhealthy/ill person (e.g. fever, coughing, physically active, doctor visits, good hygiene).
	HE.K.4.1.b: Explain that germs can cause diseases.
	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.K.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.K.4.2.a: State the importance of hand washing, mask wearing, coughing and sneezing etiquette to prevent the spread of germs.
	HE.K.4.2.b: Demonstrate how to properly wash one's hands.
	HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.
	HE.K.4.2.d: Describe ways to protect one's vision and hearing (e.g. routine exams, volume, sunglasses, hats, earbud use).
<b>HE.K.5. Injury Prevention &amp; Safety</b>	
HE.K.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.
	HE.K.5.1.b: Identify fire exits, and how to safely evacuate a building in multiple situations.
	HE.K.5.1.c: Demonstrate safe practices (tornado/fire drills) with adults.
	HE.K.5.1.d: Identify injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).
	HE.K.5.1.e: Demonstrate stop, drop and roll.
HE.K.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.K.5.2.a: Identify behaviors or activities that could lead to harm (e.g. trampolines, swimming pools, sun safety, bicycling, riding in a car, crossing the street).
	HE.K.5.2.b: Explain how proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks) helps protect from injury.
	HE.K.5.2.c: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).
	HE.K.5.2.d: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).
	HE.K.5.2.e: Identify safety rules for home, school and community and describe why those rules are in place.
<b>HE.K.6. Social, Emotional &amp; Mental Health</b>	
HE.K.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.K.6.1.a: Describe qualities of being a good friend.
	HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.
	HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.
HE.K.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.K.6.2.a: Practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).
	HE.K.6.2.b: Identify how different emotions feel and how the body reacts to those emotions (e.g. tantrum, sweaty palms, heart rate, breathing).
HE.K.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.K.6.3.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.K.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Practice what to say when talking to a trusted adult to manage feelings.
	HE.K.6.4.b: Analyze how different events impact how people feel (e.g. pandemic, sports, protests, leadership, peer interactions).
<b>HE.K.7. Human Growth &amp; Development</b>	
HE.K.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.K.7.1.a: State medically accurate names for body parts including genitalia.
HE.K.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
	HE.K.7.2.b: Distinguish between safe and unsafe touch.
	HE.K.7.2.c: Define consent and identify how to clearly say no.
HE.K.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.K.7.3.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.
	HE.K.7.3.b: Explain that living things grow and mature.
HE.K.7.4.	Students will understand the structure and functions of body systems.
	HE.K.7.4.a: Name and describe the five senses.
<b>HE.K.8. Consumer &amp; Environmental Health</b>	
HE.K.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.K.8.1.a: Classify products as harmful or safe (e.g. household products, food, pesticides, gardening/yard products, health products).
HE.K.8.2.	Students will recognize how the environment affects health.
	HE.K.8.2.a: Explain why seeking shelter during a storm (e.g. lightening, hail, tornado) is important.
	HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.
	HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).

# Grade 1

HE.1.1. Foundations of Personal Health	
HE.1.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.1.1.1.a: Identify how healthy behaviors (e.g. brushing teeth, using crosswalk, physical activity) affect personal health.
	HE.1.1.1.b: Identify the multiple dimensions of health.
HE.1.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.1.1.2.a: Identify trusted adults who can help make healthy decisions.
	HE.1.1.2.b: Explain how to make good, health-related decisions and how all decisions can affect self or others.
HE.1.1.3.	Students will focus on personal development and growth.
	HE.1.1.3.a: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.
	HE.1.1.3.b: Describe personal health goals and determine who can assist in achieving them.
	HE.1.1.3.c: Identify how frustration, anger and nervousness makes one feel emotionally and physically.
	HE.1.1.3.d: Demonstrate how to manage frustration, anger and nervousness.
HE.1.2. Nutrition & Physical Activity Promotion	
HE.1.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.1.2.1.a: Identify foods from each food group.
	HE.1.2.1.b: Describe health benefits of water, compared to other beverages.
	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.
	HE.1.2.1.d: Recognize that family and culture influence food choices.
HE.1.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.
	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.
HE.1.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).
	HE.1.2.3.b: Explain why nutrient-rich foods are necessary for overall health.
HE.1.3. Substance Abuse Prevention	
HE.1.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.1.3.1.a: Identify trustworthy adults who can help make healthy decisions about potentially harmful substances.
HE.1.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products like cleaners.

	HE.1.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
HE.1.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.1.3.3.a: Identify the short-and long-term physical effects of tobacco smoke (first and second hand smoke).
	HE.1.3.3.b: Set a goal to be tobacco free.
<b>HE.1.4. Disease Prevention</b>	
HE.1.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.1.4.1.a: Classify diseases into 3 categories: "easy to pass", "hard to pass", and "cannot pass".
HE.1.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.1.4.2.a: Describe when one should wash their hands.
	HE.1.4.2.b: Explain why proper hygiene (e.g. oral, washing body, clean clothes) is important to stay healthy.
	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.
	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.
<b>HE.1.5. Injury Prevention &amp; Safety</b>	
HE.1.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.1.5.1.a: Demonstrate ways to ask a trusted adult (e.g. parent, guardian, relative, teacher, police officer, firefighter, spiritual leader, neighbor) for help when an emergency or injury occurs.
	HE.1.5.1.b: Describe situations that may be uncomfortable or unsafe that need to be reported to a trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).
	HE.1.5.1.c: Demonstrate the procedure for calling 911 and when it is appropriate to do so.
	HE.1.5.1.d: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightning, fire, accident, poisoning, medical emergency, bug bites or stings).
HE.1.5.2	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	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.1.5.2.b: Demonstrate proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs) to help protect from injury.
	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.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).
	HE.1.5.2.e: Apply strategies to prevent fires and burns.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.
<b>HE.1.6. Social, Emotional &amp; Mental Health</b>	
HE.1.6.1.	Students will develop social skills and understand how to positively interact with others.

	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.
	HE.1.6.1.b: Explain importance of demonstrating respect for the personal space and boundaries of others.
	HE.1.6.1.c: Practice telling someone they are entering one's personal space and identify when to ask an adult for help.
	HE.1.6.1.d: Define bullying and teasing and why it is wrong to bully or tease others.
	HE.1.6.1.e: Explain the difference between tattling and reporting and why it is important to tell a trusted adult when they or someone they know is feeling threatened or harmed.
	HE.1.6.1.f: Identify bullying, teasing, and aggressive behaviors.
HE.1.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.1.6.2.a: Identify the causes of different feelings and emotions.
	HE.1.6.2.b: Define the influence of peers, the media, and the family on feelings and emotions.
	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.
HE.1.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.1.6.3.a: Identify who to talk to when feeling sad or having strong emotions. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.1.6.3.b: Discuss the emotions of loneliness and worry and how it may make one feel.
	HE.1.6.3.c: Apply communication skills to find out how others are feeling.
HE.1.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.1.6.4.a: Demonstrate what to say when showing respect and acceptance of differences in others.
	HE.1.6.4.b: Explain the influence of self-concept with performance in daily life.
<b>HE.1.7. Human Growth &amp; Development</b>	
HE.1.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.
HE.1.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
	HE.1.7.2.b: Explain that everyone has the right to tell others not to touch their body.
	HE.1.7.2.c: Discuss ways to respond if someone is touching them in a way that makes them feel uncomfortable.
	HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.
HE.1.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.1.7.3.a: Explain why sleep and rest are important for proper growth and good health.
	HE.1.7.3.b: Discuss the importance of talking to a trusted adult about growth and development.
HE.1.7.4.	Students will understand the structure and functions of body systems.
	HE.1.7.4.a: Explain how the heart and lungs work.

HE.1.8. Consumer & Environmental Health	
HE.1.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.1.8.1.a: Discuss that not all products advertised or sold are good for them.
HE.1.8.2.	Students will recognize how the environment affects health.
	HE.1.8.2.a: Explain various rules, signs and signals (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk) necessary for staying safe around traffic.
	HE.1.8.2.b: Demonstrate how to safely cross the street.
	HE.1.8.2.c: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).
	HE.1.8.2.d: Demonstrate ways to prevent damage from the sun.

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## Grade 2

HE.2.1. Foundations of Personal Health	
HE.2.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.
HE.2.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.2.1.2.a: Demonstrate the steps of the decision-making process.
	HE.2.1.2.b: Recognize when help is needed in making a decision.
HE.2.1.3.	Students will focus on personal development and growth.
	HE.2.1.3.a: Examine positive health choices (e.g. eating habits, physical activity, hygiene, sleeping habits).
	HE.2.1.3.b: Describe ways they are different and special.
	HE.2.1.3.c: Explain why it is important to accept differences in people.
HE.2.2. Nutrition & Physical Activity Promotion	
HE.2.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.
	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.
	HE.2.2.1.c: Set a goal to drink enough water each day.
	HE.2.2.1.d: Identify the variety of foods of plant and animal origins.
	HE.2.2.1.e: Demonstrate making nutrient-rich snack choices at school and at home.
HE.2.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.
	HE.2.2.2.b: State the purpose of a warm-up and cool down when performing physical activities.
	HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.
	HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.
HE.2.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.
	HE.2.2.3.b: Discuss how physically activity can make one feel better.
	HE.2.2.3.c: Identify things they like about themselves to help build a positive body image.
HE.2.3. Substance Abuse Prevention	
HE.2.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.3.1.a: Describe what over-the-counter and prescription medications are and how to safely use them (e.g. only take with adult supervision, use according to the label, use only when necessary).

	HE.2.3.1.b: Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine or other drugs by someone other than a trusted adult.
	HE.2.3.1.c: Identify a variety of tobacco products.
HE.2.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a trusted adult. (e.g. firmly saying no and walking away).
	HE.2.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
	HE.2.3.2.c: Encourage peers to be tobacco free.
HE.2.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.2.3.3.a: Describe the short and long term effects of using tobacco, including addiction.
	HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.
	HE.2.3.3.c: Describe the consequences of experimenting with tobacco.
<b>HE.2.4. Disease Prevention</b>	
HE.2.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.
	HE.2.4.1.b: Recognize bacteria and viruses are types of germs.
HE.2.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.
	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye dr.).
	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.
	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.
	HE.2.4.2.e: Seek help from a trusted adult when not feeling well.
<b>HE.2.5. Injury Prevention &amp; Safety</b>	
HE.2.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.2.5.1.a: Explain protective behaviors to use when approached personally by strangers or on the internet.
	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.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.
	HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.
	HE.2.5.1.e: Generate examples of safe places one might go if feeling personally threatened.
HE.2.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.

	HE.2.5.2.a: Describe how to cross the street safely.
	HE.2.5.2.b: State how emotions can influence safety-related behaviors.
	HE.2.5.2.c: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).
	HE.2.5.2.d: List personal behaviors that contribute to safe or unsafe use of technology.
	HE.2.5.2.e: Define child abuse (sexual, physical, and emotional) and identify behaviors that would be considered abusive.
<b>HE.2.6. Social, Emotional &amp; Mental Health</b>	
<b>HE.2.6.1.</b>	<b>Students will develop social skills and understand how to positively interact with others.</b>
	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.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.
	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.
	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.
	HE.2.6.1.e: Demonstrate responsibility for one's own actions and possessions and the possessions of others.
<b>HE.2.6.2.</b>	<b>Students will identify and manage feelings, emotions, and behaviors in a healthy manner.</b>
	HE.2.6.2.a: Identify situations that trigger various emotions (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.
	HE.2.6.2.c: Explain the influence of peers, the media, technology, and family on feelings and emotions.
	HE.2.6.2.d: Practice the use of self talk to regulate emotions.
	HE.2.6.2.e: Explain the importance of talking with a trusted adult about feelings and emotions.
	HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.
<b>HE.2.6.3.</b>	<b>Students will identify signs and symptoms of mental health conditions and where to access support.</b>
	HE.2.6.3.a: Discuss how various support systems for personal mental health needs could be used. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.2.6.3.b: Discuss the influence of loneliness and worry on one's personal mental health.
	HE.2.6.3.c: Identify feelings associated with disappointment, loss and grief and how to express the feeling in a healthy way.
<b>HE.2.6.4.</b>	<b>Students will learn and discuss cultural issues that impact mental, emotional, and social health.</b>
	HE.2.6.4.a: Model ways to treat all people with dignity and respect.
	HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

	HE.2.6.4.c: Define and discuss examples of bias (e.g. stereotype, prejudice, stigma).
<b>HE.2.7. Human Growth &amp; Development</b>	
HE.2.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.2.7.1.a: Recognize genitalia differences.
HE.2.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.2.7.2.a: Demonstrate how to clearly say no, leave a situation, and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
	HE.2.7.2.b: Identify healthy ways for friends to express feelings for each other, both physically and verbally.
	HE.2.7.2.c: Explain that if someone touches them in an unsafe way it is not their fault and they are not to blame.
	HE.2.7.2.d: 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.2.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.2.7.3.a: Explain that healthy bodies come in different shapes, sizes, and abilities.
	HE.2.7.3.b: Demonstrate healthy practices and behaviors (e.g. sleep, cleaning body, nutrition, physical activity) that maintain or improve healthy growth and development.
	HE.2.7.3.c: Discuss the human cycle of birth, aging, and death.
HE.2.7.4.	Students will understand the structure and functions of body systems.
	HE.2.7.4.a: Identify the major bones in the body and their location.
<b>HE.2.8. Consumer &amp; Environmental Health</b>	
HE.2.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.2.8.2.	Students will recognize how the environment affects health.
	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.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).
	HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).

## Grade 3

HE.3.1. Foundations of Personal Health	
HE.3.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.
	HE.3.1.1.b: Define hygiene and identify ways to practice good hygiene.
	HE.3.1.1.c: Explain the importance of practicing good hygiene.
HE.3.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health. (e.g. culture, family, biases, values, peers, community views).
	HE.3.1.2.b: Describe how choices can have positive and negative consequences.
	HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.
HE.3.1.3.	Students will focus on personal development and growth.
	HE.3.1.3.a: Describe ways some people are believed to be different and demonstrate ways to show dignity and respect while interacting with others.
	HE.3.1.3.b: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).
	HE.3.1.3.c: Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
	HE.3.1.3.d: Demonstrate the use of "I-statements" to express one's feelings or thoughts.
	HE.3.1.3.e: Respond positively to constructive criticism.
HE.3.2. Nutrition & Physical Activity Promotion	
HE.3.2.1.	Students will be able to make healthy food choices based on 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.3.2.1.b: Identify the recommended serving sizes for each food group.
	HE.3.2.1.c: Explain what food-borne illness is and how those illnesses can spread.
	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.
	HE.3.2.1.e: Discuss how family, friends, and media influence food choices.
HE.3.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activity to enhance fitness.
	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.
	HE.3.2.2.c: Discuss the importance of the muscular system on movement.
	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.
HE.3.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.

	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.
	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.
	HE.3.2.3.c: Define nutrients and their role within the body.
	HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.
<b>HE.3.3. Substance Abuse Prevention</b>	
HE.3.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.3.1.a: Explain rules for safe use of medicines and household products.
	HE.3.3.1.b: Explain the differences between medications (over the counter and prescription) and drugs (legal or illegal).
HE.3.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.3.3.2.a: Identify family, school and community rules about substance use.
	HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drugs use.
	HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs when offered by someone other than a trusted adult.
	HE.3.3.2.d: Describe how to locate sources of accurate information for alcohol- & tobacco-use prevention.
	HE.3.3.2.e: Encourage peers to be alcohol and tobacco free.
HE.3.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.3.3.3.a: Describe the short and long term effects of alcohol use, including addiction.
	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.
	HE.3.3.3.c: Explain the dangers of riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.d: Demonstrate strategies, including persuading others, to avoid riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.e: Set a goal to be alcohol free.
<b>HE.3.4. Disease Prevention</b>	
HE.3.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.
	HE.3.4.1.b: Identify common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
	HE.3.4.1.c: Describe symptoms that occur when a person is sick.
HE.3.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).
	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.
	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common infectious (communicable) and non-infectious (non-communicable) diseases.

	HE.3.4.2.d: Summarize the benefits of personal health care practices such as tooth brushing and flossing, skin care and bathing regularly.
	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.
	HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.
<b>HE.3.5. Injury Prevention &amp; Safety</b>	
<b>HE.3.5.1.</b>	<b>Students will recognize and respond to an injury or emergency situation.</b>
	HE.3.5.1.a: Identify and describe situations that may be uncomfortable or unsafe (e.g. weapons, harmful substances, abuse, injury, crosswalks, strangers).
	HE.3.5.1.b: Locate fire exits, and demonstrate how to safely evacuate a building.
	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).
	HE.3.5.1.d: Illustrate how to react to an injury or emergency situation and promptly report to a trusted adult or emergency service.
	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning by household cleaning and paint products.
	HE.3.5.1.f: Describe actions to take in a poison emergency.
<b>HE.3.5.2.</b>	<b>Student will understand and learn specific behaviors that promote injury prevention and personal safety.</b>
	HE.3.5.2.a: Identify at-risk situations that may require a decision making process and distinguish when assistance is necessary from an adult.
	HE.3.5.2.b: Illustrate how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.
	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).
	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and discuss safety rules at home, school, and in the community.
	HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.
	HE.3.5.2.f: Analyze environments to determine whether they are safe places.
	HE.3.5.2.g: Describe safety guidelines for internet and social media use.
	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).
<b>HE.3.6. Social, Emotional &amp; Mental Health</b>	
<b>HE.3.6.1.</b>	<b>Students will develop social skills and understand how to positively interact with others.</b>
	HE.3.6.1.a: Demonstrate effective verbal and nonverbal communication skills (including setting personal boundaries).
	HE.3.6.1.b Define conflicts and identify strategies for conflict resolution.
	HE.3.6.1.c: Role play how to respond appropriately to bullying, teasing or aggressive behavior.
	HE.3.6.1.d: Demonstrate how to support students who are left out.
	HE.3.6.1.e: Discuss what is positive and negative peer pressure.
	HE.3.6.1.f: Identify characteristics of those involved in a bullying situation (e.g. the child who bullied, the child who was bullied, the child who was both bullied and bullied others, and bystanders).

	HE.3.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).
	HE.3.6.1.h: Identify benefits of intervening and disadvantages of being a spectator.
	HE.3.6.1.i: Explain why it is wrong to tease or bully others based on personal characteristics (e.g. body type, gender, appearance, mannerisms, and the way one dresses or acts).
HE.3.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.3.6.2.a: Identify examples of self-control during situations that trigger various emotions. (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.3.6.2.b: Identify strategies for coping with upsetting situations (e.g. disappointment, loss, separation, being told no), including talking with a trusted adult.
	HE.3.6.2.c: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).
	HE.3.6.2.d: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.
	HE.3.6.2.e: State that sharing feelings is a healthy action.
	HE.3.6.2.f: Explain that anger is a normal emotion and identify nonviolent ways to manage anger.
HE.3.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.
	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings (e.g. loss, grief, loneliness, disappointment, worry).
	HE.3.6.3.c: Examine cultural and media factors that promote the stigma of mental health conditions.
HE.3.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.3.6.4.a: Display being open minded to the perspective of others.
	HE.3.6.4.b: Examine various cultural practices and beliefs (e.g. holidays, foods, music, and customs).
	HE.3.6.4.c: Define prejudice and discrimination.
	HE.3.6.4.d: Discuss stereotypes and racial bias in media and books (e.g. heros, "bad guys", characteristics, roles).
<b>HE.3.7. Human Growth &amp; Development</b>	
HE.3.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.3.7.1.a: Describe the functions of basic reproductive body parts.
	HE.3.7.1.b: Explain reproduction and why all living things may have the capacity to reproduce.
HE.3.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
	HE.3.7.2.b: Describe the characteristics of healthy relationships.

	HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
	HE.3.7.2.d: Explain the relationship between consent, personal boundaries, and bodily autonomy.
	HE.3.7.2.e: Define sexual orientation.
	HE.3.7.2.f: Explain that inappropriate touches should be reported to a trusted adult.
	HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation.
HE.3.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.3.7.3.a: Explain how puberty and development can vary greatly and still be normal.
	HE.3.7.3.b: Describe physical changes that occur during development (e.g. body hair, body odor, body shape).
	HE.3.7.3.c: Describe how puberty prepares human bodies for the potential to reproduce.
	HE.3.7.3.d: Identify potential resources (for example: parents, caregivers, health care professionals, websites) that can provide accurate information about puberty.
	HE.3.7.3.e: Discuss good hygiene practices and their importance for growth and development.
	HE.3.7.3.f: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.3.7.4.	Students will understand the structure and functions of body systems.
	HE.3.7.4.a: Describe the muscular system and its basic functions.
<b>HE.3.8. Consumer &amp; Environmental Health</b>	
HE.3.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.3.8.1.a: Describe how family, community, peers, and media can influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).
	HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.3.8.2.	Students will recognize how the environment affects health.
	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.3.8.2.b: Explain how hearing can be damaged by loud sounds and identify common sources of noise.
	HE.3.8.2.c: Practice ways to protect ones hearing.
	HE.3.8.2.d: Discuss how family, community, peers, and media can influence personal environmental health practices and behaviors.

# Grade 4

HE.4.1. Foundations of Personal Health	
HE.4.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.
	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.
	HE.4.1.1.c: Describe values that promote personal health (e.g. self-efficacy, family beliefs).
HE.4.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.4.1.2.a: Locate medically-accurate resources from home, school, and community that can influence one's decision making.
	HE.4.1.2.b: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.
	HE.4.1.2.c: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.
HE.4.1.3.	Students will focus on personal development and growth.
	HE.4.1.3.a: Recognize and accept that reasonable people can have differing opinions.
	HE.4.1.3.b: Prioritize healthy choices for self while being influenced by others.
	HE.4.1.3.c: Set a specific and measurable short-term health-related goal and track the progress.
	HE.4.1.3.d: Define stress and identify what causes or triggers stress in oneself and others.
	HE.4.1.3.e: Discuss strategies to manage stress triggers.
	HE.4.1.3.f: Identify physical and emotional reactions to stress.
	HE.4.1.3.g: Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).
	HE.4.1.3.h: Examine your interests and get involved within your school community (e.g. tutor, student council, clubs, mentoring new students).
HE.4.2. Nutrition & Physical Activity Promotion	
HE.4.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.
	HE.4.2.1.b: Set a short-term goal to choose healthy foods for snacks and meals.
	HE.4.2.1.c: Differentiate between portions and servings sizes.
	HE.4.2.1.d: Identify foods with labels and locate key nutrition items on those labels.
	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.
	HE.4.2.1.f: Describe safe food handling and preparation practices.
	HE.4.2.1.g: Practice asking family members for nutrient-rich food options.
HE.4.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.4.2.2.a: Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.

	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.
	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, workout, cool-down).
HE.4.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.4.2.3.a: Discuss the importance of hydration and hydration choices for physical activities.
	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and good health.
	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.
	HE.4.2.3.d: Demonstrate strategies for taking personal responsibility for eating healthy foods and being physically active.
<b>HE.4.3. Substance Abuse Prevention</b>	
HE.4.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	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.4.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.
	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.4.3.1.d: Access sources of accurate information for tobacco, alcohol and medications.
HE.4.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not to use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).
	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.4.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.
	HE.4.3.2.d: Demonstrate how to locate sources of accurate information for prevention of substance use and misuse.
	HE.4.3.2.e: Give factual information about the benefits of not using alcohol, tobacco or other drugs.
	HE.4.3.2.f: Describe the impact of using substances (e.g. tobacco, alcohol, medications, caffeine), including that they can be addictive.
HE.4.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.4.3.3.a: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).
	HE.4.3.3.b: Examine the consequences to the brain and body when harmful substances are ingested (e.g. intoxicants, medications, alcohol, illicit drugs).
	HE.4.3.3.c: Demonstrate ways to request to others to avoid driving under the influence.

	HE.4.3.3.d: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.
	HE.4.3.3.e: Explain the short and long term physical, mental, social, financial, and emotional effects of alcohol, tobacco and other substance use.
<b>HE.4.4. Disease Prevention</b>	
<b>HE.4.4.1.</b>	<b>Students will understand the differences between harmful and helpful use of drugs and medication.</b>
	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.
	HE.4.4.1.b: Describe when it is important to seek health care treatment of infectious (communicable) and non-infectious (non-communicable) diseases.
	HE.4.4.1.c: Identify the most common symptoms of an infectious (communicable) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).
	HE.4.4.1.d: Demonstrate how to show empathy towards individuals that have chronic conditions.
<b>HE.4.4.2.</b>	<b>Students will identify ways to protect from and reduce the risk of diseases and conditions.</b>
	HE.4.4.2.a: Demonstrate how to locate sources of accurate information on the internet to prevent diseases.
	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood health problems.
	HE.4.4.2.c: Locate professional health services in the community.
	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).
<b>HE.4.5. Injury Prevention &amp; Safety</b>	
<b>HE.4.5.1.</b>	<b>Students will recognize and respond to an injury or emergency situation.</b>
	HE.4.5.1.a: Describe the symptoms of someone who is seriously ill or injured and needs immediate medical attention.
	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.4.5.1.c: Practice strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.
	HE.4.5.1.d: Explain the importance of telling an adult if someone is in danger.
<b>HE.4.5.2.</b>	<b>Student will understand and learn specific behaviors that promote injury prevention and personal safety.</b>
	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm (e.g. swimming, pedestrian, motor vehicle, wheeled recreation, falls, burns, poisoning).
	HE.4.5.2.b: Demonstrate ways to start a conversation when you are seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g. bullying, teasing, child abuse).
	HE.4.5.2.c: Examine ways to be a safe pedestrian.
	HE.4.5.2.d: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.
	HE.4.5.2.e: Identify the potential consequences of risky behaviors.
	HE.4.5.2.f: Explain why abusive behaviors are harmful and their potential impacts.
	HE.4.5.2.g: Describe the potential risks and dangers associated with online communication.

	HE.4.5.2.h: Explain responsible uses of technology and digital information and describe potential consequences of inappropriate use.
<b>HE.4.6. Social, Emotional &amp; Mental Health</b>	
<b>HE.4.6.1.</b>	<b>Students will develop social skills and understand how to positively interact with others.</b>
	HE.4.6.1.a: Demonstrate graciousness in winning and losing.
	HE.4.6.1.b: Develop strategies for building relationships with others who are different from oneself.
	HE.4.6.1.c: Describe ways to express forgiveness.
	HE.4.6.1.d: Explain the difference of positive and negative peer pressure and how it could influence a friendship.
	HE.4.6.1.e: Explain how resolving a conflict with a friend could strengthen the friendship.
	HE.4.6.1.f: Identify assertive, passive and aggressive conflict resolution behaviors.
	HE.4.6.1.g: Identify strategies to intervene safely when someone is being bullied or teased.
	HE.4.6.1.h: Demonstrate ways of dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.4.6.1.i: Practice reflective listening (e.g. I messages, paraphrase).
	HE.4.6.1.j: Define empathy and practice demonstrating empathy with peers.
	HE.4.6.1.k: Discuss the different types of bullying (social, verbal, physical, and cyber).
<b>HE.4.6.2.</b>	<b>Students will identify and manage feelings, emotions, and behaviors in a healthy manner.</b>
	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.
	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.
	HE.4.6.2.c: Utilize "I-statements" to express various emotions.
	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify triggers and causes.
<b>HE.4.6.3.</b>	<b>Students will identify signs and symptoms of mental health conditions and where to access support.</b>
	HE.4.6.3.a: Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others.
	HE.4.6.3.b: Recognize that using resources and strategies, including talking to someone (e.g. a trusted adult (mental health medical professionals, caregivers, teachers) to manage feelings is a healthy action.
	HE.4.6.3.c: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult.
<b>HE.4.6.4.</b>	<b>Students will learn and discuss cultural issues that impact mental, emotional, and social health.</b>
	HE.4.6.4.a: Define and discuss examples of conscious and unconscious bias.
	HE.4.6.4.b: Analyze the various points of view expressed on an historical, political, or social issue.
	HE.4.6.4.c: Explain behaviors associated with inclusiveness in a variety of relationships.
	HE.4.6.4.d: Discuss stereotyping and its negative impact on others.
	HE.4.6.4.e: Describe that people from different cultural and social groups share many things in common.

HE.4.7. Human Growth & Development	
HE.4.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.4.7.1.a: Define Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).
	HE.4.7.1.b: Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
	HE.4.7.1.c: Define the process of human reproduction.
	HE.4.7.1.d: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.
HE.4.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.4.7.2.a: Demonstrate refusal skills to protect personal boundaries and avoid or reduce health risks.
	HE.4.7.2.b: Compare positive and negative ways friends, peers and media can influence relationships.
	HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
	HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
	HE.4.7.2.e: Demonstrate the use of healthy and respectful words and actions to express friendship, attraction, and affection.
	HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.4.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.4.7.3.a: Explain ways to manage the physical and emotional changes associated with puberty.
	HE.4.7.3.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/adults).
	HE.4.7.3.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.4.7.3.d: Demonstrate how to ask a trusted adult questions about puberty and adolescents.
	HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset).
	HE.4.7.3.f: Explain body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.4.7.4.	Students will understand the structure and functions of body systems.
	HE.4.7.4.a: Describe the respiratory and cardiovascular system and their basic functions.
HE.4.8. Consumer & Environmental Health	
HE.4.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.4.8.1.a: Locate 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.4.8.1.b: Identify characteristics of valid health information, products and services.

	HE.4.8.1.c: Investigate resources from home, school, and community that provide valid health information.
HE.4.8.2.	Students will recognize how the environment affects health.
	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.4.8.2.b: Discuss strategies to protect the skin (e.g. bug spray, sun screen, protective gear, chemical exposure) when playing outdoors.
	HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).

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# Grade 5

HE.5.1. Foundations of Personal Health	
HE.5.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.
	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.
HE.5.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.5.1.2.a: Analyze a variety of internal and external factors that influence health practices and behaviors. (e.g. culture, family, biases, values, peers, community views).
	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.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.
	HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.
HE.5.1.3.	Students will focus on personal development and growth.
	HE.5.1.3.a: Communicate ideas using a variety of formats including technology.
	HE.5.1.3.b: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).
	HE.5.1.3.c: Demonstrate ways to express gratitude and treat others with dignity and respect.
	HE.5.1.3.d: Demonstrate strategies to reduce stress (e.g. talking to a friend or trusted adult, considering what led to these feelings, exercise).
	HE.5.1.3.e: Practice turning criticism into constructive feedback.
HE.5.2. Nutrition & Physical Activity Promotion	
HE.5.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.5.2.1.a: Define a calorie and describe how it is used by the body.
	HE.5.2.1.b: Explore food choices from different cultures.
	HE.5.2.1.c: Identify strategies that can be used to consume recommended portions of food to meet individual nutrient needs.
	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.
	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.
	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, solid fat, and sodium.
HE.5.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.5.2.2.a: Identify the skill-related components of fitness.
	HE.5.2.2.b: Differentiate between skill-related and health-related components of fitness.
	HE.5.2.2.c: Develop a personal plan to be physically active.
	HE.5.2.2.d: Identify ways to strengthen each skill- and health-related component of fitness.
	HE.5.2.2.e: Track progress towards achieving a personal physical activity goal.

	HE.5.2.2.f: Discuss the role of weight or resistance training prior to puberty.
HE.5.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.
	HE.5.2.3.b: Illustrate foods' role during the process of digestion.
	HE.5.2.3.c: Describe the social benefits gained from participating in physical activity.
	HE.5.2.3.d: Identify the role of physical activity and healthy eating in prevention of chronic disease.
	HE.5.2.3.e: Examine how the media portrays beauty.
	HE.5.2.3.f: Discuss how healthy bodies come in all shapes, sizes and abilities.
<b>HE.5.3. Substance Abuse Prevention</b>	
HE.5.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).
	HE.5.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.
	HE.5.3.1.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.
HE.5.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.
	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.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.
	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.
	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.5.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.5.3.3.a: Summarize the risks associated with driving a motor vehicle under the influence of alcohol and other drugs.
	HE.5.3.3.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.5.3.3.c: Explain addiction and recovery.
	HE.5.3.3.d: Describe the benefits of abstaining from or discontinuing substance use or misuse (e.g. nicotine, alcohol, medications, household products, tobacco, marijuana).
<b>HE.5.4. Disease Prevention</b>	
HE.5.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.4.1.a: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.
	HE.5.4.1.b: Discuss pathogens (germs) and common types of pathogens.

	HE.5.4.1.c: Locate factual information about common chronic health conditions ( e.g. asthma, diabetes, allergies, anaphylaxis, seizures).
HE.5.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.5.4.2.a: Demonstrate approaching a trusted adult about feeling ill at school and home.
	HE.5.4.2.b: Name alternatives to unhealthy behaviors that may cause disease.
	HE.5.4.2.c: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).
	HE.5.4.2.d: Discuss how social determinants and health disparities can impact health.
<b>HE.5.5. Injury Prevention &amp; Safety</b>	
HE.5.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.5.5.1.a: Communicate with a trusted adult at home how to respond to a fire and/or tornado.
	HE.5.5.1.b: Demonstrate how to obtain and offer assistance to others in harmful situations.
	HE.5.5.1.c: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.
HE.5.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.
	HE.5.5.2.b: Identify ways to reduce risk of injuries from animal and insect bites and stings.
	HE.5.5.2.c: Explain a variety of healthy behaviors (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety) that promote injury prevention and personal safety.
	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.
	HE.5.5.2.e: Define what is sex- and human trafficking.
	HE.5.5.2.f: Explain the potential risks associated with the use of networked digital environments (internet, cell phones, wireless networks) and sharing personal information.
	HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.
<b>HE.5.6. Social, Emotional &amp; Mental Health</b>	
HE.5.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a trusted adult for assistance.
	HE.5.6.1.b: List different approaches one might have to dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.5.6.1.c: Interpret non-verbal communication cues (e.g. hand gestures, facial expressions, body language).
	HE.5.6.1.d: Explain how one's own behavior might affect the feelings of others.
	HE.5.6.1.e: Recognize how a situation would make one feel (positive and negative) and treat others accordingly.
	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.

	HE.5.6.1.g: Recognize and accept that reasonable people can have differing opinions.
	HE.5.6.1.h: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
HE.5.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.5.6.2.a: Demonstrate strategies to avoid situations that might lead to negative consequences.
	HE.5.6.2.b: Demonstrate strategies to manage strong feelings.
	HE.5.6.2.c: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).
	HE.5.6.2.d: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.
HE.5.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.5.6.3.a: Demonstrate how to get help from an adult when someone is in danger of hurting themselves or others.
	HE.5.6.3.b: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
	HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.
HE.5.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.5.6.4.a: Evaluate examples of how the media portray various social and cultural groups.
	HE.5.6.4.b: Demonstrate ways to advocate for others.
	HE.5.6.4.c: Describe cultural beliefs, conscious and unconscious bias and stigma and the various factors that influence them.
	HE.5.6.4.d: Discuss how current events could trigger various emotions.
<b>HE.5.7. Human Growth &amp; Development</b>	
HE.5.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.
	HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.
	HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
	HE.5.7.1.d: Define the functions of sperm and egg cell in human reproduction.
	HE.5.7.1.e: Define STDs, including HIV, and clarify ways they are transmitted and prevented.
	HE.5.7.1.f: Describe the benefits of being sexually abstinent.
	HE.5.7.1.g: Explain sexual intercourse and how it relates to human reproduction.
HE.5.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.5.7.2.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.
	HE.5.7.2.b: Demonstrate positive ways to communicate differences of opinion while maintaining romantic relationships.

	HE.5.7.2.c: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.
	HE.5.7.2.d: Describe steps a person can take when they are being or have been sexually abused.
	HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
	HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
	HE.5.7.2.g: Define sexual abuse, sexual harassment, and domestic/dating violence and explain why they are harmful and their potential impacts.
	HE.5.7.2.h: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.
HE.5.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.5.7.3.a: Use self-assessment skills to identify feelings and personal changes that are part of puberty.
	HE.5.7.3.b: Discuss the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.5.7.3.c: Identify personal hygiene practices and health and safety issues related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.5.7.3.d: Make a plan for maintaining personal hygiene during puberty.
	HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
HE.5.7.4.	Students will understand the structure and functions of body systems.
	HE.5.7.4.a: Describe the digestive system and its basic functions.
	HE.5.7.4.b: Identify the building blocks of the human body (cells, tissues, organs, organ system, organisms).
<b>HE.5.8. Consumer &amp; Environmental Health</b>	
HE.5.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.5.8.1.a: Demonstrate how to positively influence family, peers and community consumer health choices and behaviors (e.g. nutritional foods, hygiene, products, community opportunities).
	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.
HE.5.8.2.	Students will recognize how the environment affects health.
	HE.5.8.2.a: State how different industries (e.g. agriculture, factories) impact the environment and one's health (e.g. water and air quality, pesticides).
	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.
	HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
	HE.5.8.2.d: Analyze how one's family influences (positive or negative) environmental health practices and behaviors.

## Grade 6

HE.6.1. Foundations of Personal Health	
HE.6.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.6.1.1.a: Define health and identify healthy lifestyles and habits.
	HE.6.1.1.b: Distinguish between the multiple dimensions of health.
	HE.6.1.1.c: Analyze the influence of media and technology on personal and family health.
HE.6.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.
	HE.6.1.2.b: Predict the positive and negative consequences of a decision.
	HE.6.1.2.c: Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
HE.6.1.3.	Students will focus on personal development and growth.
	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.
	HE.6.1.3.b: Create strategies to manage deadlines for a school-related activity (e.g. studying for a test, completing a project).
	HE.6.1.3.c: Describe passive, aggressive, and assertive communication styles.
	HE.6.1.3.d: Demonstrate how to communicate assertively in a respectful manner.
	HE.6.1.3.e: Describe passive, aggressive, and assertive communication styles.
	HE.6.1.3.f: Describe the signs and symptoms of stress.
	HE.6.1.3.g: Identify positive and negative results of stress and appropriate ways of dealing with each.
	HE.6.1.3.h: Demonstrate ways to promote dignity and respect for all people.
HE.6.2. Nutrition & Physical Activity Promotion	
HE.6.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).
	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
	HE.6.2.1.c: Differentiate between portion and serving sizes.
	HE.6.2.1.d: Identify the nutritional value for various foods.
	HE.6.2.1.e: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.
	HE.6.2.1.f: Explain the importance of eating breakfast every day.
	HE.6.2.1.g: Analyze how advertising and marketing techniques used for food and beverages affect choices.
HE.6.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.6.2.2.a: Demonstrate examples of each skill-related component of fitness.
	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.

	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.
	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.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.
	HE.6.2.2.f: Demonstrate the role of a warm-up and cool down through dynamic movement.
	HE.6.2.2.g: Discuss the importance of proper technique while performing muscular strength exercises.
HE.6.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.6.2.3.a: Define caloric intake and expenditure.
	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.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).
	HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
	HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.
<b>HE.6.3. Substance Abuse Prevention</b>	
HE.6.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.
	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.
	HE.6.3.1.c: Access sources of accurate information for a variety of substances.
HE.6.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.6.3.2.b: Identify the potential effects of substance use.
	HE.6.3.2.c: Demonstrate strategies to resist substance use that can lead to misuse and abuse.
	HE.6.3.2.d: Describe positive alternatives to using alcohol, tobacco and other drugs.
HE.6.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.
	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.
	HE.6.3.3.c: Access school and community resources to assist with substance use, misuse, and abuse.
	HE.6.3.3.d: Locate school policies and community laws about alcohol, tobacco and other drugs use.
	HE.6.3.3.e: Summarize the short and long term effects of marijuana use.
<b>HE.6.4. Disease Prevention</b>	

HE.6.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.4.1.a: Break down what a disease is and its correlation within the body.
	HE.6.4.1.b: Examine pathogens and the diseases they cause.
	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, poverty, health disparities of marginalized communities, race, environment, hygiene).
HE.6.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.
	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.
	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.
<b>HE.6.5. Injury Prevention &amp; Safety</b>	
HE.6.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.6.5.1.a: Predict the severity of an injury or emergency and respond appropriately.
	HE.6.5.1.b: Interpret emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms).
HE.6.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.
	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.6.5.2.c: Describe ways to reduce risk of injuries from firearms.
	HE.6.5.2.d: Predict the potential outcomes to at-risk behaviors.
	HE.6.5.2.e: Identify strategies that sex traffickers/exploiters employ to recruit youth.
	HE.6.5.2.f: Identify key components of digital citizenship.
	HE.6.5.2.g: Describe how prejudice, discrimination, intolerance, and bias can lead to violence.
<b>HE.6.6. Social, Emotional &amp; Mental Health</b>	
HE.6.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.6.6.1.a: Demonstrate effective listening skills.
	HE.6.6.1.b: Demonstrate the ability to use the steps of conflict resolution.
	HE.6.6.1.c: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.
	HE.6.6.1.e: Describe how to end unhealthy relationships.
HE.6.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.6.6.2.a: Demonstrate the ability to use practical strategies to manage strong feelings.
	HE.6.6.2.b: Identify, recognize and name personal complex emotions.

	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.
	HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.
	HE.6.6.2.e: Discuss how emotions change during adolescence.
HE.6.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.
	HE.6.6.3.b: Define mental health and understand what it means to be mentally healthy.
	HE.6.6.3.c: Identify risk factors for mental illnesses and challenges.
	HE.6.6.3.d: Research school and community mental health resources to help and assist with mental illnesses or challenges.
	HE.6.6.3.e: Locate appropriate processes for reporting unsafe behaviors or situations for self and others.
	HE.6.6.3.f: 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.6.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.6.6.4.a: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.6.4.b: Explain how recognizing and understanding different perspectives could prevent conflict.
<b>HE.6.7. Human Growth &amp; Development</b>	
HE.6.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
	HE.6.7.1.b: Identify prevention strategies, including abstinence, of pregnancy, STDs and HIV.
	HE.6.7.1.c: Explain STDs, including HIV, how common STDs are, and how they are and are not transmitted.
	HE.6.7.1.d: Explain why it is unethical to pressure anyone to have sexual contact and emphasize how individuals have the right to refuse any level of sexual contact.
	HE.6.7.1.e: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	HE.6.7.1.f: Correlate how engaging in sexual activity could affect personal goals.
HE.6.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.6.7.2.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
	HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
	HE.6.7.2.d: Describe the similarities and differences between friendships and romantic relationships.

	HE.6.7.2.e: Summarize how technology, including social media can impact friendships and relationships.
	HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
	HE.6.7.2.g: Demonstrate communication skills that will support healthy relationships.
	HE.6.7.2.h: Recognize techniques that are used to coerce or pressure someone to have sex.
HE.6.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.6.7.3.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.3.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.
	HE.6.7.3.d: Identify health care providers for puberty and adolescent development services.
	HE.6.7.3.e: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain good hygiene during maturation.
HE.6.7.4.	Students will understand the structure and functions of body systems.
	HE.6.7.4.a: List the basic interactions of the human body systems.
	HE.6.7.4.b: Describe the immune system and its basic functions.
<b>HE.6.8. Consumer &amp; Environmental Health</b>	
HE.6.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.
	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.
HE.6.8.2.	Students will recognize how the environment affects health.
	HE.6.8.2.a: Identify environmental factors that can affect health (e.g. pollutants, safety guidelines/laws for home, school and community).
	HE.6.8.2.b: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.8.2.c: Identify common causes of noise-induced hearing loss.
	HE.6.8.2.d: Summarize actions to take to protect oneself against potential damage from exposure to the sun.

# Grade 7

HE.7.1. Foundations of Personal Health	
HE.7.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.
	HE.7.1.1.b: Explain the relationship between the multiple dimensions of health.
	HE.7.1.1.c: Analyze the physical, emotional, mental, and social importance of keeping the body clean.
HE.7.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).
	HE.7.1.2.b: Demonstrate the use of resistance/refusal skills in managing conflicts.
HE.7.1.3.	Students will focus on personal development and growth.
	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.
	HE.7.1.3.b: Identify influences on personal development and advocate for self.
	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.
	HE.7.1.3.d: Describe common stress triggers and how stress effects one's health.
	HE.7.1.3.e: Practice strategies for dealing with stress (for example: e.g. deep breathing, guided visualization, aerobic exercise, time management).
	HE.7.1.3.f: Describe how time management might contribute to stress reduction.
HE.7.2. Nutrition & Physical Activity Promotion	
HE.7.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.
	HE.7.2.1.b: Analyze nutritional information to enhance food choices.
	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.
	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.
	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices (e.g. choice, food deserts, family & culture, community).
HE.7.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.7.2.2.a: Differentiate between the components of skill- and health-related fitness.
	HE.7.2.2.b: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.
	HE.7.2.2.c: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.
	HE.7.2.2.d: Describe the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.
	HE.7.2.2.e: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

	HE.7.2.2.f: Explain the relationship between self-expression and lifelong enjoyment through physical activity.
	HE.7.2.2.g: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.
HE.7.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.
	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.
	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.
	HE.7.2.3.d: Define disordered eating and eating disorders.
<b>HE.7.3. Substance Abuse Prevention</b>	
HE.7.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.7.3.1.a: Describe the possible progression of substance use, misuse, and abuse and the potential risks associated with each.
	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	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.7.3.2.	Students will recognize positive and negative influences and effects 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.7.3.2.b: Apply strategies to resist substance use that can lead to misuse and abuse.
	HE.7.3.2.c: Examine the reasons why people choose to use or not to use alcohol, tobacco and other drugs.
	HE.7.3.2.d: Define addiction and understand the need for professional intervention.
	HE.7.8.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.
HE.7.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.
	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health (including side effects).
	HE.7.3.3.c: Assess the validity of information as it applies to substance use, misuse, and abuse.
	HE.6.3.3.d: Evaluate how the use of substances can cause illness, injury and complications with growth and development.
	HE.7.3.3.e: Describe the health risks of using performance-enhancing drugs.
	HE.7.3.3.f: Encourage others to be tobacco-, alcohol- and drug-free.
<b>HE.7.4. Disease Prevention</b>	
HE.7.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.

	HE.7.4.1.a: Differentiate between communicable (infectious) and non-communicable (non-infectious) diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).
	HE.7.4.1.b: Identify blood borne pathogens, such as those causing HIV and Hepatitis B and C, and methods to prevent disease transmission.
	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.
HE.7.4.2.	Students will identify ways to protect from and reduce the risk of 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.7.4.2.b: Summarize health behaviors to prevent the spread of infectious (communicable) diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.
	HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.
<b>HE.7.5. Injury Prevention &amp; Safety</b>	
HE.7.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.7.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.
	HE.7.5.1.b: Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
	HE.7.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.
	HE.7.5.1.d: Identify signs and symptoms of self-harm.
HE.7.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted driver, use of safety restraints in motor vehicles, and use of safety equipment).
	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.
	HE.7.5.2.c: Identify protective equipment necessary for sports and recreational activities.
	HE.7.5.2.d: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
	HE.7.5.2.e: Describe ways to reduce risk of injuries while riding in or on a motor vehicle, around water and as a pedestrian.
	HE.7.5.2.f: 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 choices).
	HE.7.5.2.g: Develop a personal plan for safe and responsible technology use.
<b>HE.7.6. Social, Emotional &amp; Mental Health</b>	
HE.7.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.

	HE.7.6.1.b: Analyze the effectiveness of conflict resolution steps when dealing with conflict.
	HE.7.6.1.c: Illustrate responsible interactions on social and digital media.
	HE.7.6.1.d: Describe how power and control differences in relationships can contribute to aggression and violence.
	HE.7.6.1.e: Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.
<b>HE.7.6.2.</b>	<b>Students will identify and manage feelings, emotions, and behaviors in a healthy manner.</b>
	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.
	HE.7.6.2.b: Apply skills to manage strong feelings.
	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.
	HE.7.6.2.d: Explore common life changes (e.g. moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
	HE.7.6.2.e: Summarize the benefits of talking with parents and other trusted adults about feelings.
<b>HE.7.6.3.</b>	<b>Students will identify signs and symptoms of mental health conditions and where to access support.</b>
	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).
	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.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community (e.g. school counselors, psychologists, social workers).
	HE.7.6.3.d: Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
	HE.7.6.3.e: Identify mental health conditions and challenges that require support.
	HE.7.6.3.f: Research careers associated with mental health care (for example: social worker, psychologist, psychiatrist, school counselor).
<b>HE.7.6.4.</b>	<b>Students will learn and discuss cultural issues that impact mental, emotional, and social health.</b>
	HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
	HE.7.6.4.b: Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ.
	HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
<b>HE.7.7. Human Growth &amp; Development</b>	
<b>HE.7.7.1.</b>	<b>Students will learn the fundamental components of Sexual Health.</b>
	HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.
	HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.
	HE.7.7.1.c: Examine behaviors and situations that may result in increased risk for STDs, including HIV.
	HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

	HE.7.7.1.e: Define vaginal, oral and anal sex and their relationship to STD/HIV transmission.
	HE.7.7.1.f: Explain the range of ways pregnancy can occur (e.g. IVF, surrogacy).
HE.7.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.7.7.2.a: Describe consent and its impact of healthy relationships.
	HE.7.7.2.b: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.
	HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
	HE.7.7.2.d: Categorize characteristics of healthy and unhealthy relationships.
	HE.7.7.2.e: Examine the impact of technology (e.g., use of smartphones, GPS tracking) including social media, on friendships and relationships (e.g., consent, communication, sexting).
	HE.7.7.2.f: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
	HE.7.7.2.g: Explain how family, friends, society and media, including sexually explicit media, can impact one's body image and self-esteem.
	HE.7.7.2.h: Describe the state and federal laws related to age of consent, child pornography, sexting, safe haven, and sex trafficking.
HE.7.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.7.7.3.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.
	HE.7.7.3.b: Demonstrate respect of individual differences in puberty and adolescent development.
	HE.7.7.3.c: Create a sleep plan to reduce disruptive behaviors and get at least 8 hours of sleep each night.
	HE.7.7.3.d: Identify trusted adults of whom students can ask questions about puberty and adolescent health issues.
HE.7.7.4.	Students will understand the structure and functions of body systems.
	HE.7.7.4.a: Examine the different body systems and their major functions.
<b>HE.7.8. Consumer &amp; Environmental Health</b>	
HE.7.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.
	HE.7.8.1.b: Investigate ways in which health messages and communication techniques can be altered for different audiences.
	HE.7.8.1.c: Explore various careers in the healthcare field and their roles.
HE.7.8.2.	Students will recognize how the environment affects health.
	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.
	HE.7.8.2.b: Illustrate appropriate ways to protect vision and hearing. (e.g. protective goggles, sun safety, reduce volume, earplugs).

# Grade 8

HE.8.1. Foundations of Personal Health	
HE.8.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.
	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the different dimensions of health.
	HE.8.1.1.c: Correlate the relationship between different dimensions of health.
HE.8.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.8.1.2.a: Apply the steps of the decision-making process.
	HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).
	HE.8.1.2.c: Apply resistance/refusal skills in conflict management.
	HE.8.1.2.d: Assess the positive and negative impacts of a decision.
HE.8.1.3.	Students will focus on personal development and growth.
	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.
	HE.8.1.3.b: Analyze how influences impact personal development.
	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.
	HE.8.1.3.d: Demonstrate respect for human dignity virtually and in-person.
	HE.8.1.3.e: Apply strategies to reduce stress.
HE.8.2. Nutrition & Physical Activity Promotion	
HE.8.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.
	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.
	HE.8.2.1.d: Identify foods and beverages that contain each of the six important nutrients.
	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.
	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.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 solid fat, added sugar, and sodium.
HE.8.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.
	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.
	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.

	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 (e.g. lifetime sports, dance, aquatic, outdoor activity).
	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.
HE.8.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.
	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.
	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.
	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health. (e.g. eating disorders, diets, cultural).
	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 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.
<b>HE.8.3. Substance Abuse Prevention</b>	
HE.8.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.3.1.a: Analyze the relationship of substance use, misuse, and abuse progression.
	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter and prescription medicines.
	HE.8.3.1.d: Investigate the risks associated with substance use, misuse, and abuse.
HE.8.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.
	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.
	HE.8.3.2.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other substances.
	HE.8.3.2.e: Demonstrate strategies, using factual information, to resist peer pressure with regards to substance use or misuse.
HE.8.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.8.3.3.a: Demonstrate strategies to avoid riding in a car with someone driving under the influence and find alternate transportation.
	HE.8.3.3.b: Make a pledge to be alcohol-, tobacco- and drug-free.

	HE.8.3.3.c: Describe the relationship between substance use and misuse and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and other drug use.
	HE.8.3.3.d: Apply refusal/resistance skills to minimize exposure and/or influences to substance use.
	HE.8.3.3.e: Describe the health risks of using weight loss drugs.
	HE.8.3.3.f: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
<b>HE.8.4. Disease Prevention</b>	
HE.8.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.4.1.a: Compare and contrast infectious (communicable), non-infectious (non-communicable), acute and chronic diseases.
	HE.8.4.1.b: Examine the factors that contribute to how diseases are spread and/or acquired.
	HE.8.4.1.c: Examine how various pathogens are spread and the effects of pathogens and diseases.
	HE.8.4.1.d: Research how health disparities and environment can increase or decrease risk of acquiring disease.
HE.8.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions (e.g. genetics, lifestyle choices, hygiene).
	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.
	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, hygiene).
	HE.8.4.2.d: Define standard precaution and bodily fluids it applies to.
	HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.
<b>HE.8.5. Injury Prevention &amp; Safety</b>	
HE.8.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and emergencies and the appropriate responses.
	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).
	HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).
	HE.8.5.1.d: Identify reliable community resources and/or other sources of support for someone who is being sexually harassed, abused, assaulted, exploited or trafficked.
	HE.8.5.1.e: Demonstrate how to help or contact the appropriate emergency resources (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line) for different situations.
HE.8.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.8.5.2.a: Examine personal decision making and refusal skills in avoiding risky behaviors.

	HE.8.5.2.b: Demonstrate advocacy skills to support others to be safe at home, school and the community.
	HE.8.5.2.c: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).
	HE.8.5.2.d: Evaluate the potential consequences of personal risky behaviors.
	HE.8.5.2.e: Locate reliable resources and/or other sources of support within the community or school that students can go to if they or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
<b>HE.8.6. Social, Emotional &amp; Mental Health</b>	
<b>HE.8.6.1.</b>	<b>Students will develop social skills and understand how to positively interact with others.</b>
	HE.8.6.1.a: Demonstrate confidence in handling tasks and challenges in a positive way. (e.g. reframing from negative comments, engaging in positive self-talk).
	HE.8.6.1.b: Apply conflict resolution skills to real or hypothetical situations involving peers.
	HE.8.6.1.c: Utilize strategies to manage social pressures associated with social and digital media.
	HE.8.6.1.d: Examine how social and digital media can potential impact one's reputation and relationships.
	HE.8.6.1.e: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health.
	HE.8.6.1.f: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
<b>HE.8.6.2.</b>	<b>Students will identify and manage feelings, emotions, and behaviors in a healthy manner.</b>
	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors.
	HE.8.6.2.b: Demonstrate basic self-advocacy academically and socially.
	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.
	HE.8.6.2.d: Describe ways to manage interpersonal conflict nonviolently.
<b>HE.8.6.3.</b>	<b>Students will identify signs and symptoms of mental health conditions and where to access support.</b>
	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.
	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.8.6.3.c: Examine how negative perceptions and stigmas effect accessing help or assistance on mental or emotional challenges.
	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.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.
	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).
	HE.8.6.3.g: Exhibit positive body image.

HE.8.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.8.6.4.a: Compare and contrast internal and external factors that help to determine how one acts toward others.
	HE.8.6.3.b: Discuss and describe the various 'isms' (e.g. racism, sexism, ageism, heterosexism, ableism, classism) and their impact (individual and societal).
	HE.8.6.4.c: Analyze how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
	HE.8.6.4.d: Apply empathy practices through understanding of others' feelings and acknowledgement of their perspective.
<b>HE.8.7. Human Growth &amp; Development</b>	
HE.8.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.8.7.1.a: Explain how the human reproductive systems function, including external and internal body parts.
	HE.8.7.1.b: Acknowledge that the naturally occurring appearance of body parts may vary.
	HE.8.7.1.c: Examine medically accurate resources about pregnancy prevention, reproductive care, and STD/HIV, such as, prevention, testing, and treatment resources.
	HE.8.7.1.d: Describe the signs, symptoms, or lack thereof, and potential impacts of STDs, including HIV.
	HE.8.7.1.e: Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV.
	HE.8.7.1.f: Describe pregnancy testing, the signs and symptoms of a pregnancy, and pregnancy options.
	HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.
HE.8.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.8.7.2.a: Discuss sexual consent and sexual agency.
	HE.8.7.2.b: Compare and contrast the characteristics of healthy and unhealthy relationships.
	HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
	HE.8.7.2.d: Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
	HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
	HE.8.7.2.f: Develop personal refusal skills and describe how and when to use those skills.
	HE.8.7.2.g: Analyze how alcohol and other substances can influence sexual decision-making.
HE.8.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
	HE.8.7.3.b: Access medically accurate sources (online and in the community) of information about puberty and adolescence development.

	HE.8.7.3.c: Demonstrate the use of decision making skills to evaluate the possible outcomes of personal hygiene practices and health and safety issues (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.8.7.3.d: Explain the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.8.7.3.e: Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem.
	HE.8.7.3.f: Analyze how puberty prepares human bodies for the potential to reproduce.
HE.8.7.4.	Students will understand the structure and functions of body systems.
	HE.8.7.4.a: Investigates the structures, functions & diseases affecting the body systems.
	HE.8.7.4.b: Analyze how the different body systems work together to function.
<b>HE.8.8. Consumer &amp; Environmental Health</b>	
HE.8.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.8.8.1.a: Identify situations that may require professional health services.
	HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.
	HE.8.8.1.c: Access valid health information from home, school, and community.
	HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity of those claims.
HE.8.8.2.	Students will recognize how the environment affects health.
	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).
	HE.8.8.2.b: Explain how one can help the environment (e.g. recycling, pick up trash, energy and water conservation, compost) and how these practices can impact one's health.
	HE.8.8.2.c: Demonstrate ways to protect our soil and water supply.

## HE.HS.1. Foundations of Health Education

Foundations of Health education is designed to help students learn how their bodies function, what affects their bodies and how to make positive choices related to their health. The health curriculum is comprehensive and progressive, promoting understanding of health-related knowledge and responsibility for decisions that affect one's health. The course focuses on risk reduction and healthy protective factors and health promotion through identifying risk behaviors to your personal health including dietary habits, tobacco and vaping use, alcohol and drug use, physical inactivity, intentional and unintentional injuries as well as risky sexual behavior. Through identifying these risk factors, the course aims to develop an understanding of how you can utilize skills and knowledge to promote your overall personal health.

HE.HS.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.
	HE.HS.1.1.b: Examine and impact of the dimensions of health, society, family, school, environmental stressors and social determinants on personal health.
HE.HS.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.HS.1.2.a: Apply the decision-making process in health-related situations.
	HE.HS.1.2.b: Apply effective verbal and nonverbal refusal skills to enhance health and to avoid or reduce health risks.
	HE.HS.1.2.c: Analyze how peers influence health-related behaviors.
	HE.HS.1.2.d: Identify personal health-related decisions and examine the internal and external influences.
	HE.HS.1.2.e: Justify when individual or collaborative decision-making is appropriate.
HE.HS.1.3.	Students will focus on personal development and growth.
	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.
	HE.HS.1.3.b: Examine how time management can contribute to stress reduction and a healthier life.
HE.HS.1.4.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.
	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.
	HE.HS.1.4.c: Compare and contrast food labels to determine nutritious products.
HE.HS.1.5.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.HS.1.5.a: Analyze the amounts and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.
	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.HS.1.6.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.HS.1.6.a: Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.

	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.
	HE.HS.1.6.c: Describe the relationship between lack of physical activity and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
	HE.HS.1.6.d: Classify the effects eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).
	HE.HS.1.6.e: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.
HE.HS.1.7.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.HS.1.7.a: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.
	HE.HS.1.7.c: Differentiate between the classifications of substances.
	HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.
HE.HS.1.8.	Students will recognize positive and negative influences and effects 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.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.
	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.1.8.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine and other drug products.
	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
HE.HS.1.9.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.HS.1.9.a: Investigate potential short and long-term consequences (e.g. physical, mental and emotional, social, legal, financial, addiction) of alcohol, tobacco, and other drug use, including the misuse of prescription drugs.
	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.
	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.
	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.
	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
	HE.HS.1.9.f: Persuade others to avoid driving while under the influence of substances.
HE.HS.1.10.	Students will recognize what a disease is and how it is spread or acquired.
	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of infectious (communicable) diseases.

	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.
	HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.
	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 (non-infectious) diseases and their treatment.
HE.HS.1.11.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.
	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.
	HE.HS.1.11.c: Analyze the different ways that communicable (infectious) diseases spread to others (Methods of Transmission).
	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.
	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection. (e.g. sleep patterns, nutrition, exercise).
	HE.HS.1.11.f: Practice respiratory etiquette and best practices for hand washing.
	HE.HS.1.11.g: Practice skills for sexual risk reduction and avoidance.
	HE.HS.1.11.h: Analyze the effectiveness of prophylaxis for prevention of Sexually Transmitted Infections.
	HE.HS.1.11.i: Identify and compile resources for testing and treatment of Sexually Transmitted Infections and Sexually Transmitted Diseases.
HE.HS.1.12.	Students will recognize and respond to an injury or emergency situation.
	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.
	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.
	HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies such as CPR and AED, first aid, and control of bleeding.
	HE.HS.1.12.d: Interpret when a natural disaster is occurring and how to respond for personal safety.
	HE.HS.1.12.e: Locate reliable community resources and/or other sources of support for someone who is being sexually harassed, abused, assaulted, exploited or trafficked.
HE.HS.1.13.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.
	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.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).

	HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication and technology.
	HE.HS.1.13.e: Practice digital citizenship.
	HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.
HE.HS.1.14.	Students will develop social skills and understand how to positively interact with others.
	HE.HS.1.14.a: Demonstrate competency in active listening skills. (e.g. active engagement with others).
	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.
	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.
	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.
	HE.HS.1.14.e: Evaluate how social media and technology effects interaction and socialization.
HE.HS.1.15.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and emotional triggers.
	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.
	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.
	HE.HS.1.15.d: Develop a list of trusted adults at home, school, or community that can be contacted in times of emotional distress.
HE.HS.1.16.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.HS.1.16.a: Summarize how mental health conditions develop.
	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.
	HE.HS.1.16.c: Locate school and community resources to encourage positive mental health practices.
	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.
HE.HS.1.17.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.HS.1.17.a: Analyze how culture helps shape mental, emotional and social health.
	HE.HS.1.17.b: Recognize, analyze and discuss how different cultures may face and address different issues.
	HE.HS.1.17.c: Analyze how cultural biases can affect mental, emotional, and social health.
HE.HS.1.18.	Students will learn the fundamental components of Sexual Health.
	HE.HS.1.18.a: Analyze the process of human reproduction.
	HE.HS.1.18.b: Justify the benefits of abstaining from sexual activity.
	HE.HS.1.18.c: Analyze behaviors and barriers that prevent or reduce sexually transmitted diseases (STDs).
	HE.HS.1.18.d: Analyze the health benefits, risks and effectiveness of various contraceptive uses, including abstinence.

	HE.HS.1.18.e: Locate medically accurate resources and services for various contraceptive methods.
	HE.HS.1.18.f: Describe the state and federal laws related to minor's access to sexual health care services, including pregnancy and STD/HIV prevention, testing, care, and treatment.
HE.HS.1.19.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.HS.1.19.a: Formulate ways to establish and maintain healthy relationships.
	HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
	HE.HS.1.19.c: Access accurate information and resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.
	HE.HS.1.19.d: Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support.
	HE.HS.1.19.e: Explain why a person who has been raped or sexually assaulted is not at fault.
	HE.HS.1.19.f: Demonstrate refusal skills, personal boundaries, and affirmative consent and identify strategies that support the decision to abstain from sexual behavior.
HE.HS.1.20.	Students will recognize and manage the changes during development and maturation.
	HE.HS.1.20.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.
	HE.HS.1.20.b: Examine developmental progression and regression of different stages in the life cycle.
	HE.HS.1.20.c: Identify preventative care examinations (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam) available and where to access them.
	HE.HS.1.20.d: Analyze influences around sleep habits.
	HE.HS.1.20.e: Describe fertilization, fetal development, and the birth process.
HE.HS.1.21.	Students will understand the structure and functions of body systems.
	HE.HS.1.21.a: Summarize the structures and functions of body systems. (cardio, muscular, skeletal, respiratory, nervous, endocrine, digestive, reproductive).
	HE.HS.1.21.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.
HE.HS.1.22.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.HS.1.22.a: Apply criteria to evaluate the validity of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).
	HE.HS.1.22.b: Identify and evaluate valid health resources from home, school, and community that protect and inform consumers.
	HE.HS.1.22.c: Explain the procedures for making an appointment (e.g. type of information needed for the appointment), health screenings, checkups, and other early detection measures.
	HE.HS.1.22.d: Describe the terms and phrases related to health insurance. (e.g. including the terms: deductibles, premium, co-payment, benefits).
	HE.HS.1.22.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).

	HE.HS.1.22.f: Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
HE.HS.1.23.	Students will recognize how the environment affects health.
	HE.HS.1.23.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.1.23.b: Analyze the relationship between personal health and their effect on self, others, and society.
	HE.HS.1.23.c: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.d: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.
	HE.H1.8.23.e: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.f: Develop a plan to attain a personal health-related goal that addresses strengths, needs and risks.

DRAFT

## HE.HS.2. Fundamentals of Community and Public Health

Fundamentals of Community and Public Health focuses on the promotion and education of the health of the community as a whole. This course provides perspective of the overall health of a population or populations and provides opportunities for the student to examine the biological, behavioral, environmental and social factors that influence the health of their communities. This course will provide an introduction to the principles of public health as well as provide a deeper dive into personal health topics that are advanced beyond the Foundations of Health Education course. Topics in the course include personal health and population health, health care and public health, influences on community health, basic epidemiology, disease prevention, social determinants of health, risk factors, statistical analysis of Health Education, screening and prevention of chronic diseases and community health disparities. In addition to community health, time will be spent on some advanced principles of personal health promotion.

HE.HS.2.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.HS.2.1.a: Analyze the attributes of a safe and healthy person.
	HE.HS.2.1.b: Connect the attributes of a nurturing, empathetic, respectful & responsible person.
	HE.HS.2.1.c: Analyze the impact of the dimensions of health, society, family, school, environmental stressors and social determinants on personal health.
HE.HS.2.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
	HE.HS.2.2.b: Select and apply a health skill to improve personal safety and health.
	HE.HS.2.2.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.
	HE.HS.2.2.d: Develop a plan to attain a personal health-related goal that addresses strengths, needs and risks.
HE.HS.2.3.	Students will focus on personal development and growth.
	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
HE.HS.2.4.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.HS.2.5.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.HS.2.5.a: Execute exercise programs with safety and effectiveness.
	HE.HS.2.5.b: Analyze the importance of an exercise program that uses progressions to develop a specific outcome (e.g. weight loss/gain, athletes, various populations, disabilities).
HE.HS.2.6.	Students will recognize the effects of nutritional and physical activity choices on overall health.

	HE.HS.2.6.a: Analyze the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
	HE.HS.2.6.b: Evaluate the effects the use of dietary supplements, popular fad diets and weight loss products have on the human body.
	HE.HS.2.6.c: Analyze the relationship between lack of physical activity and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
HE.HS.2.7.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
	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.HS.2.8.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.HS.2.8.a: Calculate the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
	HE.HS.2.8.b: Locate community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.
	HE.HS.2.8.c: Examine the influence of culture and society on the misuse and abuse of prescription drugs in school, sports, or entertainment.
	HE.HS.2.8.d: Educate others about the dangers of drug use, including the misuse of prescription drugs, or smoking.
HE.HS.2.9.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
	HE.HS.2.9.b: Discuss how substance use alters brain development and function and research the link between genetics and addiction.
	HE.HS.2.9.c: Research the legal consequences of driving under the influence of alcohol and other substances.
	HE.HS.2.9.d: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
	HE.HS.2.9.e: Analyze the validity of resources and services available for substance use, misuse and abuse as well as prevention.
	HE.HS.2.9.f: Create awareness of substance use, misuse and abuse using factual community resources.
HE.HS.2.10.	Students will recognize what a disease is and how it is spread or acquired.
	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
	HE.HS.2.10.c: Research how historical public health crises had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.
HE.HS.2.11.	Students will identify ways to protect from and reduce the risk of diseases and conditions.

	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
	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.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.
	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
HE.HS.2.12.	Students will recognize and respond to an injury or emergency situation.
	HE.HS.2.12.a: Demonstrate effective refusal, negotiation, and collaboration skills for avoiding dangerous and risky situations.
	HE.HS.2.12.b: Demonstrate how to ask for and offer assistance to enhance the safety of self and others.
	HE.HS.2.12.c: Evaluate personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
	HE.HS.2.12.d: Formulate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies such as CPR and AED, first aid, and control of bleeding.
HE.HS.2.13.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.
	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.
	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.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.HS.2.13.f Analyze the influence of alcohol and other drug use on personal, family, and community safety.
	HE.HS.2.13.g Analyze community resources for disaster preparedness.
HE.HS.2.14.	Students will develop social skills and understand how to positively interact with others.
	HE.HS.2.14.a: Compare and contrast face to face interaction and interactions via electronic devices.
	HE.HS.2.14.b: Analyze how social skills impact socioeconomic status.
	HE.HS.2.14.c: Analyze and explain how social media can lead to positive or negative self-imagery.
	HE.HS.2.14.d: Demonstrate appropriate online conflict resolution skills.
HE.HS.2.15.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.

	HE.HS.2.15.b: Analyze how physical activity impacts emotional feelings and behaviors.
	HE.HS.2.15.c: Identify and apply skills needed for a mediation.
HE.HS.2.16.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.HS.2.16.a: Analyze and explain how social media can lead to the development of mental health conditions like depression and narcissism.
	HE.HS.2.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.
	HE.HS.1.16.c: Asses community resources available for support of common mental health conditions.
HE.HS.2.17.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.HS.2.17.a: Recognize and analyze how cultural biases affect mental, emotional, and social health.
	HE.HS.2.17.b: Recognize and analyze how cultural biases can affect medical diagnosis, treatments, and procedures.
	HE.HS.2.17.c: Evaluate and explain how cultural trauma could affect one's self.
	HE.HS.2.17.d: Evaluate and explain how some laws and policies are viewed as tools of systemic racism.
HE.HS.1.18.	Students will learn the fundamental components of Sexual Health.
	HE.HS.2.18.a: Recommend medically accurate sources of information about and local services that provide contraceptive methods (e.g. emergency contraception, condoms) and pregnancy options (e.g. parenting, adoption, prenatal care).
	HE.HS.2.18.b: Locate medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV.
	HE.HS.2.18.c: Analyze methods that prevent or reduce unintended pregnancy (e.g. abstinence, birth control, adoption).
	HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.
HE.HS.1.19.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.HS.2.19.a: Argue why using tricks, threats or coercion in relationships is wrong.
	HE.HS.2.19.b: Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships (consent, sexual assault, rape).
	HE.HS.2.19.c: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
HE.HS.1.20.	Students will recognize and manage the changes during development and maturation.
	HE.HS.2.20.a: Access medically accurate information and sources on preventative health, including mammograms, pap smears, prostate and testicular health.
	HE.HS.2.20.b: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

HE.HS.1.21.	Students will understand the structure and functions of body systems.
	HE.HS.2.21.a: Analyze how lifestyle choices affect the body systems.
	HE.HS.2.21.b: Recognize healthy and unhealthy functions of various body systems.
	HE.HS.2.21.c: Discuss risk reduction, prevention, and early detection methods for common conditions.
HE.HS.1.22.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.HS.2.22.a: Outline where and how students can access valid and reliable health information, products, and services.
	HE.HS.2.22.b: Analyze situations or conditions to determine when and the type of health services needed.
	HE.HS.2.22.c: Identify various types of health insurance. (including the terms: HSA, Coinsurance, out-of-pocket minimum, HMO, PPO, POS).
	HE.HS.2.22.d: Explain how HIPAA relates to the health industry.
	HE.HS.2.22.e: Summarize the procedures for organ donation, local and state resources, and benefits.
	HE.HS.2.22.f: Advocate to improve personal, family and community health.
	HE.HS.2.22.g: Adapt health messages and communication techniques to a specific target audience.
	HE.HS.2.22.h: Utilize societal norms to develop messages that enhance public health.
HE.HS.1.23.	Students will recognize how the environment affects health.
	HE.HS.2.23.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. smoke free establishments, EPA).
	HE.HS.2.23.b: Examine how environment-related government regulations can impact a person's health.
	HE.HS.2.23.c: Explain the rights and responsibilities a person has in relation to health.

Any Grades sections highlighted grey (see above Secondary) do not need to be entered.

For all grades except pre-kindergarten, exclude lunchtime. You may include recess and passing time, if so indicated in local Board policy. (Students and teachers may be in communication during this time).

#### **Pre-Kindergarten Program (Public Districts only)**

- Report the actual Instructional Program Hours for the early childhood education program. You may include lunchtime.
- **Part-day**  
Report the total number of instructional hours for your part-day (less than 6 hours per day) classroom group of children (center-based pre-kindergarten only). **REMEMBER** if a school has multiple classrooms; enter the instructional hours for the individual classroom with the lowest number of instructional hours per year. Do not combine all the classroom instructional hours.  
Example: 12 hours/week x 38 weeks/year = 456 hours/year
- **Full-day**  
Report the total number of instructional hours for your full-day (6 hours or more per day) classroom group of children (center-based pre-kindergarten only). **REMEMBER** if a school has multiple classrooms, enter the instructional hours for the individual classroom with the lowest number of instructional hours per year. Do not combine all the classroom instructional hours.  
Example: 32.5 hours/week x 36 weeks/year = 1170 hours/year

**Public Districts serving PK students not a Center-Based:** No report is required.

#### **Pre-Kindergarten Program (Non Public Systems and State Operated Systems only)**

- These systems are not required to complete the Pre-Kindergarten Days in Session and Full Day Pre-Kindergarten and/or Half Day Pre-Kindergarten Instructional Program Hours.

State law requires that schools be in session for a minimum of 450 hours (pre-kindergarten programs receiving state funds), 400 hours (kindergarten), 1032 hours (elementary) and 1080 hours (secondary). If any school does not meet for the minimum required hours, then the district must submit one or both of the following document(s):

1. Letter of Explanation - Submit this letter if a school or schools in your district do not meet the minimum number of hours due to the lack of students. Example: District 84 starts the school year with one 6th grader. The student is in school for the first semester (520 instructional hours), but the family moves at the beginning of the second semester. Report 520 hours in the grade elementary column and attach a letter of explanation as to why less than the minimum number of hours is being reported.
2. Sworn Statement - 79-213 (R.R.S.) - If a school(s) closes for reasons specified in this statute (epidemic sickness, severe storm conditions, destruction of the school) and as a result does not meet the minimum number of hours, then a sworn statement by the secretary of the school board (under oath) must be submitted outlining the reasons why the minimum hours requirement was not met. The statement must be signed and notarized. A copy of the required statement (in affidavit form) can be found at <http://www.education.ne.gov/APAC/>. Click on Publications and you will see the Affidavit of School Closing (NDE 08-050). Complete and submit it to the Nebraska Department of Education, ATTN: School Improvement: Accreditation, PO Box 94987, Lincoln NE 68509-4987.

Please **DO NOT** submit a sworn statement unless the school **DID NOT** meet the minimum required instructional program hours.

# **SHELBY-RISING CITY PUBLIC SCHOOL**

## **STUDENT HANDBOOK**

**2021-2022 Edition**

650 North Walnut  
PO Box 218  
Shelby, NE 68662

Phone: (402) 527-5946

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## WELCOME

Dear Students and Parents:

On behalf of the faculty, administration and board of education, we welcome you to another school year. We are excited to continue and build upon the successes we've had at Shelby-Rising City! As always, our number one priority remains the same: providing opportunities for student success and excellence in a safe and nurturing environment! Back-to-school time is an exciting time for staff and students, and we hope to keep enthusiasm for learning at a high level throughout the year! The purpose of this handbook is to provide both parents and students with guidelines to maintain an environment conducive to learning.

**Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.**

**There are several forms at the end of this handbook, which you must read, sign and return.**

***All information regarding changes due to COVID-19 have been addressed in the Return to School document that was made available on our website.***

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office. We can't wait to see you in our hallways and classrooms as the new school year is here!

Sincerely,



Tucker Tejkl, Superintendent

## **Intent of Handbook**

This handbook is intended to be used by students, parents and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word "parents" refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

Although the information in this handbook is detailed and specific on many topics, it is not intended to be all encompassing or to cover every situation and circumstance that may arise during a school day or school year. This handbook does not create a "contract" with parents, students or staff, and the administration may make decisions and rule revisions at any time to implement the educational program and to assure the wellbeing of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based on applicable school district policies, and state and federal statutes and regulations.

## **Notice of Non-Discrimination**

This school district does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, or age or in admission or access to, or treatment of employment, in its programs and activities and provides equal access to designated youth groups. Any person having inquiries concerning this school district's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Superintendent Doug Kluth in writing at, 650 N. Walnut, Shelby, NE 68662 or by telephone at (402) 527-5946. For further assistance, you may also contact Office for Civil Rights (Kansas City Office), U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, Telephone: 816-268-0550, FAX: 816-823-1404; TDD: 877-521-2172, Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov). Also see the "Discrimination and Harassment" section below.

## **MISSION STATEMENT**

**“To provide a quality education through innovation, integrity, accountability, and service”**

## **VISION STATEMENTS**

**SHELBY-RISING CITY PUBLIC SCHOOLS WILL...**

- ...challenge our students through innovation.**
- ...provide facilities that are state of the art that promote a safe, healthy learning environment.**
- ... continually evaluate our curriculum to offer opportunities that meet the unique interest levels and goals of all students.**
- ...build leadership skills throughout the student body, staff, and community.**
- ...provide resources to aide students in becoming technologically proficient.**
- ...ensure our students have the skills to be competitive in their future endeavors.**
- ...be committed to continuous student achievement by providing students with effective instructional practices and support.**
- ...implement common instructional language that provides consistency in student learning and achievement across grade levels and content areas.**

## **SECTION ONE**

# **BASIC SCHOOL RULES AND GENERAL PRACTICES**

### **Attendance**

#### **Required Attendance**

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

#### **Mandatory Attendance Age**

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

#### **Exceptions**

This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child.

#### **Discontinuing Enrollment – 5-Year Old Students**

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

## **Discontinuing Enrollment – 16 and 17-Year Old Students**

Only children who are at least 16 years of age may be dis-enrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form attached to this policy. The district will follow the procedures outlined on the required NDE form in considering requests to dis-enroll.

Only children dis-enrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

## **Attendance Officer**

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides.

## **Excused Absences/Not School Excused Absences**

The circumstances for all absences from school will be identified as School Excused or Not School Excused. All absences, except for illness and/or death in the family, require advance approval.

- o **Absent School Excused (ASE)**: The parent must provide the school documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, pre-arranged college visits, court, immigration, death of a family member, or suspension.
- o **Absent Excused/Not School Excused (AE)**: Parent acknowledged absences that include but are not limited to undocumented illness, vacations, DMV, and other situations where the parent notifies the school that the child will be gone.
- o **Absent Unexcused (AU)**: Any non-reported or not confirmed absences. This could include truancy.

## **Excessive Absenteeism**

When a student receives eight (8) Absent Excused (AE) or Absent Unexcused (AU) or the hourly equivalent in any semester, the Building Principal will follow the procedure for addressing barriers to the student's attendance.

When a student is absent more than twenty (20) Absent Excused (AE) and/or Absent Unexcused (AU) days per year or the hourly equivalent, the Building Principal may file a report with the county attorney of the county in which the student resides.

At the High School level, 10 days of reported absences from a class during any one semester will constitute justification for an incomplete or loss of credit in that class. Additional information is located in the S-RC School Board Policy.

## **Absences due to illness**

Any student who is absent due to illness has two days from the date of their return to school following an absence to make-up work missed. If a secondary student is absent on the day that an assignment is due, the student will be required to turn in the assignment on the first day of his/her return to school. If the student fails to turn in the assignment, the instructor will enter a grade of incomplete for that assignment. Any student who has make-up work may appeal the amount of time to make up the work to the principal.

## **Planned absences**

Parents who know in advance that a student will be absent must call the school or send a written note at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Juniors and Seniors are allowed up to 3 days total for college visits if the guidance office sets up the visit. These days will count as a school excused. Additional days must be approved by the principal or designee.

## **Students are obligated to:**

- 1) complete all class work in advance for any absence that can be anticipated;
- 2) check out of school at the office if leaving school during the school day; and
- 3) make up any and all work that is assigned by teachers as make-up work for the instructional time that has been missed.

## **Parents are obligated to:**

- 1) call the appropriate building office prior to 9:00 a.m. to inform the school of the reason for each absence; and
- 2) submit a doctor's statement, for each documented illness.

## **Pregnant and Parenting Students**

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.

## **Absences and Activity Participation**

Students must attend school a full day before attending practice or participating in a scheduled student activity, except in cases of family emergencies or pre-arranged absences approved by the principal. A full day is defined as being in class within the first fifteen (15) minutes of the school day. Pre-arranged absences are those absences for which the school and teachers are notified a minimum of one day in advance that the student will be absent.

## **Band**

Students may participate in the elementary band and begin taking band lessons in the 5th grade. Students in grades 6-8 may participate in the middle school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

## **Bicycles and Skateboards**

Students are to park their bikes in the appropriate racks. Under no circumstances are students to borrow or tamper with bicycles that are not their own. Bicycles must be parked in the bike rack and left there until dismissal time. After school, the bikes are to be taken home. Roller-skates, rollerblades, or shoes with rollers in them are not to be brought to school.

## **Books and Supplies**

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students must supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. Each classroom teacher will prepare a supply list for students at the beginning of the school year.

### **Bulletin Boards/Television information Screens**

Bulletin boards and Television Information Screens are maintained throughout the building to communicate general information, material, and school announcements.

The following general limitations apply to all posting or publishing:

1. **All postings** must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice. Teacher Tape or other removable material must be used.
3. Material shall be removed the day following the event being promoted to assure full access to the bulletin boards or electronic publishing media.
4. Students are encouraged to use the Television Information Screens to relay organization information.

### **Bullying**

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators are authorized to use both of these definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal.

### **Cafeteria Rules**

1. All food must be consumed in the areas designated by the school.
2. All straws, papers, milk cartons should be deposited in the trash cans. All leftover food should be scraped off the tray into the trashcan.
3. Forks and spoons should be placed in the appropriate container, NOT THROWN AWAY!

4. Students are to use proper manners including eating quietly.
5. There will be no throwing of food or other items.
6. Students should remain at their tables or designated area until they are dismissed.
7. Students are expected to eat their lunch at school.
8. Students must treat lunch personnel with respect.
9. Students who violate the above rules will be disciplined.

### **Cell Phones and Other Electronic Devices**

Students may not use cellular (cell) phones or other electronic devices while at school, except as permitted in this handbook.

Students may use cell phones or other electronic devices on the school sidewalks, in the common areas of the school before and after school, and during lunch so long as they do not create a distraction or a disruption. Cell phones or other electronic devices must be turned off and kept out of sight during the school day. Exception: cell phones may be used in the classroom if being utilized for educational purposes and under teacher supervision.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately.

1<sup>st</sup> Offense: Office Referral Form Written. Parent notified; device returned to student at the end of the day.

2<sup>nd</sup> Offense: Office Referral Form Written. Parent notified; device will be returned to the parent, & detention assigned.

3<sup>rd</sup> Offense: Office Referral Form Written. Parent notified, device will be returned to the parent, meeting with parent will be held to discuss future consequences, & detention assigned.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution and possible inclusion on sex offender registries.

## **Child Abuse and Neglect**

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; or (5) sexually abused.

## **Class Dismissal**

Classes are in session from the ringing of the tardy bell until the teacher dismisses the class. The bell at the end of the period is not a dismissal bell, and students may not leave their classrooms until they have been excused by their classroom teacher.

## **Classroom Behavior**

Student behavior and attitude in the classroom must be cooperative and serious.

As stated in the PBiS Model, all students must:

- arrive to class on time;
- prepare for class with all necessary materials;
- be considerate of others;
- respond promptly to all directions of the teacher; and
- take care of school property and the property of others.

Teachers will establish classroom conduct rules.

## **Closed Campus**

Students may not to leave the building without permission from the administration.

## **Communicable Diseases**

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173-Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a "best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition, please call the Polk County Health Department at 402/747-2211.

## **Communicating with Parents**

PowerSchool is the District's Student Information System. All parents are assigned an access code for the purpose of monitoring student grades, lunch balances, and attendance. Please contact the school if you need assistance in setting up your account!

Parents shall be kept informed of student progress, grades, and attendance through report

cards, progress reports, and parent/teacher conferences. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

### **Computer Network Use by Students**

Students are expected to use computers and the Internet as an educational resource. A written parental and student permission and agreement form will be signed prior to the student being granted access to electronic media and District technological devices. The use of the District's electronic network and technological devices is a privilege, not a right. The Building Principal will make all decisions regarding whether or not a user has violated their agreement and may deny, revoke, or suspend access at any time. The following procedures and guidelines govern the use of computers and the Internet at school. Additional guidelines can be found in board policy.

#### **I. Student Expectations in the Use of the Internet**

##### **A. Acceptable Use**

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

##### **B. Unacceptable Use**

1. Students must access the Internet through the S-RC network. Students may not bypass the school's filter by using their cell phone to access the Internet.
2. Students shall not access personal accounts during the school day without teacher permission.
3. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
  - i. Students shall only use district assigned electronic mail, and shall not use chat rooms, instant messaging, or other forms of

- direct electronic communications on school computers.
- ii. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
  - iii. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
  - iv. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
  - v. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
  - vi. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
  - vii. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
  - viii. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
  - ix. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
  - x. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
  - xi. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
3. Students shall not forge email messages or web pages.

## II. **Enforcement**

### A. **Methods of Enforcement**

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and

- inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
  3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
  4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

**B. Consequences for Violation of this Policy**

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
  - a. Loss of computer privileges;
  - b. Short-term suspension;
  - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
  - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

**C. Internet & Computer Policy Violation Chart**

Violation	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
Email, chat, or other electronic communication for purposes unrelated to education	5 school days Internet Suspension	10 school days Internet Suspension	45 school days internet suspension
Modifying or erasing user online history on the device	5 school days Internet Suspension	10 school days Internet Suspension	45 school days internet suspension
Altering or adding software or apps to the device	5 school days Internet Suspension	10 school days Internet Suspension	45 school days internet suspension

Noncompliance with supervisor instructions for use of device during school	5 school days Internet Suspension	10 school days Internet Suspension	45 school days internet suspension
Not carrying the device in its case while transporting	5 school days Internet Suspension	10 school days Internet Suspension	10 school days device suspension
Leaving device unattended in non-secure area	5 school days Internet Suspension	10 school days Internet Suspension	10 school days device suspension
Allowing someone else to use your login	5 school days Internet Suspension	10 school days Internet Suspension	10 school days device suspension
Any attempt to access or distribute any obscene or pornographic material	90 days internet and device suspension	Internet and device suspension through end of school year	
Harassing, making threats, using obscenities, or defamation using device	45 days internet and device suspension	90 days internet and device suspension	Internet and device suspension through end of school year
Any illegal activities on the device	Internet and device suspension through end of school year		
Hacking or any attempt to compromise any device or network system's security	Internet and device suspension through end of school year		

### III. Protection of Students

#### A. Children's Online Privacy Protection Act (COPPA)

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.
3. The District shall comply with the Nebraska Student On-line Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the on-line privacy of all students.

**B. Education About Appropriate On-Line Behavior**

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on:
  - a. Appropriate interactions with other individuals on social networking websites and in chat rooms.
  - b. Cyberbullying awareness and response.
3. The School District's technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction, which occurs in compliance with this policy.

**Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students, and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below:

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher.
2. The second step is for the complainant to speak to the building principal, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d) Complaints involving discrimination or harassment on the basis of race, color,

national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's superintendent. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator, the administrator shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the staff member involved.
    - 1) If the complainant has not, the administrator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the staff member, the administrator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
      - a. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator received the complaint.
  - 4) A complainant who is not satisfied with the administrator's decision regarding a complaint may appeal the decision to the superintendent.
    - a. This appeal must be in writing.
    - b. This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator communicated his/her decision to the complainant.
    - c. The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
    - d. Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
  - 5) A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.
    - a. This appeal must be in writing.

- b. This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c. This policy allows but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d. The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
  - e. There is no appeal from a decision of the board.
- 6) When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a. Determine whether the complainant has discussed the matter with the superintendent.
    - i. If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - ii. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b. Strongly encourage the complainant to reduce his or her concerns to writing.
  - c. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
  - d. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

### **Conferences**

Students' academic success has been closely linked to parental involvement in school. The school district has formal parent-teacher conferences during the first and second semester.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the

building principal to discuss parental concerns, student needs or any other issue.

### **Contact Information**

Parents must supply the school with their student's address and telephone number as well as information about how to reach a responsible adult during the school day. Parents must promptly inform the school if this contact information changes during the school year.

### **Copy Machines**

A copy machine is located in the library for student use. There is no cost to make copies. Students may not use any other copy machine located in the school building without permission.

### **Damage to School Property**

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

### **Dating Violence**

The board prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as 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. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

### **Discrimination and Harassment**

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students may report discrimination or harassment to any staff member who will then forward it onto the appropriate coordinator or administrator.

The staff member will follow school district policies to respond to the report.

### **Dress Code**

Students must come to school dressed in clean, neat and appropriate clothing to conform with educational standards. In addition to the above guidelines the school will not approve the following items and/or method of grooming. This list is not inclusive of all items that may be excluded:

1. Clothing which is soiled, torn or ragged.
2. Bare feet.
3. See-through clothing or clothing that is excessively revealing such as bare back, low cut or mid-riff, tank top with deep armholes, shirt unbuttoned to show sport bra underneath, muscle t-shirts, halter tops, mesh tops, strapless tops, and abbreviated miniskirts or shorts or any other type of clothing that exposes undergarments.
4. Articles which could cause damage to individuals (ie. chains).
5. Printed wording or pictures on clothing that advertise or promote alcohol, tobacco or drugs, logos and trademarks, or carry derogatory or sexual connotations, or shirts with emblems, wording or phrases which are considered to have "double" meanings or other objectionable material.
6. No vape wear.
7. No hats, caps, hoods, or sunglasses will be worn in the school building school hours.
8. Coats intended to be worn as outerwear may not be worn inside the classroom.
9. No undergarments are to be showing.
10. Clothing identified by police and other law enforcement agencies that are associated with gang's i.e. sagging pants, long baggy coats, specific colors associated with a gang, bandanas.

Students who are not in compliance with the dress guidelines will be sent to the office. In instances of inappropriate dress, students will be asked to change into a school appropriate garment provided by the school or will be sent home to change. Violation of the dress code will result in the following disciplinary action:

1<sup>st</sup> Offense - Written warning and school-provided change of clothing

2<sup>nd</sup> Offense - Notification of Parents and a 30 minute detention

3<sup>rd</sup> Offense - One (1) day In-School Suspension and Parents notified

### **Driving and Parking**

Students who drive privately owned motor vehicles to school must obey the following rules:

- Students may not move their vehicles during the school day without the permission of the building principal or designee. Students will not be allowed to sit in or be around their vehicles during the school day, without administrative permission.
- Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
- By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.
- Students are asked to park in designated areas for student use.

Visitors who are here to pick up or drop off students must comply with the following:

- Ash Street Entrance is one-way from 7:30am – 5:00 pm.
- A drop-off zone has been designated in a lane closest to the South Gym on the south side of the gym. Drivers will not be allowed to leave their vehicles in this drop-off zone. The exception to this is for Pre-school drop-off and pick-up.
- Parents who want to leave their vehicle to walk their student into the building will be required to park in the diagonal parking stalls.
- No parking is permitted in the bus lane.

### **Drug Free Schools**

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing or selling any drug, alcohol or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

### **Eligibility**

Following the second week of each quarter, all 7-12 grade students will undergo an "eligibility" check each Monday. Students who have two (2) failing grades in the same week, will be deemed ineligible to participate in all school-related activities for seven (7) days (Monday through Sunday). The activity sponsor will determine if the ineligible student is allowed to attend practices. Page 80 includes the activities that pertain to the eligibility policy.

### **Emergency Contact Information**

Parents must provide emergency information for each child enrolled in the district.

## **Evacuations**

The school district will hold routine evacuation drills throughout the school year. Whenever directed, all students and faculty must evacuate the building in a quiet and orderly fashion and remain outside until told to return to the building. Classroom teachers will provide students with detailed instructions on building evacuations.

## **Eye Exams**

All students enrolling in kindergarten or transferring into the school district from out of state must undergo a visual examination. They must provide evidence of the vision examination within six months prior to entrance. The cost of such physical examination and visual evaluation shall be borne by the parent or guardian of each child who is examined.

## **Food Service Program**

The school district provides a food service program that is designed to provide adequate nutrition and an educational experience for students.

### **Breakfast**

The school will serve breakfast daily from 7:50 a.m. until 8:20 a.m. Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast.

### **Food Service Meal Charge Policy**

Students are required to keep a positive balance in their food service family account. Students with a zero or negative family balance will not be permitted to purchase a-la-carte items or seconds from the food service. Students with a negative family balance will not be permitted to purchase regular meals once the negative balance has reached \$50. Students on free and reduced meals are still required to pay for additional purchases and are subject to the same guidelines above.

Deposits into family food service accounts can be made in two ways:

- Bring cash or check to the Food Service Director, located in the kitchen/lunchroom.
- Online through the following Wordware website by logging onto your account or beginning the set-up process at <https://family.wordwareinc.com/?p=login>
  - The online process takes up to 48 hours to post a new balance.
  - The online service is managed by a third-party vendor and the District has no control over additional fees that may be charged.
  - Parents/Guardians should access the above link to inquire about lunch balances on a regular basis.

Account balances that remain negative for 90 days or more may be referred to third-party services for collection.

If you have questions regarding the application process for the free or reduced lunch

program or food service policies, please contact your child's building Principal.

### **Notice of Non-discrimination**

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department.

To file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to the U.S. Dept. of Agriculture Director, Office of Civil Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or by fax (202) 690-7442, or email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

### **Field Trips**

Classes occasionally take field trips off school property for educational enrichment. Field trips are an extension of the school day; therefore, a signed permission form authorizing your child to participate is not needed. Parents who do not want their students to participate must notify the school. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

### **First-Aid**

First-aid items may only be distributed by the school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

### **Food and Drink**

During the normal classroom situation students shall not consume food or beverage during scheduled classes. Exception: Students may consume water if kept in a clear water bottle during scheduled classes. Food may not be eaten, or drink consumed on regular routes on the school bus without permission from the driver. Food and drinks may be consumed on field or activity trips at the sponsor's discretion. Unless approved by the principal, the only place in the school building where food and beverages may be consumed is in the Cafeteria during the school day.

All foods offered on the school campus will meet or exceed the USDA SmartSnacks in School nutrition standards and will meet or exceed state nutrition standards, including:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### **Fundraising**

The freshman, sophomore, and senior classes may have only one (1) out-of-school fundraiser per school year. The junior class may have two (2) out-of-school fundraisers per year. Classes & organizations may have fundraisers such as soup suppers, etc. with administrative approval. Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus. Fundraising is not permitted during the school academic day.

### **Head Lice**

Students found to have live head lice or louse eggs, will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice or louse eggs, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice or eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

### **Health Problems**

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If the request to be excused from these activities is for consecutive days, a doctor's verification is required. Parents should notify principal or school nurse if their student has any special health problems such as diabetes, asthma, and the like.

## **High Ability Learner Program**

It shall be the policy of Shelby - Rising City School District to provide a plan for providing for high ability learners subject to the availability of funding at the local, state, or federal level.

Learner with High Ability – “Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully.”

## **Homebound Instruction**

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student’s physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student’s educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

## **Homeless Children and Youth**

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

- It is the school’s policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.
- Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.
- If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. Contact the building principal for additional information.

## **Illness or Injury at School**

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever necessary. If a student has a temperature of 100.4 degrees Fahrenheit, he/she will be sent home and must be fever-free for 24 hours without

medication before returning to school. When school officials determine that a student needs immediate medical attention, but the parents cannot be reached by phone, emergency services will be summoned, or the student will be taken directly to the doctor and/or hospital. Parents must provide emergency information for each child enrolled in the district.

Shelby-Rising City School District does not provide injury, accident, health, or medical insurance for individual students and will not reimburse or pay for medical expenses or deductible/co-insurance costs related to injuries sustained at school or a school event held on or off District property. It is the responsibility of the student’s family or guardian to provide insurance to cover the student through the federal health insurance exchange, the Children’s Health Insurance Program (DHHS), or Student Assurance. For additional information on these programs please contact the school office.

**Immunizations**

All students must furnish one of the following to school officials:

- Proof of adequate immunizations.
- A signed parental statement of refusal to provide the immunization history.

Guidelines for required vaccines are as follows:

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a childcare provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age

Students entering school (Kindergarten or 1 <sup>st</sup> Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 <sup>th</sup> birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 <sup>th</sup> grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records.

**Provisional Enrollment:**

Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations.

Students who are exempted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

**Initiations and Hazing**

Initiations by classes, clubs, or athletic teams are prohibited except by permission of the administration. Hazing in connection with any school organization is absolutely prohibited. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

**Lockers and Other School Property**

The school district owns and exercises exclusive control over student lockers, desks,

computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration. School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause. Students are not to leave items on top of the lockers. Book bags are to remain in lockers during the day.

### **Lost and Found**

All lost and found articles are to be taken to the elementary or secondary offices. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

### **Medications**

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

**Prescription medication.** (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

**Non-prescription medication.** (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication.

**Note:** All prescription and non-prescription medications must be kept in the nurse's office.

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would

eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

### **Media Center**

Students must check out materials from the librarian on duty. Each borrower is responsible for all books checked out in his/her name. A fine of five cents per day per book may be charged for overdue books. Each student is responsible for any fine, which accumulated on a book charged to him/her. If a book is lost and not found by the end of the semester, the student must pay for it. Students must also pay for any damage they cause to library books.

### **Memorials**

Memorials or plaques honoring deceased students are not allowed in or on the school grounds. Dedications to students will not be allowed.

Scholarships in the deceased person's name will not be set up by the school. Scholarships set up by outside organizations or individuals will be allowed.

### **National Honor Society**

At the beginning of a school year, all Juniors and Seniors with a class average of 93% are eligible to apply to National Honor Society. The NHS sponsor will provide an application to those who qualify. (Additional information regarding NHS can be found in the back of this handbook.)

### **Parent Visitation/Other Visitation**

Routine visitation by parents is encouraged by the school. Teachers are encouraged to invite parents to discuss problems regarding students. The Principal should be informed of serious difficulties that require parental involvement and should always be involved when parents come to school with a serious school problem. The Principal is to be given prior notice when patrons or parents visit the school, meet with the Principal, visit classes, etc., to allow school officials time to make necessary preparations.

Students may have visitors to school only if permission has been granted in advance by the building Principal. Visits will be limited to one day or less per year unless special permission is granted by the Principal.

### **Parties**

Elementary classes may have seasonal parties during the year. Parents shall communicate with their student's classroom teacher for the teacher's rules regarding birthday and holiday parties. Although birthday parties, etc. are an "out

of school” activity, it is permissible for a student to distribute invitations at school provided all children in the class receive one. If it is an all girl or all boy party, then all of the girls or all of the boys will be provided with an invitation if they are to be handed out at school.

### **Personal Items**

The school provides the necessary equipment for classroom and school day activities. The school is not responsible for ruined or lost personal equipment. Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator.

### **Pets**

Please see that dogs and other pets are kept home and not allowed to follow pupils to school. If children have a special pet that they would enjoy showing to their classmates, they may do so if previous arrangements have been made with their teacher. A parent or guardian must accompany the pet to the classroom for a short visit and take the pet home after the visit.

### **Physical Exam**

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

The school nurse or designee will provide health checks for detection of defective sight, hearing, and/or dental conditions as specified by the DHHS. Parents will be notified of any condition requiring additional professional attention.

### **Pictures**

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of date. Included in the individual packet is a class composite. Parents who want pictures of their students or of their student’s class composite may purchase them directly from the photographer.

### **Playground Rules**

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.

4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.
5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

### **Police/Other Questioning and Apprehension**

Police, other law enforcement officers, persons of the court, or DHHS may be called to the school at the request of school administration or may initiate contact with the school in connection with a criminal/neglect/other investigation. The school district shall inform parents when such officials seek access to their student prior to the student being questioned unless the investigating may include charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police/other questioning of students. Minor students shall only be released into the custody of law enforcement upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes.

### **Prom and Banquet**

As hosts of the prom and banquet, juniors attending the event are expected to remain in attendance until it is over. All juniors and seniors may invite their dates to the banquet. There will be a charge for any date that is not a Shelby - Rising City Junior or Senior. There will be no charge for any Shelby - Rising City Junior or Senior. Admission for students who are not invited to the banquet but wish to attend the dance will be determined by the junior class sponsor. Only Shelby - Rising City High School students and their dates are allowed to participate in the dance. Dates may be no younger than a high school freshman, and no more than two years out of high school (no older than age 20). There will be no admission charge for anyone who just wishes to view the grand march and coronation.

All students attending the prom and banquet should enter the building through the North front door. Any junior or senior is free to leave and then return to the banquet or prom but all students participating in the dance are asked to be in attendance by 8:30 and then they will be required to remain in attendance. Any arrivals after 8:30 will be handled on a case-by case basis by the Principal.

A Breathalyzer test will be conducted by Polk County authorities for all Shelby - Rising City students and their dates who will be attending the Grand March and/or dance. If a student or date tests positive for alcohol, they will not be allowed to attend the dance and will be removed from the premises and dealt with by authorities. The school has the right to check purses, coats, etc. for illegal/disruptive items.

All faculty assigned to work with junior or senior students will be invited to the banquet free of charge.

### **Protection of Student Rights**

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA) and The No Child Left Behind Act (NCLB). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is July/August. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

### **Public Displays of Affection**

Students may not engage in public displays of affection that is disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching or any other display of affection that a staff member determines to be inappropriate.

### **Retention**

It is not ordinarily the practice of the Shelby - Rising City Elementary School to retain a student. However, in situations where a student displays extreme immaturity or has extreme difficulty doing the work expected, retention may be an option. Ordinarily retention, if it should be necessary, would be in Kindergarten or first grade, since immaturity or serious learning problems may

best be remediated at the early primary level. Retention will be handled, by the Principal, on a case-by-case basis.

### **Rights of Custodial and Non-Custodial Parents**

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their student's records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

### **Self Management of Diabetes or Asthma/Anaphylaxis**

The school district will work with the parent or guardian in consultation with a physician to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis subject to school policy. Parents desiring to develop such a plan should contact the school nurse.

### **Senior Trip**

No overnight senior trip for Shelby - Rising City Public School will be permitted. Only graduating seniors, who have completed all necessary requirements as defined by the Principal, will be permitted a one day activity trip within 100 miles of Shelby - Rising City. The trip must have the Principal's approval. Seniors must depart from and return to Shelby - Rising City on the same day. All other costs shall be absorbed through senior class funds or personal funds. The date selected

for the activity trip shall be in the final 10 days of senior classes.

### **Smoking and Tobacco**

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

### **Student Assistance**

If your child has any learning, behavior, or emotional needs that you believe are not being addressed by the school district under existing circumstances, please contact your child's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of your child.

### **Student Fee Policy**

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

#### **Definitions.**

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

#### **Listing of Fees Charged by this District.**

1. **Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or

activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

- 2. Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
- 3. Personal or Consumable Items.** The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
- 4. Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all curricular projects. In courses where students produce a project that requires more than minimal cost for materials, the finished product will remain the property of the district unless the students either furnish or pay for the reasonable cost of materials required for the course project.
- 5. Technological Devices** The district is committed to providing student access to technological devices necessary to complete curricular projects/assignments. In grades 6-12 students are permitted to take devices home from school. As with all school property, students will be charged for damage to such devices. To protect against such potential losses, students and parents (Grades 6-12) must pay a lease fee for the devices. The cost of the lease fee is \$25.00 per student or \$50.00 per family. Families must complete a device loan agreement at the beginning of each school year. A student fee waiver and sliding payment scale is available for those who qualify.

In the event circumstances require students in grades K-5 to take their technology devices home a lease fee may be implemented to offset the potential cost of damages to those devices.

- 6. Extracurricular Activities.** The school district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities or may charge a reasonable fee for the use of district-owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.
- 7. Post-Secondary Education Costs.** Some students enroll in post-secondary courses while still enrolled in high school. As a general rule, students must pay all costs associated with such post-secondary courses. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.
- 8. Copies of Student Files or Records.** The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.
- 9. Charges for Musical Extracurricular Activities.** Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:
  - Band students must provide their own instruments.
  - Swing choir students must purchase outfits and shoes selected by the sponsor and/or student group.

#### **Waiver Policy.**

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1)

participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Students are not required to participate in the free or reduced-price lunch program to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal. Application forms are available in each school building office.

### **Voluntary Contributions to Defray Costs.**

When appropriate, the district will request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to communicate that fact clearly to students, parents and patrons.

### **Student Illness**

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and make arrangements for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district will require a physician's statement confirming the illness and before allowing such students to return to school.

### **Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's

education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify them of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA should be directed to the following:

- 1) Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

### **Student Schedule Changes**

Student schedule changes may be made without penalty during the first five school days of each semester. Drop and Add slips are to be obtained from the office of the Guidance Counselor and must be signed by the guidance counselor and building principal before they are presented to the teacher of the class that is to be added or dropped.

Before students are allowed to withdraw from a class, the parents of the student must provide their permission.

### **Students as Spectators**

It is the parent's responsibility to provide supervision for their children while at school activities. Students who are causing disruptions may be asked to sit with their parents or leave if their parents are not in attendance.

### **Tardiness**

#### **Elementary Students**

1. Be in the South Gym by 8:30.
2. Students arriving after 8:30 & before 9:15 are tardy. They must report to the office for a pass to class.
3. Students arriving after 9:15 & by 12:00 are considered in attendance for ½ the day.
4. Students arriving after 12:03 or leaving before 11:51 (not returning that day) will be counted as a full day absence.
5. Students leaving after 11:51 without returning will be counted for ½ the day.
6. No absence is counted if students leave after 2:57.
7. Three (3) tardies per semester will be allowed with no consequence.
8. After the 4<sup>th</sup> (fourth) tardy and each tardy thereafter in the semester, the students and parents will be required to meet with the principal to discuss the situation.

#### **Middle School and High School Students**

1. A tardy is defined as not being in your assigned area when the tardy bell

- rings. Assigned areas are determined by each teacher.
2. A student reporting to school within the first fifteen (15) minutes of the first period of the school day without a pre-excused absence will be considered tardy. A student that is more than fifteen (15) minutes late for the first period will be considered to be absent or truant for that period. Students must report to the office for a pass to their first period class.
  3. For periods two (2) through eight (8), any student who is less than five (5) minutes late to class following the tardy bell will be counted as tardy. A student who is more than five (5) minutes late to class following the tardy bell may be counted as absent or truant. Failure to come to class without an admit slip, when needed, constitutes a tardy or an absence. If an administrator or a teacher keeps a student late, a pass should be written for the student to take to the next teacher.
  4. Two (2) tardies per semester will be allowed with no consequences.
  5. An office referral with detention time will be assigned on the third tardy (regardless of class or period), and each tardy thereafter for the rest of the semester.
  6. For every 3<sup>rd</sup> (third) tardy in any one-class period, an Absent Excused (AE) will be recorded.
  7. Habitual infractions during the semester to the tardy policy may result in additional consequences assigned by the principal.

### **Telephone Calls**

The school's telephone may be used only with permission of staff. Students are not permitted to use cellular telephones during school hours or on school property without the express permission of a member of the staff.

### **Threat Assessment and Response**

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were

the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made, or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

## 2. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, building principal(s), and local law enforcement. It also could include the school nurse, guidance counselor, members of the mental health profession who would be willing to work with the school. The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response.

## 3. Threat Assessment Investigation and Response

All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

## 4. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community

informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence if that individual is a minor.

## **Transportation Services**

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

### **Transportation to School**

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses. The Transportation Director will schedule bus routes, and questions concerning them should be directed to that office. For routes with drop off points for multiple students where bus drivers wait for parental pick-up and parental contact has been attempted for students who are not picked in a timely manner, law enforcement may be contacted.

### **Bus Regulations**

Riding school vehicles is a privilege, not a right. The bus drivers have the same authority as teachers while transporting students. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed to ride the bus.

#### a) **Rules of Conduct on School Vehicles:**

- 1) Students must obey the driver promptly.
- 2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3) Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- 4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.

- 6) Students are prohibited from throwing or passing objects on, from, or into vehicles.
- 7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 9) Students may carry on conversations in ordinary tones but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- 10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 12) Student must respect the rights and safety of others at all times.
- 13) Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.
- 14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure.
- 15) Video cameras are installed to monitor student behavior on the bus.

b) **Consequences**

Drivers must follow the PBIS protocol for documenting behavior (Behavior Logs). Students who violate the Rules for Conduct will be referred to their building principal for discipline.

This program will promote instant accountability for unsafe behavior. It includes a defined discipline plan to encourage the student to make better behavior choices. Consequences are as follows:

1<sup>st</sup> Offense: Driver/student conference and parent contacted. Student is put on probation and assigned to the front of the bus for 1 week.

2<sup>nd</sup> Offense: Driver/student conference and parent contacted. Student is put on 2 week bus suspension.

3<sup>rd</sup> Offense: Bus Suspension for the rest of the semester. Upon return student is assigned the front of the bus. In addition, student and parent must sign a behavior contract.

School officials have discretion to impose any listed punishment they deem appropriate, in accordance with stated and federal law and board policy.

Requests to be dropped off at a point **not** on the regular route will not be accommodated, unless extenuating circumstances arise, and the request is approved by the transportation director or administration.

Students who are not regular route riders may not ride the bus home with a friend, unless the parent of the non-route student presents written permission to the bus driver ahead of time. The written permission should include the date, the non-route rider's name, the signature of the non-rider's parent, and the place approved for drop off. Such requests may not be granted if they cause overcrowding of buses.

### **Transportation to Activities**

The school district provides transportation to students who are participating in school-sponsored events, and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor, which has been signed by that student's parent.

### **Video Surveillance and Photographs**

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

The school district generally prohibits students from taking photographs or making video recordings on school grounds, in a school vehicle, or at a school event except as provided in this policy or as otherwise required by law. An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a

reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

### **Weather-Related School Closing**

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow or ice. School closings will be announced on television stations KLKN Channel 8 and KOLN Channel 10 and via Thrillshare by Apptegy, the Mobile Applicant and Notification System. In addition, Facebook and Twitter will be updated with school closing information. Parents should assume that school is open, and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office; however, the absence will count as a parent excused absence (AE) not as a school excused absence (ASE).

If school is closed due to severe weather conditions, all before and after-school activities and practices will be canceled.

### **Withdrawal From School**

Parents need to notify the school office if they are moving from the district. Students must complete a check-out sheet and return all properties to school prior to departure. If you are 16 or older and are permanently withdrawing from school, it will require completed NDE documentation.

### **Work Permits**

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

## SECTION TWO

### ACADEMIC INFORMATION

#### **Class Rank**

Student class rank shall be determined by using a numeric percentage derived from all classes graded on a percentage basis.

#### **Grades**

Students will receive percentage grades for their academic classes.

The grading system for grades 2 - 12 is as follows:

A	100%	-	94%
B	93%	-	86%
C	85%	-	78%
D	77%	-	70%
F	69%	-	0%

The grading system for grades K – 1 is as follows:

- "E" = Excellent
- "S" = Satisfactory
- "N" = Needs Improvement
- "I" = Improving

A student may earn an incomplete when he or she fails to complete classroom assignments. Any student in grades 6-11 who receives an incomplete will have this grade recorded on his/her permanent record until the required work is completed to the teacher's satisfaction. If a student does not remove an incomplete by completing the minimum classroom assignments, the incomplete will be calculated as a failing grade in determining the student's grade point average.

If a student does not remove an incomplete by completing the necessary work within two weeks of the end of the grading period, the incomplete will become a failing grade that the student may make up only by taking the entire course again or enrolling in summer school. The two-week period may be extended by mutual agreement of the teacher, principal, and student.

A student who receives an incomplete during his/her senior year must satisfactorily complete the classroom assignments to participate in the graduation ceremony. Seniors with incompletes will not be dismissed from school attendance until the classroom assignments are completed to the teacher's satisfaction.

#### **Graduation Awards**

The semester grades, by numerical percentage of each student for all scholastic courses shall be averaged to determine Cum Laude status. The students with the highest (98% or higher) shall graduate Summa Cum Laude. The second highest average (94%-97.99%) shall graduate Magna Cum Laude. The third highest average (92-93.99%) shall graduate Cum Laude. Students will receive cords for graduation based on their Cum Laude status.

The above averages will be determined, by carrying percentages to the hundredth place. A Senior's GPA that is calculated for Cum Laude is the cumulative total after 7 semesters. Any student graduating Cum Laude or higher are eligible for the student speaking parts in the graduation ceremony. The High School Principal will determine the process for selecting those speakers.

### **Graduation Requirements**

Students must earn 270 total credit hours in order to graduate from high school.

Required courses and credit hours that students must complete beginning with their Freshman year in order to qualify for the Shelby-Rising City High School Diploma are:

	English	40 Semester Hours to include English 9, 10, 11
	Social Studies	30 Semester Hours to include: American History, World History and Civics
	Mathematics	30 Semester Hours
	Science	30 Semester Hours to include: Physical Science and Biology
	Visual/Performing Arts	10 Semester Hours
	Electives	90 Semester Hours
	Career Education	20 Semester Hours to include: Informational Technology I
	P.E. and/or Healt	10 Semester Hours

	h	
	Speech	5 Semester Hours
	Personal Finance	5 Semester Hours

Juniors are required to enroll in a math, science, and English course.

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

### **Homework**

Classroom teachers will often assign homework. Parents who have questions about homework or concerns about class work should contact the teacher. Questions not resolved by the teacher should be referred to the building Principal.

Each student is expected to spend some time preparing for studies outside of school hours. The amount of time that is needed will depend upon each student.

Students who struggle to complete assignments or who must spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers.

### **Honor Roll**

To qualify for the Honor Roll, a student must have earned a grade of 86 or above in all subjects. To qualify for the Roll of Excellence, a student must have earned a grade of 94 or above in all subjects.

Any student who receives an "I" Incomplete in any subject is not eligible to be on the Roll of Excellence or Honor Roll.

### **Mid-Term Graduation**

Students are generally required to attend four years of high school to be eligible to receive a diploma from the school district.

The Board of Education, upon receiving administrative recommendation, may grant mid-term exit from high school to students who have completed the requirements for graduation. To be considered for mid-term exit from high school, the student and his/her parents or guardian must apply on or before the April Board Meeting of the student's Junior year. The Board of Education will act on all requests. Any student who is granted mid-term exit from high school forfeits all privileges of high school enrollment, except the right to participate in commencement exercises.

### **Report Cards**

Grades are continually updated and available via the PowerSchool Student Information System. This is a great place for students and parents to monitor academic progress. Please contact the school if you need assistance in setting up your account. Report Cards at the end of each semester will be sent home once grades are finalized for that semester.

## **SECTION THREE**

# **STUDENT DISCIPLINE**

### **General Discipline Philosophy**

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

### **Forms of School Discipline**

Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon

the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

### **After School Sessions and Detentions**

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day. A student who has a conflict with an after-school session is responsible for working it out with the teacher or Building Principal.

- A student who fails to attend an afterschool session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion.
- A student who fails to serve their detention may not be allowed to participate in activities.
- Detentions are 30 minutes, served in the office or designated detention room.

### **In-School Suspension**

The Building Principal may require a student to serve in-school suspension. Students not completing the requirements of ISS will face further disciplinary action. The student is expected to complete all work assigned & WILL receive credit for all completed work. Students who earn ISS are not allowed to participate or attend student activities. This includes activities such as NSAA sponsored events. There will be zero tolerance for behavior problems for students

placed in ISS.

The Building Principal will make the final determination if a specific activity qualifies.

### **Emergency Exclusion**

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

### **Short-Term Suspension**

The principal may suspend a student up to 5 school days for conduct which constitutes grounds for expulsion under the law or violates the rules of the Board of Education and/or the school.

1. The principal will investigate.
2. The student will receive oral or written notice of the charges and reason for the suspension. They will also be told the basis of the evidence used to make the decision.
3. The student will be given the opportunity to present their version of the story.
4. An attempt to notify parents will be made within 24 hours.
5. A conference for re-entry to school may take place with parents.

The student is expected to complete all work assigned & WILL receive credit for all completed work. Students who earn OSS are not allowed to participate or attend student activities at home or away. Students in OSS are not allowed on school grounds without permission from the Building Principal.

### **Long-Term Suspension**

Students may be excluded, by the Principal, from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

On the date of the decision, a written charge and a summary of the evidence supporting such charge shall be filed with the superintendent. The school will, within two days after the decision, send written notice by registered or certified mail to the student and his or her parent or guardian informing them of the rights established under State Law 79-254 & 79- 296. Refer to board policy for an outline of what will be included in the letter.

### **Expulsion**

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed

the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.
3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

## **Grounds for Short & Long-Term Suspension, Expulsion, or Mandatory Reassignment:**

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Uses violence, force, threat or intimidation in a manner causing substantial interference with school purposes; or
2. Causes or attempts to cause substantial damage to school or private property or steals or attempts to steal school or private property of substantial value; or
3. causes or attempts to cause physical injury to another person except in self-defense; or threatens or intimidates any student for the purpose or intent of obtaining something of value from the student; or
4. Possesses or transmits any firearm, knife, explosive or other dangerous object that is ordinarily considered a weapon; or
5. Engages in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103 or being under the influence of a controlled substance or alcoholic liquor; or
6. Commits public indecency as defined in Nebraska statute 28-806 if that student is at least twelve years of age but less than nineteen years of age; or
7. Commits or attempts to commit sexual assault against any person if a complaint has been filed by a prosecutor alleging the incident as required in Nebraska statute 79-267.8; or
8. Engages in bullying as defined in section 79-2,137; or
9. Engages in any other illegal activity which constitutes a danger to other students or interferes with school purposes; or
10. Repeatedly violates the policies, rules and standards of student conduct

established by the district; or

11. Violation of any of the following rules if such violations constitute a substantial interference with school purposes:

- a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
- b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
- c. Violating school bus rules as set by the school district or district staff;
- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
- i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person.

This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

- j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
- k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

### **Guidelines for Various Infractions**

**ALCOHOL AND/OR DRUGS:** The use or possession on school grounds or at school functions. This includes the misuse of prescription and/or over-the-counter drugs. *MANDATORY REPORTING TO LAW ENFORCEMENT.*

1<sup>ST</sup> Offense: Maximum 15 days OSS.

2<sup>nd</sup> Offense: Recommendation of Expulsion.

**BULLYING/HARASSMENT:** Behaviors that are found to be threatening or disturbing towards another person.

Each Offense: Maximum 5 days Suspension.

**CHEATING:** Copying someone's work and passing it off as your own original work or allowing your work to be copied by someone else who then passes it off as their own original work. *(The student may, in writing, appeal any loss of credit due to cheating to the Principal. That decision will be binding.)*

Each Offense: Office Referral Form Written. Zero on any copied work. The teacher will have the discretion to allow the student the opportunity to do the assignment or an alternative assignment with a maximum grade of 70%.

Additional administrative action may be taken.

**DISORDERLY CONDUCT:** Insubordination, vulgar language, or behavior that impedes the learning environment, causing a student to report to the principal's office.

Each Offense: Maximum 5 days Suspension.

**ELECTRONIC DEVICE MISUSE:** Cell phones & other electronic devices must be turned off and kept out of sight during the school day.

1<sup>st</sup> Offense: Office Referral Form Written. Parent notified; device returned to student at the end of the day.

2<sup>nd</sup> Offense: Office Referral Form Written. Parent notified; device will be returned to the parent, & detention assigned.

3<sup>rd</sup> Offense: Office Referral Form Written. Parent notified, device will be returned to the parent, meeting with parent will be held to discuss future consequences, & detention assigned.

**FIGHTING:** Engaging in or threatening physical contact for the purpose of inflicting harm on another person (not a pushing match). *MANDATORY REPORTING TO LAW ENFORCEMENT.*

1<sup>st</sup> Offense: Minimum 5 days OSS for all students involved in the fight.

2<sup>nd</sup> Offense: Minimum 15 days OSS.

3<sup>rd</sup> Offense: Recommendation of Expulsion.

**TOBACCO:** Possessing, using, selling, or dispensing tobacco, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.

1<sup>st</sup> Offense: Maximum 5 days Suspension.

2<sup>nd</sup> Offense: Maximum 15 days Suspension.

3<sup>rd</sup> Offense: Recommendation of Expulsion.

**STRIKING OR HITTING A STAFF MEMBER:** *MANDATORY REPORTING TO LAW ENFORCEMENT*

1<sup>st</sup> Offense: Immediate OSS. Recommendation of Expulsion.

**TRUANCY:** The absence of which the parent is not aware at the time you are not at school. Parent awareness must be before the absence, not after the fact.

1<sup>st</sup> Offense: Maximum of 2 days ISS with additionally assigned detention time.

2<sup>nd</sup> Offense: 2 -5 days ISS with additionally assigned detention time.

3<sup>rd</sup> Offense: A meeting with the parent and principal will be held to determine appropriate consequences which could include credits being withheld at the end of the semester.

**VANDALISM (Misdemeanor) AND/OR THEFT: *MANDATORY REPORTING TO LAW ENFORCEMENT***

1<sup>st</sup> Offense: Maximum 5 days Suspension.

2<sup>nd</sup> Offense: Maximum 15 days Suspension.

3<sup>rd</sup> Offense: Recommendation of Expulsion.

Consequences for felony vandalism will be based on the seriousness of the infraction.

**VIOLENT BEHAVIOR/THREATS OF PHYSICAL HARM TO STUDENTS OR STAFF: The principal must believe there was a true threat to classify the incident under this category. All incidents under this category will require *MANDATORY REPORTING TO LAW ENFORCEMENT*.**

1<sup>st</sup> Offense: Maximum 5 days Suspension.

2<sup>nd</sup> Offense: Maximum 15 days Suspension.

3<sup>rd</sup> Offense: Recommendation of Expulsion.

**Due Process Afforded to Students Facing Long-term Suspension or Expulsion**

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
  - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
  - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
  - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
  - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
  - e. A statement that the principal, legal counsel for the school, the

student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

- f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
  4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
  5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
  6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing, but the consequence imposed may continue in effect pending final determination.
  7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

## **PBiS – Positive Behavioral Interventions and Supports**

PBiS is a process to increase student achievement and success while decreasing students' challenging behaviors. By working together, staff, students, and parents help create a safer more effective environment. Behavior expectations are defined, taught, and reviewed with all students. The expectations are posted throughout the school in designated areas. We encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior.

We know that when good behavior and good teaching come together, our students will excel in their learning. Our strategies are based on the belief that:

*"Positive behaviors from adults and students lead to an improved learning environment and increased learning."*

### **Our consistent school rules are:**

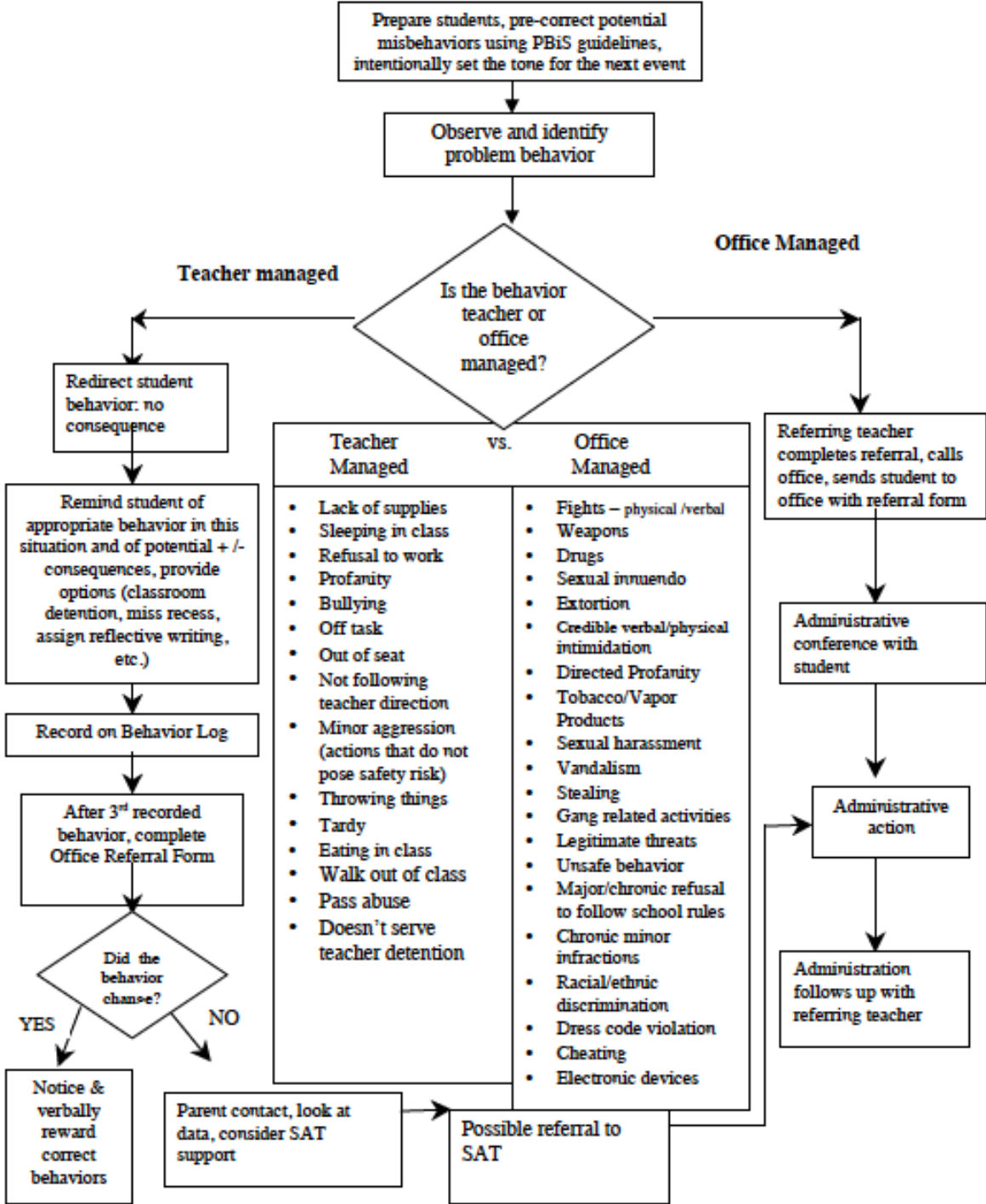
- ◆ **Be Responsible**
- ◆ **Active Learning**
- ◆ **Respect Others and school**
- ◆ **Keep Safe**

These four rules apply to all areas of the school buildings and grounds. Classroom teachers also post their individual rules and expectations for their academic areas.

Students earn '**Positive Paws**' for positive behaviors. '**Paws**' are posted at the entryways and a copy is sent home to parents. Any staff member can give out 'Paws' to students. Drawings are held monthly for the students & staff to win prizes as rewards for their positive behavior!

Consequences are given to student non-compliant behaviors. These fall into 2 groups, Minor and Major according to the definitions within the program guidelines (see Student Behavior Management Process Flowchart). Students who exhibit poor choices that are defined as Minor behaviors are retaught the expectation and acknowledge this choice by signing a Behavior Log. Students who display behaviors identified as Major are referred to the Building Principal for consequences of their actions. Serious infractions that result in suspension (ISS and OSS) or expulsion have been outlined in the "Guidelines for Various Infractions" section of this handbook.

**SHELBY-RISING CITY PUBLIC SCHOOL  
Student Behavior Management Process**



## SECTION FOUR

# STAFF DIRECTORY

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# SCHOOL SCHEDULES

## Secondary School Schedule(s):

### Normal Schedule

1	2	3	4	Advisory	5A Lunch 5A Class	5B Lunch 5B Class	5C Lunch 5C Class	6	7	8
8:30-9:15	9:18-10:03	10:06-10:51	10:54-11:39	11:42-12:00	12:03-12:33 12:36-1:21	12:26-12:56 12:03-12:23; 12:59-1:21	12:51-1:21 12:03-12:48	1:24-2:09	2:12-2:57	3:00-3:45

### Two Hour Late Start

1	2	3	5A Lunch 5A Class	5B Lunch 5B Class	5C Lunch 5C Class	4	6	7	8
10:30-11:03	11:06-11:39	11:42-12:15	12:18-12:48 12:51-1:21	12:36-1:03 12:18-12:33; 1:06-1:21	12:51-1:21 12:18-12:48	1:24-1:57	2:00-2:33	2:36-3:09	3:12-3:45

## **ELEMENTARY SCHOOL DAY**

8:30 a.m. to 3:35 p.m.

## **SECONDARY SCHOOL DAY**

8:30 a.m. to 3:45 p.m.

### **Lunch Schedules**

Kindergarten	10:50-11:20
First Grade	10:58-11:28
Second Grade	11:06-11:36
Third Grade	11:14-11:44
Fourth Grade	11:20-11:50
Fifth Grade	11:20-11:50
Secondary Lunch A	12:03-12:33
Secondary Lunch B	12:26-12:56
Secondary Lunch C	12:51-1:21

**Shelby-Rising City Public School  
Combined District and School  
Title I Parent and Family Engagement Policy**

Shelby-Rising City Public School intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

***In General** The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.*

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State

and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

*Reviewed October 2019 - no revisions*



## Parent Student-School Schoolwide Title I



### *Elementary Learning Compact Shelby-Rising City Public School*

#### PARENT/GUARDIAN AGREEMENT

As a parent/guardian, I understand that being actively involved in my child's learning will help him/her be successful and have a good attitude about learning. Therefore, I agree to carry out the following responsibilities:

- provide a homework routine for my child
- support the school's discipline program
- read to or with my child 15 minutes a day, 5 days a week so he/she will experience the joy of reading

#### STUDENT AGREEMENT

As a student, I understand that school is important because it will help me learn skills to be successful in my life. Therefore, I agree to carry out the following responsibilities:

- always try to do my best by following the school's discipline program
- be responsible and cooperative at home with homework and when my family reads to/with me
- attend school regularly and be prepared to learn and complete homework

#### TEACHER AGREEMENT

As a teacher, I understand how important it is for every student to have a positive school experience and for parents to have support as they help their child with school tasks. Therefore, I agree to carry out the following responsibilities:

- provide positive communication between students, parents, and teachers (via email, notes, and/or phone calls)
- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet State academic achievement standards
- provide daily classroom practices, at-home practices, and extra optional practices with important and meaningful skills
- support the school's discipline program
- compact shall be discussed as it relates to the individual child's achievement.

This Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. At the annual parent-teacher conferences the

#### NATIONAL HONOR SOCIETY - (NHS)

Shelby-Rising City Public Schools will sponsor a Chapter of the National Honor Society by developing local procedures that are in accordance with the National guidelines.

##### Participants

**Principal:** Appoints a faculty member to serve as sponsor and other faculty to serve as council members for the NHS. The principal is in attendance at all council meetings as a non-voting participant.

**Sponsor:** Faculty member who is appointed to serve as advocate for the Shelby-Rising City Chapter of NHS. The sponsor is in attendance at all meetings as a non-voting participant. Sponsor duties include, but are not limited to: organize all Chapter activities, including election, disciplinary and dismissal procedures; chair all Faculty Council meetings, and anything else that pertains to NHS.

**Faculty Council:** A 5-member faculty team is responsible for voting on matters pertaining to the Chapter, including election, discipline and dismissal of members. An individual faculty member serves in two-year blocks of time and membership on the team is rotated through the secondary faculty.

**Candidates:** Any Shelby-Rising City 11<sup>th</sup> or 12<sup>th</sup> grade student who meets the criteria.

##### Criteria for Membership

**Scholarship:** The member must maintain a minimum grade point average (GPA) of 93%.

**Service:** The member upholds scholarship and is loyal to the school, participates in some outside activity (scouts, church, volunteer work in school, home or community), works well with others while assuming difficult responsibilities, cheerfully renders requested service to the school, represents the class or school in inter-class or inter-school activities, does committee work without complaining, shows courtesy by assisting visitors, teachers, and students.

**Leadership:** The member promotes school activities, influences peers in upholding school ideals, improves civic life in the school, has a positive attitude, inspires positive behavior in others, holds office or other positions or responsibility, is dependable and accepts responsibility, demonstrates leadership at home, school, work, and community.

**Character:** The member takes constructive criticism willingly, exemplifies desirable qualities of behavior, upholds principles of morality and ethics, cooperates and complies with school regulations, demonstrates honesty and reliability, shows courtesy, concern and respect for others, observes school instructions and rules, is truthful and avoids cheating, actively works to rid the school of negative influences.

##### Selection Process

Beginning with the class of 2016: At the end of second semester, the guidance counselor will inform the Sponsor of all students (those entering 11<sup>th</sup> and 12<sup>th</sup> grade) who have a minimum GPA of 93%. The Sponsor will inform students at the beginning of the next school year, that they meet the scholarship criteria. The student will be asked to complete a questionnaire indicating their desire to be selected as a member of NHS. Once students complete the questionnaire and return it to the Sponsor, the Faculty Council will evaluate the materials. The Faculty Council will conduct an interview with each of the candidates prior to final selection. The Faculty Council then evaluates the student questionnaire, the interview and the faculty responses. The Faculty Council will make their decision on the applicant's candidacy by having each Council member assign a number value from 1 to 10 for each criterion: scholarship, leadership, service, character and the interview for each applicant. The minimum value given for scholarship has been determined to be 8. Those students whose point total averages 40 or above will receive a letter notifying of their selection for membership. A parent and student meeting will take place prior to the candidate submitting a letter of acceptance or refusal into the organization. Induction will be held during September and students become active NHS members after the initiation ceremony.

##### Disciplinary Procedure

A member who fails to adhere to all criteria will be subjected to the NHS members predetermined point system that will be used to help the Faculty Council determine when a member needs to receive a warning or possible dismissal from NHS. If a member accumulates less than half the points for dismissal in a year, the points accumulated will be dismissed and a clean slate will occur for the next school year. If a member has accumulated one-half or more of the points that could lead to dismissal, those points will be rolled over into the new school year for returning students.

A member who fails to adhere to all the criteria may be dismissed from the Chapter by a vote of the Faculty Council. Members will not be dismissed from NHS without receiving a written warning from the Sponsor identifying and detailing the deficient criteria. The decision to issue a warning will be by majority vote of the Faculty Council or a predetermined point accumulation. In the case of scholarship, a warning will be issued if a member's cumulative average falls below a 93%. The member must raise the average to 93% or above by the following semester's grading period to remain a member. If other criteria are not being met, a member will not be allowed a second violation of the indicated deficiency, nor would they be allowed other additional deficiencies. A vote for dismissal does not require a second warning before the action of the Council.

*Exception: No warning is required if a member is guilty of, or confesses to, violating school rules that require a long term suspension or an expulsion; also, no warning is required if a member is found guilty of, or confesses to, any action of flagrant violation of civil laws or school laws.*

# Student Activity Handbook

## Pre-practice requirements: ATHLETIC ACTIVITIES ONLY

EACH ATHLETE PARTICIPATING IN ANY SPORT MUST MEET THE FOLLOWING REQUIREMENTS BEFORE BEING ALLOWED TO PRACTICE.

1. Turn into the sponsor a school approved physical examination form.
2. Turn into the sponsor a school approved student participation agreement.
3. Turn into the sponsor a school approved parent/guardian consent form.
4. Turn into the sponsor a school approved insurance verification form/waiver form.
5. Turn into the office an activities handbook verification form.

Forms 1, 2, 3, 4, must be filled out, completed in full and turned into the sponsor before a student will be allowed to participate. Form 5 will be turned into the office along with the Student Handbook verification form, they are one and the same. This need be done only once each year for the first athletic activity a student takes part in.

ALL OF THE INFORMATION AND RULES LISTED BELOW ARE INTENDED FOR ALL PARTICIPANTS WHO TAKE PART IN THE CO-CURRICULAR ACTIVITIES OF SHELBY PUBLIC SCHOOL. IF THE TERM ATHLETE IS USED, IT COULD BE REPLACED WITH PARTICIPANT OR MUSICIAN ETC. IF THE TERM COACH IS USED, IT COULD BE REPLACED WITH DIRECTOR OR SPONSOR.

In order to better inform parents and students of the various activities, some activity sponsors have written handbooks for their area of responsibility. These booklets cover the various aspects of a particular activity in more detail than this activity booklet. The individual sponsor's activity booklets will be subject to the overall policies in this activity book or School Board Policy. These booklets will be distributed to the students at the beginning of an activity season. All other reasonable rules or regulations adopted by the sponsor, and approved by the ACTIVITY DIRECTOR, of a co-curricular activity shall be followed provided that participants shall be notified of such rules and regulations by written handouts or posting on bulletin boards prior to the beginning of the season.

## PARTICIPANT RESPONSIBILITY

A participant is any boy/girl attending Shelby-Rising City High School that is taking part in an activity.

In order to be the best possible participant and follow the activity philosophy of the Shelby-Rising City Public School, the participant must assume the following responsibilities:

Responsibility to yourself:

- (1) Attend all practices or rehearsals and practice with intensity; thus, improve as an

- individual and a participant.
- (2) Adhere to training rules.
  - (3) Expect no favors from the coach/sponsor or teammates. You must earn your position.
  - (4) Develop a competitive attitude. Be willing to compete against your friend in practice as you would your opponent in interscholastic competition.
  - (5) Be honest with yourself about your skills.
  - (6) Maintain respect for yourself in victory and defeat.

**Responsibility to your activity:**

- (1) Don't be selfish. You should be willing to sacrifice personal achievement for team success.
- (2) Be able to separate personal matters from team matters.
- (3) Respect your teammates. They can make you a winner!
- (4) Follow the sponsor's directions.
- (5) Be loyal to your team. When your team needs your experience and ability, be there.

**Responsibility to your school and community:**

- (1) Recognize your leadership role both during and after competition.
- (2) Realize a good participant works to his/her ability in the classroom.
- (3) Respect the property of others.
- (4) Promote school spirit.

**SPONSOR: RESPONSIBILITY**

A sponsor is the person or his/her assistant that is directly in charge of an activity i.e. head football coach is a sponsor of the football team. The assistant football coach is a sponsor of the football team.

The sponsor's role is to give the community the best possible performances with the available talent each year. All sponsors will follow the Nebraska Coaches Creed which reads:

I BELIEVE interschool activities have an important place in the general education scheme and pledge myself to cooperate with others in the field of education to so administer them that their values shall never be questioned.

I BELIEVE the other sponsors of interschool activities are earnest in their desire to keep the interschool program high on the plans of citizenship training and I shall do all that I can to further their efforts.

I BELIEVE my own actions should be so regulated as to reflect credit to this profession.

I BELIEVE in the exercise of all the patience, tolerance, and diplomacy at my command in my

relations with all participants, co-workers, activity officials, and spectators.

**I SHALL** abide by the rules of the activity in letter and spirit.

**I BELIEVE** proper administration of all activities offers effective laboratory methods for development of high ideals of sportsmanship, qualities of cooperation, courage, unselfishness and self-control, desires for clean, healthful living and respect for wise discipline and authority.

**I BELIEVE** these admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carry-over and will aid each one connected with the activity to become a better citizen.

**I BELIEVE** in and will support all reasonable moves to improve activity conditions to provide for adequate equipment, and to promote the welfare of an increased number of participants.

#### GENERAL INFORMATION

- A. Once each year before being permitted to start practice, a participant in athletic activities must have a complete physical examination. A copy of the form used for the exam can be picked up from your sponsor, from the activities director, at the school office or from the Shelby Clinic. The physical examination must be turned into your sponsor prior to participation. The record of your physical examination will be kept on file with the activities director. The form must be signed by the student, his/her parent or guardian, and a medical doctor. This physical exam will be paid for by the student or his/her parent or guardian.
- B. No practice will be scheduled on Sundays unless a contest is scheduled on the following Monday or prior approval is given by the administration.
- C. No participant will practice using school facilities unless supervised by a sponsor or as per board policy.
- D. All participants will wear the clothing and equipment required by the sponsor.
- E. If a participant suffers an injury or illness which requires a doctor's attention, he/she must have a written release from the doctor in order to resume practice/play.
- F. If a participant is injured, he/she will be expected to attend all practices, games, meets, contests, or other events even though he/she cannot actually participate unless excused by the sponsor.
- G. No practice will exceed 2 1/2 hours in length.

- H. Be at all practices. All practices are important and one participant missing may endanger the success of the team. If a participant knows he/she will be missing practice, he/she is expected to notify the sponsor before the missed practice. Legitimate reasons for missing practice are:  
illness, funeral, another school function, and work for one's father or mother.

The sponsor will determine if any other excuses are legitimate. A participant must notify the sponsor BEFORE missing any practice. A sponsor may discipline participants for missing practice without a legitimate reason.

- I. Any participant who is a member of any Shelby-Rising City High School interscholastic athletic squad cannot participate on any other organized team in that sport, in school or out of school, during the period that he/she is a member of the Shelby-Rising City High School interscholastic squad.  
Example: A student cannot participate on a town team volleyball team while a member of the high school volleyball team.

- J. Extra-Curricular Participation (300.28, #7):  
IN ORDER TO PRACTICE OR PARTICIPATE IN ANY ACTIVITY HELD OUTSIDE OF SCHOOL HOURS THE STUDENT MUST BE IN ATTENDANCE ALL DAY ON THE DAY OF THE ACTIVITY. THE ONLY EXCEPTION TO THIS SECTION WOULD BE A PRE-ARRANGED ABSENCE APPROVED BY THE PRINCIPAL.

- K. Guidelines for Participation in a Cooperative Activity.

1. Students will provide their own transportation to practices and contests.
2. Students will pay for any uniform(s) or equipment needed to practice.
3. All students K-12 will be admitted free into all home games at Shelby WITH A SHOWN STUDENT ID.
4. Students will not be allowed to leave school early to attend a practice.
5. Students will need to complete a pre-excused slip when contests cause them to leave before the end of the regular school day.
6. Students will follow the Shelby-Rising City School Eligibility Policy.
7. Students that meet the lettering requirements will receive a letter and certificate from Shelby-Rising City Public School and will be recognized at the activities banquet.

- L. Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

**The School District will:**

All coaches and volunteers are required to complete the NFHS concussion training course

annually. A certificate indicating completion of the course will be required to be submitted to the activities director annually.

On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition.

This information will include:

1. The signs and symptoms of a concussion;
2. The risks posed by sustaining a concussion; and
3. The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

1. has been evaluated by a licensed health care professional;
2. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
3. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

- M. The school district will not provide for the presence of a licensed health care professional at any practice or game.
- N. Students who participate in out-of-town school sponsored activities are to ride the bus or any mode of transportation specifically approved by the Principal. The student will ride the bus, or approved transportation, to the activity. He/She will return to Shelby-Rising City Public School on the same transportation unless the proper procedure is followed.
- O. Activity practices scheduled the same day as snow/ice dismissal shall be automatically canceled. Practices may be held after late starts if the school day is completed. Practices related to other early dismissals and/or late starts may be scheduled at the discretion of the A.D./Superintendent. Games may be played/not played on weather affected days at the discretion of the A.D./Superintendent. The Superintendent shall have final determination in all cases.
- P. The Shelby-Rising City Public Schools provides its participants with the best equipment possible. Therefore, participants will be expected to return the equipment in reasonable condition at the end of the season. If it is not returned or is not in reasonable condition the participant will be expected to pay the replacement cost.
- Q. Participants under school suspension, expulsion, or exclusion from school as established in

Board policy are ineligible to practice or participate during the term of the suspension, expulsion, or exclusion.

For example, if a participant is given a suspension, for Monday, the participant will not be allowed to participate in any activity on Monday. If a participant is given a two day suspension for Monday, and Tuesday, the participant will not be allowed to participate Monday or Tuesday.

- R. A performance will always have preference over a practice with regard to student participation. The instructor that has the performance will set the times that he/she feels is necessary for the adequate dismissal, transportation, setting up of equipment, and performance of his/her participants. If there is an issue involving dismissal from school or practice, the activities director will make the final decision as to dismissal time.
- S. If a participant is scheduled to perform in two activities at once, the participant will decide which performance he/she will take part in. It is then the participant's responsibility to inform both sponsors as to his/her decision.
- T. Shelby-Rising City Public School uniforms will only be worn by Shelby-Rising City Public School sponsored teams. Non-school sponsored teams must furnish their own uniforms. The only way a non-school sponsored team may use school uniforms is: 1) allow all Shelby-Rising City students that are eligible to participate to be on the team, 2) pay rent for the uniforms to be used, 3) conform to all NSAA regulations that pertain to the activity. No current varsity uniforms will be used for this purpose other than All-Star competition.
- U. No participant will be allowed to start the next activity season without having turned in all equipment, paying all bills, and meeting all the requirements of the previous activity season or school year.
- V. Summer camps/clinics are not school sponsored activities. Shelby-Rising City Public School claims no dominion over activities related to the planning, execution, and/or results of any summer camp/clinic. When taking part in summer camp(s)/clinic(s) the responsibility and liability rest solely with the adult or student participants as individuals.

#### GUIDELINES FOR THE PAYMENT OF STUDENT AND GROUP FEES

The Shelby-Rising City School District will pay for the following:

1. All group entry fees for approved activities occurring during the time school is in session.
2. All awards given to students, including:
  - a. Athletic and/or Fines Arts letters, pins, stars, shields, and certificates
  - b. All-Conference patches for athletics
  - c. Championship patches if earned during athletic competition at the conference or district or state.
  - d. Academic recognition given for: the science fair, awards night, Honor Society and the honor assembly at the end of the school year.
3. Read-a-thon prizes
4. Meals and lodging of activity participants and coaches/sponsors if the school district is reimbursed by the organization that sponsors the event.
5. Meals and lodging of fine arts participants and coaches if the participation is at the All-State level.
6. All-State auditions for vocal and instrumental music.
7. A total of two auditions for College Honor Bands or Honor Choirs.
8. First Team Athletic and Fine Arts All-State Members' pictures to be placed in a designated area in school.
9. Admission fees for cheerleaders, pep band members and other students when their attendance is required at an "away" activity.

#### LETTERING

Each time an individual letters in the senior high, they will be awarded a letter certificate by the sponsor of that activity at the annual activities banquet. The first time a participant letters he/she will be awarded a chenille letter, an emblem representative of the activity the participant lettered in (i.e. winged foot for track), and a gold bar. On subsequent letterings, the participant will receive a certificate and a gold bar for each sport that they lettered in. All other participants who did not letter will be given a participation certificate.

#### ATHLETIC LETTERING

- A. FOOTBALL: Any participant playing one-half the total regular season varsity quarters will be awarded a letter. A player gets one quarter for starting a reserve game. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach,

with Activity Director approval, if extenuating circumstances exist.

- B. **BASKETBALL (boys and girls):** A participant must play one-fourth of the total varsity quarters. A participant may receive one-half quarter for starting a reserve game. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- C. **VOLLEYBALL:** A participant must play one-fifth of the total varsity games. The participant may receive one-half game for starting a reserve match. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- D. **TRACK (boys and girls):** A participant can letter if he/she scores 1 point at a meet with 7 or more teams. Relays will be counted as  $\frac{1}{4}$  value of the score. Example: A 5<sup>th</sup> place relay= each participant would receive  $\frac{1}{2}$  of a point. A participant may also letter if he/she meets one of the following requirements: breaks a school record, scores a total of 8 points for the season in any type of meet, if a senior who shows positive leadership abilities and has not met any of the preceding requirements or improve your personal best four times during the season (personal best includes past years efforts). The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- E. **MANAGER (for athletics):** A high school boy or girl can receive a manager's letter by managing two sports per year or is a manager for one sport and participates in another sport the same year. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- F. **GOLF:** a participant can letter if he/she participates in 33% of the varsity(not duals/triangulars) meets and his/her score contributes to the team score in at least one meet. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- G. **WRESTLING:** A participant can letter if he/she participates in 50% of the varsity meets and his/her score contributes to the team score in at least one meet. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- H. **SOFTBALL:** A participant can letter if she plays in one-half of the total varsity games played. The participant may receive one-half game for starting a JV game. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- I. **DANCE TEAM/CHEERLEADING:** A participant can letter if he/she attends 90% of all

assigned practices/games. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.

### FINE ARTS LETTERING

- A. **SPEECH:** Attend 90% of assigned practices. Earn an "excellent" or better rating at three contests. Attend and participate at the conference and district contests. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
  
- B. **DRAMA:** Attend 90% of assigned practices. Know lines by assigned due dates. Participate in all performances or fulfill all the duties required of an assistant director or backstage crew person. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
  
- C. **INSTRUMENTAL MUSIC:** The band letter award is a point-based system. Students wishing to letter in band must meet the following requirements:
  - 1. Students must earn 130 points or more in band to letter.
  - 2. Excused absences will be awarded only half value points if properly excused. Excused absences include but are not limited to:
    - a. School activities (one week advance notice is required).
    - b. Family/medical emergency (parent note required).
    - c. Other absences may be excused at the director's discretion.
    - d. A work conflict does not warrant an excused absence.
  - 3. See the following table for activities and their point values:

Performance/Activity	Points
Winter and Spring Concerts*	15 points each
Marching Band Performances*	5 points each
Veterans Day Performance*	5 points
Pep Band Performances*	5 points each
District Music Large Band Ensemble*	10 points
District Music Small Ensemble/Solo	5 points for a I rating
District Music Small Ensemble/Solo	2 points for a II rating
Audition for a Honor Band	2 points each

Win a Honor Band Audition	5 points each
Win an All-State Band Audition	15 points
Band Service Hour (ok with teacher)	1 point per hour
Private Lessons - primary instrument	5 points per semester

\*These are required events, and they total 125 points if all are attended.

- D. **VOCAL MUSIC:** The choir letter award is a point-based system. Students wishing to letter in choir must meet the following requirements:
1. Students must earn 100 points or more in choir to letter.
  2. Excused absences will be awarded only half value points if properly excused. Excused absences include but are not limited to:
    - a. School activities (one week advance notice is required).
    - b. Family/medical emergency (documentation required).
    - c. Other absences may be excused at the director's discretion.
    - d. A work conflict does not warrant an excused absence.
  3. See the following table for activities and their point values:

Activity	Points
Winter and Spring Concerts*	15 points each
Veterans Day Performance*	5 points
National Anthem at Home Games*	5 points each
District Music Large Choir Ensemble*	10 points
District Music Small Ensemble/Solo	5 points for a I rating
Audition for a Honor Choir	2 points each
Win a Honor Choir Audition	5 points each
Win an All-State Choir Audition	15 points
Choir Service Hour (ok with teacher)	1 point per hour
Private Lessons - vocal	5 points per semester

\*These are required events, and they total 95 points if all are attended.

#### OTHER AWARDS

- A. Any member of a conference season championship team, conference tournament championship team, district championship team, or state championship team will receive a championship patch or trophy/medal.
- B. Any participant selected All-Conference-1st team will receive an all-conference patch.
- C. Any participant(s) selected to an All-State 1st team in a team sport or 1st place in the State Track Meet will be honored with his/her (their) picture being placed in a designated area. Likewise, participants receiving All-State honors in band, vocal music, speech, or drama will be honored with their picture being placed in a designated area.
- D. Any participant who participates in three sports for all four years of his/her athletic career will be given a Dedicated Athlete Award. If a participant is in violation of any Prohibitive Conduct (2.1.1 – 2.1.10) during his/her junior or senior year they will forfeit the right to receive the dedicated athlete award.
- E. Any student that letters in 3 athletic activities in a single school year will receive a 3-sport letter winners shield.

#### SRC-CLUB

- A. Any student that has received an athletic “S” is eligible to belong to the S-Club.
- B. S-Club member will follow the guidelines as stated in their constitution.

#### SHELBY-RISING CITY ACTIVITY PROGRAM DRUG FREE SCHOOL AND COMMUNITY - STUDENT POLICIES (700.02)

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide age appropriate, developmentally based drug and alcohol education and prevention program for all students of the schools. It shall be the policy of the District to require instruction at each grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. Such instruction should be described in any curriculum guides of the District and should have as one of its primary objectives preventing the use of illicit drugs and alcohol by such students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the district.

It shall further be the policy of the district through the instruction earlier herein referred to as well as by information and consistent enforcement of the board’s policy pertaining to student conduct as

it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, and its educational programs.

#### **STANDARDS OF STUDENT CONDUCT PERTAINING TO THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS OR ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES**

It shall be the policy of Shelby-Rising City School District No. 72-0032 in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities. This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, at school-sponsored activities off school premises.

Conduct prohibited at places and activities as herein above described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.

It shall further be the policy of the District that violation of any of the above prohibited acts will result in disciplinary sanctions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, referral to appropriate authorities for criminal prosecution.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide information to all students concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within fifty miles of the administrative offices of the District or, where no such services are found available within 50 miles then such other programs as may exist within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide each student of the District a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. Such standards of conduct and the District's policy of disciplinary sanctions that may be taken for violation of such standards of conduct shall be given to each student and his or her parent or parents or guardian prior to the commencement of each school year on a form to be developed by the administration or Board of Education.

It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be issued in duplicate and shall contain in prominent letters the following language:

**"THIS RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS A PARENT OR GUARDIAN OF A STUDENT ATTENDING SHELBY-RISING CITY SCHOOL DISTRICT NO. 72-0032 HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXACTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR**

**ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREINABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."**

It shall be the policy of Shelby-Rising City School District No. 72-0032 to review biennially its entire program pertaining to the prevention of the use of illicit drugs and the abuse of alcohol by students and employees to determine the effectiveness of the program and to implement such changes to the program as are deemed needed.

The Superintendent shall undertake such study as is deemed appropriate to determine whether the program of the District as herein above referred to is accomplishing its intended goals. If the Superintendent determines that changes are necessary or desirable in the program, the Superintendent shall, on or before the regular July meeting of the Board of Education, present to the Board of Education such changes as are proposed by the administration in the program of the District.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to require the Superintendent of Schools to keep a statistical report of all violations of the district's policies and programs prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on the school district's property or as part of any of the district's activities. The Superintendent shall at least annually provide a report to the Board of Education consisting of at least the following:

1. The date and nature of any incidents of non-compliance with the District's policies pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees.
2. The nature of any sanction carried out against any such person in violation of such policies.

A brief description of any treatment, counseling, or rehabilitation that any such individual in violation of any such policy shall have undertaken and whether such undertaking was voluntary or involuntary.

### **300.32 PARTICIPATION RULES FOR EXTRACURRICULAR ACTIVITIES**

To represent Shelby-Rising City High School in interscholastic or extracurricular activities, each student participant must meet the eligibility rules of the Nebraska School Activities Association, and of Shelby-Rising City High School.

#### **1. SCOPE**

1.1 The following regulations will begin the first day of allowed practice at the start of each school year, (as established by the NSAA) or the first day of an organized activity or practice should the practice or activity start before the NSA established date. They will end on the last day of Student attendance in school except in the case of school sponsored activities that extend beyond the last day of school.

#### **2. PROHIBITED CONDUCT**

2.1 The following student conduct shall constitute grounds for imposition of the penalties described in paragraph 3 of these rules.

2.1.1 Use of violence, force coercion, threat, intimidation or similar conduct that constitutes a substantial interference with school purposes. 2.1.2 Causing or attempting to cause physical injury to anyone. Physical injury caused by accident, self-defense or other action undertaken on the reasonable belief it was necessary to protect some other person shall not be a violation of this rule.

2.1.3 Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.

2.1.4 Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a weapon, when such activity occurs on school grounds or during an educational function or even off school grounds.

2.1.5 Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property.

2.1.6 Engaging in the possession, selling, dispensing or use of a controlled substance, including anabolic steroids, alcohol and tobacco product(including but not limited to cigarettes, cigars, and chewing tobacco, vapor products(such as e-cigarettes).

2.1.7 Public indecency.

2.1.8 Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes as a Class III Misdemeanor or greater.

2.1.9 Engaging in any other activity on school grounds or during an educational function or even off school grounds that constitute a danger to other students, to teachers, and other persons or interferes with school purposes.

2.1.10 A repeated violation of rules established by the Shelby-Rising City Board of Education governing student conduct.

2.1.11 It is considered prohibited conduct if a student attends a party/gathering where alcohol or drugs are being illegally dispensed. If the student leaves party/gathering immediately, is not cited by law enforcement, and reports their attendance to a coach or administrator before the end of the next school day or before their next scheduled extra-curricular practice/contest – then self-reporting and attendance by the student does not constitute a violation of the prohibited conduct policy if it can be determined by the administration that the student left the gathering/party immediately.

## **ALL PENALTIES AND PENALTY REDUCTION FOR CONDUCT VIOLATIONS IN SECTION 2, ARE LISTED IN SECTION 3 AND 4 OF THIS POLICY.**

### **3. PENALTIES**

3.1 The term extracurricular events, used in this and following paragraphs, means a game, performance, contest, or demonstration of an interscholastic or extracurricular activity performed for the public, or in a competition that is not public.

The following penalties shall be imposed by the Principal upon knowledge of a violation or violations of the participation rules. Penalties for first and second violations may be reduced as described in paragraph 4.

3.2.1 For the first violation of participation rules, the student shall not participate in four (4) consecutive extracurricular events. The student shall remain a part of all teams or activities and shall continue to practice as scheduled. (See paragraph 3.2.5 for an example of this rule).

3.2.2 For a second violation of the participation rules occurring in the same school year as the first violation, the student shall not participate in six (6) consecutive extracurricular events. The student shall remain a part of all teams or activities and continue to practice. (See paragraph 3.2.5 for example of this rule).

3.2.3 For a third violation occurring in the same school year as the first and a second violation, the student shall not participate in any extracurricular activities for one calendar year. The student must obtain and complete counseling at the student's expense before participating in any activity in the following school year. A letter from the counselor to the Principal shall be evidence that a course of counseling has been completed.

3.2.4 A student's non-participation in any interscholastic or extracurricular activity after imposition of a penalty will not cancel the penalty. The penalty will resume, when the student next participates in an interscholastic or extracurricular activity which may carry over to the next school year.

3.2.5 Penalties imposed for first and second violations include events in all activities in which the student is eligible to participate. For example, a penalty barring participation in four events might include one football game, one marching band contest, one vocal music performance, and one basketball game. Barring from participation in events incurred by the student as a result of an expulsion, suspension, or academic ineligibility do not detract from the total number of events a student is barred from as a result of the disciplinary action outlined by Board Policy 300.32; Sections 3.2.1 and 3.2.2.

3.2.6 For the first violation of prohibited conduct policy 2.1.6 (possession of alcohol, drugs or tobacco) the student shall complete the "Life of an Athlete" online drug and alcohol program. The program can be found at the following website: [www.lifeofanathlete.com](http://www.lifeofanathlete.com). Following completion of the program the student will present the principal and activities director a certificate of completion certificate that can be printed at the end of the program. Parents are encouraged to participate in the online program with their son/daughter.

#### 4. PENALTY REDUCTION

4.1 A student who has received a penalty for a first or second violation of the participation rules may have such penalty reduced by using one of the following procedures.

4.1.1 A student shall have two extracurricular events restored if he or she, or his or her parents have admitted a violation of the participation rules to the Principal, Athletic Director, or Superintendent within two school days or before participating in any scheduled activity.

4.1.2 A student shall have participation in two extracurricular events restored upon completion of an alcohol education or counseling program approved by the school administration. The student shall pay the counseling program expense.

#### 5. SCHOOL KNOWLEDGE OF ALLEGED VIOLATION

5.1 Any adult resident, parent of any student, teacher, or administrator of Shelby-Rising City Public School District may report a violation of the participation rules to the Principal, Athletic Director, or Superintendent in a signed written statement containing his or her first hand observation.

5.2 Any adult may advise the Principal that a student has violated a participation rule where law enforcement personnel may be involved. Upon receipt of such information the principal shall determine whether or not a complaint has been filed in any court. If a complaint has been filed and states that a student has committed acts which violate the participation rules the Principal shall impose the appropriate penalty upon the student. Any student or his or her parents may admit a violation of the participation rules within two (2) school days. If the Principal determines that a participation rule has been violated the appropriate penalty shall be imposed.

5.3 Cyber Image Policy- Any identifiable image, photo or video which implicates a student to have been in possession or presence of drugs or portrays actual use, or out of character behavior or crime, shall be confirmation of a violation of the code. Since there is no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student must assume. It must also be noted that there may be persons, who would attempt to implicate a student, by taking such images, to place them in a situation where they might be in violation of this code standard. This is our rationale for demanding that our students not place themselves in such environments.

## 6. NOTIFICATION

The Principal will send a written statement to the student and his or her parents informing them of any penalty imposed within three (3) school days. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the principal, may notify the Superintendent in writing of their request for a review of the Principal's determination. The Superintendent, Athletic Director and a coach shall review the situation and render a decision within three (3) school days from the date of the request for review. Their decision shall be in writing and shall be final.

The following activities are covered by this policy for grades 6-12.

Academic Contests	One-Act Play
All School Play	Pep Band
Athletic/Activity Awards Banquet	Prom
Basketball	Quiz Bowl
Dance	Science Bowl
FBLA	Senior Trip
FFA	Softball
Football	Speech
Golf	TEAMS
Softball	Track
Homecoming	Unified Bowling
Inst. Music Contests/Performance	Vocal Music Contests/Performance
Middle School Dance (Fun Night)	Volleyball
Middle School Academic Contests	Wrestling
Middle School Musical	

Additional activities may be included at the discretion of the principal.

Exempt activities: summer band trip and graduation

## CONFLICT RESOLUTION PROCESS

Conflicts that arise between an athlete and a coach will be handled in the following manner:

1. An athlete and coach should attempt to resolve any issues.
2. If the conflict cannot be resolved between the athlete and coach, the athlete should make an appointment to meet with the Director of Athletics.
3. If the problem is still unresolved, then the parent should contact the coach.
4. Only when the problem cannot be resolved with the coach should the parent contact the Director of Athletics.
5. These are the steps to be followed for conflict resolution:
  - a) Athlete – Coach

- b) Athlete – Director of Athletics
- c) Parent – Coach
- d) Parent – Director of Athletics
- e) Parent – Principal
- f) Parent - Superintendent
- g) Parent - Board of Education

*\*Topics that will **not** be discussed between parents and coaches include the following: Playing time, discussions about other student athletes, and game strategies.*

In the event that there is a serious conflict or communication inability between two parties, the process would proceed to the next level.

## ATHLETIC CODE OF CONDUCT

As a member of A Shelby-Rising City High School athletic team, there are certain standards you must live up to. You are expected to attend school regularly, maintain complete and passing grades in all classes, follow all school and team rules, and act in such a manner that represents you, your team, your school, and your community positively. In order to make this process as objective as possible, the following point system will be used to determine consequences for failing to live up to these standards.

Every player starts the season with a clean slate of zero points. The point values assigned to different actions are then added as necessary. When a player accumulates a total of four (4) points, he will be required to sit out the next game he would normally play in. Every multiple of four points (8, 12) after the first missed game will result in another missed game. A player accumulating more than twelve points will be dismissed from the team, having no chance to letter or earn any honors such as all-district or all-state.

<u>Infraction</u>	<u>Points</u>
Late for game, practice, meeting, lifting, or any activity where time is set.	1 per occurrence
Penalty time such as: detention, stay after school, come in before school, strike.	1 per occurrence
Unexcused absence from game, practice, meeting, lifting session, or activity called by the coach.	2 per occurrence
Suspension - in school or out of school	2 per each day of suspension

Exception: Missing a weight session after missing practice will not be further penalized, as it is considered an extension of practice.

\* Missing a game due to being ineligible is considered an excused absence, since you already have been assigned a consequence by the school, and no points will be added for the miss. You will still accumulate the necessary points for being on the eligibility list.

\*Missing a game or practice is considered an excused absence, since you are already being punished by the school, and no points will be added for the miss.

\* Missing a game due to accumulating 4, 8, or 12 points is considered an excused absence, and no points will be added for the miss.

\* You are still expected to attend games you miss because of the school eligibility policy or this code of conduct.

## **RELEASE, WAIVER AND INDEMNIFICATION OF CLAIMS FOR USE OF THE SCHOOL**

## **DISTRICT'S FITNESS CENTER**

I, the undersigned, have read this release and understand all its terms. I execute it voluntarily and with full knowledge of its significance. **I UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION.**

**Declaration.** I do hereby further declare myself to be physically sound and suffering from no condition, impairment, or other illness that would prevent my participation or use of the facilities and equipment. I do further hereby acknowledge that I have been informed of the need for a Physician's approval for my participation in exercise/fitness/weight loss activities, or use of equipment. I acknowledge that I have either had a physical examination and have been given my Physician's permission to participate, OR that I have decided to participate in activities, use equipment and weight loss without the approval of a Physician and do hereby assume all responsibilities.

**Acknowledgment of Risks.** I understand and agree that fitness activities including weight lifting may be strenuous and/or hazardous activities, and I should contact a healthcare professional or doctor before beginning any new activities or weight loss program. I am voluntarily participating in these activities and using the facilities and equipment with full knowledge of the dangers involved. I understand the risks associated with weight lifting in the fitness center and other fitness activities, and that those risks include, but are not limited to, the possibility of concussions, repetitive motion injuries, overexertion, cuts and lacerations, eye injuries, muscle strain, broken bones, back injury or head injury, which may be severe in nature and which could result in paralysis or death. I hereby agree to expressly and voluntarily assume and accept any and all risks of injury or death related to these activities.

**Release, Waiver and Indemnification.** In consideration of permission granted by Shelby-Rising City Public Schools (the "School District") to use the School District's fitness center, and in the addition to any payment of any fees or charges, I do hereby waive, release and forever discharge the School District, its board of education, officers, agents and employees from all actions, causes of action, damages, claims or demands that we, our heirs, executors, administrators, or assigns may have against the school district and the parties named above for all personal injuries or loss of property which I incur by using the fitness center and its equipment or that otherwise result from my membership or participation in any fitness center activities, whether such injuries are caused by my negligence or the negligence of the School District or any of its employees, representatives, or volunteers. I agree to indemnify the School District, its board of education, officers, agents, and employees and to pay for any costs, attorney fees, or awards that may result from resisting any complaint or lawsuit which I may bring against the above-named parties for any injury or loss I claim to have suffered.

**Responsibility for Supervision.** I understand that the fitness center will be available to me only during hours designated by the administration and that I am responsible for my own use of the fitness center and equipment at all times. I will inspect the facilities and equipment of the fitness center upon each visit before using any equipment.

**Compliance with Rules.** I agree to abide by all School District and/or fitness center rules now in force or that may be adopted in the future, and all directives given to us pertaining to the use of the fitness center.

**THIS DOCUMENT CONTAINS A RELEASE, A WAIVER AND AN INDEMNIFICATION. READ IT CAREFULLY BEFORE SIGNING IT.**

**Clearly PRINT the following information:**

**Name:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**PARENT OR GUARDIAN IF MEMBER IS UNDER AGE 19:**

**We, the undersigned, have read this Application and Release and understand all its terms. We execute it voluntarily and with full knowledge of its significance. WE UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION FOR OURSELVES AND OUR CHILD.**

**Clearly PRINT the following information:**

**Child's Name:** \_\_\_\_\_

**Child's Birthdate:** \_\_\_\_\_

**Father's Name:** \_\_\_\_\_

**Mother's Name:** \_\_\_\_\_

**Father's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mother's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **RECEIPT**

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

**\*PARENTS/GUARDIANS AND STUDENTS ARE REQUIRED TO SIGN AND RETURN THIS AGREEMENT.**

### **PARENT/STUDENT AGREEMENT**

I have received and read the Student Handbook, Student Activity Handbook, and on-line district policies located on the Shelby-Rising City website that describes the Shelby-Rising City School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Shelby-Rising City Public Schools, including the Drug Free School Policy, Title I Learning Compact, and Activities Policies. My child and I have discussed these policies and understand that we must comply with them. In the event of a conflict or inconsistency between Shelby-Rising City Board Policy and the Student Handbook, the administration will determine the correct application of policy.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

## **Graduation Awards (page 52)**

The semester grades, by numerical percentage of each student for all scholastic courses shall be averaged to determine Cum Laude status. The students with the highest (98% or higher) shall graduate Summa Cum Laude (**Yellow cords**). The second highest average (94%-97.99%) shall graduate Magna Cum Laude (**White cords**). The third highest average (92-93.99%) shall graduate Cum Laude (**Blue cords**). Students will receive cords for graduation based on their Cum Laude status.

### **The following can be found on page 12:**

Students may participate in ~~the elementary band and begin taking band lessons in the 5th grade~~ band beginning in 6th grade. Students in grades 7-8 may participate in the middle school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

### **The following can be found on page 79-80**

#### Fine Arts Lettering

**A. SPEECH:** Attend 90% of assigned practices. Place at two or more meets **or** place at the conference or district contests. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.

**B. Play Production** (just change the heading)

**C. Instrumental or Vocal Music**

Earning a letter in band and/or choir means demonstrated **excellence** and/or **dedication**. A varsity letter signifies that its winner is considered a qualified varsity team member, awarded after a certain standard is met. The following lettering criteria may be deviated from by the director, with Activity Director approval, if extenuating circumstances exist.

To earn a letter, a member must:

- Attend all required performances (no unexcused absences), **and**

- Maintain an “A” or “B” grade in band, **and**
  - Be selected for and satisfactorily attend an *auditioned* honor ensemble, **or**
  - Earn a rating of I (superior) on a solo or duet at District Music Contest, **or**
  - Demonstrate *consistent, above-and-beyond* helpfulness in the band/choir program *outside of class hours* -- for example, sort or file music, assist in organizing uniforms/equipment/materials, help with data entry, assist with audio/visual/computer equipment, aid fellow students needing extra help, work with beginner or middle school band students under the director’s guidance, collect and organize forms or needed paperwork, and the like, **or**
  - Complete your 4th year of band satisfactorily.

D. OMIT LETTER D since band and vocal or together.

**EXPENSE REIMBURSEMENT FORM  
SHELBY-RISING CITY PUBLIC SCHOOLS**



Date: 7-8-21

Name: Heather Thompson Position Expense Related to: Travel

Purchase Order Number (if Applicable): \_\_\_\_\_

Budget Code(s): \_\_\_\_\_

Total Request of Reimbursement \$ \$435 (Note: Tax can not be reimbursed)

Receipt(s) attached.

Explanation of Expense: 97 miles x 2 = 194 total miles x 4 trips x .56 = \$435

If multiple receipts are attached use the chart below (One line per receipt):

Date	Expense Type	Amount	Vendor	Details
		\$		
		\$		
		\$		
		\$		
		\$		
		\$		
		\$		

If the type of expense is mileage, please list total mileage under details - per mile rate is .53

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Denied reason \_\_\_\_\_

**SUPERINTENDENT'S CONTRACT OF EMPLOYMENT  
SHELBY-RISING CITY PUBLIC SCHOOLS**

THIS CONTRACT is made by and between the **Board of Education of Shelby-Rising City Public Schools**, legally known as **Polk County School District 72-0032**, and referred to as "the Board" and "the District" respectively, and **Tucker Tejkl**, referred to herein as "the Superintendent". In accordance with its action taken and recorded in the minutes of a duly advertised board meeting, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

**Section 1. Term of Contract.** The Superintendent shall be employed for a period of two (2) year(s) beginning on July 1, 2021, and expiring on June 30, 2023. During each year of this contract, the Superintendent shall render at least 220 working days of service in the performance of duties as Superintendent. "Working days" typically will not include Saturdays, Sundays, and legal holidays, but it shall include all days on which the Superintendent actually and necessarily completes the Superintendent's contractual duties. The Superintendent agrees to work sufficient hours and days to satisfactorily complete the duties of this contract. The Superintendent shall keep complete and accurate records of working days and shall provide the Board of Education with a report of the accumulated working days at least quarterly.

**Section 2. Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December 2022 board meeting (and each December thereafter)** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

**Section 3. Salary.** The Superintendent's salary for the contract year shall be \$117,500.00 which shall be paid in 12 equal monthly installments beginning in the month of August, 2021. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the

*Amend to say July*

TT

**EXPENSE REIMBURSEMENT FORM  
SHELBY-RISING CITY PUBLIC SCHOOLS**



Date: 6-22-21

Name: Tucker Tejkl Position Expense Related to: Moving

Purchase Order Number (if Applicable): \_\_\_\_\_

Budget Code(s): \_\_\_\_\_

Total Request of Reimbursement \$ 2239.<sup>00</sup> (Note: Tax can not be reimbursed)

Receipt(s) attached.

Explanation of Expense: Moving from Cedar Rapids to Shelby

If multiple receipts are attached use the chart below (One line per receipt):

Date	Expense Type	Amount	Vendor	Details
		\$		
		\$		
		\$		
		\$		
		\$		
		\$		
		\$		

If the type of expense is mileage, please list total mileage under details - per mile rate is .53

Approved by Tucker Tejkl Date 7-8-21

Denied reason \_\_\_\_\_

# Island Moving LLC

337 2nd Street St. Libory NE 68872

(308) 850-0276

<b>Customer Name:</b> Tucker & Kylie TeJekl	<b>Date:</b> 6-22-21
<b>Customer Address:</b> 211 N 6 <sup>th</sup> St Cedar Rapids	<b>Customer Email:</b>
<b>Delivery Address:</b> 255 Evergreen Dr	<b>Customer Phone:</b>

DESCRIPTION	QTY	RATE	AMOUNT
Moving Service: 2 Movers		\$100.00	\$ -
Moving Service: 3 Movers		\$150.00	\$ -
Moving Service: 4 Movers	4.75	\$200.00	\$ 950.00
Items over 300 lbs (per item)		\$200.00	\$ -
Mileage	339	\$1.50	\$ 508.50
Fuel	200		\$ 200.00
Haul away (per item)		\$50.00	\$ -
check # 795 Paid			\$ 2239



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grandislandmoving@gmail.com

SUBTOTAL	\$ 2239
DEPOSIT	
OTHER	
<b>TOTAL</b>	

Cash  Check  Charge

Initial: \_\_\_\_\_

**THANK YOU FOR YOUR BUSINESS!**