

Cozad Community Schools

Board of Education Regular Meeting

Monday, March 15, 2021 7:00 PM

Office of the Superintendent

Mission: The mission of Cozad Community Schools is to prepare students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

Values - Guiding Principles

Respect - Trust, appreciate, celebrate, value, act with urgency

Integrity - Do the right thing, deliver highest quality instruction and practice full accountability

Teamwork - Teamwork at all levels districtwide, recognize and celebrate, have fun and enjoy

Innovation - Positive attitude, open to new ideas,

Courage - Embrace change and take calculated risk, encourage others, communicate directly with respect

1. BOARD OF EDUCATION REGULAR MEETING 7:00 P.M.

1.1. Call to Order, Roll Call

1.2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session. A current copy of the Nebraska Open Meetings Act is posted on the N.E. wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

1.3. Excused/Unexcused Board Member Absence

2. PUBLIC COMMENTS

The Board of Education invites you to offer comments during the public comments portion of the agenda. This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

When you have been recognized, please stand and state your name and come forward to the front of the board table.

The board will generally allow a total of 20 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 4 individuals who wish to address the board, the 20 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

For additional instructions on public participation, brochures are provided for you to view. A copy of Policy 2009 Public Participation at Board Meetings is available upon request.

3. TRI-M MUSIC HONOR SOCIETY PRESENTATION

4. PRINCIPAL/ADMINISTRATIVE REPORTS

4.1. Patty Wolfe Report

4.2. William Beckenhauer Report

4.3. Jeremy Yilk Report

4.4. Brian Regelin Report

4.5. Dale Henderson Report

4.6. James Ford Report

5. SUPERINTENDENT REPORT

Wilkins Update
Legislative Update
Enrollment
ESSR 2 FUNDS \$610,303

6. CONSENT AGENDA

6.1. Approval of the Minutes of Previous Meeting(s)

- Minutes from the Board of Education Meeting, February 15, 2021

6.2. Congratulations, Condolences, Correspondences

6.3. Classified Resignations

Ashley Mohler, Elementary, Paraprofessional Librarian

6.4. Classified Hires

Hannah Bevard, Elementary TLC Paraprofessional

6.5. Standing Reports

6.5.1. Sub Reports

6.5.2. Nutrition Services SNP Claim for Reimbursement Summary

SFSP: \$61,522.75

SNP: 670.08

Total: \$62,192.83

6.5.3. Bus Route Averages

6.6. Salary Advancement Applications

6.7. Local Substitute

Shelli Gill, Local Sub

7. APPROVAL OF FUND TRANSFER FROM THE STUDENT FEES FUND TO THE ACTIVITIES FUND

\$7,828 STUDENT FEES TO ACTIVITIES

8. FINANCIAL REPORTS AND CLAIMS

8.1. District Treasurer's Report

8.2. District Financial Report

8.3. Check Journal General Fund

8.4. Check Journal Lunch Fund

8.5. Activities Financial Report

8.6. Activities Check Journal

8.7. BANK STATEMENTS

8.7.1. **Bond Fund**

8.7.2. **Building Fund**

8.7.3. **General Fund**

8.7.4. **Depreciation Fund**

8.7.5. **Employee Benefit**

8.7.6. **Student Fees**

8.7.7. **Lunch Fund**

8.8. Standing Financial Reports

8.8.1. **Bond Fund Taxes Report**

8.8.2. **General Fund Taxes Report**

8.8.3. **Building Fund Taxes Report**

9. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF RESIGNATION OF CERTIFICATED STAFF AT THE END OF THEIR 2020-2021 CONTRACT YEAR

Taylor Jenner, Elementary, First Grade
Morgan Williams, Elementary, 2nd Grade
Jose Monrroy, High School, Counselor
Emmily Reppert, High School, Special Education
Taylor Spiegel, Elementary, Kindergarten

10. DISCUSS, CONSIDER AND TAKE ACTION TO WAIVE RESCHEDULING THE MISSED SCHOOL DAYS ON JANUARY 25TH AND 26TH & FEBRUARY 15TH AND 16TH, 2021 DUE TO INCLEMENT WEATHER

11. DISCUSS, CONSIDER AND TAKE ACTION ON HIGH SCHOOL GYM FLOOR BIDS

FLR Sanders, Inc.
Base bid: \$142,260.00

Alternate bid: \$140,380.00

JWOOD Sports Flooring:
\$135,600.00

EGAN Supply Co.:
\$181,050.00

12. DISCUSS, CONSIDER AND TAKE ACTION ELEMENTARY HISTORY BOOK SERIES

13. DISCUSS, CONSIDER AND TAKE ACTION ON CLOSURE OF BYOD WAYPOINT ACCOUNT

14. DISCUSS, CONSIDER AND TAKE ACTION TO REVISIT 2021-2022 MASTER CALENDAR

2021-2022 Master Calendar Changes:

- End of 3rd Quarter, March 10
- No School, March 11

15. DISCUSS, CONSIDER AND TAKE ACTION ON GIVING SUPERINTENDENT RON WYMORE PERMISSION TO SIGN A CONTRACT TO REPLACE HIGH SCHOOL BLEACHERS

16. BOARD POLICIES TO BE APPROVED 6009 AND 6010, RENUMBERING OF 6005

16.1. Policy 6009: Grade Placement and Academic Credits of Transfer Students

16.2. Policy 6010: Special Education

16.3. Policy 5128: Graduation Requirements to be renumbered to Policy 6005:Academic Credits and Graduation

To be renumbered from 5128 to 6005

17. BOARD POLICIES TO BE DELETED 5004, 5010, 5129, 5130, 5130.1, 5135, 5135.3, 5208, 6020 AND 6203

17.1. Policy 5004: Program of Studies for Each Pupil

To be deleted, no longer needed.

17.2. Policy 5010: District Residency

To be deleted, is contained in Policy 5004-Option Enrollment

17.3. Policy 5129: High School Equivalency

To be deleted, is contained in Policy 6006- Commencement Ceremony

17.4. Policy 5130: Student Activity Tickets

Policy is contained in Policy 5045- Student Fees

17.5. Policy 5130.1: Care of School Property and Vandalism

To be deleted, is contained in Policy 5035- Student Discipline & Policy Student Fees

17.6. Policy 5135: Student Conduct/Suspension and Expulsion

Policy is contained within Policy 5035- Student Discipline

17.7. Policy 5135.3: Weapons & Dangerous Instruments

To be deleted, is contained in Policy 5035- Student Discipline

17.8. Policy 5208: High School Credit for Middle School Courses

To be deleted, contained in policy 6005 Academic Credits and Graduation

17.9. Policy 6020: The Program of Instruction

To be deleted, is contained in Policy 6003- Instructional Program

17.10. Policy 6203: Special Education Policies

To be deleted, is contained in Policy 6010- Special Education

18. DISCUSSION ITEMS

18.1. Afterzone

18.2. Americanism Committee

18.3. Nebraska Health Education Standards

18.4. Summer Food Service Program

Waivers have been extend till Sept. 2021.

19. AGENDA SETTING AND FUTURE MEETINGS

- New Board Member Workshop, Wednesday, April 14, 9am

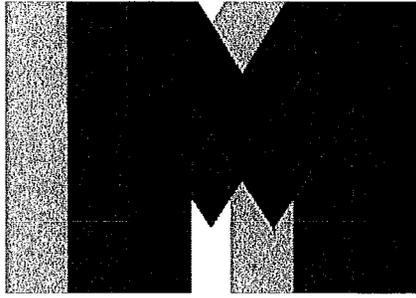
- Board of Education Meeting, Monday, April 19, 7pm
- Board of Education Meeting, Monday, May 17, 7pm
- Take Group Picture Tonight!
- Board Retreat April 21st, 6pm?

20. **ADJOURNMENT**

* **Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.

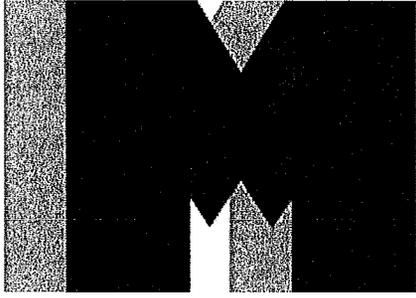


Tri-M[®] Music HONOR SOCIETY

Music classes and music education has been a very important part of Cozack Public Schools. Through musicals and music classes, the students have been able to make new friends and have been able to grow as students. We have had amazing opportunities like the musical, music festival and many other opportunities. This has also given students an amazing opportunity like Tri-M Music Honor Society.

Thank you for taking time to read this letter.

-Andrea Meester



Tri-M[®] Music

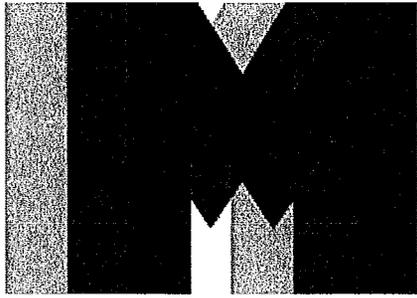
HONOR SOCIETY

To who this may concern,

Being able to have music program during pandemic has helped many students including myself. Music has given me a place to have fun and relieve stress. I am grateful to have our music programs because it gives students like myself an outlet to express our creativity.

Sincerely

-Breanna Pacheco



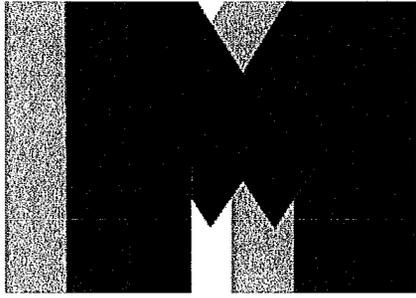
Tri-M[®] Music HONOR SOCIETY

To whom this may concern,

I would like to thank you for allowing our school to still participate in music classes. I am a senior this year and music has always played a huge part in my life. It has always worked as a way to calm my anxiety, from the professors to the action of singing itself. Also, without the ability to participate in music classes, many students would not know how to express themselves. For that, I thank you.

Sincerely,

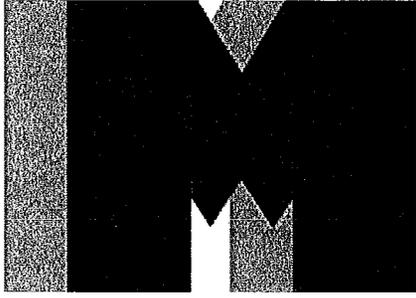
Rebecca Thaffer
Coyad Senior



Tri-M[®] Music HONOR SOCIETY

What it means to me to be able to continue music classes and programs, is that people who enjoy to listen, play, or sing music, are able to have a class they enjoy and look forward. This allows students to do something they love and be able to not worry about what is happening in their life, and have fun.

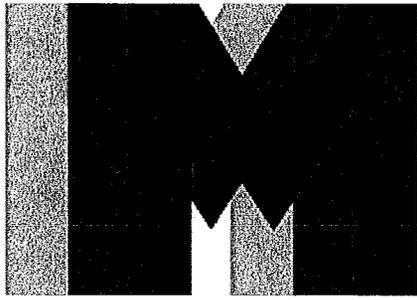
- Shelby Spencer



Tri-M[®] Music HONOR SOCIETY

What it means to me is that we get a fun class to
come to that we all enjoy and put our time and
effort into.

—Kinsley Gardner

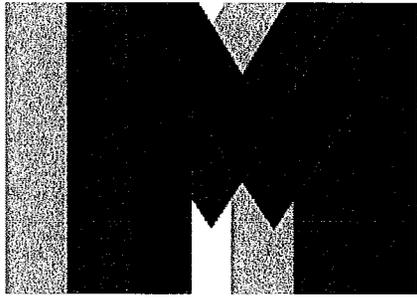


Tri-M[®] Music HONOR SOCIETY

Dear School board,

I am so happy we were able to have a musical this year. It is unfortunate other schools were unable to have something along the lines of the music department. I'm grateful we were able to keep the music department going. Without my choir class, I would feel kind of lost. Choir makes me feel less stressed than my other classes. It is a nice break from my other classes. The musical department is an essential part of a student's curriculum.

Thank you,
Shaundra 😊



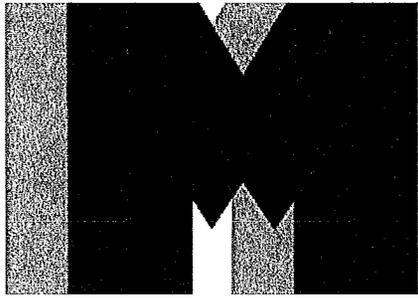
Tri-M[®] Music HONOR SOCIETY

To whom it may concern,

I am extremely grateful that this year we were allowed to participate in both music classes and in extracurricular activities such as the musical. During the covid pandemic I was extremely concerned that I would be unable to participate in choir class. It is an honor to be a part of the Tri-M Music Honor Society. Choir and the musicals have helped me get through hard times in my life. I have a tendency to put a lot of stress and choir is the best time I have to do stress.

Thank you,

Makenzie Smock



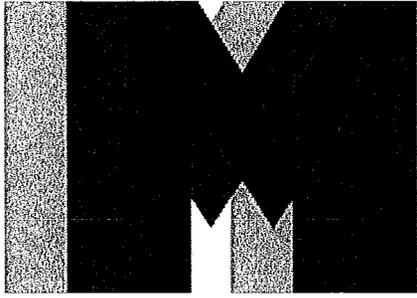
Tri-M[®] Music HONOR SOCIETY

Dear Board Members,

During this time with a pandemic being able to sing + present musical performances for my peers + our family / community members. The ability to be able to have a musical sector in our school. I am able to interact + become friends + acquaintances with so many amazing people in the music department. This month is also Music in Our Schools Month, showing how much music helps + further our education is essential to understand. Music throughout my life has shaped + molded me into the person I am today. Without music, I wouldn't have been able to meet with many of my friends + wouldn't be able to participate in one of my favorite activities.

Sincerely,

Quinn
Selling



Tri-M[®] Music HONOR SOCIETY

The music program has benefitted many students here at Cozad Public School. Us students are grateful to have access to a active music department when other schools do not. Music programs help student express themselves in many different ways. Thanks for taking the time to read this letter.

-Nayelis Castillo Arias.

FRIDAY

FRIDAY

THE MUSICAL

Being in this show has helped me create stronger bonds with many of the other cast members. It took a lot of effort for me to step out of my comfort zone for this since I am a shy person, but all of the other members helped me feel very welcome and included. Learning all of the dances and songs in such a short amount of time was an amazing accomplishment for everyone and I'm very happy that the show turned out the way it did. I'm going to miss each and every person that contributed.

-Sky Willhote

FRIDAY

THE MUSICAL

This show has been a whirlwind of emotions. I've realized that I don't think I can completely say goodbye to this show yet. The people, the directors, and everything in between have made this experience amazing. I look up to the directors for always keeping their cool and having the patience to deal with all of us. I've made so many special bonds that I will cherish forever, and I don't think I'm ready to say goodbye to the friends I've made.

-Alexa Perez

- Destiny McFall

FRIDAY

THE MUSICAL

It was a great learning experience because even though it was a small amount of time it's fun working with the amazing and talented people in this school!

FRIDAY

THE MUSICAL

Being in this show has taught me that every one in our production family has a role. Every person who has contributed over the past two months has been so kind and helpful to me and others. The high schoolers have taught me that having nerves on stage is a great thing to have. This great advice has let my nerves become my greatest advantage. Being nervous just gives you the courage and that extra push to do your best and give the audience a performance. Thank you to everyone who was apart of this show and for being such great role models. I love you all and I wish the best for all the seniors. I truly hope that you never lose your love for performing. Again I thank you for everything and love you all. May all never forget the beauty of being on stage.

Sincerely,
Jaeh Lee

FRIDAY

THE MUSICAL

I was asked what this show meant to me today. My answer is that it means a lot. This musical has been my safe place these last couple months. I find it shocking how kind all of the cast and crew is and how amazing everyone has been throughout this journey. Everyone is so amazing and thoughtful. I know that a lot of people have had some difficulties throughout the production, but I know that overcame them with positivity surrounding them. This environment is great and deeply appreciated by me and a lot of others I'm sure. I'm glad that I was able to be involved in this production.

-Leekyn Makson

FRIDAY

FRIDAY

THE MUSICAL

I feel as though this was a great opportunity for both the middle schoolers and high schoolers. The added responsibility was good for the growth of us as individuals as well as as a team. I wasn't sure what the mix between the school levels was going to look like, however, I really enjoyed working with the younger students. They were all very mature. ☺

FRIDAY FRIDAY THE MUSICAL

To be honest when I joined the show I had low expectations. But as the show went I was really surprised at how a musical is more than acting, singing, and performing. The people in the musical are so talented and dedicating to this show. Everyone in the show are great singers and performers. I am really happy I was able to have this amazing experience.

-Layla
Leahy

Magale Rorub

FRIDAY FRIDAY THE MUSICAL

This musical has given me responsibilities I never thought I would have. I have had something to do with my free time. I have been able to connect with people and I was able to be part of something big. This musical is something I have been able to part of that people enjoy.

FRIDAY FRIDAY THE MUSICAL

Thank you for allowing us the awesome opportunity to put on this production! Being able to do what we all love means a lot to us, and we know stressful it can be for you. I'm grateful for the opportunity to be involved in this while most things are being cancelled. You all rock!

Thanks,

Lynzi Becker ♡

Shree

FRIGAY

THE MUSICAL

Fine Arts in this school has been a huge part of my freshman year and hopefully all future years of my highschool career. This musical has helped me stay motivated for what im passionate about.

Everyone a part of this musical I personally feel confident calling my family. This musical has given me a support system I couldnt be more thankful for. I hope this can be

Something I can be involved in all the way till I graduate. The friends and experience we made and had cant be put into words. I'm missing out on the Annie musical REALLY

hurt, so im glad I was a part of this all the way through! Thanks!

FRIDAY

THE MUSICAL

This musical has been keeping me happy through my tough times. When I am here, I am not Rugar, I am Fletcher. I do not have heart problems, an angel sister, nor am I 13, I am a 10 year old that old that loves magic. When I am here, I can forget all because I am Fletcher.

-Rugar

FRIDAY

THE MUSICAL

This musical has meant a lot for multiply reasons. It has given me a break, a break from my mental illnesses and tics. I was recently diagnosed with Tourette Syndrome, so getting the experience meant a lot. My tics have gone down and I am feeling better. I am so grateful to be apart of this!

-Camryn Yik

FRIDAY

FRIDAY

THE MUSICAL

Music has always been very important to me so any opportunity to be involved in acting or musicals I always go for. In the past I was pretty shy, but this musical really helped me reach out and make new connections especially because the middle school was combined with the high school. I am very happy this opportunity in my high school career was able to happen because of the Corona Virus.

-Regan Schroeder.

FRIDAY

THE MUSICAL

The most fun part was hanging out
with friends and doing the musical
and I think that my favorite part is the
last scene. believe it or not

Lesiah

AFRICAY

THE MUSICAL

At first ~~the~~ I thought that this would be an okay production. The amount of hard work put in not only by directors but students as well is astounding. Everyone here has put so much more into this production than should be reasonably asked of them, and they did it with a smile on their faces.

- Samuel Hermosillo

FRIDAY

THE MUSICAL

This show has been very important to me. This has brought sunlight in the dark time that everyone has been going through. This show has brought the middle school and highschool together in a fun and positive way. This show has also allowed me to step out of my comfort zone. I got a solo talking spot which I was not expecting. But, I am grateful for having this opportunity and can't wait to have this opportunity again.

- Andrea Meester

FRIDAY

THE MUSICAL

Being in this show means a lot to me because for one I got to meet a lot of new people, two this was an awesome show. I didn't know that people put in about 100%, But they did. I'm excited to do this next year and see more people.

Talyn Propp

FRIDAY FRIDAY THE MUSICAL

This show has meant a

lot to me at first it wasn't really wanted

I wanted to do but as I did it it has

been so much fun as it has all come together

and connecting with the high schoolers has been

great! It was awesome how we were all kind to

each other and made everyone feel wanted

- Lucha

FRIDAY THE MUSICAL

I loved being in this show. I love the energy and kindness being spread. The dances are so fun. Even though we had to wear masks which wasn't so fun we all kept them on which was great. This show was so so much fun to be apart of.

♡ Abbie A.

FRIGAY

THE MUSICAL

Being in this show has caused me to make so many friends! I never realized how mature the middle schoolers actually are! This has been the most fun musical I have ever participated in. I know those middle schoolers are going to achieve great things and have very bright futures ahead of them! I have never had such a big role in a musical before and I'm really glad that I stepped out of my comfort zone! This musical has taught me to be more comfortable around big crowds. This musical has been super fun and has brought me closer to old friends and that makes me really excited! Thank you for making this possible!

Sincerely

Kayla
Balmes

Angel

FRIDAY

THE MUSICAL

Being in this show has given me a chance to realize some of my potential. When I was placed into this role, I didn't think that I deserved it. But everyone's constant support has kept me going. I was really nervous, but everyone stuck with me and made me more confident over time. This show has been an amazing experience, despite stress. Being able to see people grow as actors has been amazing. Having this be the last show I'll be able to do with my friends is both heartbreaking but also beautiful. This show has been a blessing.

AFRICAY THE MUSICAL

This show meant a lot to me because most of us didn't get to perform Annie last year so this one was my first musical I got to do. I also liked how I was able to get to know the high-schoolers and have a musical with them.

Emma Lindkvogel

AFRICDAY THE MUSICAL

Being in this show has brought me a lot of joy. I had a lot of fun with practicing with and performing with such an amazing group of people. I made a lot of new amazing people. I have gained a ton of confidence to perform in front of people.

Thank you for allowing us to perform this show

- Dana Koch

FREAKY FRIDAY THE MUSICAL

Being apart of the Freaky Friday Musical has meant the world to me. I am

beyond thank ful for the musical opportunities that have been offered by Cozad Community Schools. These experiences have, without a doubt shaped me to be the person I am today. The friendships I've made through the music program are some of my closest. And for that, I am incredibly grateful.

- Landry Geiger.

FRIDAY

THE MUSICAL

During my time in this production I have been able to make friends & form bonds with people younger than me. This performance has also added to my acting skills. I am proud to be a part of this production.

- Quinn Seuling

FRIDAY

THE MUSICAL

As a senior, this show has been very important to me. With everything that has gone on this year, I thought that we wouldn't be able to have a musical. I always thought that doing it with the middle school was going to be a pain but it actually made me feel like an older sister, something that I never got to do. And for that, I thank you. I thank the directors, the school board and the students. For keeping us safe and giving us the opportunity to perform.

Thank you,

Rebecca
Hopper

FRIDAY

THE MUSICAL

This show has meant a lot to me. Throughout highschool I've been in one act and musical. The most important thing I've learned is how to come out of my comfort zone. I've learned how to be confident in myself and made so many new friends. It's extremely rewarding to be in such a close and passionate group.

Grace
Ballman

FRIDAY FRIDAY THE MUSICAL

This musical has given me something to do
after school

-Jason D.

FRIDAY

THE MUSICAL

I enjoyed doing the musical, It was great to finally break out of another shell. I didn't want to do it at first but it was a good experience. Too bad I'm a senior because I would like to do this again.

Jacob Bedenham

FRIGAY

THE MUSICAL

Being in the show meant a lot for me because I was able to make relationships w/ people I wouldn't have. While in the Fine Arts programs we made like long friends. Everything we do brings me joy + I'm so happy we were able to host a show this year. I'm also glad the seniors were able to perform one last time. I was also a tad bit worried about being w/ the middle schoolers but they are amazing - I'm grateful for the opportunity to have a show this year

- Shanetra
Wiederholt

FRIDAY

THE MUSICAL

This show means I get to see all these kids grow and mature while being able to find something to do. I can't wait to hear what the future shows will have.

-lorali

FREAKY FRIDAY THE MUSICAL

This show was so much fun. The whole cast was so unique and fun and just so great to be around. I almost didn't do the musical this year because I was worried about covid but I'm so glad I did. I'm ecstatic that I performed Freaky Friday this year. Last year in the middle of production time my grandma passed, I was devastated. The musical was a great distraction. I said that I would do the best I can because I was so worried about it. I want to do the best I can because I love her because she came to my singing competition and the game I ever did. I want to make her proud.

- mackenzie
Smack

AFRICAY THE MUSICAL

This musical has been so important to me. As a senior and fine arts enthusiast, I think the arts are extremely important in a year of hate, stress, and poor health. They bring peoples' spirits up and make them forget their troubles.

♡ The Arts

- Jaclyn Hardu
(AKA Katherine)

Technology Board Report
3/15/21
Patty Wolfe - Technology
Director

1. Presentation by Karen Berreckman

- a. Purchased Karen Berreckman, 2nd grade teacher, a Boxlight ProColor Interactive Flat Panel Display to pilot in her classroom (\$3,170; funds from the recycle of old iPad 2s were used to purchase). The Boxlight is an interactive TV panel that is effective for teachers and engaging for students. The device helps improve teaching practices, student outcomes, and integrates with remote learning. Karen Berreckman was chosen to pilot this interactive board because she is a teacher that used her older mimio teach tool every day and in multiple curriculum areas and activities. The use of this flat panel eliminated the need for a smartboard or mimio tool, screen, and projector.

- i. **Strategic Plan Framework presentation:**

- 1. **Guiding Principle VI: District Resources**

- Strategy 6.2:** Align district resources to support a quality education system and high-level learning environment -- 6.2(a) Commit the resources to advance AQuESTT classifications in each building and district-wide to enhance student learning effectiveness. (AQuESTT "Success, Access, and Support Domain")

- 2. **Guiding Principle V: Personnel Effectiveness**

- Strategy 5.1:** Align resources to support a progressive learning environment and attract quality educators to the district. --5.1(e) Engage staff and administration to assess personal development progress, impact, and benefits to CCS initiatives, instruction, and personal development.

2. New Devices

- a. New devices handed out to Freshmen & Sophomores (Chromebooks Lenovo 100e second generation). These devices were ordered in April 2020 and were to be available for this school year. Did not receive until February 2021. The remaining class set will go to Class of 2025 and will hand out to them at the beginning of their freshmen year.
- b. Google license being ordered for next year as the price increases \$7.00 per license. Goal is to update the Middle School (Class 2028, 2027, 2026) next school year. Their devices at "end of life" and updates and licenses will not be available after April 2022 for those devices.
- c. Getting quotes for devices for teacher laptop replacements. We did not update teacher machines last summer.

3. Future Ready District Technology Profile 2020 – 2021

- a. Working on plan at this time--due date March 30, 2021
- b. Data collected from the profile will be shared back out to school districts through the Nebraska Education Profile (NEP) website in the late Spring/Summer 2021.

4. Canvas Status

- a. Completed first half-day training with four MS/HS teachers that will help implement with staff in the Fall. Mr. Auwerda (HS Science), Mrs. Rossell (HS Social Studies), Mr. Brummer (HS Science) and Mr. Frauen (MS Social Studies) will be part of the team that helps train teachers. I will meet with this group four more times before the end of the school year.
- b. ESU is scheduled to train all MS/HS teachers at the beginning of the next school year (1 day of inservice) and then myself and this team of teachers will continue to work together and with our staff.
- c. Working with the administration team on LMS (Learning Management Systems) for the upcoming school year. Examples are SeeSaw, Google Classroom, and Canvas. We will no longer subscribe to Schoology for the upcoming 21-22 school year.

Board report for 3/15/21

1. Counselors have been in classrooms registering students for the 2021-2022 school year this past week. So now the process of preparing classes and Master Schedule is underway.
2. State ACT for juniors on 3/23, we will also administer a practice ACT test for sophomores and freshmen on that date.
3. Working with Mr. Fisher on filling staff positions for the upcoming school year, he spent the day in the HS last Thursday.
4. Planning on proceeding with Prom as the Covid dial trends downward. Will have dance in the gymnasium so have more space for students.

March 8, 2021

Mr. Jeremy Yilk, Activities Director
Cozad Community Schools
1910 Meridian Ave.
Cozad, NE 69130
(308) 529-1793
Jeremy.yilk@cozadschools.net

Project: Cozad High School Football Stadium Project
Scope: Home Side Bleacher Renovation

PROPOSAL
FOR HOME SIDE BLEACHER RENOVATION
QUOTE #2114

HOME SIDE BLEACHER RENOVATION - 2 EACH - 15 ROW BY 43.5 FT. ELEVATED BLEACHER UNIT WITH ANGLE FRAME STRUCTURE WITH SEMI-CLOSED DECK SYSTEM PER ATTACHED PLAN DRAWING A-1

Configuration:	2 Each, Elevated 15 Rows deep by 43.5 Ft. in length
Front Crosswalk:	54" clear width and elevated 24" above grade Note: Existing Front Walkway is currently 42" wide, we will widen front walkway to 54" clear to meet code.
Exits:	1 each, 60" wide ramp & 60" wide stairs at one end of bleacher, & 1 each, 60" wide stairs at other end of bleacher.
Rise per Row:	8" height
Tread:	24" depth from vertical rise to next vertical rise
Seatboards:	2 by 10 anodized aluminum planks
Footboards:	Double 2 by 10 mill finish aluminum planks
Riserboards:	1 by 6 mill finish aluminum planks, double at top row
Aisle Extensions:	Mill finish aluminum closure angle plank
Vertical Aisles:	1 each, 54" wide with anodized center aisle rails per code
Guard Rail:	2 ea. - 1 1/4" dia. Sch. 40 (1.66 O.D.) anodized pipe, top rail to be 42" min. above walking surface. Fastened between top & bottom pipe 2" 9 gauge galvanized chain link fabric attached per code
Structure:	Re-Use Existing angle frame structure with frames spaced 6'-0" center to center anchored to existing concrete slab.
Capacity:	Each Unit - 373 net seats @ 18" spacing with 4 wheelchair spaces Total of 2 Units - 746 net seats @ 18" spacing with 8 wheelchair spaces

FURNISH AND INSTALL ONE COMPLETE FACILITY FOR THE LUMP SUM OF	\$ 68,350.00
ADD FOR REMOVAL OF EXISTING WOOD PLANKING	\$ 3,750.00

Inclusions:

- Materials
- Installation
- As-Built Drawings
- Freight

Exclusions:

- Removal of existing wood planks
- Oxidation of mill finish aluminum
- Permits or permit fees
- All applicable taxes

Qualifications:

- Lead-Time for materials is 8-10 weeks.
- Installation will take 2 weeks
- Pricing quoted is according to IBC 2012/ICC 300 building codes
- This scope of work will become part of the contract
- Progress payments shall be incorporated into the contract per CBS Constructors Schedule of Values
- Project delays caused by outside agencies beyond 90 days of projected contract completion date will be cause for change order for labor and/or material cost increases
- Prices are based on current market value of aluminum, steel and freight prices. Any pricing beyond 30 days may be affected by these fluctuations.

If you have any questions, please feel free to contact our office, 1-800-847-7443. We look forward to assisting you with your seating needs.

Respectfully,

Wade Kolbo, General Manager
CBS Constructors
wade@cbsconstructors.com

March 8, 2021

Mr. Jeremy Yilk, Activities Director
Cozad Community Schools
1910 Meridian Ave.
Cozad, NE 69130
(308) 529-1793
Jeremy.yilk@cozadschools.net

Project: Cozad High School Football Stadium Project
Scope: Home Side Bleacher Renovation

PROPOSAL
FOR VISITORS SIDE BLEACHER RENOVATION
QUOTE #2115

VISITORS BLEACHER RENOVATION - 1 EACH - 10 ROW BY 121.5 FT. ELEVATED BLEACHER UNIT WITH ANGLE FRAME STRUCTURE WITH SEMI-CLOSED DECK SYSTEM PER ATTACHED PLAN DRAWING A-2

Configuration:	1 Each, Elevated 10 Rows deep by 121.5 Ft. in length
Front Crosswalk:	54" clear width and elevated 24" above grade Note: Existing Front Walkway is currently 42" wide, we will widen front walkway to 54" clear to meet code.
Exits:	1 each, 60" wide ramp at one end of bleacher, & 1 each, 60" wide stairs at other end of bleacher.
Rise per Row:	8" height
Tread:	24" depth from vertical rise to next vertical rise
Seatboards:	2 by 10 anodized aluminum planks
Footboards:	Double 2 by 10 mill finish aluminum planks
Riserboards:	1 by 6 mill finish aluminum planks, double at top row
Aisle Extensions:	Mill finish aluminum closure angle plank
Vertical Aisles:	1 each, 54" wide with anodized center aisle rails per code
Guard Rail:	2 ea. - 1 1/4" dia. Sch. 40 (1.66 O.D.) anodized pipe, top rail to be 42" min. above walking surface. Fastened between top & bottom pipe 2" 9 gauge galvanized chain link fabric attached per code
Structure:	Re-Use Existing angle frame structure with frames spaced 6'-0" center to center anchored to existing concrete slab.
Capacity:	725 net seats @ 18" spacing with 8 wheelchair spaces

FURNISH AND INSTALL ONE COMPLETE FACILITY FOR THE LUMP SUM OF	\$ 65,325.00
ADD FOR REMOVAL OF EXISTING WOOD PLANKING	\$ 3,650.00

Inclusions:

- Materials
- Installation
- As-Built Drawings
- Freight

Exclusions:

- Removal of existing wood planks
- Oxidation of mill finish aluminum
- Permits or permit fees
- All applicable taxes

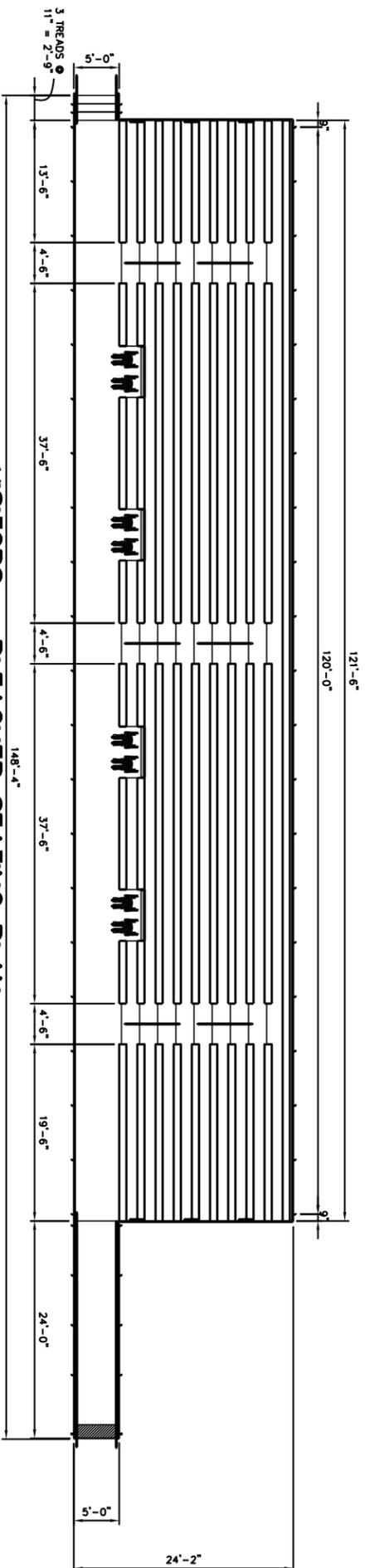
Qualifications:

- Lead-Time for materials is 8-10 weeks.
- Installation will take 2 weeks
- Pricing quoted is according to IBC 2012/ICC 300 building codes
- This scope of work will become part of the contract
- Progress payments shall be incorporated into the contract per CBS Constructors Schedule of Values
- Project delays caused by outside agencies beyond 90 days of projected contract completion date will be cause for change order for labor and/or material cost increases
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If you have any questions, please feel free to contact our office, 1-800-847-7443. We look forward to assisting you with your seating needs.

Respectfully,

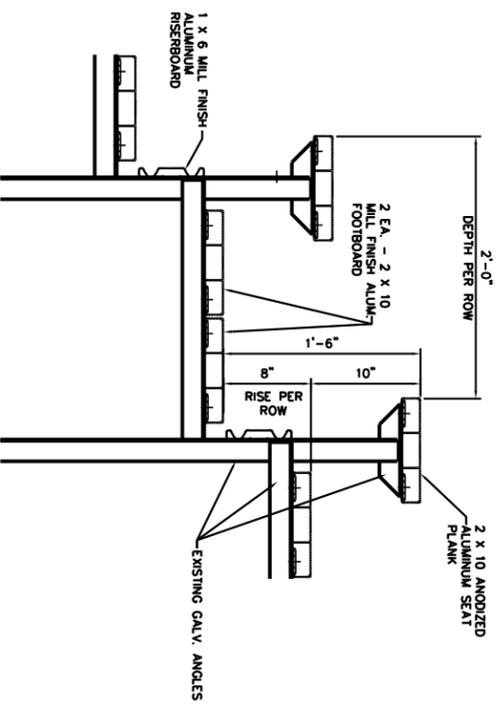
Wade Kolbo, General Manager
CBS Constructors
wade@cbsconstructors.com



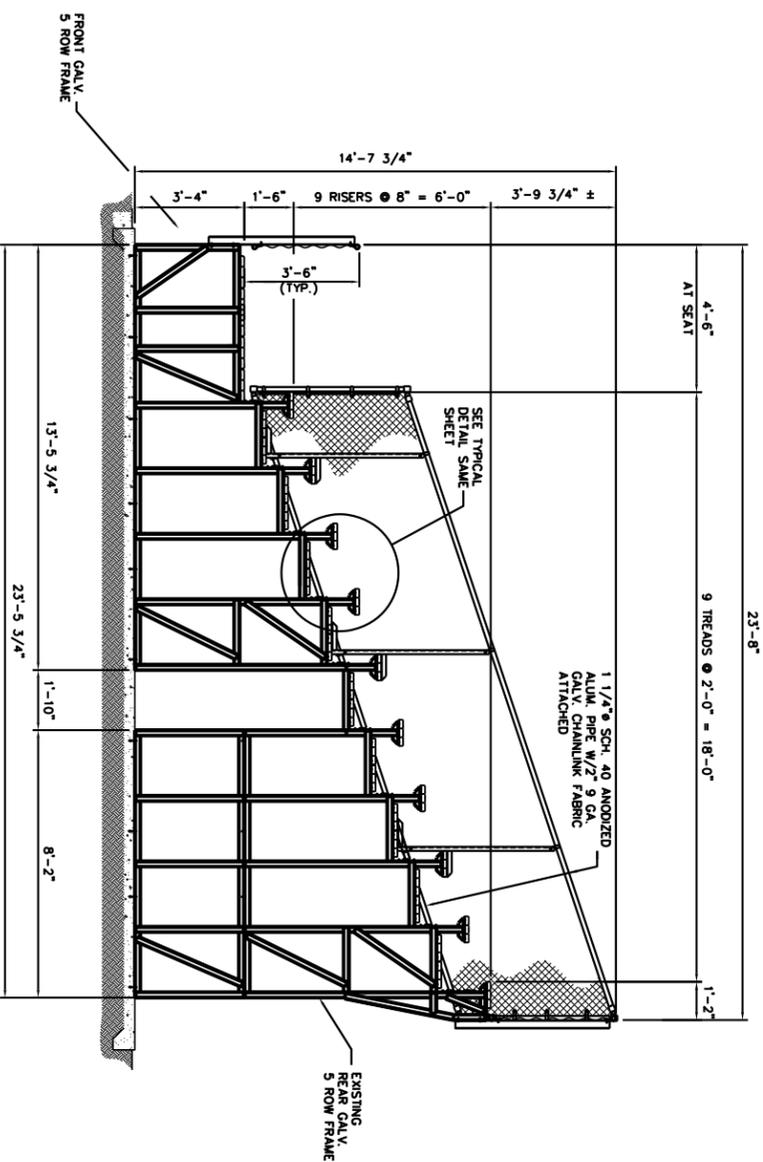
VISITORS - BLEACHER SEATING PLAN
SCALE: 1/8" = 1'-0"

SEATING CAPACITY
BENCH SEATS @ 18" PER SEAT 725
WHEELCHAIR SPACES 8
NET SEATING CAPACITY 733

WHEELCHAIR SPACES
FIRST 500 SEATS - 2
NEXT 225 SEATS/150 - 2
TOTAL SPACES PROVIDED - 8 EACH - 8 PROVIDED



TYPICAL SEAT & FOOTBOARD DETAIL
SCALE: 1/2" = 1'-0"



TYPICAL SECTION THROUGH VISITOR BLEACHER
SCALE: 3/8" = 1'-0"

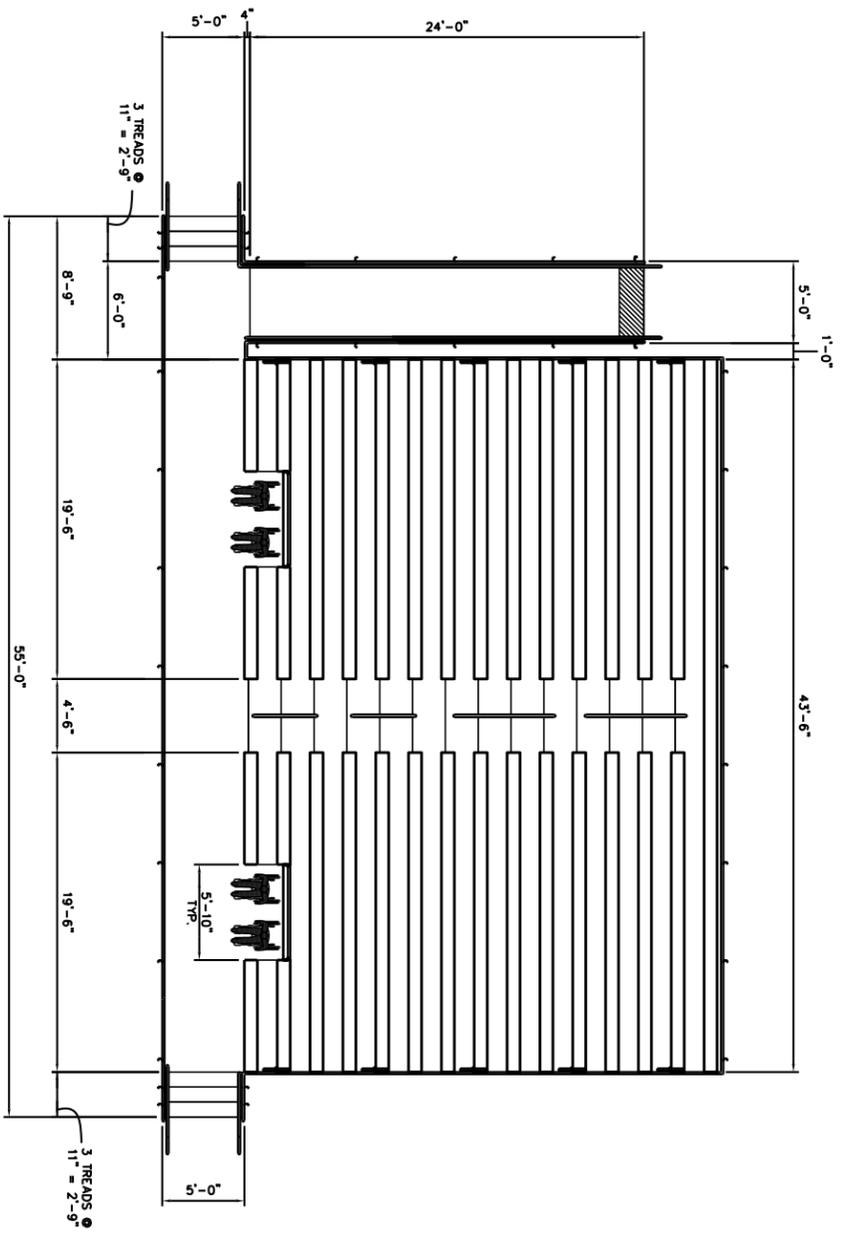
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NO.	DATE	REVISIONS/REMARKS

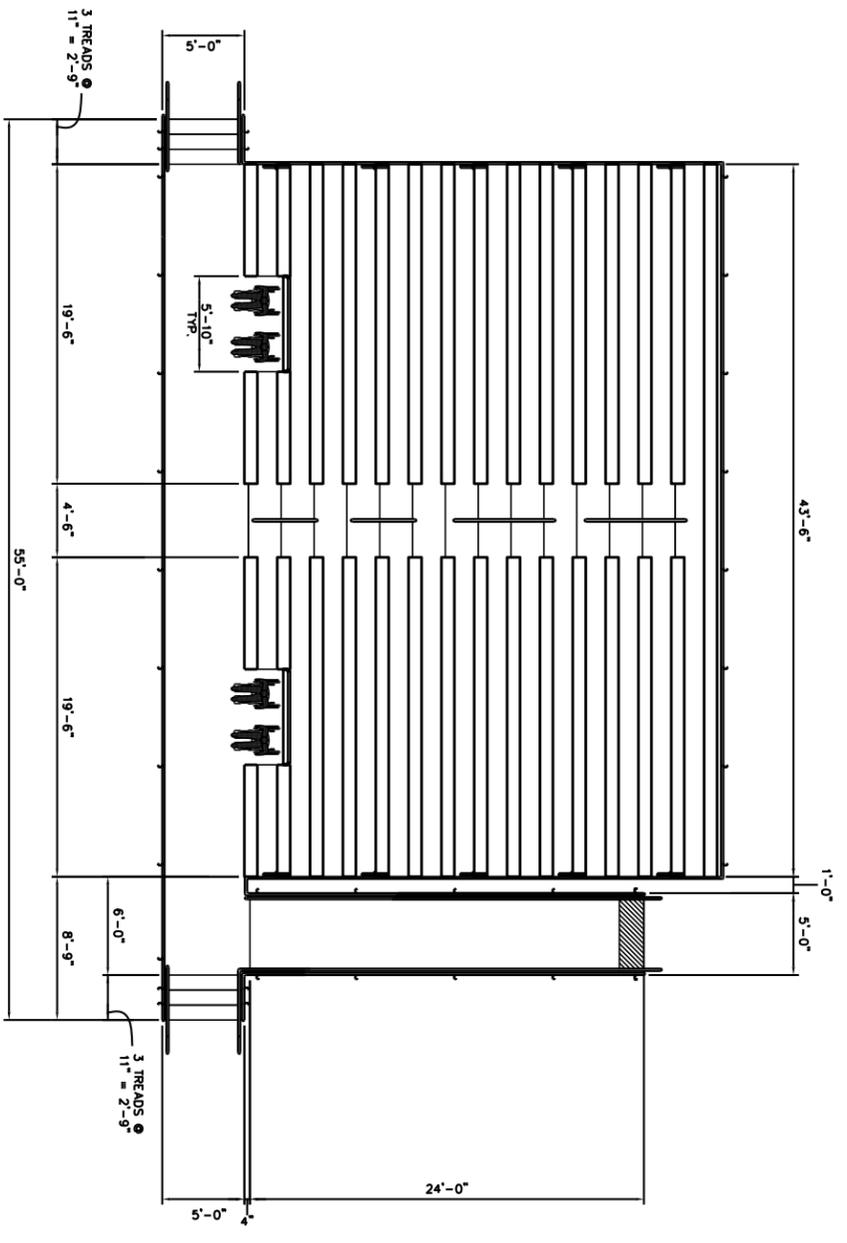
DATE	12-9-13
DRAWN	DCC
JOB NO.	

Permanent Grandstands - Portable Bleachers
CBS CONSTRUCTORS
SPECIALISTS IN SPECTATOR SEATING FACILITIES
204 EAST FIRST STREET - P.O. BOX 995
McCOOK, NEBRASKA 69001
(308) 345-4280 - (308) 345-4281 FAX

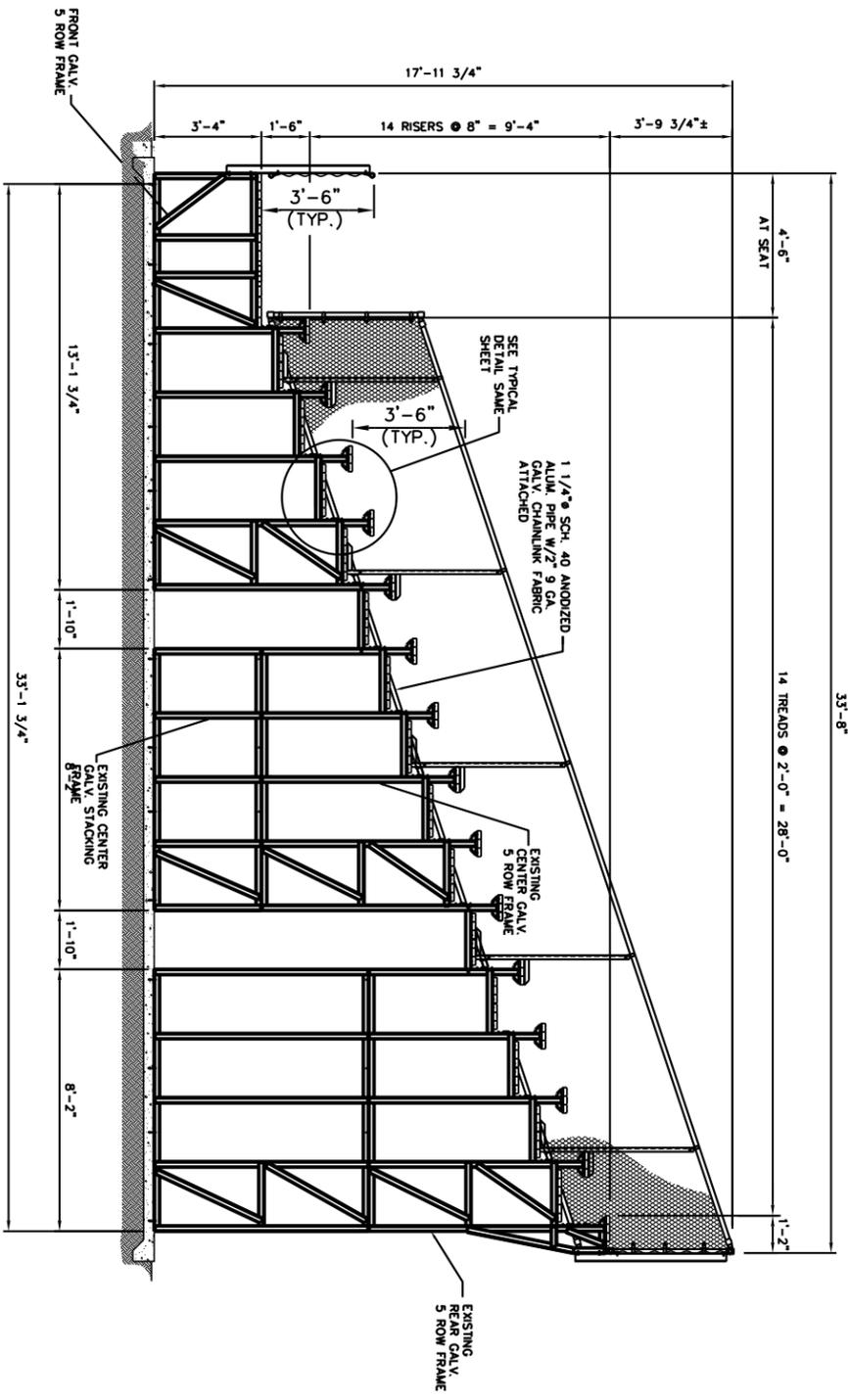
COZAD SCHOOLS
BLEACHER RENOVATION
COZAD, NE.



BLEACHER SEATING PLAN
SCALE: 3/16" = 1'-0"



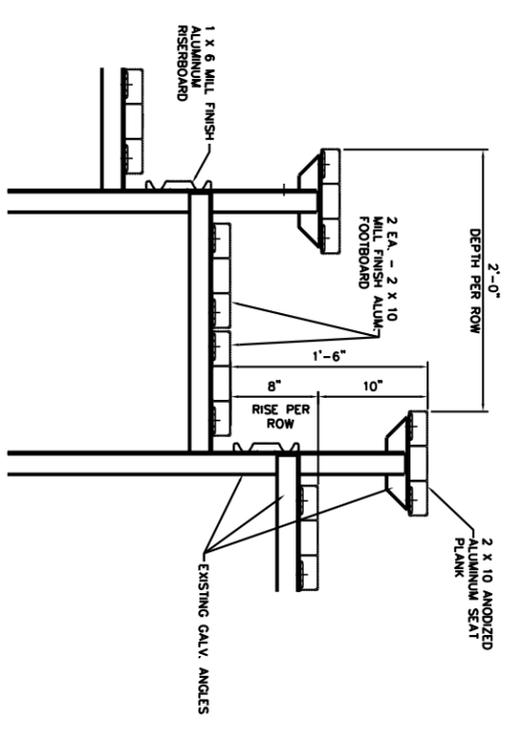
BLEACHER SEATING PLAN
SCALE: 3/16" = 1'-0"



TYPICAL SECTION THROUGH BLEACHER
SCALE: 3/8" = 1'-0"

SEATING CAPACITY PER BLEACHER
 BLEACHER SEATS PER SEAT 373
 BLEACHER SPACES PER SEAT 377
 NET SEATING CAPACITY 377

WHEELCHAIR SPACES PER BLEACHER
 FIRST 500 SEATS - - 6
 NEXT 483 SEATS/150 - 4
 TOTAL SPACES REQD - 10 EACH - 10 PROVIDED



TYPICAL SEAT & FOOTBOARD DETAIL
SCALE: 1/2" = 1'-0"

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REVISIONS	NO.	DATE	REMARKS

DATE	12-9-13
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COZAD SCHOOLS
BLEACHER RENOVATION
 COZAD, NE.

Activities Report 3.15.21
Jeremy Yilk

1. Winter Activities Update

a. Boys Basketball

- i. The varsity boys team finished the year 8-16. They won their game in the sub-district semi-final 59-51 over Minden. Kearney Catholic defeated them in the finals 59-27.

b. FFA

- i. Districts at Curtis took place on March 9th. Results were not ready in time for this report.
- ii. **Upcoming**
 1. Virtual State Experience (April)

c. Girls Basketball

- i. The varsity girls team finished the year 4-18. They lost in the semi-final round of the sub-district tournament to Chase County 35-53.

d. Speech

- i. District Invite Results: Landry Geiger and Sam Hermosillo - 5th in Duet Acting; Shaundra Weiderholt - 4th in Persuasive Speaking; Landry Geiger, Jadyne Hardee, Mariah Ewoldt, Quinn Salleng, and Sam Hermosillo - 6th Oral Interpretation of Drama (OID)
- ii. **Upcoming**
 1. State @ Kearney High (3.18)

e. Wrestling

- i. The Cozad wrestling team qualified two wrestlers for the state tournament. Senior Kaleb finished 6th and freshman Dreu White finished 5th. Both wrestlers had some dramatic and intense matches on their way to a medal.

2. Spring Activities Update

a. Boys Golf

- i. Participating: 11 Boys
- ii. **UPCOMING:**
 1. Cozad Triangular (3.30) / Kearney Invite (4.9)

b. Boys / Girls Track

- i. Participating: 29 Boys / 30 Girls

ii. **UPCOMING:**

1. UNK Invite (3.19) / Hastings Invite (3.26)

3. **Other**

a. NSAA Spring Season Guidelines:

i. **FOR ALL SPRING ACTIVITIES:** The NSAA is **requiring** the following of schools, officials and spectators for allspring season contests:

1. Active participants are permitted, but not required, to wear face coverings during competition/performance.
2. Spectators are required to wear face coverings for entrance to all activities. Face coverings may be removed if outside and 6 feet of physical distance can be maintained.
3. Face coverings must cover the nose and mouth.
4. Follow local/state DHM's for spectator attendance.
5. The host school may establish additional requirements in consultation with local health departments. Additional requirements implemented by the host school must be the same for all schools, officials, judges, and spectators.

ii. **Recommended** protocols for spring contest hosts:

1. Coaches and non-active participants are encouraged to wear face coverings at all times
2. Create separate points of entry and seating for home and visitor teams/spectators
3. Provide no concession stands or separate/multiple concession stands
4. Provide separate/multiple restrooms
5. Use signage, stanchions, or field markings to ensure physical distancing of 6 feet at concession stands and restrooms
6. Communicate availability of locker room space for the opposing team and officials
7. Implement diligent and effective cleaning and disinfecting of frequently touched objects and surfaces

b. HS Gym Wall Padding has been ordered through Lou's Sporting Goods (Bison Brand)

c. Gym Floor Bids

i. Companies

1. J-Wood Sports Flooring
2. FLR Sanders
3. Egan Supply

d. Bleacher improvement project for Haymaker Stadium

- i. Home Side Quote
 - 1. Furnish And Install One Complete Facility For The Lump Sum Of \$68,350.00
 - 2. Add For Removal Of Existing Wood Planking \$3,750.00
- ii. Visitor Side Quote
 - 1. Furnish And Install One Complete Facility For The Lump Sum Of \$65,325.00
 - 2. Add For Removal Of Existing Wood Planking \$3,650.00

MS Board Report 3/15/21- Brian Regelin

5th Grade Orientation will be held on May 10th-13th. Student congress members will be helping with the tour.

Parent teacher conferences attendance:

8th grade- 45%

7th grade- 45%

6th grade- 61%

Evaluations of all non-tenured were completed first semester. Second semester evaluations- 12 completed out of 17.

MS/HS Musical was a huge success and all of the MS students were able to watch the performance.

Karen Haase from KSB Law talked with the MS students about digital citizenship and internet safety last week.

My Path training is scheduled for April 7th for all MS teachers.

Student congress planned a teacher appreciation day and had some great stuff for the teachers.

Dates and Times for NSCAS and MAP have been set.

NSCAS Testing-

Math- 6th, 7th and 8th grade- April 19th, 1st and 2nd period

LA- 6th, 7th and 8th grade- April 20th, 3rd and 4th period

Science- 8th grade ONLY- April 22th 6th, 7th and 8th period

MAP Testing-

Tuesday- April 27th Language 8:20-9:30, Reading 9:35-11:20.

Wednesday- April 28th Science 1:05-2:00, Math-2:05-3:25.

Cozad Community Schools
Board of Education
Elementary Report
March 15, 2021

1. Evaluation Progress:
 - > Total to complete: 32
 - > Total remaining: 2
2. Perimeter fence started on Tuesday, Mar. 09th. This project should be completed by Tuesday, March 16th, depending upon weather.
3. Interviews for teaching positions will be starting on Mar. 11th.
4. The School Improvement external visit is on Thursday, March 25th.
5. Evacuation drill for the elementary will be held on Tuesday, March 30th.

CEEC: Our open house was well attended by next year's parents during parent-teacher conferences. Currently, we have 46 returned packets but we have almost a full program already with 52 packets picked up. A full program of 55 so we are well on our way to a filled program. We have coordinated with the other early childhood providers in the district and I think this has helped improve all of our programs. CEEC staff is coordinating with the Kindergarten teachers for some transition activities to make that transition easier for everyone. This will be very helpful for our students and staff.

SPED: High school SPED opening interview is set up for Tuesday. Teachers are preparing for our MAP and State testing and making sure accommodations are set up for our students on an IEP. Students have made great progress this year and I am proud of the staff's commitment to and flexibility this school year. Our kids have benefited from our staff's dedication.

Observation progress: 16 done 2 still to complete in the second semester

MTSS: Both integrated teams at the elementary and MS have met and continue to make progress on our systematic approach. MS team is going to have a follow-up training with MyPath on April 1st to better train our staff on this intervention program. Also, our district champions were in the first training of the K-12 Mosaic Social Emotional Learning program. The staff was sent a survey that will help us gather our perception data. Our professional development that comes with this program will most likely start next school year and will be rolled out throughout the school year. With us being granted a second year on our pilot this is going to help our district take our time and implement this program with fidelity.

Board of Education Regular Meeting

Monday, February 15, 2021 7:00 PM

Office of the Superintendent

1910 Meridian Ave

Cozad, NE 69130

Posted Locations:

- Tri-City Tribune
- Cozad Community Schools District Office

Posted Date: 2/11/2021

The meeting was called to order at 7:00 PM

Ann Burkholder: Present
Joel Carlson: Present
Judy Eggleston: Absent
Kiley Goff: Present
John Peden: Present
Michele Starman: Present

1. BOARD OF EDUCATION REGULAR MEETING 7:00 P.M.

1.1. Call to Order, Roll Call

President Starman called the meeting to order at 7pm.

1.2. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session. A current copy of the Nebraska Open Meetings Act is posted on the west wall of the meeting room.

Notice of this meeting was given in advance by publication in the Tri-City Tribune and posted on the Cozad Community Schools website and at the District Office. Notice of this meeting was also given in advance to all members of the Board of Education. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

1.3. Excused/Unexcused Board Member Absence

Motion to excuse board member Judy Eggleston Passed with a motion by Kiley Goff and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

2. PUBLIC COMMENTS

The Board of Education invites you to offer comments during the public comments portion of the agenda. This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

When you have been recognized, please stand and state your name and come forward to the front of the board table.

The board will generally allow a total of 20 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 4 individuals who wish to address the board, the 20 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

For additional instructions on public participation, brochures are provided for you to view. A copy of Policy 2009 Public Participation at Board Meetings is available upon request.

No members of the public were in attendance.

3. PRINCIPAL/ADMINISTRATIVE REPORTS

3.1. Patty Wolfe Report

1. Presentation by Karen Berreckman

- 1. Purchased Karen Berreckman, 2nd grade teacher, a Boxlight ProColor Interactive Flat Panel Display to pilot in her classroom (\$3,170; funds from the recycle of old iPad 2s were used to purchase). The Boxlight is an interactive TV panel that is effective for teachers and engaging for students. The device helps improve teaching practices, student outcomes, and integrates with remote learning. Karen Berreckman was chosen to pilot this interactive board because she is a teacher that used her older mimio teach tool every day and in multiple curriculum areas and activities. The use of this flat panel eliminated the need for a smartboard or mimio tool, screen, and projector. (Moved to the March Board meeting because of inclement in weather)**

1. Strategic Plan Framework presentation:

1. Guiding Principle VI: District Resources

Strategy 6.2: Align district resources to support a quality education system and high-level learning environment --

6.2(a) Commit the resources to advance AQuESTT classifications in each building and district-wide to enhance student learning effectiveness. (AQuESTT "Success, Access, and Support Domain")

2. Guiding Principle V: Personnel Effectiveness

Strategy 5.1: Align resources to support a progressive learning environment and attract quality educators to the district. --5.1(e) Engage staff and administration to assess personal development progress, impact, and benefits to CCS initiatives, instruction, and personal development.

2. E-Rate

1. FCC Forms submitted for Funding Year 2021

2. Switches--replacing the switches that are reaching their "end of support and updates". This summer we will be moving switches around to match the number of ports needed and reduce the number of new switches needed. We will need to purchase the following to replace our old switches (erate eligible)

1. Core switch with dual power supplies (or capabilities for dual), 48 PoE+ ports, and capability for 6 or more SFP+ ports (similar to Meraki MS390-48P) with redundant power supply and 8 port SFP to accommodate 6 fiber connections

2. 24port PoE+ switch (similar to Meraki MS125-24P)

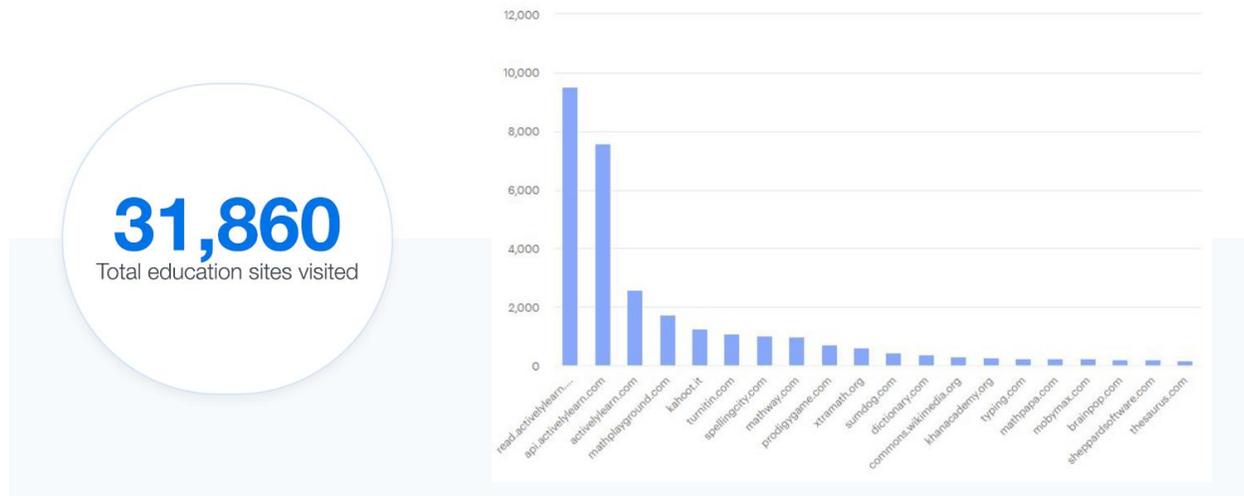
3. 3 Additional redundant power supply for currently owned Meraki MS250-24P switches (similar to Meraki MA-PWR-640WAC).

3. 2 Rackmount UPS (uninterruptible power supply battery supply. Needed at elementary and Middle School

3. Securly (device filter) impact for past 3 months (November 2020 to January 2021)

Educational content

A snapshot of where education is happening



**** Just sharing a snapshot of the educational sites are students are using on their**

3.2. William Beckenhauer Report

1. Maker Fair was again a success, students really enjoy this event.
2. Mrs. Haarberg and Mr. Shaffer continue preparing for the ACT, the state ACT is scheduled for March 23 rd .
3. Coming to the end of the winter athletic season, girls sub-district basketball tomorrow, State Cheer & Dance and State Wrestling this weekend, boy's sub-district basketball on the 22 nd . Speech is still on-going, mainly virtually, their district competition is scheduled for March 6 th .
4. Hard to imagine right now, but spring sports can start on March 1.
5. Discussing about having a Mid-Winter dance the last Friday of February.

3.3. Jeremy Yilk Report

1. Winter Activities Update
 - a. FFA
 - i. Six FFA students participated in State Degree interviews in McCook last Tuesday: Hannah Guthard, Colton Benjamin, Aubree Eldridge Isabella Klein, Braxton Walker, Kyle Wright
 - ii. Upcoming
 1. National FFA Week (2.20-2.27); Virtual State Experience (April)
 - b. Speech

i. Broken Bow Invite Results: Dante Dyches-Chandler - 12th in Persuasive and Extemp; Faith Hasbrouck - 12th in Novice Poetry; Lynzi Becker and Karissa Jackson - 11th in Duet; Landry Geiger and Sam Hermosillo - 9th in Duet; Madison Rowley - 9th in Novice Humorous; Makenzie Smock - 9th in Novice Serious; Shaundra Weiderholt and Katie Wilson - 5th in Duet; Shaundra Weiderholt - 5th in Persuasive; Landry Geiger, Jadyn Hardee, Mariah Ewoldt, Quinn Salleng, and Sam Hermosillo - 1st OID

ii. Upcoming

1. SWC @ Ainsworth (1.22)

c. Boys Basketball

i. The varsity boys team is currently 7-14. They finished 3rd in the SWC tournament - Win over Ainsworth (1st Round); Lost to Ogallala (Semi's); Win over Gothenburg (3rd)

ii. MS BBB - 7th = 11 participating / 8th = 15 participating

1. Vs Holdrege (2.11); vs Broken Bow (2.15)

iii. Upcoming

1. JV/V vs Broken Bow (2.12); JV/V vs Sidney (2.13), JV/V vs McCook (2.18)

d. Girls Basketball

i. The varsity girls team is currently 4-17. They lost in the first round of the SWC tournament to Broken Bow but finished with a thrilling 1-point win over Valentine in the consolation round. Sub-district assignments will be coming out February 11th.

ii. Upcoming

1. JV/V vs Broken Bow (2.12); Sub-Districts (2.16)

e. Wrestling

i. The Cozad wrestling team recently competed in the first ever sub-district tournament in Lexington last week. 9 Wrestlers will advance to the district final in Gering on Saturday. This will determine who qualifies for the state tournament.

ii. Upcoming

1. Districts (2.13); State (2.19-2.20)

2. Other

a. Effective February 12th, updated NSAA Guidelines state:

i. Spectators are required to wear face coverings at all times while attending indoor events.

ii. Face coverings must cover the nose and mouth.

iii. Attendance is restricted to 75% of occupancy.

b. Requesting bids on new gym floor and wall padding for HS gym

i. Wall Padding

1. Bison (Lou's Sporting Goods)

2. Cornhusker State Industries
 - ii. Gym Floor
 1. J-Wood Sports Flooring
 2. FLR Sanders
 3. Egan Supply
- c. Quiz Bowl is starting their season this month

3.4. Brian Regelin Report

MS Board Report 2/15/21- Brian Regelin

NSCAS practice tests have been made available and teachers will use those as part of their practice. I am working on the schedule and dates for NSCAS and MAP testing.

The MTSS team, Math group and LA group met last week and are working on honors placement criteria and support placement criteria for next school year.

Cozad Middle School held their annual spelling bee finals on Thursday, February 4th. There were 7 finalists: Laylie Love, Ava Osborn, Blake Conroy, Chandler Kaup, Olliver Davis, Taylor Stephens, and Caleb Granay. The finalists competed to win part of the Hershel Olson Family Memorial Spelling Bee Award presented by Mr. Joel Carlson. The top three each won part of the award: 3rd place & \$175 went to Chandler Kaup, Runner-Up & \$350 went to Caleb Granay, and the Champion & winner of \$500 went to Olliver Davis. Olliver qualified for the state spelling bee and will be held online.

Evaluations of all non-tenured teachers were completed first semester. Second semester evaluations- 10 completed out of 17

3.5. Dale Henderson Report

1. Evaluation Progress:
 - Total: 34
 - Non-Tenured Staff: 9 completed, 1 more to achieve.
 - Tenured Staff: 22 completed, 2 more to achieve.
2. Vocal Concerts will be taking place in the elementary gym. We are not allowing parents to attend, it will be streamed live and posted for families to view.
3. Title I and federal programs monitor and review on Feb. 23 rd . This

will be completed virtually. Ron, Canda, Stephanie Rush and I will be in attendance.

4. Upcoming events:

+ Thursday, Feb. 18 th - P/T conferences.

+ Friday, Feb. 19 th - No school

+ Thursday, Feb. 25 th - K/1 st Vocal music concert in elem. gym.

3.6. James Ford Report

CEEC: Enrollment packets have been sent out and we are mailing home the enrollment forms to some families that request them. Our enrollment numbers look good and even better than this time last year. Reminder a full program is 55 students so help spread the word that we are accepting them and want a full program. Currently, we have 41 students enrolled already for the next school year. Parent-teacher conferences will be held on the 18th and I expect to have great participation which is common for our younger programs.

SPED: Our High School Junior SPED students are going to participate in a career fair in North Platte next month and this has been a great experience in the past and helps students know what careers and programs they might be interested in. Most of our student's IEP's have been completed so now we are doing our 3 year cyclical MDT's and new referral evaluations.

Observation progress: 15 done 3 still to complete in the second semester

MTSS: Training on EduClimber was successful and staff's knowledge of the program continues to grow. This tool allows us to evaluate our data much quicker than before which analysis of your data is one of the 6 essential elements of the MTSS process. Middle School Math and LA MTSS teams took time on Tuesday the 9th to make our decision rules for our interventions that we will be doing next year. The elementary integrated team is meeting again on the 18th to continue our work on the website and some updates of our processes to support students as they work their way through the Tiers of Support.

4. SUPERINTENDENT REPORT

Afterzone

Facility Study Update

High School Gym Wall Padding

High School Gym Floor

Mr. Wymore spoke to the board about Afterzone and the decisions the board needs to be thinking about with the upcoming retirement of program's director Mrs. Fritz. He went on to speak about the facility study; Wilkins has been to the district once and will be coming back next week to finish up. The engineers participating in the facility study will come in March. Mr. Wymore then informed the board about the High School gym wall padding. They were looking at companies to complete a new wall pad that would stretch from door to door on both sides of the gym for safety reasons. Continuing with the High School gym they have asked for bids for the HS gym flooring and would be going through them to find the differences in each bid and the board will vote in March on bids.

5. CONSENT AGENDA

Motion to approve the consent agenda, as presented Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele

Starman: Yea

Yea: 5, Nay: 0

5.1. Approval of the Minutes of Previous Meeting(s)

- Minutes from the January 18, 2021, Regular Board Meeting

5.2. Congratulations, Condolences, Correspondences

Congratulations to Morgan and Derek Williams on the birth of their son, Wilkes.

5.3. Classified Resignations

Sierra Smith, SpED Paraprofessional, effective 1/29/2021

Phyllis Fleenor, Afterzone Paraprofessional, effective 2/12/2021

5.4. Classified Hires

Sandra Meyer, TLC Paraprofessional Elementary

5.5. Standing Reports

5.5.1. Sub Reports

5.5.2. Nutrition Services SNP Claim for Reimbursement Summary

SNP Claim- \$765.12

SFSP Claim-\$64,680.03

Total Jan.- \$65,445.15

5.5.3. Bus Route Averages

5.6. Salary Advancement Applications

5.7. Local Sub Certification

Amanda Jensen, Local Sub

6. DISCUSS, CONSIDER & TAKE ACTION ON APPROVAL OF NEBRASKA ASSOCIATION OF SCHOOL BOARDS ANNUAL MEMBERSHIP

Motion to approve the Nebraska Association of School Boards Annual Membership Passed with a motion by Kiley Goff and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

NASB Annual Membership Dues for Fiscal Year 4/1/2021 to 3/31/2022- \$5,637

Pay by 4/1/2021 to receive a 2% discount- \$113

Total amount due is paid by April 1, 2021- **\$5,524**

7. FINANCIAL REPORTS AND CLAIMS

Motion to approve the financial report as presented, including monthly expenditures, which reflects the current financial standing of the District. Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

7.1. District Treasurer's Report

7.2. District Financial Report

7.3. Check Journal General Fund

7.4. Check Journal Lunch Fund

7.5. Activities Financial Report

7.6. Activities Check Journal

7.7. BANK STATEMENTS

7.7.1. Bond Fund

7.7.2. Building Fund

7.7.3. General Fund

7.7.4. Depreciation Fund

7.7.5. Employee Benefit

7.7.6. Student Fees

7.7.7. Lunch Fund

7.8. Standing Financial Reports

7.8.1. Bond Fund Taxes Report

7.8.2. General Fund Taxes Report

7.8.3. Building Fund Taxes Report

8. DESIGNATE SUPERINTENDENT AS THE DISTRICT'S REPRESENTATIVE FOR FEDERAL AND STATE PROGRAMS

Motion to approve the designation of Superintendent Ron Wymore as the district's representative for federal and state programs until July 1st, 2021, when Superintendent Angela Simpson will take over as the district's representative for federal and state programs
Passed with a motion by Ann Burkholder and a second by Joel Carlson.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

9. DISCUSS, CONSIDER AND TAKE ACTION ON THE ACCEPTANCE OF TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM (TERIP) APPLICANTS

Motion to accept the TERIP application from the following staff member Bill Pinkleman
Passed with a motion by John Peden and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

10. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF RESIGNATION OF CERTIFICATED STAFF AT THE END OF THEIR 2020-2021 CONTRACT YEAR

Motion to approve the resignation of certificated staff, Ben Vetrovsky, Carly Rexing, Bill Pinkleman and Marcia Fritz effective at the end of their 2020-2021 contract year. Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

Ben Vetrovsky, High School, Business Marketing and Information Technology
Carly Rexing, Middle School, Math
Bill Pinkleman, High School, Industrial Technology
Marcia Fritz, Elementary, AfterZone Director

11. DISCUSS, CONSIDER AND TAKE ACTION ON CERTIFICATED STAFF CONTRACTS FOR NEW HIRES FOR THE 2021-2022 SCHOOL YEAR

Motion to approve the contracts for Meghan Gifford, Middle School Reading & Science, Corey Fisher, High School Principal, Dillion Higgins, Middle School Math and Jayce Dueland High School Industrial Technology & Head Football Coach for the 2021-2022 school year. Passed with a motion by Ann Burkholder and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea
Yea: 5, Nay: 0

New Hires:

Meghan Gifford, Middle School, Reading & Science
Corey Fisher, High School, Principal
Dillion Higgins, Middle School, Math
Jayce Dueland, High School, Industrial Technology, Head Football Coach

12. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF ADMINISTRATIVE SALARIES FOR 2021-2022 SCHOOL YEAR

Motion to approve Administrative Salaries for the 2021-2022 school year Passed with a motion by Kiley Goff and a second by Joel Carlson.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea
Yea: 5, Nay: 0

13. DISCUSS, CONSIDER AND TAKE ACTION TO WAIVE RESCHEDULING THE MISSED SCHOOL DAYS ON JANUARY 25TH AND 26TH & FEBRUARY 15TH, 2021 DUE TO INCLEMENT WEATHER

Tabled until March meeting Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea
Yea: 5, Nay: 0

14. DISCUSS, CONSIDER AND TAKE ACTION ON THE 2021-2022 MASTER SCHOOL CALENDAR

Motion to approve the Cozad Community Schools Master calendar for the 2021-2022 school year Passed with a motion by John Peden and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

15. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF THE DRIVER'S EDUCATION CONTRACT FOR SUMMER 2021

Motion to approve the summer driver's education contract for 2021 Passed with a motion by John Peden and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

Registration cost will be raised to \$295 a increase of \$10 from previous years.

16. DISCUSS, CONSIDER AND TAKE ACTION ON THE APPROVAL OF THE 2021-2022 EDUCATIONAL SERVICE UNIT 10 CONTRACT FOR SPECIAL EDUCATION CONTRACT AND COOPERATIVE SERVICE AGREEMENTS

Motion to approve the 2021-2022 Education Service Unit 10 contract for Special Education Contract and Cooperative Service Agreements Passed with a motion by John Peden and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

17. DISCUSS, CONSIDER AND TAKE ACTION TO APPROVE SPONSORING THE SUMMER FOOD SERVICE PROGRAM FOR SUMMER MONTHS OF 2021

Motion to approve sponsoring the 2021 summer food service program Passed with a motion by John Peden and a second by Ann Burkholder.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

Follows the AfterZone program of June 1st- July 23rd.

18. POLICIES TO BE DELETED 4118.1, 4120.1, 4123, 4127, 4131, 4132, 4132.2, 4132.3, 4138, 4123, 4251, 4302, 5002, 5012, 5012.1, 5113, 5113.1, 5116, 5116.1, 5117, 5123.1, 5135.5, 5151 AND 5153

Motion to approve the deletion of Policies 4118.1, 4120.1, 4123, 4127, 4131, 4132, 4132.2, 4132.3, 4138, 4123, 4251, 4302, 5002, 5012, 5012.1, 5113, 5113.1, 5116, 5116.1, 5117, 5126.1, 5135.5, 5151 and 5153 Passed with a motion by Ann Burkholder and a second by John Peden.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

18.1. Policy 4118.1 Tobacco Policy

This policy is already contained in Policy 3016 Use of Tobacco Products

18.2. Policy 4120.1- Acceptable Use Policy

This policy is already contained in Policy 5037 Student Internet and Computer Access

18.3. Policy 4123-Early Dismissal of Pupils

This policy is not needed.

18.4. Policy 4127- Teachers' Absences

This policy is already contained in District Handbook Article 3 Section 1

18.5. Policy 4131- Travel Expenses

This policy is already contained in Policy 2007- Reimbursement and Miscellaneous Expenditures

18.6. Policy 4132- Blood Borne Pathogen Policy

This policy is already contained in Policy 3048- Communicable Disease

18.7. Policy 4132.2- Employee Indemnification for Emergency Protocol

This policy is already contained in Policy 2017- Indemnification and Liability Insurance & Policy 3010- Insurance

18.8. Policy 4132.3- Automated External Defibrillator (AED)

This policy is already contained in Policy 3030 Automated External Defibrillator (AED) Program

18.9. Policy 4138- Teachers Annual Inventory

This policy is already contained in District Handbook Article 4 Section 29

18.10. Policy 4251- Alcohol and Drug Testing for School Bus Drivers

This policy is already contained in Policy 4003- Drug Policy Regarding Drivers

18.11. Policy 4302- Job Description: Custodians

This policy is to be deleted

18.12. Policy 5002- Discontinuance of Enrollment for Children Younger Than Six Years of Age

This policy is already contained in Policy 5001- Compulsory Attendance and Excessive Absenteeism

18.13. Policy 5012- Legal Age of Students, Kindergarten

This policy is already contained in Policy 5001- Compulsory Attendance and Excessive Absenteeism

18.14. Policy 5012.1- Compulsory Attendance

This policy is already contained in Policy 5001- Compulsory Attendance and Excessive Absenteeism

18.15. Policy 5113- Grade Level Placement

This policy is already contained in Policy 5002- Admission of Students & Policy 5003- Admission of Part-Time Students

18.16. Policy 5113.1- Grade Level Placement Full-Time and Part-Time Enrollment

This policy is already contained in Policy 5003- Admission of Part-Time Students

18.17. Policy 5116- Dismissal of Individual Pupils

This policy is already contained in Policy 5032-Closed Campus

18.18. Policy 5116.1- Permission for Pupils to Leave School Premises

This policy is already contained in Policy 5032-Closed Campus

18.19. Policy 5117- Excessive Absences

This policy is already contained in Policy 5001- Compulsory Attendance and Excessive Absenteeism

18.20. Policy 5126.1- Armed Forces Recruiter Access to Students and Recruiting Information

This policy is already contained in Policy 5015-Protection of Pupil Rights

18.21. Policy 5135.5- Student Due Process Rights

This policy is already contained in Policy 2006- Complaint Procedure

18.22. Policy 5151- Acceptable Use Policy

This policy is already contained in Policy 4012.1- Internet- Acceptable Use Policy

18.23. Policy 5153- Safe Pupil Transportation Plan

This policy is already contained in Policy 5044-Safe Pupil Transportation Plan

19. AGENDA SETTING AND FUTURE MEETINGS

- Board of Education Regular Meeting, March 15, 2021, 7pm
- Board of Education Regular Meeting, April 19, 2021, 7pm
- NRCSA- Kearney, NE, March 25 & 26th
- Legislative Form- Remote, March 2
- New Board Member Workshop, Wednesday, April 14th 9am-4:30pm, Kearney Holiday Inn

20. ADJOURNMENT

Motion to adjourn the meeting at 7:37 Passed with a motion by John Peden and a second by Kiley Goff.

Ann Burkholder: Yea, Joel Carlson: Yea, Kiley Goff: Yea, John Peden: Yea, Michele Starman: Yea

Yea: 5, Nay: 0

*** Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.

The meeting was adjourned at 7:37 PM.

Mr. Ron Wymore, Superintendent
Cozad Community Schools District No. 11

Average Students Riding Route Bus Per Day
2020-2021

ROUTE	MONTH										TOTAL
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	
South/In Town	22.33	22.70	21.00	22.50	24.43	22.17	28.75				163.88
Northeast	24.77	20.90	24.00	23.11	21.64	21.47	20.06				155.95
North/Northwest/In Town	34.33	41.55	40.05	36.40	38.43	30.71	29.44				250.91
TOTAL AVERAGE	81.43	85.15	85.05	82.01	84.50	74.35	78.25	0.00	0.00	0.00	570.74
SpEd	11.44	10.55	11.20	9.94	8.57	13.76	14.68				80.14

Total Mileage of Bus Routes
2020-2021

ROUTE	MONTH										TOTAL
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	
South/In Town	655	1429	1324	1271	1010	1217	1185				8091
Northeast	591	1305	1339	1199	929	1139	1012				7514
North/Northwest/In Town	674	1364	1246	1139	1068	1116	1041				7648
TOTAL MILES	1920	4098	3909	3609	3007	3472	3238	0	0	0	23253
SpEd	138	353	272	233	206	320	314				1836
TOTAL MILES (with SpEd)	2058	4451	4181	3842	3213	3792	3552	0	0	0	25089



FLR Sanders, Inc.
3079 92nd Avenue
Princeton, MN 55371

PROPOSAL

DATE: 1/5/2021

PROPOSAL FOR:

Cozad Public Schools
Cozad, NE
Jeremy Yilk

LOCATION:

Cozad Public High School
Main Gym
Cozad, NE

DESCRIPTION	AMOUNT
<p>Base bid, Acer APL LP non-anchored floor system. System thickness is 3 3/8", matches existing floor now in place.</p> <p>Provide and install new Acer ALP LP sub-flooring system with 3/8" VERT resilient pads and 6 mil vapor retarder. New maple flooring to be 25/32" x 1 1/2" 2nd & B RL MFMA graded maple. Oil modified seal, paint and finish products to be used. Three (3) BB court and three (3) VB court game-lines markings along with lettering (COZAD @ one end & HAYMAKERS on the other end) at 36" tall in single color with 1" wood band between paint colors of border and lettering, a 12' wide two (2) color logo at center circle. Main BB court to have 3 pt. arcs stained and lanes painted. New vent cove base, 6" wide custom aluminum thresholds and six (6) new VB covers are included.</p> <p>Removal of existing floor with dumpsters is included. Bleachers to be moved as needed by FLR Sanders.</p> <p>Furnished and installed for the sum of \$142,260.00.</p> <p>Discount possible with April start date.</p>	

*** Proposal may be withdrawn if not accepted within 60 days.*

Total

142,260.00

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Customer responsible for all costs of collection including reasonable attorney fees and expenses. 208 three phase power and dumpsters by owner. Unlimited access to jobsite required for schedule and drying times. List after hours contact:

Kurt Nelson

1/5/2021

FLR Sanders, Inc.

date

Authorized Signature

date

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made for material at time of delivery. Labor will be paid within 45 days of completion. Overdue invoices will accrue interest at 1.5% per month.



FLR Sanders, Inc.
3079 92nd Avenue
Princeton, MN 55371

PROPOSAL

DATE: 1/5/2021

PROPOSAL FOR:

Cozad Public Schools
Cozad, NE
Jeremy Yilk

LOCATION:

Cozad Public High School
Main Gym
Cozad, NE

DESCRIPTION	AMOUNT
<p>Alternate bid, Aacer APS anchored floor system. System thickness is 2 5/8", approximately 1" lower than existing floor now in place.</p> <p>Provide and install new Aacer APS sub-flooring system with 1/2" Tri-Power pads and 6 mil vapor retarder. New maple flooring to be 25/32" x 1 1/2" 2nd & B RL MFMA graded maple. Oil modified seal, paint and finish products to be used. Three (3) BB court and three (3) VB court game-lines markings along with lettering (COZAD @ one end & HAYMAKERS on the other end) at 36" tall in single color with 1" wood band between paint colors of border and lettering, a 12' wide two (2) color logo at center circle. Main BB court to have 3 pt. arcs stained and lanes painted. New vent cove base, 14" wide custom aluminum thresholds for ADA requirements and six (6) new VB covers are included.</p> <p>Removal of existing floor with dumpsters is included. Bleachers to be moved as needed by FLR Sanders. Adjusting BB backstops to 10' is also included in our scope of work.</p> <p>Furnished and installed for the sum of \$140,380.00.</p> <p>Discount possible with April start date.</p>	

*** Proposal may be withdrawn if not accepted within 60 days.*

Total

140,380.00

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Customer responsible for all costs of collection including reasonable attorney fees and expenses. 208 three phase power and dumpsters by owner. Unlimited access to jobsite required for schedule and drying times. List after hours contact:

Kurt Nelson

1/5/2021

FLR Sanders, Inc.

date

Authorized Signature

date

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made for material at time of delivery. Labor will be paid within 45 days of completion. Overdue invoices will accrue interest at 1.5% per month.

JWOOD SPORTS FLOORING

573 Cty Rd A Suite 109 Hudson WI 54016
P 715-690-2560 f 715-690-2562

Proposal# 1215

Date 1/8/2021

Proposal Prepared for:

Jeremy Yilk
Cozad High school
1710meridian Ave.
Cozad, NE 69130

Project:

New Gym Floor System

High School Floor replacement

jeremy.yilk@cozadschools.net

Jwood Sports Flooring agrees to perform the following:

Furnish and Install Connor ARS-DIN Wood Athletic Flooring System (with 3/4" blocks -3-1/4" profile)

Work Scope:

- Furnish & install flooring system consisting of 6 mil poly vapor barrier, ARS DIN subfloor system with 3/4" blocking , 1 layer 1/2" CDX plywood panel, 25/32" x 2-1/4" 2nd grade maple, sanding, apply 2 coats of seal, paint gamelines to match existing, apply two coats of finish , new vent cove base, and transition thresholds.

NOTES:

- owner to provide 3 phased power & connection for sanding equipment and dumpsters for trash
- pricing assumes substrate is ready to receive floor system
- Work to be performed according to MFMA and industry standards
- pricing does not include any demo or adjusting backstops.
- pricing includes bleacher movement to accomodate flooring installation

Material and labor as described above to be furnished in accordance with drawings and specifications submitted for the above work.

For the sum of \$ 135,600.00

Payments terms as follows: Material cost down Balance upon completion

Interest of 18% annum will be charged on all outstanding balances over 30 days

Deviations from the above work scope involving extra cost, will be executed upon written orders , and will become an extra charge.
This Proposal may be withdrawn by us if not accepted within 30 days or by result of any abnormalities.

Respectfully submitted

Cole Johnston

Acceptance of proposal

SIGNATURE _____

DATE _____

EEGAN SUPPLY CO.

"It's Service After The Sale That Counts"

13838 Industrial Road • Omaha, NE 68137

PRICE QUOTE

Phone 402-346-0597

Fax 402-346-5076

Page 1

Printed 02/05/21 KC

Quoted

Cozad Community Schools
1910 Meridian Ave
Cozad NE 69130
Tel:308-784-2745 Fax:

Ship To

AS SPECIFIED

Quote #	Quote Date	Exp Date	Customer #	Customer P/O #	Ship Via	Writer
0030928	02/05/2021	04/06/2021	0502275			KC
Job ID	Customer Terms			Salesman		
	Net 30 Days			JORDAN LEASURE		

Product	Description	UM	Quant	Unit Price	Extension
REPAIRS	REPAIRS TO GYM FLOOR THIS QUOTE IS FOR MOVING BLEACHERS (ONE SIDE), TEARING OUT AND DISPOSING OF OLD FLOOR (NO ASBESTOS), FURNISH AND INSTALL A NEW ACTION INTERLOC WITH 2 1/4 25/32 2ND OR BETTER MAPLE, SAND , APPLY TWO COATS OF SEAL, REPAINT ALL EXISTING GAME LINES, APPLY TOW COATS OF HIGH SOLIDS OIL BASE GYM FINISH, REATTACHING BLEACHERS ON ONE SIDE, REUSE EXISTING THRESHHOLDS (AFTER CLEANING), NEW BLACK VENT COVE BASE	EA	1	181050.00	181050.00

X: _____ (Accepted by)	Sub Total	\$181,050.00	T o t a l
	Freight	\$0.00	
	Misc Charges	\$0.00	
	Tax Amount	\$0.00	
			181,050.00

MESSAGE

TERMS

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COZAD COMMUNITY SCHOOLS

2021 - 2022 School Year Calendar

- 0 No School, New Staff Orientation
- 0 No School, Holiday
- 0 No School, Teacher Flex Day

- 0 No School, Teacher In-Service
- 0 No School, PTC, 8 am to 8 pm

- 0 First/Last Day, Quarter/Semester Ends
- 0 2:00 pm Early Dismissal, PK-12
- 0 1:00 pm Early Dismissal, PK-12

- 10.....New Staff Orientation
- 11.....Teacher Flex Day
- 12-13, 16-17.....Teacher Inservice
- 18.....First Day of School

AUGUST 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 1-3.....No School - Holiday Break
- 3.....No School, Teacher Flex Day
- 4.....Classes Resume
- 21.....No School, Teacher In-Service

- 6.....No School - Labor Day
- 27.....No School, Teacher Inservice

SEPTEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

FEBRUARY 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- 17.....PT Conferences 8 am--8 pm
- 18.....No School

- 15.....End of 1st Qtr (41 days)
- 21.....PT Conference 8 am--8 pm
- 22.....No School

OCTOBER 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 10.....End of 3rd Qtr (45 days)
- 11.....No School

- 24-26.....No School - Thanksgiving

NOVEMBER 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 15.....No School
- 18.....No School

- 21.....End of 2nd Qtr/1st Sem (42/83 days)
- 22-31.....No School - Holiday Break

DECEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 14.....Commencement
- 19.....Last Day of School Students
Early Dismissal TBA
End of 4th Qtr/2nd Sem (47/92 days)
- 20.....Last Day of School Teachers
- 30.....Memorial Day

Certified Staff Days by Month			
Aug	15	Jan	20
Sept	21	Feb	19
Oct	20	Mar	22
Nov	19	Apr	19
Dec	15	May	15
TOTAL STAFF DAYS:		185	

Student Days by Month			
Aug	10	Jan	19
Sept	20	Feb	18
Oct	19	Mar	22
Nov	19	Apr	19
Dec	15	May	14
TOTAL STUDENT DAYS:		175	

6009

Grade Placement and Academic Credits of Transfer Students

Subject to a determination on grade placement based on the criteria set forth below, a student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

Elementary Level Students

The appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience
- Diagnostic test data
- Achievement test data
- Criterion-referenced test data

Secondary Level Students

The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience and transcript
- Standardized achievement test data
- Criterion-referenced test data
- Final examination test data
- Diagnostic test data

The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirement in order to be awarded a diploma from the district.

Students who transfer from an exempt (home) school and/or a non-accredited school may be awarded credits to be counted toward high school graduation requirements at the discretion of the building principal in consultation with the superintendent of schools. The principal will consider all of the factors listed above and will also consider the student's performance on the district's internal benchmark tests.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a foreign country.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6010
Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Special Education Procedures (Updated February 2019)

The following procedures describe the steps that the school district will generally follow in implementing certain portions of the Individuals with Disabilities in Education Act and Rules 51 and 52 of the Nebraska Department of Education (NDE). If any procedure described herein conflicts with or is inconsistent with state or federal laws or regulations, the law or regulation will control. Nothing in the following procedures creates any enforceable right, educational entitlement or procedural protection that is separate from or in addition to the rights provided by state and federal law and regulation.

Free Appropriate Public Education (FAPE) (Rule 51 § 004.01; 34 § CFR 300.101)

Except as otherwise provided by law, the school district will ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a FAPE, which includes special education and related services to meet their unique needs and the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons.

The school district will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

Full Education Opportunity Goal and Program Options (Rule 51 § 004.11A; 34 CFR § 300.109)

The school district provides full educational opportunities to all children with disabilities aged birth to 21. The school district does this, in part, by:

- Offering and providing a free appropriate public education (FAPE), including special education and related services, and complying with all state and federal special education laws and regulations;
- Making available to children with disabilities a variety of educational programs and services that are available to nondisabled children including, but not necessarily limited to, art, music, industrial arts, consumer and homemaking education, and vocational education
- Working collaboratively with parents, teachers, guidance counselors, other school staff members, community agencies, educational service units, and other school districts to review

and/or offer appropriate course offerings and other educational opportunities;

- Providing supplementary aids, services, and other effective supports determined appropriate and necessary by the child's IEP Team, to ensure that students have an equal opportunity to participate in academic, nonacademic, and extracurricular services and activities;
- Collecting and examining data; and
- Staff development activities

The timetable for accomplishing this goal is immediate and ongoing. The school district accomplishes this goal by taking the above steps on a regular, scheduled, and ongoing basis as well as on an unplanned basis when the need arises for each individual student.

Child Find Process (Rule 51 § 006.01A and Rule 52 § 006.01; 34 CFR § 300.111)

To identify, locate and evaluate children residing within the geographic boundaries of the school district who may qualify for special education (including homeless children and wards of the State), the school district will take the following practical steps:

- a) announce in mailings sent to families with school-aged children at least annually that the school district will identify and verify children at no charge for possible disabilities;
- b) include information about the identification and verification of children for possible disabilities at no charge in mailings sent to patrons, homeless shelters, and Health and Human Service offices located in the school district at least annually; and
- c) accept referrals for evaluation directly from parents, school personnel, and other state and regional agencies.

Student Assistance Teams (Rule 51 § 006.01B). The school district will use student assistance teams to develop individualized programs of support for students who may be experiencing difficulties in school. The school district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51 of the Nebraska Department of Education.

The SAT will be an ad hoc group created around a student, and will generally include building staff with expertise in the specific content area(s) identified as problematic for the student. The SAT may also

involve other interested or relevant staff and may, but is not required to, include the student's parent.

The team will review the strengths and interests that are unique to the student and determine the academic or social challenges the student is facing at school. The team will then develop ideas and strategies that may help the student be more successful in school.

If the SAT determines that appropriate general education interventions have been attempted without success, it will consider evaluating the student for eligibility under Section 504 of the Rehabilitation Act or referring the student to the multidisciplinary team for evaluation pursuant to Rule 51.

Multidisciplinary Evaluation Team (Rule 51, § 006.03 and Rule 52 § 006.09). The school district will appoint a Multidisciplinary Evaluation Team (MDT) which will be responsible for making all verification decisions pursuant to the qualification criteria in Rule 51 of the Nebraska Department of Education. The MDT will analyze, assess, and document the needs of each student, and the MDT's compiled information will be used on the Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) if the MDT determines that the student qualifies for special education.

The MDT will not base a student's verification upon 1) lack of appropriate instruction in reading as contemplated in Section 614(a)(5)(A) of the Individuals with Disabilities Education Act of 2004, 2) lack of instruction in math, or 3) limited English proficiency.

If a nonpublic school student qualifies for the school district's special education program, an administrator or other designated representative of the student's nonpublic school shall be appointed as a member of the student's MDT.

Referral Procedures for Infants and Toddlers (Rule 52 § 006.01-006.03). The school district will make a referral for a child under the age of three to the agency responsible for providing services coordination in the Planning Region as soon as possible but in no case later than seven (7) days after becoming aware of the infant's or toddler's potential eligibility for early intervention services. A child under the age of three who is the subject of a substantiated case of child abuse or neglect; or is identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure must be referred to the Early

Intervention Program (the agency responsible for providing services coordination in the Planning Region).

Except as otherwise allowed by law or regulation (see Rule 52 § 006.02B), the school district must complete the screening; complete the initial evaluation and assessments; and participate in the initial individualized family service plan (IFSP) within 45 calendar days from the date of referral.

IEP Meetings (Rule 51 § 007.09A–C, G-H)

Each student's IEP team will meet initially to develop the student's IEP within 30 calendar days of the determination that the student qualifies for special education. Thereafter, each IEP team will meet at least once annually to determine whether the annual goals of the student's IEP are being achieved. The student's IEP team will also ensure that the student's IEP is in effect at the beginning of each school year. The school district will encourage the consolidation of reevaluation meetings with other IEP Team meetings to the extent possible. The school district and parents may agree to meeting participation by video conference, conference call, or other electronic or alternative means.

Pre-Meeting Procedures. Staff members may engage in activities such as researching placements and service options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings prior to and in preparation for IEP team meetings. Actual IEP and placement decisions, however, will not be made until concerns and input of parents and other members of the IEP team are received and considered at an IEP meeting. Although staff members may consider possible service and placement options and form opinions about them outside of an IEP meeting, no final decision will be made before full consideration of all data and input from all team members at an IEP team meeting. The school district has no policy of refusing to consider or use any particular service, program, or placement option.

Individualized Education Program (Rule 51 § 007; 34 CFR § 324)

At the beginning of each school year, the school district will have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in 34 CFR § 300.320 that meets the requirements of 34 CFR § 300.323. The IEP shall be developed, reviewed, and revised for each child with a disability as follows.

Development of the IEP

General. In developing each child's IEP, the IEP Team will consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child.

Consideration of special factors. The IEP Team will:

- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child needs assistive technology devices and services.

Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

- (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and

(ii)Supplementary aids and services, program modifications, and support for school personnel consistent with law.

Agreement.

(i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the school may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If such changes are made to the child's IEP, the school must ensure that the child's IEP Team is informed of those changes.

Consolidation of IEP Team meetings. To the extent possible, the school must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by *Agreement* as provided above, by amending the IEP rather than by redrafting the entire IEP. Review and revision of IEPs

General. The school will ensure that the IEP Team:

(i)Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address -

(A) Any lack of expected progress toward the annual goals described in 34 CFR § 300.320(a)(2), and in the general education curriculum, if appropriate;

(B) The results of any reevaluation conducted under 34 CFR § 300.303;

(C) Information about the child provided to, or by, the parents, as described under 34 CFR § 300.305(a)(2);

(D) The child's anticipated needs; or

(E) Other matters.

Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors described above.

Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with the requirement above, participate in the review and revision of the IEP of the child.

Failure to meet transition objectives

Participating agency failure. If a participating agency, other than the school, fails to provide the transition services described in the IEP in accordance with 34 § 300.320(b), the school will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Children with disabilities in adult prisons

Requirements that do not apply. The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and 34 CFR § 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in 34 CFR § 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

Modifications of IEP or placement.

(i) Subject to law, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of 34 CFR §§ 300.320 (relating to IEPs), and 300.114 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

Contracted Programs (Rule 51 § 013.02).

The school district shall be responsible for the development and maintenance of the IEP and the participation in all IEP meetings and shall assure that IEP meetings are arranged with the contracted program and the parents. Such arrangements may include meetings with the contracted program, the school district, and the parent. Meetings may occur within the district, at the contracted program site, or another site if more appropriate.

IEP Distribution to Parents (Rule 51 § 007.09D, F).

A copy of the IEP will be provided to the parent at no cost. If the IEP is amended, the parent will be provided with a revised copy of the IEP with the amendments incorporated upon request.

Distribution of IEP information to staff (Rule 51 § 007.02C, § 007.02D, and § 007.09E1).

The case manager for each student with an IEP will provide the staff assigned to work with that student with information about the student's disabling conditions, the modifications and accommodations called for in the student's IEP. The case manager will also inform relevant staff of any subsequent changes made to the student's IEP. This information may be provided by: giving staff members a copy of the student's IEP; giving staff members a copy of the accommodations page of the student's IEP; or using any other method reasonably calculated to communicate relevant information to the responsible staff member(s).

Least Restrictive Environment (Rule 51 § 008.01A; 34 CFR 314)

The school district will assure that, whenever possible, all students with disabilities are educated in the same manner and in the same environment as students without disabilities by using supplementary aids and services. A student with a disability or disabilities will be removed from the regular educational environment and given special services and classes *only* when the nature of the disability does not allow for the satisfactory education of the student in regular classes.

Procedural Safeguard Notice (Rule 51 § 009.06A-D; 34 CFR 504)

A copy of the procedural safeguards will be given by the school district one time per school year. A copy shall also be given to the parent upon: a) initial referral or parental request for evaluation, b) upon request by a parent, c) upon receipt by the school district of the first occurrence of the filing of a complaint under section 009.11 of Rule 51, d) the first occurrence of filing a special education due process case under Rule 55, and e) in accordance with the discipline procedures in section 016 of Rule 51. The notice shall include a full explanation of all procedural safeguards in compliance with section 009.06B of Rule 51. The notice shall be written in English and provided in the native language of the parent as required by sections 009.05C-D of Rule 51.

Evaluation Procedures (Rule 51 § 006.02; 34 CFR.304)

Notice. The school will provide notice to the parents of a child with a disability that describes any evaluation procedures the school proposes to conduct.

Conduct of evaluation. In conducting the evaluation, the school will:

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:

(i) Whether the child is a child with a disability; and

(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Other evaluation procedures. The school will ensure that:

(1) Assessments and other evaluation materials used to assess a child:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public school to another public school in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with law, to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under 34 CFR §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(8) Evaluations shall also comply with any additional requirements found in Rule 51, including but not limited to those found in section 006.02.

Review of Existing Evaluation Data (Rule 51, § 006.06). For initial evaluations and reevaluations, the IEP team and other qualified professionals will review all existing educational assessments as well as parental, classroom and other relevant observations in determining whether:

- a) the student is a student with a disability or continues to be a student with a disability qualifying for special education;
- b) a student with a disability needs or continues to need special education services; and
- c) a student with a disability needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum.

Independent Education Evaluation (Rule 51 § 006.07). When a student's parent requests an independent education evaluation, the student's case manager or the district's special education director will respond in writing without unnecessary delay that (1) the school district will initiate a hearing under 92 NAC 55 to show that its evaluation is appropriate OR (2) an independent educational evaluation will be provided at public expense. The written response will (1) include a copy of the board's policy on IEEs and (2) if appropriate, identify at least one qualified individual who meets the policy's criteria within the geographic area.

Confidentiality of Personally Identifiable Information (Rule 51 § 009.03; 34 CFR § 300.123, 34 CFR § 300.610-.626)

Notice to parents. The school must give notice that is adequate to fully inform [parents](#) about the requirements of protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of the Act, including:

- (1) A description of the extent that the notice is given in the native languages of the various population groups in the [district](#);
- (2) A description of the children on whom [personally identifiable](#) information is maintained, the types of information sought, the methods the [district](#) intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- (3) A summary of the policies and procedures that the school will follow regarding storage, disclosure to third parties, retention, and [destruction](#) of [personally identifiable](#) information; and
- (4) A description of all of the rights of [parents](#) and children regarding this information, including the rights under FERPA and implementing regulations in [34 CFR part 99](#).

Before any major identification, location, or [evaluation](#) activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify [parents](#) throughout the [district](#) of the activity.

Access rights. The school will permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school. The school will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to law, or resolution session pursuant

to law, and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

- (1) The right to a response from the school to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that the school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (3) The right to have a representative of the parent inspect and review the records.

The school may presume that the parent has authority to inspect and review records relating to his or her child unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of access. The school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on more than one child. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of types and locations of information. Each participating school must provide parents on request a list of the types and locations of education records collected, maintained, or used by the school.

Fees. The school may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The school may not charge a fee to search for or to retrieve records.

Amendment of records at parent's request. A parent who believes that information in the education records collected, maintained, or used under

this part is inaccurate or misleading or violates the privacy or other rights of the child may request the school to amend the information.

The school must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

If the school decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing as provided below.

Opportunity for a hearing. The school must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Result of hearing. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the records the school maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

Any explanation placed in the records of the child under this section must:

- (1) Be maintained by the school as part of the records of the child as long as the record or contested portion is maintained by the school; and
- (2) If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

Hearing procedures. A hearing held under this section must be conducted according to the procedures in 34 CFR § 99.22.

Consent. Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of

participating agencies described below, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99.

(1) Except as provided in paragraphs (2) and (3) of this section, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.

(2) Parental consent, or the consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with § 300.321(b)(3).

(3) If a child is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

Safeguards. The school will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the school's policies and procedures under 34 § 300.123 and 34 CFR part 99. Each school must maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

Destruction of information. The school must inform parents when personally identifiable information collected, maintained, or used under this policy is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade

level completed, and year completed may be maintained without time limitation.

Children's rights. The school has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with § 300.520, the rights regarding educational records in §§ 300.613 through 300.624 must also be transferred to the student. However, the public school must provide any notice required under section 615 of the Act to the student and the parents.

Enforcement. The school district will follow any policies and procedures the State has in effect, including sanctions that the State uses, to ensure that its policies and procedures consistent with §§ 300.611 through 300.625 are followed and that the requirements of the Act and the stated procedures are met.

Early Intervention Transition (Rule 51 § 005.03, Rule 52 § 008; 34 CFR § 300.124)

The school district shall ensure that students participating in early intervention services experience a smooth and effective transition to preschool programs and/or services provided under Part B of IDEA by following the procedures described in 92 NAC 52-008.

Children Placed In or Referred To a Nonpublic School or Facility by the School District or Approved Cooperative As a Means of Providing Special Education and Related Services (Rule 51 § 015.01; 34 CFR § 300.129)

A special education student may be placed in a nonpublic school or facility, if the student's IEP team develops an IEP for the child in accordance with Section 007 that places the student in the nonpublic school or facility. If a student's IEP team determines that the student will be placed in a nonpublic school or facility, the school district will ensure that the student is provided special education and related services in

conformance with the provisions of Rule 51 at no cost to the student or parents. The school district will be responsible for initiating and conducting IEP meetings after the student has been placed in the nonpublic school or facility and will insure that both the parents and representatives from the nonpublic school or facility are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented.

Children Placed In a Nonpublic School by Parents As a Means of Obtaining Special Education and Related Services; FAPE is At Issue
(Rule 51 § 015.02; 34 CFR § 300.129)

The school district will not pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if the school made FAPE available to the child and the parents elected to place the child in a nonpublic school or facility as a means of obtaining special education and related services. However, the school district will include that child in the population whose needs are addressed consistent with Rule 51. Disagreements between a parent and the school district regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures of Rule 55 of the Nebraska Department of Education.

Working with Nonpublic Schools within the Boundaries of the District
(Rule 51 § 015.03B and § 015.03D1a; 34 CFR § 300.129)

The school district will provide written information to each non-public school within its geographic boundaries that the public school will identify and verify children for possible disabilities at no charge. This communication will also inform the non-public school officials, staff and parents about the availability of equitable services for students with disabilities who attend non-public schools that are not within the geographic boundaries of the district.

A student who attends a nonpublic school may participate in the school district's special education program to receive FAPE provided that (1) the student has been verified pursuant to Rule 51 and (2) the student is a resident of the school district as defined by NEB REV. STAT. § 79-215. The student's IEP team will determine the physical location where the student will receive services and will consider whether it is necessary for the student to be transported to the service location. A non-resident student who attends a nonpublic school within the geographic boundaries of the

district may receive equitable services if the student has been verified pursuant to Rule 51.

Disagreement between parents and the school district over whether or not the school district has a program available to serve the needs of a special education student, including claims for tuition reimbursement by parents, are subject to the appeal procedures established in Rule 55.

Personnel Standards (Rule 51 § 010; 34 CFR § 300.156)

The school district shall ensure that all personnel are appropriately and adequately trained and prepared to provide special education and related services to children with disabilities as required by law including but not limited to Section 2122 of the Elementary and Secondary Education Act of 1965, Rule 51, and IDEA. The school district shall ensure that its recruits, hires, trains, and retains such personnel by doing the following:

- 1) Advertising for only qualified candidates.
- 2) Verifying that all personnel hold the required certificate, license, registration, or other credentials and training during the interview process or prior to employment.
- 3) Verifying that all personnel maintain the required certificate, license, registration, or other credentials and training during employment.
- 4) Providing continuing education opportunities and training programs.
- 5) Evaluating personnel performance for compliance with federal and state law and regulations and school district standards and policies.

District-Wide Assessments (Rule 51 § 004.05B, § 004.05C, and § 004.05D; 34 CFR § 300.160)

Each student who has been verified under Rule 51 will participate in district-wide assessments in a manner that is appropriate for the student. Each student's IEP team will determine how the student will participate in district-wide assessments. The method of assessment will be recorded on the student's IEP. Alternate assessments will be administered at the same time that state and district-wide assessments are administered to the student's grade level peers. The school district shall report assessment results to parents, the public, and the Department with the same frequency and in the same detail as they report on the assessment of nondisabled children and/or as required by Rule 51.

Suspension and Expulsion Reporting (Rule 51 § 004.06E; 34 CFR § 300.170)

The school district shall report the incidences, duration, and count of removals, suspensions, and expulsions, and other disciplinary information of children receiving special education services required by 92 NAC 004.06E to the State electronically through the NDE website by June 30th of each year. The report will be disaggregated by race/ethnicity, gender, LEP status, and disability category. If disciplinary discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities, the school district shall review its policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that they comply with IDEA.

Access to Instructional Materials (Rule 51 § 004.15; 34 CFR § 300.172)

The school district may contract with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials and/or assures the Nebraska Department of Education that it will provide such materials to children with blindness or other children with print disabilities at the same time as other children.

Overidentification and Disproportionality (34 CFR § 300.173)

The school district shall take affirmative steps to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 C.F.R. §300.8. These steps shall include, but not necessarily be limited to:

- Providing staff with technical assistance, professional development, and other educational opportunities;
- Collecting, examining, and reporting data;
- Monitoring, assessing, and providing continuous improvement activities;
- Reviewing school district policies, procedures, and practices.

The school district shall collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring with respect to:

- The identification of children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in 34 C.F.R. §300.8;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The school district will review and analyze the data and any other applicable indicators or information that is needed to adequately measure overidentification and disproportionate representation. In the event that the available information demonstrates inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, the school district shall correct the matter as soon as practicable, but in no case later than any time period required by law.

Prohibition on Mandatory Medication (34 CFR § 300.174)

State and school district personnel shall not require parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation under sections 300.300 through 300.311, or receiving services authorized under IDEA.

Transportation (Rule 51 § 014; 34 CFR § 300.34(c)(16))

The school district shall provide transportation or transportation services to special education students who qualify for it under law as provided in NEB. REV. STAT. 79-1129, Rule 51, and IDEA. This may include paying mileage reimbursement to parents, transporting children with school district vehicles, contracting with a transportation company, or using any other method that is proper and necessary to transport students. Transportation eligibility will be determined by the student’s IEP Team. The plan for transportation for the student shall be part of the IEP if required by law.

Written Notice of Change (Rule 51 § 009.05A-D)

The school district will provide the parents of a student with a disability with prior written notice within a reasonable time before the school district either proposes or refuses to make a change to the student’s identification, evaluation, or educational placement, or the provision of a

free appropriate public education. The written notice will comply with sections 009.05B-D of Rule 51 of the Nebraska Department of Education.

Informed Parental Consent (Rule 51 § 009.08)

The school district will obtain informed parental consent before: a) conducting an initial evaluation to determine if a child qualifies as a child with a disability, b) conducting a reevaluation, c) initial placement of a child with disabilities in a program providing special education and related services or early intervention services, d) accessing a child's or parent's public benefits or insurance for the first time (and after providing notification to the child's parents consistent with 92 NAC 51-009.90A2); and e) accessing a child's or parent's private insurance proceeds (each time).

Parent Refusal to Consent Under Rule 52 (Rule 52 § 009.02K3)

If a parent refuses to provide consent under Rule 52, the school district may:

- Hold a meeting with the parent(s) to explain how the parent's failure to consent affects the ability of their child to receive early intervention services;
- Provide the parents with written information regarding early intervention services;
- Provide referrals to other agencies, if appropriate; and
- Take other actions or make such other efforts as the school district deems appropriate.

Nothing in these procedures shall override a parent's right to refuse to consent under section 009.03A of Rule 52.

Appointment of Surrogate For Student (Rule 51 § 009.10B)

The school district shall ensure that the rights of students with disabilities are protected by informing the members of the student's IEP team whenever (1) a parent cannot be identified, (2) a parent(s), legal guardian or individual acting *in loco parentis* for the student cannot be located, (3) the child is an unaccompanied homeless youth, or (4) the child is a ward of the State or court. The team will then hold a meeting to discuss and consider whether the school district must appoint a surrogate to participate on the IEP team and fulfill the role of the student's parent. Surrogate parents shall only be appointed when required or allowed by Rule 51 or IDEA. If the district identifies students who may be in need of a surrogate parent, the district will:

1. Attempt to identify and locate the parent;
2. Investigate the legal status of those student(s); and
3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate.
4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed.
5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student.
6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.
7. The surrogate parent shall continue to represent the student until one of the following occurs:
 - a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;
 - b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,
 - c. It is determined that the appointed surrogate parent no longer adequately represents the student.
 - d. The surrogate parent's term has expired.

6005
Academic Credits and Graduation

To receive a diploma from Cozad Community Schools a student must have passing grades in classes totaling 240 credit hours in grades 9 through 12. Included in the 240 credit hours, a student must have completed and passed the following specified areas:

English: 8 semesters and/or at least 40 credit hours

Science: 30 credit hours

Math: 30 credit hours

Social Studies: 35 credit hours

Physical Education: 5 credit hours

Health: 5 credit hours

Students must be in attendance eight semesters in grades 9 through 12 and receive credit in all classes taken in their final semester of attendance in order to participate in commencement ceremonies.

For a student with an Individualized Educational Plan (IEP) the IEP goals must be successfully completed to meet graduation requirements.

All credits earned outside the Cozad Community Schools must be granted by secondary and/or post-secondary schools, which are fully accredited and/or approved by the Board of Education. Academic credit earned at Interim Program Schools will be accepted and diplomas issued to students transferring from Interim Program Schools who have met the requirements for graduation as per 92 NAC 18. Any variations from the above requirements must be approved by the Board of Education and recommended by the principal.

High school may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school. (NDE Rule 10.003.05B)

Adopted on: _____

Revised on: _____

Reviewed on: _____

Policy 5128: Graduation Requirements – move to 6005 less red wording

To receive a diploma from Cozad Community Schools a student must have passing grades in classes totaling 240 credit hours in grades 9 through 12. Included in the 240 credit hours, a student must have completed and passed the following specified areas:

English: 8 semesters and at least 40 credit hours

Science: 30 credit hours

Math: 30 credit hours

Social Studies: 35 credit hours

Physical Education: 5 credit hours

Health: 5 credit hours

Students must be in attendance eight semesters in grades 9 through 12 and receive credit in all classes taken their final semester in attendance.

For a student with an Individualized Educational Plan the IEP goals must be successfully completed to meet graduation requirements.

In order to advance from one grade level to the next a student must pass at least one-half or more of the credit hours attempted. Special permission must be given by the Principal and Superintendent to waiver this requirement. All credits earned outside the Cozad Community Schools must be granted by secondary and/or post-secondary schools, which are fully accredited and/or approved by the Board of Education. Any other variations from the above requirements must be approved by the Board of Education and recommended by the principal. If a student misses more than 10% of the time, in order to receive credit they must have a medical doctor's statement declaring major accident or illness.

The student's grade status at the beginning of the fall semester will be considered their grade status for the entire school year. The exception to this would be if a student beginning the year as a junior who reaches 205 credits by the end of the fall semester, would then be considered a senior with the intent of graduating at the end of the spring semester. This may apply to students attending Alternative Education Program

Although electives are counted in computing total credit hours, students would not be required to repeat an elective class, which was failed. However, if a student failed Art 1, Chorus 8, Family Consumer Science 7 or 8, he/she could be prevented from taking the next sequential course, i.e. Art II, Chorus 9, Industrial Arts 9 and Family Consumer Science-9. It is recommended that students repeat topical courses rather than sequential courses. Students may be required to repeat one or both semesters of a class if they fail. Students will eliminate electives to repeat required classes. If a seventh grade student fails two classes and then has only one elective choice in the eighth grade, a conference with the teacher, counselor, and principal would be required to determine which class the student would benefit from most by repeating. This would also apply to similar situations in the eighth grade.

Policy 5004: Program of Studies for Each Pupil

Each pupil shall pursue all of the studies of the grade to which they belong unless excused by the Principal after consultation with the Superintendent.

Adopted 12/3/98

Reviewed: 1-18-2010

Policy 5010: District Residency

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education. Any student shall also be admitted to the district upon request without paying tuition if at least one of the student's parents resides in the school district.

All students whose parents are not living in the Cozad School District shall supply proof of residency before their registration and prior to being entered as students in the Cozad Community Schools. Such proof of residency may include the following: (1) court papers designating the student as a ward of the court, (2) legal guardianship papers for student issued by an appropriate court, or (3) a court order, (4) in the actual physical custody of a resident of the School District and that their presence in the School District is not for the primary purpose of attending the free public school in the District, (5) at the age of majority, (6) an emancipated person, and/or placement by Dept. of Social Services in a foster home in the School District.

In addition to the required proof of residency, students who are on parole or probation must have both their court appointed guardian(s) and case worker with them at the time of school registration.

Students whose parents are not residents of the Cozad School District shall not be allowed to enter school until a complete set of records is furnished to the Cozad School District from the last school in which such student was enrolled.

Students who are the children of homeless individuals or who are verified homeless students may attend school under the requirements of the PL 100-77, the Steward B. McKinney Homeless Assistance Act.

Adopted 10/10/94

Updated 12/8/98

Reviewed: 1-18-2010

Updated 6.14.2010

5004 Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for insuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions

- a. **Option Student Defined.** Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. **Resident School District Defined.** Resident school district shall mean the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.
- c. **Option School District Defined.** Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.

2. **Persons Entitled to Apply for Option Enrollment of Students.** Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.

3. **Duties, Entitlements and Rights of Option Students.** Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.

4. **Standards for Acceptance or Rejection of Option Students.**

- a. **Numeric Capacity.** The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available

staff, facilities, projected enrollment of resident students, projected number of students with which the option school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.

K-3rd: 19 Students Per Section Maximum

4th-5th: 23 Students Per Section Maximum

6th-8th: 23 Students Per Section Maximum

Number of sections (3 or 4) per grade level will be determined every Spring.

- b. **Programmatic Capacity.** In addition to the numeric capacity standards referred to above, the board may, by resolution, declare a program, a class, or a school unavailable to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.

- c. **Other Standards for Acceptance or Rejection of Option Enrollment Applications.** In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept an option student when acceptance of the student:
 - i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
 - ii. Would require the procurement of new equipment, technology, or furnishings;
 - iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;
 - iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
 - v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

- d. The school district shall accept an option student with a disability only to the extent that the school district's then current staff and facilities are sufficient to accommodate the student's needs without significantly increasing the operating costs of the school district, such as by requiring the hiring of new staff.
- e. The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.
- f. If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:
 - i. students with brothers or sisters attending the school district, either as resident students or as option students, shall be granted first priority;
 - ii. thereafter, option students shall be accepted into such program, class, grade level or school building in the order in which written applications were received by the school district.
- 5. **False or Misleading Option Applications.** If, prior to the student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.
- 6. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.
- 7. **Information Regarding Schools, Programs, Policies and Procedures.** The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.
- 8. **Procedure for Students Optioning Into or Out of the School District.**

- a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.
- b. On or before April 1st, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

9. Late Applications and Requests for Release

- a. The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15th under the following conditions:
 - i. When the district has already entered into contracts with teaching staff for the following school year;
 - ii. When the district has already contracted for the performance of specific services for the student;
 - iii. When the release of the student would have a negative financial impact or loss of revenue for the district.
 - iv. The board of education will not accept any application after August 15th first semester.
- b. The board of education will approve late (after March 15th until August 15th) applications to option into the district under the following conditions:
 - i. When the resident district has released the student;

- ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;
- c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

10. **Students Who Do Not Need a Release from the Resident District**

- a. A student does not need to be released from his/her resident district under the following circumstances:
 - i. When the student has relocated to a different resident school district after February 1
 - ii. When a student's option school district merges with another district effective after February 1
- b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. **Cancellation of Option.**

Students who option either into or out of the school district shall:

- a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.
- b. Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

12. **Authority of Superintendent.**

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: 10/14/2019

Revised on: 7/13/2020

Reviewed on: _____

Policy 5129: High School Equivalency Diploma

Any student withdrawing from Cozad Schools and entering the armed forces shall not be granted a certificate of high school equivalency by the Cozad School System. These requests will all be referred to the State Department of Education, and if the student is able to meet all the qualifications, the certificate of equivalency will be granted by the State Department of Education.

Updated 12/8/98

Reviewed: 1-18-2010

Reviewed 2-15-2010

6006
Commencement Ceremony

The district shall conduct a commencement ceremony for members of the senior class at the end of the school year. Participation in the ceremony is a privilege, not a right, and the superintendent or his/her designee may prohibit students who have violated conduct rules from participating in the ceremony as a consequence for the misconduct.

The ceremony may be held virtually if deemed necessary by the Superintendent.

Cozad Community School District students who have not completed all requirements for graduation prescribed by the laws and written policies of the State of Nebraska, and the policies, rules, regulations, standards and lawful directives of the Board of Education, or the Administration of the Cozad Community School District are not eligible for the traditional commencement ceremony. With the exception, any student with identified disabilities, having an IEP stating special education services should continue past the date of that student's normal graduation date, may participate in commencement ceremony and receive an unsigned diploma.

The administration shall not deviate from this policy unless it is necessary to do so in order to comply with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), or an order issued by a court of administrative tribunal with competent jurisdiction.

If a student did not complete all the requirements to participate in the traditional commencement ceremony but has the credits to receive a diploma, the student has two options to receive their diploma:

1. Pick up your diploma from the high school office the Monday after the traditional commencement ceremony.
2. Request to have a special ceremony with family at the board office. Such request shall be submitted to the High School Principal, upon which a date and time will be determined.

Alternative Education students will also have the option to receive their diploma at a special ceremony with family at the board office or pick up their diploma at the high school office.

Adopted on: 5/18/2020

Revised on: _____

Reviewed on: _____

5045 Student Fees

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.

A. 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.

B. Listing of Fees Charged by this District.

1. Guidelines for 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 district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school. Some courses that require additional fees are as follows:

- Industrial Technology Classes
 - H.S. Woods #1: \$60
 - H.S. Woods #2: \$50
 - Metals Shop: \$15

- Art Classes
 - H.S. Honors Art: \$20

- Family and Consumer Science Classes
 - 7th F.C.S. Sewing Project: \$10
 - 8th F.C.S. Sewing Project: \$10

- High School F.C.S.: \$30

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students in grades 6-12 may, but are not required, to purchase a take-home protection fee. The maximum dollar amount of take-home protection fee will be \$12. Students in grades 6-12 who do not purchase the take-home protection fee will not be allowed to take their devices off school property. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The 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. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional 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.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Activity Card: \$35
 - Covers admission to all extracurricular events
- Student Participation Fee: \$35

- Required of all students who participate in athletics and/or other extracurricular activities. Includes admission to extracurricular events.
- National Honor Society: \$30
- Cheerleading, Jazz Team: \$760
 - Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be: \$1800
- Football: \$ 300
 - Students must provide their own football shoes and undergarments
- Golf: \$500
 - Students must provide their own golf shoes, undergarments, and clubs
- Softball: \$300
 - Students must provide their own shoes, gloves, and undergarments
- Track, Volleyball, Wrestling, Basketball: \$300
 - Students must provide their own shoes and undergarments
- Invention Convention/Science Fairs: \$40
- FCCLA: \$165
- Physicals: \$50
 - Students are required to have a physical taken for participation in athletics.
- High School Pep Club: \$35
- SKILLS USA: \$25
- Spirit Club: \$10
- Field Trips: \$40
 - If curricular in nature, no fees charged. If extra-curricular in nature, fees may be charged.

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. 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. Transportation Costs.

The district may charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

9. Copies of Student Files or Records.

The district may charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge. Parents of students 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.

10. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be \$2500 annually.

11. Participation in Summer School or Night School.

The district may charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades PK-5
 - Regular Price \$ 1.55
 - Reduced Price \$ 0.30
- Breakfast Program – Grades 6-12
 - Regular Price \$ 1.80
 - Reduced Price \$ 0.30
- Lunch Program – Grades PK-5
 - Regular Price \$ 2.90
 - Reduced Price \$ 0.40
- Lunch Program – Grades 6-12
 - Regular Price \$ 3.10
 - Reduced Price \$ 0.40

13. 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. The following list details the maximum dollar amount of all musical extracurricular activity fees and the equipment or attire required for participation in musical extracurricular activities:

- Band: \$90
 - Students must provide their own instruments and marching band shoes.
 - Consumable supplies (oils, reeds): \$20 (Subject to waiver)
- Flag Corps: \$760
 - Students must purchase uniforms and shoes selected by the sponsor and/or student group
- Choir:
 - Students must purchase outfits and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the district for these materials will be as follows:
 - Concert Polo Shirt: \$25
(waived if student participates in Fall Choir Fundraiser)
 - Robe Cleaning Fee: \$16
 - A Cappella Gown/Vest Cleaning Fee: \$16
 - If purchased: \$50-\$70
 - Middle School T-shirt: \$10
(waived if student participates in Fall Choir Fundraiser)

14. Contributions High School Class Extracurricular Activities.

High school students are eligible to participate in a number of unique extracurricular activities, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. The due for the class fund will be as follows:

- Grade 9: \$10
- Grade 10: \$15
- Grade 11: \$20
- Grade 12: \$10

C. 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. Actual participation in the free or reduced-price lunch program is not required 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.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, 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 clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Adopted on: 7/15/19

Revised on: 7/13/2020

Reviewed on: _____

Policy 5130: Student Activity Tickets

It shall be the policy of the Cozad Community Schools to issue student activity tickets only to those students who are actually enrolled and in attendance in the Cozad Community Schools. Any student who withdraws or is expelled shall turn in his student activity ticket to the Principal. The unexpired value of the ticket shall be refunded to the purchaser. There will be no refunds after February 1.

Updated 12/8/98

Reviewed: 1-18-2010

Reviewed 2-15-2010

Policy 5130.1: Care of School Property and Vandalism

Students shall treat school district property with the care and the respect with which they would treat their own property. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under the board policy and the school district rules and regulations. They may also be referred to local law enforcement authorities. A deposit of up to 20% may be required for certain materials and supplies provided by the school for student use,

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding this policy.

The usage fee of \$20 per year will be charged to each student in Band who regularly uses a school-owned instrument. This fee is payable each fall before the students is given the instrument.

Students who own their own instruments and have been asked to play a school-owned instrument will not be assessed the usage fee. Students who damage a school-owned instrument beyond normal wear will be required to pay for the repairs necessary to return the instrument to the condition that it was in when it was checked out. A record, including a photograph of the instrument's condition will be made and kept by the Band Director(s). Students will be required to furnish normal maintenance items such as valve oil, slide oil, reeds, swabs, and percussionists will provide their own snare drum sticks.

This policy is not intended to exclude any student from the Band Program. Hardship cases will be considered separately the Director in consultation with the Principal.

Approved 10/14/02 Reviewed: 1-18-2010 Reviewed 2-15-2010

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, 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, referral to restorative justice practices or services, 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy 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.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: all assignments must be completed upon return to school; students will receive a zero for incomplete assignments.

Emergency Exclusion

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

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

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.

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 either provide 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 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. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging 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 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or

attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated 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, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or 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/newcomers; 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 cyberbullying, 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;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

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

The following procedures shall be followed regarding 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.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;

6. The report is required or requested by law enforcement or the county attorney.

Adopted on: 6/15/2020

Revised on: _____

Reviewed on: _____

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, 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, referral to restorative justice practices or services, 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy 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.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: all assignments must be completed upon return to school; students will receive a zero for incomplete assignments.

Emergency Exclusion

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

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

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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.

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 either provide 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 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. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging 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 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or

attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated 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, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or 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/newcomers; 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 cyberbullying, 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;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

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

The following procedures shall be followed regarding 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.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;

6. The report is required or requested by law enforcement or the county attorney.

Adopted on: 6/15/2020

Revised on: _____

Reviewed on: _____

Policy 5135: Student Conduct / Suspension and Expulsion

Student Conduct

This policy has been accepted by the Cozad Community Schools to enhance and promote the best possible learning environment for all students. This policy is enforceable whenever school is in session, during school sponsored activities and whenever school property is involved.

1. Each student is expected to attend school on time and regularly, to obey reasonable directives and requests of teachers, to observe good hygiene and be courteous to students and school personnel.
2. In the school or any school sponsored activity, students will be expected to conform to reasonable standards of speech and conduct, to refrain from violating the rights of others, defame the reputation of the school and not to engage in conduct that deprives other students of an orderly, safe environment conducive to learning.
3. It shall further be the policy of the Cozad Community Schools to comply with the Student Discipline Act of 1994, the Drug Free School Act, various statutes and other local ordinances. Cozad Community Schools shall ensure that students receive fair treatment consistent with their constitutional right to due process and fundamental fairness within the context of an orderly and effective educational process, prior to being subject to emergency exclusions, short term or long term suspensions, expulsions, or mandatory reassignments. Such disciplinary action, therefore, will be made in accordance with the following procedures.
- 4.

Suspension / Expulsion

The following types of student conduct shall constitute grounds for detention, short-term, long-term suspension (in or out of school), and expulsion or mandatory reassignment, when such activity occurs on school grounds or during a school sponsored event off school grounds.

The building principal shall be responsible for the enforcement of these policies. The following examples are intended to be only a partial listing of those actions in which an individual could be subject to discipline. Disciplinary action can occur for behavior not listed below.

1. Causing or attempting to cause injury and/or sexual assault, attempting sexual assault, or sexual harassment of any person.
2. Willfully causing or attempting to cause damage to property, stealing or attempting to steal property, or repeated damage or theft involving property.
3. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-801, of the Nebraska Statutes or material represented to be alcoholic beverages, narcotics, drugs, controlled substances or inhalant or being under the influence of any of the above : or possession of drug paraphernalia. See Policy 5135.2 for further information.

4. Failure to attend and/or repeated tardiness to assigned classes or assigned activities.
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
6. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
7. Use of violence, force, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes or to obtain money or anything of value from a student or school employee.
8. The use of language, written or oral, or conduct, including gestures, which are profane or abusive to students or staff members. Profanity or abusive language 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.
9. Public indecency as defined in Nebraska Statutes, except that subdivision shall apply only to students at least twelve years old.
10. Repeated violation of any of the rules adopted by the School District of the School.
11. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
12. Dressing in a manner wherein such dress is dangerous to students health and safety or to the health and safety of others or is disruptive, gang related or indecent to the extent that it interferes with the learning and educational process. This shall include alcohol/drug or tobacco advertising.

In addition, a student may be suspended (short-term or long term), expelled, or mandatory reassigned for sexual assault or attempted sexual assault of any person regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.

Cozad Public Schools will follow the practice of communicating to parents any major discipline infractions on the part of students. The discipline notice will describe the offense and explain the action taken by the administration. Hearing procedures and rights of appeal notice are available in the office of the counselor or principal. In the case of major infractions, notification of the right of appeal and hearing procedures will be forwarded to the student and parents/guardian with the notice of rule violation.

Updated 12/8/98 Review 3.15.2010

Supplement to Policy 5135

Supplemental to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether, the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

Adopted 2-10-03

Approved 3-10-03

Review 3.15.2010

Supplement to Policy 5135: Probation of Students

Any student who has been involved in an infraction of school rules may be placed on behavioral probation by the school principal or principal's designee in addition to, or in lieu of, other disciplinary action. Probation will be for a definite time period during which critical examination and evaluation of the student's progress should take place.

During the probation period, the student may be denied the participation in or attendance at all extracurricular activities. At the close of the probationary period, the individual case will be reviewed and the student may regain all privileges.

If the student is further involved in an infraction of school rules during the probationary period, the student will be suspended or denied certain extracurricular privileges under the stipulations set forth in the probationary agreement.

The parent will be notified by the principal or principal's designee that the student is being placed on behavioral probation, including the length of the period, the terms of the probation, and the possibility of suspension if the student is found in further violation of school rules during probation.

The student may be placed on probation to an administrator, teacher, or counselor, with the selection of administrator, teacher or counselor to be by mutual consent of the student and the staff member involved. If consent cannot be reached, the student will be placed on probation to a school administrator appointed by the principal.

The student will be removed from probation if, at the completion of the probationary period, satisfactory adjustment has been made as agreed upon by the student, the staff member overseeing the student during probation, and the school's administrative staff.

Policy 5135.3: Weapons & Dangerous Instruments

Any student attending the Cozad Community Schools who brings any type of firearm/weapons as defined in Section 921 of Title 18 of the United States Code shall be reported to school authorities. The policy of the School District shall require that the guilty student be expelled from school for a period of not less than one year. This expulsion may be modified by the Superintendent of Schools on a case by case basis. Circumstances surrounding each expulsion shall be kept in the student's cumulative file and shall include a description of the incident leading to the expulsion, type of weapon(s), and other pertinent facts supporting the action.

Considerations for discipline involving weapons in School. (Excluding Firearms)

The following factors should be used by the Principal in the consideration of punishment determinations for students of the Cozad Community Schools.

1. Age of the Student
2. Intent of the student in bringing the weapon to school.
3. How did it become known that the weapon was in school?
4. Has the student had any previous record involving possession of weapons or threatening of other students or staff?
5. Did the student attempt to use, display, or threaten to use the weapon.

Options include: Short term suspension, Short term suspension with make-up time, Long term suspension, Expulsion for the remainder of the semester or mandatory reassignment. If the infraction occurs during the last 10 days of the semester, expulsion can occur for the following semester.

Firearms: Use or Possession

Federal law requires that the possession or use of a firearm in school grounds requires that the student be expelled for one year. Discipline may be modified by the Superintendent (normally following a hearing).

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, 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, referral to restorative justice practices or services, 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy 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.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: all assignments must be completed upon return to school; students will receive a zero for incomplete assignments.

Emergency Exclusion

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

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

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.

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 either provide 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 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. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging 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 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or

attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated 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, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or 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/newcomers; 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 cyberbullying, 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;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

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

The following procedures shall be followed regarding 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.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;

6. The report is required or requested by law enforcement or the county attorney.

Adopted on: 6/15/2020

Revised on: _____

Reviewed on: _____

Policy 5208: High School Credit for Middle School Courses

High school credit may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

Legal Reference: NDE Rule 10.003.05B

Date of Adoption: 07/14/2014

6005
Academic Credits and Graduation

To receive a diploma from Cozad Community Schools a student must have passing grades in classes totaling 240 credit hours in grades 9 through 12. Included in the 240 credit hours, a student must have completed and passed the following specified areas:

English: 8 semesters and/or at least 40 credit hours

Science: 30 credit hours

Math: 30 credit hours

Social Studies: 35 credit hours

Physical Education: 5 credit hours

Health: 5 credit hours

Students must be in attendance eight semesters in grades 9 through 12 and receive credit in all classes taken in their final semester of attendance in order to participate in commencement ceremonies.

For a student with an Individualized Educational Plan (IEP) the IEP goals must be successfully completed to meet graduation requirements.

All credits earned outside the Cozad Community Schools must be granted by secondary and/or post-secondary schools, which are fully accredited and/or approved by the Board of Education. Academic credit earned at Interim Program Schools will be accepted and diplomas issued to students transferring from Interim Program Schools who have met the requirements for graduation as per 92 NAC 18. Any variations from the above requirements must be approved by the Board of Education and recommended by the principal.

High school may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school. (NDE Rule 10.003.05B)

Adopted on: _____

Revised on: _____

Reviewed on: _____

Policy 6020: The Program of Instruction

The minimum program of instruction in the schools shall be that prescribed by the statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

The District shall educate staff and students about the harms of copyright piracy.

Legal Reference: Rule 10; ESSA

Adopted 7/18/16

6003
Instructional Program

1. The minimum number of instructional hours in the school year will be 1080 for middle school and high school students, 1032 for elementary students, and 596 for kindergarten students, exclusive of lunchtime.
2. The district may establish special programs for individual students that may deviate from these requirements. All special programs must either be adopted pursuant to applicable law or approved by the superintendent in advance. Prior to the district's commencement of a specialized program, the district will provide the student's parents or guardians with notice of the program.
3. The board, acting with the advice of the administration and certificated staff, will adopt a curriculum and procure textbooks and materials to support that curriculum. The administration and certificated staff will design instructional strategies and assessments to implement the curriculum.
4. To the extent possible, practice for, travel to, and participation in activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside of instructional time. Individual student absences because of illness or family-centered activities will be governed by district attendance policies.
5. The board intends to strike a sensible balance between the time spent on academics and time spent on extra-curricular activities, acknowledging that both work and play are important in each student's total development and education.

Adopted on: 3/16/2020

Revised on: _____

Reviewed on: _____

Policy 6203: Special Education Policies

Policies and Procedures For Special Education

POLICY

FREE APPROPRIATE PUBLIC EDUCATION

34 CFR 300.17

COZAD COMMUNITY SCHOOLS ENSURES THAT A FREE APPROPRIATE PUBLIC EDUCATION IS AVAILABLE TO ALL CHILDREN WITH DISABILITIES FROM BIRTH THROUGH THE SCHOOL YEAR IN WHICH THE STUDENT REACHES 21 YEARS OF AGE, INCLUDING CHILDREN WHO HAVE BEEN SUSPENDED OR EXPELLED FROM SCHOOL.

PROCEDURE

92 NAC 51-004 Responsibility for Special Education Programs

92 NAC 51-004.01 All providers of special education services shall be under the general supervision of the Nebraska Department of Education for the purpose of meeting the standards of this Chapter. School districts and approved cooperatives shall ensure that all children with verified disabilities, from birth through the school year in which the student reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a free appropriate public education (FAPE) which includes special education and related services to meet their unique needs. School districts' and approved cooperatives responsibility to ensure the availability of FAPE includes ensuring the availability of FAPE for resident students in detention facilities, correctional facilities, jails and prisons.

92 NAC 51-004.02 The school district shall ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

92 NAC 51-004.02A The determination that a child described in 92 NAC 51-004.02 is eligible under this, Chapter must be made on an individual basis by the multidisciplinary evaluation team.

92 NAC 51-004.03 Exceptions to the Requirement to Provide a Free Appropriate Public Education

92 NAC 51-004.03A Children with disabilities who have graduated from high school with a regular high school diploma are not eligible to receive a FAPE.

92 NAC 51-004.03A1 The exception in 92 NAC 51-004.03A does not apply to students who have graduated but have not been awarded a regular high school diploma.

92 NAC 51-004.03A2 Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice in accordance with 92 NAC 51-009.05.

PERSON(S) RESPONSIBLE: Board of Education, Superintendent, Special Education Director, Principal, Teachers

TIMELINE: Ongoing

MATERIALS: District policies and procedures, special education forms, Parent Rights Pamphlets, Parent training information

METHODS: Through the implementation of the district's special education policies and procedures, the district provides a free appropriate public education to all children with disabilities including children who have been suspended or expelled from school. It is anticipated that all students with disabilities will receive a regular high school diploma upon completion of their educational program. In those limited cases where it is determined that a student will receive other than a regular diploma the IEP Team, including the parents, will meet to discuss the student's educational programming until age 21.

POLICY

FULL EDUCATIONAL OPPORTUNITY GOAL

34 CFR 300.109

COZAD COMMUNITY SCHOOLS HAS A GOAL OF PROVIDING FULL EDUCATIONAL OPPORTUNITY FOR ALL CHILDREN WITH DISABILITIES BIRTH THROUGH THE SCHOOL YEAR WHEN THE STUDENT REACHES AGES 21 CONSISTENT WITH THE STATE'S FULL EDUCATIONAL OPPORTUNITY GOAL.

PROCEDURE

92 NAC 51-004.01 All providers of special education services shall be under the general supervision of the Department of Education for the purpose of meeting the standards of this Chapter. School districts shall ensure that all children with verified disabilities, from birth through the school year in which the student reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a free appropriate public education (FAPE) which includes special education and related services to meet their unique needs. School districts' responsibility to ensure the availability of FAPE includes ensuring the availability of FAPE for resident students in detention facilities, correctional facilities, jails and prisons.

PERSON(S) RESPONSIBLE: Board of Education, Superintendent, Principal, Director of Special Education, Teachers

TIMELINE: Ongoing

MATERIALS: Special education procedures and forms. Training and staff development for certified and noncertified staff in the methods of implementation and "best practices" for working with students with disabilities.

METHODS: Procedures and forms are implemented on an individual child basis. Staff development activities will be determined by staff needs, and provided on a yearly schedule.

POLICY

CHILDFIND

34 CFR 300.109

ALL CHILDREN WITH DISABILITIES RESIDING IN COZAD COMMUNITY SCHOOLS, INCLUDING CHILDREN WITH DISABILITIES WHO ARE HOMELESS CHILDREN OR WARDS OF THE STATE AND CHILDREN WITH DISABILITIES ATTENDING NON-PUBLIC SCHOOLS, REGARDLESS OF THE SEVERITY OF THEIR DISABILITIES, AND WHO ARE IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES, ARE IDENTIFIED, LOCATED, AND EVALUATED AND A PRACTICAL METHOD IS DEVELOPED AND IMPLEMENTED TO DETERMINE WHICH CHILDREN WITH DISABILITIES ARE CURRENTLY RECEIVING NEEDED SPECIAL EDUCATION AND RELATED SERVICES.

PROCEDURE

92 NAC 51-006 Identification of Children with Disabilities, Multidisciplinary Teams and Reporting of Diagnostic Data

92 NAC 51-006.01 Child Find

92 NAC 51-006.01A All children with disabilities residing in the state of Nebraska, including children with disabilities who are homeless children or wards of the State and children with disabilities attending nonpublic schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and evaluated and a practical method shall be developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. For infants and toddlers, districts shall demonstrate targeted efforts to meet the needs of children from historically underserved populations, particularly minority, low-income, inner-city and rural populations, and children with disabilities who are wards of the state.

92 NAC 51-006.01A1 The child find requirements apply to highly mobile children including migrant children and to children under the age of 3 who are involved in substantiated case of child abuse or neglect; who are identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure.

92 NAC 51-006.01A2 The child find requirements also apply to a child who is suspected of being a child with a disability under 92 NAC 51-003.10 and in need of special education, even though the child is advancing from grade to grade.

PERSON(S) RESPONSIBLE: Superintendent, Director of Special Education, School District Administrators

TIMELINE: Print publications will occur each August, with ongoing activities occurring throughout the school year.

MATERIALS: Print publications will occur in local newspaper, school calendar and student handbook.

Ongoing activities include distribution of pamphlets to doctors' offices, articles in school newspapers, information on school district TV channel, website, etc.

METHODS: Efforts to locate and evaluate resident children and students with disabilities who will benefit from special education and related services will be conducted on an ongoing basis in the following ways:

1. Health and general education screening will be conducted by the district as required by Nebraska state statutes and Nebraska Departments of Education and Health and Human Services regulations.
2. Child find plans will be developed and records maintained to document all such activities of the district and to evaluate their effectiveness. Such records will include a copy of all public announcements. Persons making referrals will be asked where they acquired the information that led them to the school district.
3. The district will accept referrals for evaluation directly from parents, other agencies or school personnel for children below age five who may benefit from the provision of special education services. The district will conduct periodic screening activities to locate children with disabilities.
4. The district will accept referrals for children under the age of 3 who are involved in a substantiated case of child abuse or neglect; who are identified as affected by illegal substance, or withdrawal symptoms resulting from prenatal drug exposure.

POLICY

IDENTIFICATION, EVALUATION AND VERIFICATION

34 CFR 300.08, 34 CFR 300.304 through 300.311

COZAD COMMUNITY SCHOOLS ENSURES THAT CHILDREN WITH DISABILITIES ARE EVALUATED IN ACCORDANCE WITH 92 NAC 51-006. PROCEDURES TO ENSURE THAT TESTING AND EVALUATION MATERIALS AND PROCEDURES UTILIZED FOR THE PURPOSES OF EVALUATION AND PLACEMENT OF CHILDREN WITH DISABILITIES WILL BE SELECTED AND ADMINISTERED SO AS NOT TO BE RACIALLY OR CULTURALLY DISCRIMINATORY. SUCH MATERIALS OR PROCEDURES SHALL BE PROVIDED AND ADMINISTERED IN THE CHILD'S NATIVE LANGUAGE OR MODE OF COMMUNICATION, UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO, AND NO SINGLE PROCEDURE SHALL BE THE SOLE CRITERION FOR DETERMINING AN APPROPRIATE EDUCATIONAL PROGRAM FOR A CHILD.

PROCEDURE

92 NAC 51-006.01B Student Assistance Team (SAT) or Comparable Problem Solving Team

92 NAC 51-006.01B1 For a school age student, a general education student assistance team or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation.

92 NAC 51-006.01B2 The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education.

92 NAC 51-006.01B3 If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

STUDENT ASSISTANCE TEAM

PERSON(S) RESPONSIBLE: Director of Special Education, Principals, SAT Chairperson, SAT members

TIMELINE: Strategies designed, implemented, and evaluated for approximately 20 school days. Specific number of days may vary depending on individual student needs, availability of data, number of strategies implemented and the success of the strategies.

MATERIALS: Student Assistance Team Referral, Student Assistance Team Report, Referral for Initial Evaluation, Notice and Consent for Initial Evaluation

METHODS:

1. The SAT shall coordinate and review the information from all staff members working with the referred student and the student's parent(s) and guardian(s);
2. A building level SAT chairperson will be designated and shall be responsible for all communication with parents and school personnel regarding the operation of the team and

information generated. The SAT chairperson shall ensure that all information is properly documented.

3. When appropriate, the SAT will plan, implement and assess the effectiveness of alternative intervention strategies developed to assist the teacher in the provision of general education including:

- a. Reviewing relevant background information;
- b. Observing/presenting educational problems/behavior;
- c. Conferring with teacher(s), parent(s), guardian(s);
- d. Planning alternative intervention strategies;
- e. Assisting teachers in implementing interventions;
- f. Monitoring and evaluating the effectiveness of the intervention;
- g. Providing written documentation of the above activities; and
- h. Making recommendations regarding referral distribution which may include referral for a MDT assessment, continuation of classroom interventions and/or utilization of school or community resources.

4. If the SAT determines that appropriate options available in general education have been exhausted and there is a possible need of special education services, the student shall be referred to the multidisciplinary team for evaluation;

5. The SAT report shall be completed within a reasonable time of accepting the referral;

6. Referral information and written documentation of all SAT activities shall be incorporated into the student's records; and

7. All referrals for a MDT evaluation shall be submitted on the appropriate district referral forms and must include information from the SAT including strategies/interventions attempted and a listing of team members.

PROCEDURE

92 NAC 51-006.02 General Evaluation Requirements

92 NAC 51-006.02A The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

92 NAC 51-006.02B Consistent with the consent requirements in 92 NAC 51-009.08A a parent of a child, the Nebraska Department of Education, another State agency or a local school district or approved cooperative or a nonpublic school may initiate a request for an initial evaluation to determine if the child is a child with a disability.

92 NAC 51-006.02B1 The resident school district or approved cooperative shall conduct a full and individual initial evaluation for each child being considered for special education and related services before the initial provision of special education and related services to a child with A disability.

The initial evaluation shall determine whether a child is a child with a disability, and the educational needs of the child.

92 NAC 51-006.02B1a In implementing the requirements of 92 NAC 51-006.02B the school district or approved cooperative shall ensure that:

92 NAC 51-006.02B1a(1) The evaluation is conducted in accordance with the procedures described in Section 006 of this Chapter.

92 NAC 51-006.02B1a(2) The results of the evaluation are used by the child's IEP team in meeting the requirements of Section 007 of this Chapter.

92 NAC 51-006.02C Verification criteria and procedures:

92 NAC 51-006.02C1 School districts and approved cooperatives must ensure assessments and other evaluation materials used to assess a child under this Chapter;

92 NAC 51-006.02C1a Are selected and administered so as not to be discriminatory on a racial or cultural basis; and

92 NAC 51-006.02C1b Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to-, so provide or administer;

92 NAC 51-006.02C2 Are used for purposes for which the assessments or measures are valid and reliable.

92 NAC 51-006.02C3 School districts and approved cooperatives must ensure assessments of children with disabilities who transfer from one school or approved cooperative to another school or approved cooperative in the same academic year are coordinated with such children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

92 NAC 51-006.02C4 School districts and approved cooperatives must ensure materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

92 NAC 51-006.02C5 School districts and approved cooperatives must ensure a variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining:

92 NAC 51-006.02C5a Whether the child is a child with a disability under 92 NAC 51-003.08; and

92 NAC 51-006.02C5b The content of the child's IEP.

92 NAC 51-006.02C6 School districts and approved cooperatives must ensure any standardized tests that are given to a child:

92 NAC 51-006.02C6a Have been validated for the specific purpose for which they are used; and

92 NAC 51-006.02C6b Are administered by trained and

knowledgeable personnel in accordance with any instructions provided by the producer of the assessments.

92 NAC 51-006.02C6b(i) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of the test administration) must be included in the evaluation report.

92 NAC 51-006.02C7 School districts and approved cooperatives must ensure tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

92 NAC 51-006.02C8 School districts and approved cooperatives must ensure tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

92 NAC 51-006.02C9 School districts and approved cooperatives must ensure no single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

92 NAC 51-006.02C10 School districts and approved cooperatives must ensure the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

92 NAC 51-006.02C11 School districts and approved cooperatives must ensure in evaluating each child with a disability under Section 006, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

92 NAC 51-006.02C12 The school district or approved cooperative must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

92 NAC 51-006.02C13 The school district or approved cooperative must use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

92 NAC 51-006.02C14 In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each school district or approved cooperative shall:

92 NAC 51-006.02C14a Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and

92 NAC 51-006.02C14b Ensure that information obtained from all of these sources is documented and carefully considered.

92 NAC 51-006.03 Multidisciplinary Evaluation Team (MDT) Requirements

92 NAC 51-006.03A The multidisciplinary evaluation team (including the child's parents) shall be responsible for the analysis, assessment and documentation of educational and developmental abilities and needs of each child referred for the purpose of individual evaluation. Using the documentation collected and the verification criteria found in Section 006 of this Chapter and the definition found in 92 NAC 51-006.04, the MDT shall make all verification decisions. Documented information shall be collected to facilitate the development of a statement of present level of development and educational performance on the IEP.

92 NAC 51-006.03B For students attending nonpublic schools, an administrator of the nonpublic school or a designated representative of the nonpublic school shall be a member of the MDT.

92 NAC 51-006.03E4 A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent at no cost.

006.03F Multidisciplinary Evaluation Team Written Report for a Child with a Suspected Specific Learning Disability

92 NAC 51-006.03F1 The MDT shall prepare a written report of the results of the evaluation.

92 NAC 51-006.03F2 The report shall include a statement of:

92 NAC 51-006.03F2a Whether the child has a specific learning disability based on the criteria and definition contained in 92 NAC 51-006.04K.

92 NAC 51-006.03F2b The child's educational needs;

92 NAC 51-006.03F2c The basis for making the determination including an assurance that the determination was made in accordance with 92 NAC 51- 006.02C14;

92 NAC 51-006.03F2d The relevant behavior if any, noted during the observation of the child; and the relationship of that behavior to the child's academic functioning;

92 NAC 51-006.03F2e The educationally relevant medical findings, if any;

92 NAC 51-006.03F2f Whether the child does not achieve adequately for the child's age or to meet state-approved grade level standards consistent with 92 NAC 51-006.04K3a and the child does not make sufficient progress to meet age or state approved grade level standards consistent with 92 NAC 51-006.04K3b; or whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade level standards or intellectual development consistent with 92 NAC 51-006.04K3b(1);

92 NAC 51-006.03F2g The determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability, emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and

92 NAC 51-006.03F2h If the child has participated in a process that assesses the child's response to scientific, research-based intervention, then the instructional strategies used and the student-centered data collected; and the documentation that the child's parents were notified about:

92 NAC 51-006.03F2h(1) The school district's or approved cooperative's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;

92 NAC 51-006.03F2h(2) Strategies for increasing the child's rate of learning; and

92 NAC 51-006.03F2h(3) The parent's right to request an evaluation.

92 NAC 51-006.03F2i A listing of the team members.

92 NAC 51-006.03F3 Each team member shall certify in writing whether the report reflects his or her conclusion. If the report does not reflect his or her conclusions, the team member shall submit a separate statement presenting his or her conclusion.

92 NAC 51-006.03F4 A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent at no cost.

92 NAC 51-006.03G For a school age child who after initial MDT evaluation does not qualify for special education services or for a child with a verified disability who upon reevaluation no longer qualifies for special education services, a problem solving team shall document a plan to assist the teacher(s) in the provision of regular education.

92 NAC 51-006.04 Eligibility for Special Education

92 NAC 51-006.04A School districts or approved cooperatives shall provide special education services only to children with verified disabilities. Verifications to be considered are:

92 NAC 51-006.04B Autism

92 NAC 51-006.04C Deaf-Blindness

92 NAC 51-006.04D Developmental Delay

92 NAC 51-006.04E Emotional Disturbance

92 NAC 51-006.04F Hearing Impairment

92 NAC 51-006.04G Intellectual Disability

92 NAC 51-006.04H Multiple Impairments

92 NAC 51-006.04I Orthopedic Impairments

92 NAC 51-006.04J Other Health Impairment

92 NAC 51-006.04K Specific Learning Disability

92 NAC 51-006.04L Speech-Language Impairment

92 NAC 51-006.04M Traumatic Brain Injury

92 NAC 51-006.04N Visual Impairment including Blindness

EVALUATION

PERSON(S) RESPONSIBLE: Director of Special Education, MDT Coordinator, MDT members

TIMELINE:

1. Notice and Consent for Evaluation will be completed in a reasonable period of time from the date of referral;
2. MDT Initial Evaluation will be completed within 45 school days of receiving Parental Consent;

3. The MDT Report will be completed within 30 calendar days of completion of the evaluation; and
4. Consent for Reevaluation will be obtained within 30 school days prior to the MDT three year expiration date.
5. The district may utilize the “Verification Guidelines for Children with Disabilities”, a Technical Assistance Document provided by the Nebraska Department of Education to provide assistance to the MDT as they assess each child who is referred for an evaluation to determine if he/she is a child with a disability and in need of special education services.

MATERIALS: Notice and Consent for Initial Evaluation or Reevaluation, Parent Rights Pamphlets, Complaint Procedures and Rule 55 (for Initial Evaluation), MDT Written Report Form, Verification Guidelines

METHODS: The district will identify children in the following disability categories per 92 NAC 51.

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Impairments
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

PROCEDURE

92 NAC 51-006.05 Reevaluations

92 NAC 51-006.05A A school district or approved cooperative shall ensure that a reevaluation of each child with a disability is conducted in accordance with the verification procedures in Section 006 of this Chapter:

92 NAC 51-006.05A1 if the school district or approved cooperative determines that the educational or related services needs, including improved academic achievement and functional performance, or the child warrant a reevaluation; or

92 NAC 51-006.05A2 if the child’s parents or teacher requests a reevaluation.

92 NAC 51-006.05B A reevaluation conducted under subsection 006.05 of this Chapter:

92 NAC 51-006.05B1 may occur not more than once a year, unless the parent and the school district agree otherwise; and

92 NAC 51-006.05B2 must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.

92 NAC 51-006.06 Review of Existing Evaluation Data

92 NAC 51-006.06A As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals as appropriate, shall:

92 NAC 51-006.06A1 review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current

classroom-based local or State assessments and classroom-based observations, and observations by teachers and related services providers; and **92 NAC 51-006.06A2** on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:

92 NAC 51-006.06A2a whether the child is a child with a disability, as described in 92 NAC 51-003.08, and the educational needs of the child, or, in case of a reevaluation of a child, whether the child continues to have such a disability and such educational needs;

92 NAC 51-006.06A2b the present levels of academic achievement and related developmental needs of the child;

92 NAC 51-006.06A2c whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and

92 NAC 51-006.06A2d whether any additions or modifications to the special education and related services are needed to enable the child to meet the program of the child and to participate, as appropriate, in the general education curriculum.

92 NAC 51-006.06B The school district or approved cooperative shall administer such assessments and other evaluation measures as may be needed to produce the data identified by the IEP team under 92 NAC 51-006.06A2.

92 NAC 51-006.06C The IEP team and other qualified professionals may conduct its review without a meeting.

92 NAC 51-006.06D If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs the school district or approved cooperative:

92 NAC 51-006.06D1 shall notify the child's parents of:

92 NAC 51-006.06D1a that determination and the reasons for the determination; and

92 NAC 51-006.06D1b the right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

92 NAC 51-006.06D2 The school district or approved cooperative shall not be required to conduct such an assessment unless requested to by the child's parents.

92 NAC 51-006.06E A school district or approved cooperative shall evaluate a child with a disability in accordance with this section before determining that the child is no longer a child with a disability.

92 NAC 51-006.06E1 The evaluation described in 92 NAC 51-006.06E is not required before the termination of a student's eligibility under this Chapter due to graduation from secondary school with a regular high school diploma, or to exceeding the age eligibility for a free appropriate public education under Neb. Rev. Stat. 79- 1126. For a child whose eligibility terminates under these circumstances, a school district or approved cooperative shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

RE-EVALUATION

PERSON(S) RESPONSIBLE: IEP members and other qualified professionals

TIMELINE: This process should begin well before the three year re-evaluation date and be timed so that the review of existing evaluation data can be accomplished during the IEP meeting.

MATERIALS: Parent Notice and Consent for Re-evaluation Form, Parent Rights Pamphlet, existing evaluation data, “Notice That No Additional Information Is Needed to Determine Continued Eligibility for Special Education” Form

METHODS:

1. IEP Team meets to review information available and decides on the nature of the re-evaluation. Parents are a part of the IEP Team, and therefore are part of the meeting.
2. If the IEP Team determines that no additional information is required to determine continued eligibility for special education, the IEP Team documents the decision on the “Notice That No Additional Information is Needed to Determine Continued Eligibility for Special Education Services Form”. Parents should receive a copy of the form within 10 school days of the meeting. Parents may request that a comprehensive reevaluation be conducted even if the members of the IEP Team disagree.
3. If the IEP Team decides that additional information is needed to determine continued eligibility in special education, a Referral for Individual Evaluation Form is completed at the IEP meeting. The parents will receive a Parents Rights Pamphlet, a request for Consent to Re-evaluate 10 school days prior to the reevaluation date. After the reevaluation is conducted, parents will be contacted to attend the MDT meeting to determine continued eligibility for special education and related services. After the reevaluation the MDT report is written by participating team members. Parents will receive a copy of the written report within 15 school days.
4. If reevaluation results in removing a disability verification, an MDT report is completed indicating that the child no longer qualifies. When the removal of a disability verification results in a dismissal from a special education program, the MDT report shall indicate the same. A copy of the report shall be placed in the student’s record and parents shall be afforded all rights under Rule 51 to assist the student in transitioning back to general education.
5. Student Assistance Team (SAT) references should be completed to assist the student in transitioning back to general education.

PROCEDURE

92 NAC 51-006.07 Independent Educational Evaluation

92 NAC 51-006.07A A parent of a child with a disability has the right to obtain an independent educational evaluation of the child at public expense if the parent disagrees with the evaluation obtained by the school district or approved cooperative, subject to the provisions of 92 NAC 51- 006.07.

92 NAC 51-006.07B Each school district or approved cooperative shall provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the school district's criteria applicable for independent educational evaluations.

92 NAC 51-006.07C A parent is entitled to only one independent educational evaluation at public expense each time the school district or approved cooperative conducts an evaluation with which the parent disagrees.

92 NAC 51-006.07C1 Public expense means that the school district or approved cooperative either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

92 NAC 51-006.07D If a parent requests an independent educational evaluation at public expense, the school district or approved cooperative must, without unnecessary delay, either:

92 NAC 51-006.07D1 Initiate a hearing under 92 NAC 55 to show that its evaluation is appropriate; or

92 NAC 51-006.07D2 Ensure that an independent educational evaluation is provided at public expense, unless the school district or approved cooperative demonstrates at a hearing under 92 NAC 55 that the evaluation obtained by the parent did not meet school district or approved cooperative criteria.

92 NAC 51-006.07E If the school district or approved cooperative initiates a hearing and the final decision is that the school districts or approved cooperative's evaluation is appropriate the parent still has the right to an independent educational evaluation, but not at public expense.

92 NAC 51-006.07F If a parent requests an independent educational evaluation, the school district or approved cooperative may ask for the parent's reason why he or she objects to the public evaluation. However, the school district or approved agency may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

92 NAC 51-006.07G If the parent obtains an independent educational evaluation at public expense or shares with the school district or approved cooperative an evaluation obtained at private expense, the results of the evaluation:

92 NAC 51-006.07G1 Must be considered by the school district or approved cooperative, if it meets school district or approved cooperative criteria, in any decision made with respect to the provision of a free appropriate public education to the child; and

92 NAC 51-006.07G2 May be presented by any party as evidence at a hearing under 92 NAC 55 regarding that child.

92 NAC 51-006.07H If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

92 NAC 51-006.07I If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district or approved cooperative uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

92 NAC 51-006.07J Except for the criteria described in 92 NAC 51-006.07I, a school district or approved cooperative may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

INDEPENDENT EDUCATION EVALUATION

PERSON(S) RESPONSIBLE: Special Education Director, Special Education Teachers, Superintendent, Principal

TIMELINE: The district will respond to a request for an Independent Educational Evaluation within 30 days. In the case where the district approves the request for an Independent Educational Evaluation, they will provide parents with the list of the district's criteria for selecting an evaluator and a list of independent evaluators within 30 days.

MATERIALS: District criteria for selecting evaluator, list of independent evaluators, notice of approving request for an Independent Educational Evaluation or notice that district is not approving and filing for a hearing under 92 NAC 55.

METHODS: The parent will be requested to document the request through a written statement to the Director of Special Education.

The written request should contain:

1. Parental objections to the results of the district's educational evaluation;
2. Reference to the specific type(s) of evaluation requested; and
3. Consent of the parent(s)/guardian to release the personally identifiable confidential results of the evaluation to the school district.

If the decision is that an independent educational evaluation is appropriate, the parent(s)/guardian will receive written authorization from the Director of Special Education within 30 days of the written request. The parent's failure to provide a written request does not eliminate their right to an Independent Educational Evaluation.

If the district refuses to provide an Independent Educational Evaluation, the district will provide the parents with a notice of their decision. The district must file a hearing under 92 NAC 55 to prove the appropriateness of their evaluation.

The qualifications of examiners will be in accordance with 92 NAC 51. Locations of any evaluator shall be within a reasonable distance of the school district. The district will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators will be encouraged to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation(s).

The district will establish maximum allowable charges for each educational assessment. Maximum allowable charges for the assessment allows the parent(s) to select from among qualified and approved professionals which will eliminate unreasonable and/or excessive fees for services. The district will provide for the parent(s) the opportunity to demonstrate that unusual circumstances justify the need for an independent evaluation which is not designated by this procedure.

If the parent(s) obtains an independent evaluation without notifying the district, the district will not assume the financial responsibility for the evaluation if the district's evaluation is determined to be appropriate by the hearing officer appointed under 92 NAC 55.

POLICY

INDIVIDUALIZED EDUCATION PROGRAM

34 CFR 300.320 through 300.328

COZAD COMMUNITY SCHOOLS ENSURES THAT AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) IS DEVELOPED, REVIEWED, AND REVISED FOR EACH CHILD WITH A DISABILITY IN ACCORDANCE WITH 92 NAC 51-007.

PROCEDURE

92 NAC 51-007 Individual Education Program (IEP)

92 NAC 51-007.01 An IEP shall be developed, reviewed, revised, and implemented for each child who receives special education and related services. In order to fulfill the requirements of 92 NAC 51-007.01 for infants and toddlers, school districts or approved cooperatives shall meet the requirements of 92 NAC 52. FAPE is provided to infants and toddlers with a disability in accordance with an IFSP, rather than an IEP. The requirements for contents of the IFSP apply rather than the requirements for the contents of an IEP. All other substantive rights and protections established under special education laws apply to infants and toddlers with disabilities receiving FAPE in accordance with an IFSP.

92 NAC 51-007.02 School districts or approved cooperatives must provide special education and related services to a child with a disability in accordance with the child's IEP

92 NAC 51-007.02A At the beginning of each school year, each school district shall have an IEP in effect for each child with a verified disability within its jurisdiction.

92 NAC 51-007.02A1 From the end of the school year in which a child reaches age 3, until the child's sixth birthday, the IEP team must consider an IFSP that contains the IFSP content (including the natural environments statement) described in 92 NAC 51-007.13B4b (including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills for children with an IFSP who are at least three years of age), and that is developed in accordance with the IEP procedures. The IFSP may serve as the IEP of the child, if using the IFSP as the IEP is agreed to by the school district or approved cooperative and the child's parents.

92 NAC 51-007.02B Each school district or approved cooperative shall ensure that an IEP is in effect before special education and related services are provided to a child with a verified disability under this Chapter.

92 NAC 51-007.02C The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and

92 NAC 51-007.02D Each teacher and provider described in 92 NAC 51-007.02C must be informed of his or her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

92 NAC 51-007.03 IEP Team Participants

92 NAC 51-007.03A The school district or approved cooperative shall ensure and document that each IEP team includes the following:

92 NAC 51-007.03A1 The parents of a child with a disability or documentation of 92 NAC 51-007.06D;

92 NAC 51-007.03A2 Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

92 NAC 51-007.03A2a The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development, review and revision of the IEP of the child, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with 92 NAC 51-007.07A5.

92 NAC 51-007.03A3 Not less than one special education teacher, or where appropriate, not less than one special education provider of the child;

92 NAC 51-007.03A4 A representative of the school district or approved cooperative who:

92 NAC 51-007.03A4a Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

92 NAC 51-007.03A4b Is knowledgeable about the general education curriculum; and

92 NAC 51-007.03A4c Is knowledgeable about the availability of resources of the school district or approved cooperative;

92 NAC 51-007.03A4c(1) A school district or approved cooperative may designate another member of the IEP team to also serve as the school district or approved cooperative representative, if the criteria in 92 NAC 51- 007.03A4 are satisfied.

92 NAC 51-007.03A5 An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 92 NAC 51-007.03A2 through 007.03A6;

92 NAC 51-007.03A6 At the discretion of the parent or the school district or approved cooperative, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;

92 NAC 51-007.03A6a The determination of the knowledge or special expertise of any individual described in 92 NAC 51-007.03A6 shall be made by the party (parents or school district or approved cooperative) who invited the individual to be a member of the IEP.

92 NAC 51-007.03A7 Whenever appropriate, the child with a disability;

92 NAC 51-007.03A8 For a child attending a nonpublic school, a representative of the nonpublic schools the child attends. If the representative cannot attend, other methods shall be used to ensure participation by the nonpublic school, including individual or conference telephone calls;

92 NAC 51-007.03A9 For children receiving services from an approved service agency, a representative of the service agency. If the representative is not in attendance, other methods shall be used to ensure participation by the approved service agency, including written communication, or individual or conference telephone calls;

92 NAC 51-007.03A10 If the purpose of the meeting is to consider postsecondary goals for the child and the transition services needed to assist the child in reaching those goals:

92 NAC 51-007.03A10a The school district must invite the child;

92 NAC 51-007.03A10a(1) If the child does not attend the IEP meeting, the school district or approved cooperative shall take other steps to ensure that the child's preferences and interests are considered.

92 NAC 51-007.03A10b To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the school district or approved cooperative must invite a representative of any participating agency that is likely to be responsible for providing or paying for the transition services.

92 NAC 51-007.03A11 For a child verified in the category of hearing impaired, an educator endorsed to teach a child with hearing impairments.

92 NAC 51-007.03A12 For a child verified in the category of visual impairment, an educator endorsed to teach a child with visual impairments.

92 NAC 51-007.04 IEP Team Attendance

92 NAC 51-007.04A A member of the IEP Team described in 92 NAC 51-007.03A2 through 007.03A5 shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the school district agree, in writing, that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

92 NAC 51-007.04B A member of the IEP Team in 92 NAC 51-007.04A may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

92 NAC 51-007.04B1 the parent, in writing, and the school district or approved cooperative consent to the excusal; and

92 NAC 51-007.04B2 the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

92 NAC 51-007.05 In the case of a child who was previously served as an infant or toddler under Part C of the Individuals with Disabilities Education Act, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.

92 NAC 51-007.06 Parent Participation

92 NAC 51-007.06A The school district or approved cooperative shall take steps to ensure that one or both of the parents of the child with a disability are present at the IEP conference or are afforded the opportunity to participate, including:

92 NAC 51-007.06A1 Notifying parents of the IEP conference early enough to ensure that they will have an opportunity to attend; and

92 NAC 51-007.06A2 Scheduling the meeting at a mutually agreed on time and place.

92 NAC 51-007.06B The notification under 92 NAC 51-007.06A1 must indicate the purpose, time and location of the meeting and who will be in attendance and inform the parents of the provisions of 92 NAC 51-007.03A6, 007.03A6a and 007.05.

92 NAC 51-007.06B1 For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must:

92 NAC 51-007.06B1a Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child in accordance with 92 NAC 51-007.07A9; and

92 NAC 51-007.06B1b Indicate that the school district will invite the child to the meeting; and

92 NAC 51-007.06B1c Identify any other agency that will be invited to send a representative.

92 NAC 51-007.06C If neither parent can attend the IEP meeting, the school district or approved cooperative shall use other methods to ensure parent participation, including individual or conference telephone calls consistent with 92 NAC 51-007.09H (related to alternate means of meeting participation).

92 NAC 51-007.06D A meeting may be conducted without a parent in attendance if the school district or approved cooperative is unable to convince the parents they should attend. In this case, the district must keep a record of its attempts to arrange a mutually agreed on time and place such as:

92 NAC 51-007.06D1 Detailed records of telephone calls made or attempted and the results of the calls;

92 NAC 51-007.06D2 Copies of correspondence sent to the parents and any responses received; and

92 NAC 51-007.06D3 Detailed records of visits made to the parent's home or place of employment and the results of those visits.

92 NAC 51-007.06E The school district or approved cooperative shall take whatever action is necessary to ensure that the parent understands the proceedings of an IEP conference, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

IEP MEETING

PERSON(S) RESPONSIBLE: Director of Special Education, IEP Case Manager, Special Education Staff

TIMELINE: A reasonable time prior to the IEP meeting, the district will provide notice of the IEP meeting. The notification of IEP meeting should be made early enough to assure attendance by all participants.

MATERIALS: "IEP Meeting Notification" form, documentation of attempts at contact.

METHODS: Parents will be notified of IEP meeting by one of the following methods:

1. Written notification will be sent by U.S. mail.
2. Notification will be made by telephone contact and documented.
3. Notification provided via e-mail with a copy placed in the student file.

School district IEP Team members will be notified by the IEP Case Manager.

Other IEP Team members will be sent a written notification by U.S. mail, e-mail, or by phone, and documented in a reasonable time prior to the IEP meeting.

PROCEDURE

92 NAC 51-007.07 IEP Development

92 NAC 51-007.07A The IEP shall include:

92 NAC 51-007.07A1 A statement of the child's present levels of academic achievement and functional performance, including:

92 NAC 51-007.07A1a How the child's disability affects the child's involvement in and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

92 NAC 51-007.07A1b For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

92 NAC 51-007.07A2 A statement of measurable annual goals, including academic and functional goals, designed to:

92 NAC 51-007.07A2a Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; or for preschool children, as appropriate, to participate in appropriate activities, and

92 NAC 51-007.07A2b Meet each of the child's other educational needs that result from the child's disability;

92 NAC 51-007.07A3 For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

92 NAC 51-007.07A4 A description of how the child's progress toward meeting the annual goals described in 92 NAC 51-007.07A2 will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

92 NAC 51-007.07A5 A statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

92 NAC 51-007.07A5a To advance appropriately toward attaining the annual goals;

92 NAC 51-007.07A5b To be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and

92 NAC 51-007.07A5c To be educated and participate with other children with disabilities and nondisabled children in the activities described in 92 NAC 51-007.07A5;

92 NAC 51-007.07A6 An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in 92 NAC 51-007.07A5;

92 NAC 51-007.07A7 A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and if the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

92 NAC 51-007.07A7a The child cannot participate in the regular assessment; and

92 NAC 51-007.07A7b The particular alternate assessment selected is appropriate for the child; and

92 NAC 51-007.07A8 The projected date for the beginning of the services and modifications described in 92 NAC 51-007.07A5 and the anticipated frequency, location, and duration of those services and modifications;

92 NAC 51-007.07A9 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if deemed appropriate by the IEP team, and updated annually thereafter:

92 NAC 51-007.07A9a Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

92 NAC 51-007.07A9b The transition services (including courses of study) needed to assist the child in reaching those goals; and

92 NAC 51-007.07A9c If a participating agency, other than the school district or approved cooperative fails to provide the transition services described in the IEP, the school district or approved cooperative shall reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

92 NAC 51-007.07A9c(i) Nothing in this Chapter relieves any participating agency, including the State Division of Vocational Rehabilitation, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility of that agency.

92 NAC 51-007.07A10 Nothing in this section shall be construed to require that additional information be included in a child's IEP beyond what is explicitly required in subsection 007.07A, or to require the IEP team to include information under one component of a child's IEP that is already contained in another component of such IEP.

92 NAC 51-007.07B In developing, reviewing or revising each child's IEP:

92 NAC 51-007.07B1 The IEP team shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child.

92 NAC 51-007.07B2 The IEP team shall consider the results of the initial evaluation or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

92 NAC 51-007.07B3 In the case of a child whose behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions, and supports and other strategies to address that behavior.

92 NAC 51-007.07B4 In the case of a child with limited English proficiency, the IEP team shall consider the language needs of the child as those needs relate to the child's IEP.

92 NAC 51-007.07B5 In the case of a child who is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

92 NAC 51-007.07B6 The IEP team shall consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, shall consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

92 NAC 51-007.07B7 The IEP team shall consider whether the child needs assistive technology devices and services.

92 NAC 51-007.07C Services

92 NAC 51-007.07C1 Routine checking of hearing aids and external components of surgically implanted medical devices.

92 NAC 51-007.07C1a Each school district and approved cooperative must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

92 NAC 51-007.07C1b Subject to 92 NAC 51-007.07C1b(1) each school district and approved cooperative must ensure that the external components of surgically implanted medical devices are functioning properly.

92 NAC 51-007.07C1b(1) For a child with a surgically implanted medical device who is receiving special education and related services under this chapter, a school district and approved cooperative is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device.)

92 NAC 51-007.07C2 Physical education services, specially designed if necessary, must be made available to every child with a verified disability receiving a free, appropriate public education, unless the school district or approved cooperative enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

92 NAC 51-007.07C2a Each child with a verified disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless:

92 NAC 51-007.07C2a(1) The child is enrolled full time in a separate facility; or

92 NAC 51-007.07C2a(2) The child needs specially designed physical education as prescribed in the child's individualized education program.

92 NAC 51-007.07C2b If specially designed physical education is prescribed in a child's individualized education program, the school district or approved cooperative responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or nonpublic programs.

92 NAC 51-007.07C2c The school district responsible for the education of a child with a verified disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services.

92 NAC 51-007.07C3 Each school district shall ensure assistive technology devices or assistive technology services, or both, as defined in 92 NAC 51-003.02 and 003.03 are made available to any child with a disability if required, as part of the child's:

92 NAC 51-007.07C3a Special education under 92 NAC 51-003.56;

92 NAC 51-007.07C3b Related services under 92 NAC 51-003.49; or

92 NAC 51-007.07C3c Supplementary aids and services under 92 NAC 51-003.59 and 008.01A.

92 NAC 51-007.07C3d On a case by case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive a free appropriate public education.

92 NAC 51-007.07C4 The school district or approved cooperative shall take steps including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team to provide nonacademic and extracurricular services and activities in the manner necessary to afford each school age child with a verified disability an equal opportunity for participation in those services and activities.

92 NAC 51-007.07C4a Nonacademic and extra-curricular services and activities may include counseling services, athletics, transportation, health services recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment to students, including both employment by the school district or approved cooperative and assistance in making outside employment available.

92 NAC 51-007.07C5 Extended School Year Services (ESYS)

92 NAC 51-007.07C5a Each school district or approved cooperative shall ensure that extended school year services are available as necessary to provide a free appropriate public education consistent with 92 NAC 51- 007.07C5b.

92 NAC 51-007.07C5b Extended School Year (ESY) services must be provided only if a child's IEP team determines, on an individual basis, in accordance with Section 007, that the services are necessary for the provision of a free appropriate public education.

92 NAC 51-007.07C5c In implementing the requirements of this section, a school district or approved cooperative may not: limit extended school year services to particular categories of disability; or unilaterally limit the type, amount, or duration of those services.

92 NAC 51-007.07C6 The need for related services of an instructional nature shall be documented on the IEP or IFSP present level of performance, goals, and objectives, and shall be based on documented diagnostic evidence.

Determination of the need for a related service for a child with a verified disability does not require the additional verification of a secondary disability.

92 NAC 51-007.08 Programs for Children who Transfer School Districts or Approved Cooperatives

92 NAC 51-007.08A Transfer within the same state – If a child with a disability (who had an IEP that was in effect in a previous school district or approved cooperative in

Nebraska) transfers to a new school district or approved cooperative in Nebraska, and enrolls in a new school within the same school year, the new school district or approved cooperative (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous school district or approved cooperative), until the new school district or approved cooperative either:

92 NAC 51-007.08A1 Adopts the child's IEP from the previous school district or approved cooperative; or

007.08A2 Develops, adopts, and implements a new IEP that meets the applicable requirements of 92 NAC 51-007.

007.08B Transfer from outside the state – If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a school district or approved cooperative in Nebraska, and enrolls in a new school within the same school year, the new school district or approved cooperative (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous school district), until the new school district:

92 NAC 51-007.08B1 Conducts an evaluation pursuant to Section 006 of this Chapter (determined to be necessary by the new school district or approved cooperative; and

92 NAC 51-007.08B2 Develops, adopts, and implements a new IEP, if appropriate that meets the requirements of 92 NAC 51-007.

92 NAC 51-007.08C Transmittal of records –

92 NAC 51-007.08C1 To facilitate the transition for a child who transfers schools the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled, pursuant to Section 99.31(a)(2) of Title 34, Code of Federal Regulations.

92 NAC 51-007.08C2 The previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school.

92 NAC 51-007.08C3 Neb. Rev. Stat. 79-2,105 requires that a copy of a public or private school's files or records concerning a student shall be provided at no charge, upon request, to any public or private school to which the student transfers.

92 NAC 51-007.09 IEP Meeting

92 NAC 51-007.09A A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services.

92 NAC 51-007.09B After the initial IEP meeting, IEPs must be in effect at the beginning of each school year.

92 NAC 51-007.09C The IEP team shall review the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved.

92 NAC 51-007.09D The school district or approved cooperative shall provide a copy of the IEP to parents at no cost.

92 NAC 51-007.09E In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the school district or approved cooperative may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

92 NAC 51-007.09E1 If changes are made to the child's IEP in accordance with 92 NAC 51-007.09E, the school district or approved cooperative must ensure that the child's IEP Team is informed of those changes.

92 NAC 51-007.09F Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in 92 NAC 92-007.09E of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

92 NAC 51-007.09G To the extent possible, the school district or approved cooperative shall encourage the consolidation of re-evaluation meetings for the child and other IEP Team meetings for the child.

92 NAC 51-007.09H When conducting IEP team meetings and placement meetings and carrying out administrative matters (such as scheduling, exchange of witness lists, and status conferences), the parent of a child with a disability and a school district or approved cooperative may agree to use alternative means of meeting participation, such as video conferences and conference calls.

92 NAC 51-007.10 The IEP team shall revise the IEP as appropriate to address:

92 NAC 51-007.10A Any lack of expected progress toward the annual goals described in 92 NAC 51-007.07 and in the general education curriculum, if appropriate;

92 NAC 51-007.10B The results of any reevaluation conducted under 92 NAC 51-006.05A;

92 NAC 51-007.10C The information about the child provided to, or by, the parents, as described in 92 NAC 51-006.06A1;

92 NAC 51-007.10D The child's anticipated needs; or

92 NAC 51-007.10E Other matters.

92 NAC 51-007.11 Children with Disabilities in Adult Prisons

92 NAC 51-007.11A The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

92 NAC 51-007.11A1 The requirements of 92 NAC 51-007.07A7 (relating to participation of children with disabilities in general assessments); and

92 NAC 51-007.11A2 The requirements of 92 NAC 51-007.07A9 (relating to transition and planning and transition services) do not apply with respect to such children who will reach age 21 before they will be eligible to be released from prison, based on consideration of their sentence and eligibility of early release.

92 NAC 51-007.11B Subject to 92 NAC 51-007.11B1, the IEP team of a child with a disability, who is convicted as an adult under State law and incarcerated in an adult prison, may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

92 NAC 51-007.11B1 The requirements of 92 NAC 51-003.31 and 007.07 (relating to IEPs), and 92 NAC 51-008.01A (relating to LRE), do not apply with respect to the modifications described in 92 NAC 51-007.11B.

IEP DEVELOPMENT

PERSON(S) RESPONSIBLE:

1. Director of Special Education is responsible for all IEP procedures and forms.
2. IEP Case Manager is responsible for facilitating the IEP meeting, recording decisions made by the IEP Team on the IEP form and maintaining notes of the IEP meeting.
3. IEP Team is responsible for the development of IEP.

TIMELINE: The IEP must be in effect at the beginning of each school year. The IEP meeting will be conducted within 30 calendar days of the MDT verification decision. A copy of the IEP will be provided to parents within 15 school days of the IEP meeting.

MATERIALS: IEP Form

METHODS: The district will follow the procedures described in 92 NAC 51-007 for the development of the IEPs and conducting of the IEP meetings.

POLICY

EARLY INTERVENTION TRANSITION

34 CFR 303.148

COZAD COMMUNITY SCHOOLS ENSURES THAT CHILDREN PARTICIPATING IN EARLY INTERVENTION SERVICES EXPERIENCE A SMOOTH AND EFFECTIVE TRANSITION TO SERVICES PROVIDED UNDER PART B OF THE IDEA.

PROCEDURE

92 NAC 51-007.16 Early Intervention Transition

92 NAC 51-007.16A The agency contracting for services coordination is responsible for convening, with the approval of the child's family, a conference including the family, school district or approved cooperative and other agencies as needed at least 90 days (and at the discretion of all such parties, up to nine months) before the child's third birthday or at least 90 days before completion of the early intervention program. The purpose of the meeting is to:

92 NAC 51-007.16A1 Ensure a smooth and effective transition to preschool programs assisted under Part B of the IDEA to the extent those services are appropriate, or other services that may be available, if appropriate;

92 NAC 51-007.16A2 Review the child's program options for the period from the child's third birthday through the remainder of the school year;

92 NAC 51-007.16A3 Describe how the family will be included in the transition plans; and

92 NAC 51-007.16A4 Establish a transition plan.

92 NAC 51-007.16B In the case of a child who has reached his or her third birthday, an IFSP that contains the material described in 92 NAC 51-007.13 and that is developed in accordance with 92 NAC 51-007.02, 007.03, 007.06, 007.07B, 007.09, 007.10 and 007.11 may serve as the IEP of the child if using that plan is agreed to by the school district or approved cooperative and the child's parents.

92 NAC 51-007.16B1 In implementing the requirements of 92 NAC 51-007.16B the school district or approved cooperative shall;

92 NAC 51-007.16B1a Provide the child's parents a detailed explanation of the differences between an IFSP and an IEP; and

007.16B1b If the parents choose an IFSP, obtain written informed consent from the parents.

PERSON(S) RESPONSIBLE: The Services Coordinator in conjunction with the Early Childhood Teacher

TIMELINE: The district will convene a meeting, including the family and district, at least 90 days and at the discretion of all parties, up to six months before the child's third birthday or at least 90 days before completion of the early intervention program.

MATERIALS: IFSP Form and the IEP Form

METHODS: The district will follow the procedures described in 92 NAC 51-007.16 when transitioning children from early intervention to preschool programs.

POLICY

PARTICIPATION IN ASSESSMENTS

34 CFR 300.160

COZAD COMMUNITY SCHOOLS ENSURES THAT CHILDREN WITH DISABILITIES ARE INCLUDED IN STATE AND DISTRICT-WIDE ASSESSMENT PROGRAMS, WITH APPROPRIATE ACCOMMODATIONS, WHERE NECESSARY. AS APPROPRIATE, THE SCHOOL DISTRICT DEVELOPS GUIDELINES FOR THE PARTICIPATION OF CHILDREN WITH DISABILITIES IN ALTERNATE ASSESSMENTS FOR THOSE CHILDREN WHO CANNOT PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS AND DEVELOPS AND CONDUCTS THOSE ALTERNATE ASSESSMENTS. COZAD COMMUNITY SCHOOLS WILL MAKE AVAILABLE TO THE NEBRASKA DEPARTMENT OF EDUCATION THE INFORMATION NECESSARY TO CARRY OUT ITS DUTIES RELATING TO THE REPORTING OF CHILDREN WITH DISABILITIES PARTICIPATION IN ASSESSMENTS.

PROCEDURE

92 NAC 51-004.05 Participation in Assessments

92 NAC 51-004.05A School districts shall include all public school students with disabilities in all general state and district-wide assessment programs, including assessments described under section 612(a)(16)(A) of the Individuals with Disabilities Education Act of 2004 (See Appendix A), with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

92 NAC 51-004.05B In the case of a district-wide assessment, the school district shall develop guidelines for the provision of appropriate accommodations.

92 NAC 51-04.05C In the case of a district-wide assessment, the school district shall develop and implement guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under 92 NAC 51-004.05A with accommodations as indicated in their respective individualized education programs. The guidelines shall provide for accommodations and alternate assessments that:

92 NAC 51-004.05C1 Are aligned with the Nebraska Department of Education's challenging academic content standards and challenging student academic achievement standards; and

92 NAC 51-004.05C2 If the Nebraska Department of Education has adopted alternate academic achievement standards permitted under Section 612(a)(16)(C)(ii)(II) of the Individuals with Disabilities Education Act of 2004 (See Appendix A), measure the achievement of children with disabilities against those standards.

92 NAC 51-004.05D School districts shall make available to the public, and report to the public with the same frequency and in the same detail as they report on the assessment of nondisabled children, the following:

92 NAC 51-004.05D1 The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations in order to participate in these assessments.

92 NAC 51-004.05D2 The number of children with disabilities participating in alternate assessments described in 92 NAC 51-004.05C1.

92 NAC 51-004.05D3 The number of children with disabilities participating in alternate assessments described in 92 NAC 51-004.05C2.

92 NAC 51-004.05D4 The performance results of children with disabilities on regular assessments and on alternate assessments (if the number of children with disabilities participating is sufficient to yield statistically reliable information and reporting that information will not reveal personally identifiable information about an individual student), compared with the achievement of all children, including children with disabilities, on those assessments.

PERSON(S) RESPONSIBLE: Superintendent, Special Education Director, Principal and IEP Team

TIMELINE: Administration of student assessments will follow the timeline used for the assessment of all students in the district.

MATERIALS: Student's IEP, State and District-wide Assessment Forms

METHODS: All students will have the opportunity to attempt any or all portions of the district-wide assessments. Students with disabilities will participate in one of the following ways:

1. District-wide and state assessment with no accommodations; or
2. District-wide and state assessment with accommodations.
3. Use of an alternate assessment.

Alternate assessment will be determined by the IEP Team. Alternate assessments will be conducted to correspond with the timeline of state and district-wide assessment for each grade level.

The individual student's IEP Team will determine how the student will participate in district-wide assessment. If necessary, the IEP Team will list the appropriate accommodations necessary for the student to participate.

REPORTING PROCEDURES

PERSON(S) RESPONSIBLE: Superintendent, Principal, Special Education Director

TIMELINE: Reports will be completed and submitted to NDE on a timeline determined by NDE. Reports to the public will be made available on the same timeline as for reporting general education results.

MATERIALS: Reporting format developed by NDE made annually. Reports to newspapers and school publications sent to parents.

METHODS: Assessment information for all students will be reported in two ways. First, data on the student with disabilities will be aggregated with all other student data. Second, data for students with disabilities and students without disabilities will be reported separately.

POLICY

LEAST RESTRICTIVE ENVIRONMENT (34 CFR 300.114);

TO THE MAXIMUM EXTENT APPROPRIATE, CHILDREN WITH DISABILITIES, INCLUDING CHILDREN IN PUBLIC AND NONPUBLIC INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH CHILDREN WHO ARE NOT DISABLED, AND SPECIAL CLASSES, SEPARATE SCHOOLING, OR OTHER REMOVAL OF CHILDREN WITH DISABILITIES FROM THE REGULAR EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY OF A CHILD IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

PROCEDURE

92 NAC 51-008 Placement of Children With Disabilities

92 NAC 51-008.01 Least Restrictive Environment (LRE) Requirements

92 NAC 51-008.01A The school district or approved cooperative shall establish policies and procedures to assure that, to the maximum extent appropriate, children with disabilities including children in public or nonpublic schools and approved service agencies are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

92 NAC 51-008.01B Before any action is taken with respect to the initial placement of a child with disabilities, the school district or approved cooperative shall be responsible for the provision of a comprehensive individual multidisciplinary evaluation of the child's development and educational needs.

92 NAC 51-008.01C In determining the educational placement of a child with a disability, including a preschool child with a disability, school districts and approved cooperatives must ensure that:

92 NAC 51-008.01C1 The placement decision is made by a group of persons, including the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

92 NAC 51-008.01C2 The placement decision is made in conformity with the least restrictive environment requirements in 92 NAC 51- 008.01 and based on the child's unique needs and not on the child's disability.

92 NAC 51-008.01D Each school district or approved cooperative must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

92 NAC 51-008.01D1 The continuum must;

92 NAC 51-008.01D1a Include instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions; and

92 NAC 51-008.01D1b Make provision for supplementary services (such as resource or itinerant instruction) to be provided in conjunction with regular class placement.

92 NAC 51-008.01E The school district or approved cooperative shall ensure that the educational placement of a child with a verified disability:

92 NAC 51-008.01E1 Is determined at least annually;

92 NAC 51-008.01E2 Is based on his or her individualized education program (IEP); and

92 NAC 51-008.01E3 Is as close as possible to the child's home.

92 NAC 51-008.01F The various array of placement options included under 92 NAC 51-008.01D must be available to the extent necessary to implement the individualized education program for each child with a verified disability.

92 NAC 51-008.01G Unless a child's IEP or IFSP requires some other arrangement, the child must be educated in the school which he or she would attend if not disabled.

92 NAC 51-008.01H In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the child or on the quality of services which he or she needs.

92 NAC 51-008.01I A child with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

LEAST RESTRICTIVE ENVIRONMENT

PERSON(S) RESPONSIBLE: Director of Special Education and IEP Team

TIMELINE: Students will begin receiving special education and related services within 5 days of receipt of Parental Consent for Placement based upon the IEP/IFSP.

MATERIALS: IEP Form, Parental Notice and Consent for Initial Placement Form

METHODS: The IEP Team will consider all placement options prior to the placement of a student.

The placements may range from regular classroom instruction for the entire school day with modifications to the regular instructional program to other settings dictated by student needs. The district may also develop additional placement alternatives within the overall school program that are tailored to the needs of the individual student with disabilities. This placement may be developed by adapting or modifying existing placement alternatives based on the needs of the individual student with disabilities.

When making the placement decision the team shall:

1. Review and discuss past educational experiences;
2. Review current levels of educational performance;
3. Review current education needs as documented on the IEP; and
4. Review and formulate a preliminary configuration of special education and related service options.
5. Review and compare the options identified in (4) above with the need for LRE. To achieve this, the IEP Team will select the special education placement that allows for the implementation of the IEP while educating the student to the maximum extent appropriate with non-disabled peers. The team shall prepare written justification for the appropriate placement selected and document in writing why other options were not selected.

The district will provide written notice to parents and obtain written consent from parents prior to initial placement. If the district has made available an appropriate special education program in accordance with Rule 51 for a student with a disability, and the student's parents choose to

unilaterally place the child in a different setting, the district is not required to pay for the child's education in the alternative setting.

PROCEDURE

92 NAC 51-013 Contracted Programs

92 NAC 51-013.01 Special education programs and support services may be provided by contracting with another school district, approved cooperative, or with a Department of Education provisionally approved service provider. Responsibility for compliance with state and federal regulations for programs for children with disabilities remains with the school district.

92 NAC 51-013.02 The school district of residence or approved cooperative shall be responsible for the development and maintenance of the IEP, and the participation in all IEP meetings and shall assure that IEP meetings are arranged with the contracted program and the parents. Such arrangements may include meetings with the contracted program, the school district, the approved cooperative, and the parent. Meetings may occur within the district, at the contracted program site or another site if more appropriate.

CONTRACTED PROGRAMS

PERSON(S) RESPONSIBLE: Director of Special Education, IEP Case Manager, Special Education Teacher

TIMELINE: Ongoing

MATERIALS: Contract with the nonpublic school, district forms

METHODS: The district has adopted the state standards and will provide the contracted agency all current information. Once a contract has been arranged, a case manager from the district is designated who will arrange meetings with parents, district representative and the contracting agency. All necessary paperwork and proper procedures are completed through the direction of the case manager, the IEP Team, and the contracted school representative.

POLICY

CHILDREN IN NONPUBLIC SCHOOLS

34 CFR 300.130 through 300.148

COZAD COMMUNITY SCHOOLS, TO THE EXTENT CONSISTENT WITH THE NUMBER AND LOCATION OF CHILDREN WITH DISABILITIES WHO ARE ENROLLED BY THEIR PARENTS IN NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS, WILL ENSURE PROVISIONS ARE MADE FOR THE PARTICIPATION OF THOSE CHILDREN IN SPECIAL EDUCATION AND RELATED SERVICES IN ACCORDANCE WITH THE REQUIREMENTS CONTAINED IN 92 NAC 51.

PROCEDURE

92 NAC 51-015 Children with Disabilities Attending Nonpublic Schools

92 NAC 51-015.01 Children Placed In or Referred To a Nonpublic School or Facility by the School District As a Means of Providing Special Education and Related Services

92 NAC 51-015.01A School districts or approved cooperatives shall ensure that a child with a disability who is placed in or referred to a nonpublic school or facility by a school district:

92 NAC 51-015.01A1 Is provided special education and related services in conformance with an IEP that meets the requirements of Section 007 at no cost to the parents;

92 NAC 51-015.01A2 Is provided an education that meets the standards that apply to education provided by the school district or approved cooperative including the requirements of this Chapter except 92 NAC 51-003.62; and

92 NAC 51-015.01A3 Has all of the rights of a child with a disability who is served by a school district or approved cooperative.

92 NAC 51-015.01B The school district or approved cooperative is responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising an IEP for a child with a verified disability.

92 NAC 51-015.01B1 Before a school district or approved cooperative places a child with a disability in, or refers a child to, a nonpublic school or facility, the school district or approved cooperative shall initiate and conduct a meeting to develop an IEP for the child in accordance with Section 007.

92 NAC 51-015.01B2 After a child with a disability enters a nonpublic school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the nonpublic school or facility at the discretion of the school district or approved cooperative.

92 NAC 51-015.01B3 If the nonpublic school or facility initiates and conducts these meetings, the school district or approved cooperative shall ensure that the parents and nonpublic representative:

92 NAC 51-015.01B3a Are involved in any decision about the child's IEP; and

92 NAC 51-015.01B3b Agree to any proposed changes in the IEP

before those changes are implemented.

92 NAC 51-015.02 Children Placed In a Nonpublic School by Parents As a Means of Obtaining Special Education and Related Services; FAPE is At Issue

92 NAC 51-015.02A This Chapter does not require a school district or approved cooperative to pay for the cost of education, including special education and related

services, of a child with a disability at a nonpublic school or facility if that school district or approved cooperative made FAPE available to the child and the parents elected to place the child in a nonpublic school or facility as a means of obtaining special education and related services. However, the school district or approved cooperative shall include that child in the population whose needs are addressed consistent with 92 NAC 51-015.03.

92 NAC 51-015.02B Disagreements between a parent and a school district or approved cooperative regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures of 92 NAC 55.

92 NAC 51-015.02B1 If the parents of a child with a disability, who previously received special education and related services under the authority of the school district or approved cooperative, enroll the child in a nonpublic preschool, elementary or secondary school as a means of obtaining special education and related services without the consent of or referral by the school district or approved cooperative, a court or a hearing officer may require the school district or approved cooperative to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the school district or approved cooperative had not made a free appropriate public education available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.

92 NAC 51-015.02B1a A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the school district or approved cooperative.

92 NAC 51-015.02C The cost of reimbursement described in 92 NAC 51-015.02B1 may be reduced or denied if:

92 NAC 51-015.02C1 At the most recent IEP team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by the school district or approved cooperative to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense; or

92 NAC 51-015.02C2 At least 10 business days (including any holidays that occur on a business day), prior to the removal of the child from the public school or approved cooperative, the parents did not give written notice to the school district of the information described in 92 NAC 51-015.02C1; or

92 NAC 51-015.02C3 If prior to the parents removal of the child from the public school, the school district or approved cooperative informed the parents, through the notice requirements described in 92 NAC 51-009.05, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for such evaluation; or

92 NAC 51-015.02C4 Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

92 NAC 51-015.02D Notwithstanding the notice requirement in 92 NAC 51-015.02C1 and 015.02C2, the cost of reimbursement:

92 NAC 51-015.02D1 Must not be reduced or denied for failure to provide the notice if:

92 NAC 51-015.02D1a The school district or approved cooperative prevented the parents from providing the notice;

92 NAC 51-015.02D1b The parents had not received notice, pursuant to 92 NAC 51-009.06 of the notice requirement in 92 NAC 51-015.02C1 and 015.02C2; or

92 NAC 51-015.02D1c Compliance with paragraph 92 NAC 51-015.02C1 and 015.02C2 would likely result in physical harm to the child; and

92 NAC 51-015.02D2 May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if;

92 NAC 51-015.02D2a The parents are not literate or cannot write in English; or

92 NAC 51-015.02D2b Compliance with paragraph 92 NAC 51-015.02C1 and 015.02C2 of this section would likely result in serious emotional harm to the child.

CHILDREN ATTENDING NONPUBLIC (AS MEANS OF PROVIDING FAPE)

PERSON(S) RESPONSIBLE: Director of Special Education, IEP Case Manager, Special Education Teacher

TIMELINE: Ongoing

MATERIALS: Appropriate district forms

METHODS: Disagreement between parents and the school district whether or not the school district has a program available, or regarding the question of responsibility, are subject to the appeal procedures established in Rule 55.

PROCEDURE

92 NAC 51-015.03 Children Enrolled In a Nonpublic School by Parents If FAPE Is Not At Issue

92 NAC 51-015.03A Parentally-placed nonpublic school children with disabilities means children with disabilities enrolled by their parents in nonpublic, including religious schools or facilities that meet the definition of elementary or secondary school, other than children with disabilities covered in 92 NAC 51-015.01 and 015.02.

92 NAC 51-015.03A1 For purposes of providing equitable services utilizing IDEA funds described in 92 NAC 51-012.08:

92 NAC 51-015.03A1a Elementary school shall mean a school system accredited pursuant to 92 NAC 10, a nonpublic school approved pursuant to 92 NAC 14, or an interim-program school approved pursuant to 92 NAC 18 that offers instruction in any or all grades Kindergarten through eighth grade designated by the school as an elementary grades.

92 NAC 51-015.03A1b Secondary school shall mean a school system accredited pursuant to 92 NAC 10, a nonpublic school approved pursuant to 92 NAC 14 or an interim-program school approved

pursuant to 92 NAC 18 that offers instruction in any or all grades seventh through twelfth designated by the school as a secondary grades.

92 NAC 51-015.03A2 For purposes of providing a Free Appropriate Public Education:

92 NAC 51-015.03A2a Elementary school shall mean a school system accredited pursuant to 92 NAC 10, a nonpublic school approved pursuant to 92 NAC 14 or an interim-program school approved pursuant to 92 NAC 18 that offers instruction in any or all grades Kindergarten through eighth grade designated by the school as an elementary grades and also includes children attending nonpublic schools that are exempt from approval or accreditation pursuant to 92 NAC 12 and 92 NAC 13.

92 NAC 51-015.03A2b Secondary school shall mean a school system accredited pursuant to 92 NAC 10, a nonpublic school approved pursuant to 92 NAC 14 or an interim-program school approved pursuant to 92 NAC 18 that offers instruction in any or all grades seventh through twelfth designated by the school as a secondary grade and also includes children attending nonpublic schools that are exempt from approval or accreditation pursuant to 92 NAC 12 and 92 NAC 13.

92 NAC 51-015.03B Childfind for Parentally-placed Nonpublic School Children with Disabilities

92 NAC 51-015.03B1 Each school district must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in nonpublic, including religious, elementary schools and secondary schools located in the school district or approved cooperative, in accordance with 92 NAC 51-015.03B2 through 015.03B5.

92 NAC 51-015.03B2 The childfind process must be designed to ensure:

92 NAC 51-015.03B2a The equitable participation of parentally-placed nonpublic school children; and

92 NAC 51-015.03B2b An accurate count of those children.

92 NAC 51-015.03B3 In carrying out the childfind requirements, the school district must undertake activities similar to the activities undertaken for public school children.

92 NAC 51-015.03B4 The cost of carrying out the childfind requirements in this subsection, including individual evaluations, may not be considered in determining if a school district or approved cooperative has met its obligations under 92 NAC 51-012.08.

92 NAC 51-015.03B5 The childfind process must be completed in a time period comparable to that for students attending public schools in the school district or approved cooperative consistent with 92 NAC 51-006.02.

92 NAC 51-015.03B6 Each school district, in which one or more nonpublic, including religious, elementary schools and secondary schools are located must, in carrying out the childfind requirements in this subsection, include parentally-placed nonpublic school children who reside in a State other than Nebraska.

92 NAC 51-015.03C Provision of Services for Parentally-placed Nonpublic School Children

92 NAC 51-015.03C1 To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic including religious elementary schools and secondary schools located in the school district or approved cooperative, provision must be made for the participation of those children in the program assisted or carried out under Part B of the IDEA as amended in 2004 by providing them will special education and related services.

92 NAC 51-015.03C1a Parentally-placed nonpublic school children with disabilities are eligible for the provision of a free appropriate public education from the school district in which they reside. Services available under such circumstances are referred to as a Free Appropriate Public Education (FAPE).

92 NAC 51-015.03C1a(1) An IEP shall be developed and implemented in accordance with 92 NAC 51-007 for each resident nonpublic school child receiving FAPE.

92 NAC 51-015.03C1b Parentally-placed nonpublic school children with disabilities who are attending a nonpublic school located outside of their district of residence may receive special education and related services (referred to as equitable services) from the district in which the nonpublic school is located or a free appropriate public education (FAPE) from the district in which they reside, but not both. The decision on whether to receive equitable services or FAPE is at the discretion of the child's parent.

92 NAC 51-015.03C1b(1) In accordance with 92 NAC 51-015.03C1 and 92 NAC 51-015.03G through 015.03I, an equitable services plan must be developed and implemented for each nonresident nonpublic school child with a disability who has been designated by the school district or approved cooperative in which the nonpublic school or approved cooperative is located to receive equitable services.

92 NAC 51-015.03C2 Each school district or approved cooperative must maintain in its records, and provide to the Nebraska Department of Education the following information related to parentally-placed nonpublic school children attending nonpublic schools located in the school district or approved cooperative:

92 NAC 51-015.03C2a The number of children evaluated;

92 NAC 51-015.03C2b The number of children determined to be children with disabilities; and

92 NAC 51-015.03C2c The number of children served.

92 NAC 51-015.03C3 Special education and related services (FAPE or equitable services) provided to parentally-placed nonpublic school children with disabilities, including materials and equipment, must be secular, neutral, and nonideological.

92 NAC 51-015.03D Consultation

92 NAC 51-015.03D1 To ensure timely and meaningful consultation, a school district or approved cooperative must consult with representatives of nonpublic schools located in the school district or approved cooperative and representatives of parents of parentally-placed nonpublic school children with disabilities attending such schools during the design and development of

special education and related services (FAPE and equitable services) for the children regarding the following:

92 NAC 51-015.03D1a The childfind process, including:

92 NAC 51-015.03D1a(1) How parentally-placed nonpublic school children suspected of having a disability can participate equitably; and

92 NAC 51-015.03D1a(2) How parents, teachers, and nonpublic school officials will be informed of the process.

92 NAC 51-015.03D1b The determination of the proportionate share of Federal funds available to serve parentally-placed nonpublic school children with disabilities available under 34 CFR 300.133(C), including the determination of how the proportionate share of those funds was calculated.

92 NAC 51-015.03D1c The consultation process among the school district or approved cooperative, nonpublic school officials, and representatives of parents of parentally-placed nonpublic school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the childfind process can meaningfully participate in special education and related services (FAPE or equitable services).

92 NAC 51-015.03D1d How, where, and by whom special education and related services (FAPE or equitable services) will be provided for parentally-placed nonpublic school children with disabilities, including a discussion of:

92 NAC 51-015.03D1d(1) The types of services, including direct services and alternate service delivery mechanisms; and

92 NAC 51-015.03D1d(2) How special education and related services funded by the proportionate amount of federal funds will be apportioned if such funds are insufficient to serve all parentally-placed nonpublic school; and

92 NAC 51-015.03D1d(3) How and when those decisions will be made.

92 NAC 51-015.03D1e How, if the school district or approved cooperative disagrees with the views of the nonpublic school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district or approved cooperative will provide to the nonpublic school officials a written explanation of the reasons why the school district or approved cooperative chose not to provide services directly or through a contract.

92 NAC 51-015.03E Written Affirmation

92 NAC 51-015.03E1 When timely and meaningful consultation, as required by 92 NAC 51-015.03D has occurred, the school district or approved cooperative must obtain a written affirmation signed by the representatives of participating nonpublic schools.

92 NAC 51-015.03E2 If the representatives do not provide the affirmation within a reasonable period of time, the school district or approved cooperative

must forward the documentation of the consultation process to the Nebraska Department of Education.

92 NAC 51-015.03F Complaints

92 NAC 51-015.03F1 A nonpublic school official has the right to submit a complaint to the Nebraska Department of Education that the school district or approved cooperative:

92 NAC 51-015.03F1a Did not engage in consultation that was meaningful and timely; or

92 NAC 51-015.03F1b Did not give due consideration to the views of the nonpublic school official.

92 NAC 51-015.03F2 If the nonpublic school official wishes to submit a complaint, the official must provide to the Nebraska Department of Education the basis of the noncompliance by the school district or approved cooperative with the applicable school provisions in this Chapter; and

92 NAC 51-015.03F2a The school district or approved cooperative must forward the appropriate documentation to the Nebraska Department of Education. If the nonpublic school official is dissatisfied with the decision of the Nebraska Department of Education, the official may submit a complaint to the United States Secretary of Education by providing the information on noncompliance described in 92 NAC 51-015.03F2. The Nebraska Department of Education must forward the appropriate documentation to the United States Secretary of Education.

92 NAC 51-015.03G Equitable Services for Nonresident Nonpublic School Children Determined

92 NAC 51-015.03G1 No parentally-placed nonresident nonpublic school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

92 NAC 51-015.03G2 Decisions about the equitable services that will be provided to parentally placed nonresident nonpublic school children with disabilities must be made in accordance with 92 NAC 015.03G3 and 015.03D1c.

92 NAC 51-015.03G2a The school district or approved cooperative must make the final decisions with respect to the equitable services to be provided to eligible parentally-placed nonresident nonpublic school children with disabilities.

015.03G3 If a nonresident nonpublic school child with a disability is enrolled in a religious or other nonpublic school by the child's parents and will receive equitable services from a school district or approved cooperative, the school district or approved cooperative must:

92 NAC 51-015.03G3a Initiate and conduct meetings to develop, review and revise an equitable services plan for the child, in accordance with 92 NAC 51-015.03H; and

92 NAC 51-015.03G3b Ensure that a representative of the religious or other nonpublic school attends each meeting. If the representative cannot attend, the school district or approved cooperative shall use other methods to ensure participation by the religious or other nonpublic school, including individual or conference telephone calls.

92 NAC 51-015.03H Equitable Services Provided to Nonresident Nonpublic School Children with Disabilities

92 NAC 51-015.03H1 The equitable services provided to parentally-placed nonresident nonpublic school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools, except that nonpublic elementary school and secondary school teachers who are providing equitable services to parentally-placed nonresident nonpublic school children with disabilities do not have to meet the special education teacher requirements of Section 003.62.

92 NAC 51-015.03H2 Parentally-placed nonresident nonpublic school children with disabilities may receive a different amount of services than resident public and nonpublic school children with disabilities.

92 NAC 51-015.03H3 Each parentally-placed nonresident nonpublic school child with a disability who has been designated to receive equitable services under 92 NAC 51-015.03C1b must have an equitable services plan that describes the specific special education and related services that the school district or approved cooperative will provide to the child in light of the services that the school district or approved cooperative has determined, through the process described in 92 NAC 51-015.03C and 015.03G, it will make available to parentally-placed nonresident nonpublic school children with disabilities.

92 NAC 51-015.03H4 The equitable services plan must, to the extent appropriate:

92 NAC 51-015.03H4a Meet the requirements of 92 NAC 51-007.07A or for a child ages three through five, meet the requirements of 92 NAC 51-007.02A1 with respect to the services provided;

92 NAC 51-015.03H4b By developed, reviewed, and revised consistent with 92 NAC 51-007.

92 NAC 51-015.03H5 Equitable services must be provided:

92 NAC 51-015.03H5a By employees of a public school or approved cooperative; or

92 NAC 51-015.03H5b Through contract by the school district or approved cooperative with an individual, association, agency, organization, or other entity.

92 NAC 51-015.03I Location of Services and Transportation

92 NAC 51-015.03I1 Services (equitable or FAPE) to parentally-placed nonpublic school children with disabilities may be provided on the premises of nonpublic, including religious, schools, to the extent consistent with law.

92 NAC 51-015.03I1a A school district or approved cooperative may lease a classroom in a nonpublic school building. If properly drafted, the lease transforms the classroom into a public school classroom during the times covered by the lease. The board of education of a public school district may offer the special education programs enumerated in Neb. Rev. Stat. 79- 1127 in a leased classroom in a nonpublic school building. It does not however, have an unqualified legal duty to do so.

92 NAC 51-015.03J Due Process and State Compliance

92 NAC 51-015.03J1 Except as provided in 92 NAC 51-015.03J2, the procedures in 92 NAC 51- 009.06, 009.07, 009.10, 009.12, 009.13, 009.14

and 92 NAC 55 do not apply to complaints that a school district or approved cooperative has failed to meet the requirements of 92 NAC 51-015.03C1 through 015.03I and 92 NAC 51-014.01D and 012.08 including the provision of services indicated on the child's equitable services plan.

92 NAC 51-015.03J2 The procedures in 92 NAC 51-009.06, 009.07, 009.10, 009.12 through 009.14 and 92 NAC 55 apply to complaints that a school district or approved cooperative has failed to meet the childfind requirements in 92 NAC 015.03B1, including the requirements in 92 NAC 51-009.08 and 006.

92 NAC 51-015.03J3 Any due process complaint regarding the childfind requirements (as described in 92 NAC 51-015.03J2) must be served on the school district or approved cooperative in which the nonpublic school is located and filed with the Nebraska Department of Education.

92 NAC 51-015.03J4 Any complaint that the Nebraska Department of Education or school district or approved cooperative has failed to meet the requirements in 92 NAC 51.015.03C through 015.03E and 012.08 and 92 NAC 51-015.03G through 015.07 must be filed in accordance with the procedures described in 92 NAC 51-009.11.

92 NAC 51-015.03J5 A complaint filed by a nonpublic school district official under 92 NAC 51-015.03F1 must be filed within the Nebraska Department of Education in accordance with the procedures in 92 NAC 51-015.03F2.

CHILDREN PLACED IN NONPUBLIC SCHOOL BY PARENTS (FAPE IS NOT AN ISSUE)

PERSON(S) RESPONSIBLE: Director of Special Education, IEP Case Manager, Special Education Teacher, Nonpublic School Representative

TIMELINE: Ongoing

MATERIALS: Appropriate district forms

METHODS: A nonpublic school student may participate in the public school's special education programs provided the student has been verified by a MDT and the parent is a resident of the district. The IEP for nonpublic school students shall be developed according to policies and procedures adopted by the district Services (equitable or FAPE) to nonpublic school students with disabilities may be provided at the public school, the nonpublic school, or a neutral site.

Students who attend nonpublic schools, but receive special education at the public school or a neutral site other than the public school, will be transported by district vehicles. If district vehicle service is not available, the school district will contract with a licensed common carrier for transportation services. If the parents select to transport eligible students, the district will reimburse parents at the rate approved by the Nebraska Department of Education for actual miles traveled from the nonpublic school to the school district site or a neutral site, following the most direct route. The district will not provide transportation to a nonpublic school enrolled child from child's home to the nonpublic school. Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP.

Childfind activities for all children with disabilities who are enrolled by their parents in non public, including religious, elementary schools and secondary schools located in Cozad Community School District.

The process used by Cozad Community School District will include requirements of 015.03D1a through 015.03D1e of Rule 51.

District will consult with representatives of nonpublic schools and representatives of parents of parentally placed nonpublic children with disabilities located in Cozad Community School District during the design and development of special education and related services (FAPE and equitable services).

Written affirmation of timely and meaningful consultation provided to representatives of nonpublic schools and representatives of parents of parentally placed nonpublic children with disabilities will be maintained according to 015.03D1 of Rule 51.

Special Education and related services (FAPE or equitable services) including materials and equipment, must be secular, neutral and nonideological.

Decisions about equitable services for Nonresident Nonpublic parentally-placed students will be made in accordance with 015.03G through 015.03H5b.

Disagreements between parents and the school district whether or not the school district has a program available, or regarding the question of responsibility, are subject to the appeal procedures established in Rule 55.

PROCEDURE

92 NAC 51-015.04 A school district or approved cooperative may not use special education funds for classes that are organized separately on the basis of school enrollment or religion of the children if:

92 NAC 51-015.04A The classes are at the same site; and

92 NAC 51-015.04B The classes include children enrolled in public schools and children enrolled in nonpublic schools

92 NAC 51-015.05 A school district or approved cooperative may not use special education funds to finance the existing level of instruction in a nonpublic school or to otherwise benefit the nonpublic school.

92 NAC 51-015.05A A school district or approved cooperative shall use the special education funds provided to meet the special education and related services (FAPE or equitable services) needs of parentally-placed nonpublic school children with disabilities but not for meeting:

92 NAC 51-015.05A1 The needs of a nonpublic school; or

92 NAC 51-015.05A2 The general needs of the children enrolled in a nonpublic school.

92 NAC 51-015.06 A school district or approved cooperative may use special education funds to make public school personnel available in other than public facilities.

92 NAC 51-015.06A To the extent necessary to provide services designed for parentally-placed nonpublic school to provide special education and related services (FAPE or equitable services) if:

92 NAC 51-015.06B If those services are not normally provided by the nonpublic school.

92 NAC 51-015.07 A school district or approved cooperative may use special education funds to pay for the services of an employee of a nonpublic school to provide special education and related services (FAPE or equitable services) if:

92 NAC 51-015.07A The employee performs the services outside of his or her regular hours of duty; and

92 NAC 51-015.07B The employee performs the services under public supervision and control.

92 NAC 51-015.08 A school district or approved cooperative may place equipment and supplies in a nonpublic school for the period of time needed for the provision of special education and related services.

92 NAC 51-015.08A The school district or approved cooperative shall ensure that the equipment and supplies placed in a nonpublic school:

92 NAC 51-015.08A1 Are used only for the purpose of providing special education and related services; and

92 NAC 51-015.08A2 Can be removed from the nonpublic school without remodeling the nonpublic school facilities.

92 NAC 51-015.08B The school district or approved cooperative shall remove equipment or supplies from a nonpublic school if:

92 NAC 51-015.08B1 The equipment and supplies are no longer needed for the purpose of providing special education and related services; or

92 NAC 51-015.08B2 Removal is necessary to avoid unauthorized use of the equipment and supplies for other than special education purposes

92 NAC 51-015.08C No special education funds may be used for repairs, minor remodeling or the construction of nonpublic school facilities.

015.09 A school district or approved cooperative must control and administer the funds used to provide special education and related services under 92 NAC 51-015.03G through 92 NAC 51-015.03I, and hold title to and administer materials, equipment, and property purchased with those funds for those uses and purposes provided in this Chapter.

USE OF SPECIAL EDUCATION FUNDS

PERSON(S) RESPONSIBLE: Superintendent, Director of Special Education

TIMELINE: Ongoing

MATERIALS: Lease Form, list of equipment and supplies provided to nonpublic school

METHODS: The district will follow the procedure described in 92 NAC 51-015 when providing services to and using special education funds children attending nonpublic school.

POLICY

PROCEDURAL SAFEGUARDS

34 CFR 501

**COZAD COMMUNITY SCHOOLS ENSURES THAT CHILDREN WITH DISABILITIES AND THEIR PARENTS ARE AFFORDED THE PROCEDURAL SAFEGUARDS REQUIRED IN 92 NAC 51-009. CONFIDENTIALITY 34 CFR 300.610 AND §§300.611 THROUGH 300.627
COZAD COMMUNITY SCHOOLS COMPLIES WITH THE REQUIREMENTS CONTAINED IN 92 NAC 51-009 RELATING TO THE CONFIDENTIALITY OF RECORDS AND INFORMATION.**

PROCEDURE

92 NAC 51-009 Procedural Safeguards

92 NAC 51-009.01 Parent Participation in Meetings

92 NAC 51-009.01A The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

92 NAC 51-009.01B Each school district or approved cooperative must provide notice consistent with 92 NAC 51.007.06A1 and 007.06B to ensure that parents of children with disabilities have the opportunity to participate in meetings described in 92 NAC 51-009.01A.

92 NAC 51-009.01C A meeting does not include informal or unscheduled conversations involving school district or approved cooperative personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district's personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

92 NAC 51-009.02 Parent Involvement in Placement Decisions

92 NAC 51-009.02A The school district or approved cooperative shall ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of their child.

92 NAC 51-009.02B In implementing the requirements of 92 NAC 51-009.02A, the school district or approved cooperative shall use procedures consistent with the procedures described in 92 NAC 51-007.06A, 007.06B and 009.01A.

92 NAC 51-009.02C If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the school district or approved cooperative shall use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

92 NAC 51-009.02D A placement decision may be made by a team without the involvement of the parents if the school district or approved cooperative is unable to obtain the parents' participation in the decision. In this case, the school district or approved cooperative must have a record of its attempt to ensure their involvement including information that is consistent with the requirements of 92 NAC 007.06D.

92 NAC 51-009.03 Opportunity to Examine Records

92 NAC 51-009.03A The parents of a child with a disability must be afforded, in accordance with the procedures of 92 NAC 51-009.03, an opportunity to inspect and review all education records with respect to: the identification, evaluation, and educational placement of the child; and the provision of FAPE to the child.

92 NAC 51-009.03B Each participating agency shall permit parents to inspect and review any education records relating to their children which are collected, maintained or used by the participating agency. The participating agency shall comply with such a request without unnecessary delay and before any meeting regarding an individualized education program or hearing pursuant to 92 NAC 55 or resolution session and in no case more than 45 days after the request has been made.

92 NAC 51-009.03B1 As used in 92 NAC 51-009.03B, participating agency means any agency or institution that collects, maintains or uses personally identifiable information or from which, information is obtained under this Chapter.

92 NAC 51-009.03B2 The right to inspect and review education records includes:

92 NAC 51-009.03B2a The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records; and

92 NAC 51-009.03B2b The right to request that the participating agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

92 NAC 51-009.03B2c The right to have a representative of the parent inspect and review the records.

92 NAC 51-009.03B3 A participating agency may presume that the parent has authority to inspect and review records relating to his or her child unless the service agency has been advised that the parent does not have the authority under applicable Nebraska law governing such matters as guardianship, separation and divorce.

92 NAC 51-009.03C Record of Access

92 NAC 51-009.03C1 Each participating agency shall keep a record of parties obtaining access to education records collected, maintained, or used (except access by parents and authorized employees of the participating service agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

92 NAC 51-009.03D Records On More Than One Child

92 NAC 51-009.03D1 If any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

92 NAC 51-009.03E List of Types and Locations of Information

92 NAC 51-009.03E1 Each participating agency shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the participating agency.

92 NAC 51-009.03F Fees

92 NAC 51-009.03F1 A participating agency may charge a fee for copies of records which are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

92 NAC 51-009.03F2 A participating agency may not charge a fee to search for or to retrieve information.

92 NAC 51-009.03G Amendment of Records at Parent's Request

92 NAC 51-009.03G1 A parent who believes that information in education records collected, maintained, or used is inaccurate, or misleading, or violates

the privacy or other rights of the child, may request the participating agency which maintains the information to amend the information.

92 NAC 51-009.03G2 The participating agency shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

92 NAC 51-009.03G3 If the participating agency decides to refuse to amend the information in accordance with the request, it shall inform the parents of the refusal, and advise the parent of the right to a local administrative review to be conducted in accordance with 34 CFR 99.22.

92 NAC 51-009.03H Opportunity for a Local Administrative Review

92 NAC 51-009.03H1 The participating agency shall, on request, provide an opportunity for a local administrative review to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

92 NAC 51-009.03I Result of Local Administrative Review

92 NAC 51-009.03I1 If, as a result of the local administrative review, the participating agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing.

92 NAC 51-009.03I2 If, as a result of the local administrative review, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the participating agency shall inform the parent of the right to place in the records the participating agency maintains on the child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the participating agency.

92 NAC 51-009.03I3 Any explanation placed in the records of the child must:

92 NAC 51-009.03I3a Be maintained by the participating agency as part of the records of the child as long as the record or contested portion is maintained by the participating agency; and

92 NAC 51-009.03I3b If the records of the child or the contested portion is disclosed by the participating agency to any party, the explanation must also be disclosed to the party.

92 NAC 51-009.03J Consent for Release of Records

92 NAC 51-009.03J1 Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies in accordance with 92 NAC 51-009.03H1 unless the information is contained in education records and the disclosure is authorized without parental consent under 34 CFR Part 99.

92 NAC 51-009.03J2 Except as provided in 92 NAC 51-009.03J3 and 009.03J4, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this chapter.

92 NAC 51-009.03J3 Parental consent, or the consent of an eligible child who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 92 NAC 51-007.03A10b.

92 NAC 51-009.03J4 If a child is enrolled, or is going to enroll in a nonpublic school that is not located in the school district of the parent's

residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the nonpublic school is located and officials in the school district of the parent's residence.

92 NAC 51-009.03K Safeguards

92 NAC 51-009.03K1 Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

92 NAC 51-009.03K2 One official at each participating agency shall assume responsibility for ensuring the confidentiality of any personally identifiable information.

92 NAC 51-009.03K3 All persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures.

92 NAC 51-009.03K4 Each participating agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the participating agency who may have access to personally identifiable information.

92 NAC 51-009.03L Records Regarding Migratory Children with Disabilities

92 NAC 51-009.03L1 The school district or approved cooperative shall cooperate in the Federal Secretary of Education's efforts under section 613(a)(9) of the Individuals with Disabilities Education Act of 2004 (See Appendix A) to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging among the States, health and education information regarding such children.

92 NAC 51-009.03M Retention and Destruction of Information and Records

92 NAC 51-009.03M1 The school district or approved cooperative shall retain special education records for five (5) years after the completion of the activities for which special education funds were used.

92 NAC 51-009.03M2 The school district or approved cooperative shall inform parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child.

92 NAC 51-009.03M3 The information which is no longer necessary to provide educational services to the child, must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PARENT PARTICIPATION/STUDENT RECORDS/CONFIDENTIALITY

PERSON(S) RESPONSIBLE: Director of Special Education, Teaching Staff, Principal

TIMELINE: Ongoing

MATERIALS: Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA), School Handbook, List of staff with access to personally identifiable student information

METHODS: The district will maintain all personally identifiable student information in conformance with FERPA and 92 NAC 51. If a parent requests a hearing to challenge the content of a student record, the Superintendent will identify a hearing officer and arrange for a hearing. All staff will receive annual training regarding the confidentiality requirements contained in FERPA, 92 NAC 51 and the district's policies and procedures.

PROCEDURE

92 NAC 51-009.04 Procedural Timelines

92 NAC 51-009.04A For all children except for infants and toddlers, each of the procedural steps necessary to provide a free appropriate public education shall be carried out within the specified time periods.

92 NAC 51-009.04A1 Referral, notice to parents (See 92 NAC 51-009.05), and parental consent, shall be completed within a reasonable period of time. The initial multidisciplinary team evaluation shall be completed within 45 school days of receiving parental consent for the evaluation.

92 NAC 51-009.04A1a The 45 school day timeline shall not apply to a school district or approved cooperative if:

92 NAC 51-009.04A1a(1) A child enrolls in a school served by the school district or approved cooperative after the relevant timeline in 92 NAC 51-009.04A1 has begun and prior to a determination by the child's previous school district or approved cooperative as to whether the child is a child with a disability, but only if the subsequent school district or approved cooperative is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district or approved cooperative agree to a specific time when the evaluation will be completed; or

92 NAC 51-009.04A1a(2) The parent of a child repeatedly fails or refuses to produce the child for the evaluation.

92 NAC 51-009.04A2 Upon completion of a multidisciplinary team verification decision, school districts or approved cooperatives shall provide a reasonable notification and conduct an individualized education program conference within 30 calendar days

92 NAC 51-009.04A3 As soon as possible following development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP.

TIMELINES

PERSON(S) RESPONSIBLE: Director of Special Education, Principal, IEP Case Manager

TIMELINE: As specified in 92 NAC 51-009

MATERIALS: District Forms

METHODS: The district will follow the procedures specified in 92 NAC 51-009 when determining appropriate timelines.

PROCEDURE

92 NAC 51-009.05 Prior Written Notice

92 NAC 51-009.05A Prior written notice shall be given to the parents of a child with a disability a reasonable time before a school district or approved cooperative:

92 NAC 51-009.05A1 Proposes to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education; or

92 NAC 51-009.05A2 Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

92 NAC 51-009.05B Such prior written notice shall include:

92 NAC 51-009.05B1 A description of the action proposed or refused by the school district or approved cooperative;

92 NAC 51-009.05B2 An explanation of why the district or approved cooperative proposes or refuses to take the action;

92 NAC 51-009.05B3 A description of a other options the IEP Team considered and the reasons why those options were rejected;

92 NAC 51-009.05B4 A description of each evaluation procedure, assessment, record, or report the school district or approved cooperative uses as a basis for the proposal or refusal;

92 NAC 51-009.05B5 A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal;

92 NAC 51-009.05B6 A statement that the parents of a child with a disability have protection under the procedural safeguards of this Chapter and, if this notice is not an initial referral for evaluation, the means by which a copy or description of the procedural safeguards can be obtained; and

92 NAC 51-009.05B7 Sources for parents to contact to obtain assistance in understanding the provisions of this part.

92 NAC 51-009.05C The notice must be written in language understandable to the general public, and provided in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

92 NAC 51-009.05D If the native language or other mode of communication of the parents is not a written language, the school district or approved cooperative shall take steps to ensure:

92 NAC 51-009.05D1 That the notice is translated orally or by other means to the parents in his or her native language or other mode of communication;

92 NAC 51-009.05D2 That the parents understand the content of the notice; and

92 NAC 51-009.05D3 That there is written evidence that the requirements of this section have been met.

PRIOR WRITTEN NOTICE

PERSON(S) RESPONSIBLE: Director of Special Education, Principal, IEP Case Manager, Special Education Teacher,

TIMELINE: Notice will be provided 10 days prior to taking the proposed action

MATERIALS: Written Notice Forms for Evaluation, Placement, Reevaluation, Termination

METHODS: The IEP Case Manager is responsible for collecting information and drafting the Prior Written Notice to be sent to parents. Prior Written Notice will be sent prior to proposing or refusing any action with regard to special education.

PROCEDURE

92 NAC 51-009.06 Procedural Safeguards Notice

92 NAC 51-009.06A A copy of the procedural safeguards available to the parents of a child with a disability shall be given by the school district or approved cooperative to the parents only one time a school year, except that a copy shall also be given to the parents:

92 NAC 51-009.06A1 Upon initial referral or parental request for evaluation;

92 NAC 51-009.06A2 Upon request by parent; and

92 NAC 51-009.06A3 Upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and

92 NAC 51-009.06A4 In accordance with the discipline procedures in 92 NAC 51-016.

92 NAC 51-009.06B The procedural safeguards notice shall include a full explanation of all of the procedural safeguards, relating to:

92 NAC 51-009.06B1 Independent educational evaluation;

92 NAC 51-009.06B2 Prior written notice;

92 NAC 51-009.06B3 Parental consent;

92 NAC 51-009.06B4 Access to educational records;

92 NAC 51-009.06B5 Opportunity to present and resolve disputes through the due process hearings and the state complaint procedures including;

92 NAC 51-009.06B5a The time period in which to file a state complaint or petition for a due process hearing;

92 NAC 51-009.06B5b The opportunity for the school district to resolve the dispute; and

92 NAC 51-009.06B5c The difference between the due process system and the state complaint procedures; including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

92 NAC 51-009.06B6 The child's placement during pendency of due process proceedings;

92 NAC 51-009.06B7 Procedures for students subject to placement in an interim alternative educational setting;

92 NAC 51-009.06B8 Requirements for unilateral placement by parents of children in nonpublic schools at public expense;

92 NAC 51-009.06B9 The availability of mediation;

92 NAC 51-009.06B10 Due process hearings, including requirements for disclosure of evaluation results and recommendations;

92 NAC 51-009.06B11 Civil actions, including the time period in which to file such actions; and

92 NAC 51-009.06B12 Attorney's fees.

92 NAC 51-009.06C The notice of the procedural safeguards provided to the parent must be written in language understandable to the general public and provided in the native language of the parent as required by 92 NAC 51-009.05C and 009.05D.

92 NAC 51-009.06D The school district or approved cooperative may place a current copy of the procedural safeguards notice on its Internet website if such website exists.

92 NAC 51-009.07 A parent of a child with a disability may elect to receive notices required under this section by an electronic mail (e-mail) communication, if the school district makes such option available.

PROCEDURAL SAFEGUARDS NOTICE

PERSON(S) RESPONSIBLE: Special Education Director, IEP Case Manager

TIMELINE: A copy of the procedural safeguards will be provided prior to initial referral for evaluation, upon parental request, or upon filing a due process appeal.

MATERIALS: Parent Rights Pamphlet, which may be downloaded at Nebraska Department of Education website.

METHODS: A copy of the Parent Rights Pamphlet will be provided to parents at least yearly

PROCEDURE

92 NAC 51-009.08 Parental Consent

92 NAC 51-009.08A Parental Consent for Initial Evaluations

92 NAC 51-009.08A1 The school district or approved cooperative proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under 92 NAC 51-003.08 must obtain informed consent, consistent with 92 NAC 51-003.09, from the parent of the child before conducting the evaluation.

92 NAC 51-009.08A2 Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.

92 NAC 51-009.08A3 The school district or approved cooperative must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.

92 NAC 51-009.08A4 For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the school district or approved cooperative is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

92 NAC 51-009.08A4a Despite reasonable efforts to do so, the school district or approved cooperative cannot discover the whereabouts of the parent of the child;

92 NAC 51-009.08A4b The rights of the parents of the child have been terminated in accordance with the State law; or

92 NAC 51-009.08A4c The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

92 NAC 51-009.08A5 If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation under 92 NAC 51-009.08A1 or the parent fails to respond to a request to provide consent, the school district or approved cooperative may, but is not required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in 92 NAC 51-009 (including the mediation procedures or the due process procedures), if appropriate.

92 NAC 51-009.08A5a The school district or approved cooperative does not violate its obligation under 92 NAC 51-006 to locate and identify the child as a child with a disability if it declines to pursue the evaluation.

92 NAC 51-009.08B Consent for Services

92 NAC 51-009.08B1 A school district or approved cooperative that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.

92 NAC 51-009.08B1a Participation in or attendance at programs by children with verified disabilities from date of diagnosis to age five shall be voluntary as specified by the parent.

92 NAC 51-009.08B2 The school district or approved cooperative must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.

92 NAC 51-009.08B3 If the parent of a child fails to respond or refuses to consent to services the school district or approved cooperative:

92 NAC 51-009.08B3a may not use the procedures in 92 NAC 51-009 (including the mediation procedures or the due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child.

92 NAC 51-009.08B3b will not be considered to be in violation of the requirement to make a Free Appropriate Public Education (FAPE) available to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent

92 NAC 51-009.08B3c is not required to convene an IEP Team meeting or develop an IEP under 92 NAC 51-007 for the child

92 NAC 51-009.08B4 If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district or approved cooperative:

92 NAC 51-009.08B4a May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 92 NAC 51-009.05 before ceasing the provision of special education and related services.

92 NAC 51-009.08B4b may not use the procedures in 92 NAC 51-009 (including the mediation procedures and due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child.

92 NAC 51-009.08B4c will not be considered to be in violation of the requirements to make a Free Appropriate Public Education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and

92 NAC 51-009.8B4d is not required to convene an IEP Team meeting or develop an IEP under 92 NAC 51-007 for the child for further provision of special education and related services.

92 NAC 51-009.08C Consent for Reevaluations

92 NAC 51-009.08C1 Subject to 92 NAC 51-009.08C2, each school district or approved cooperative must obtain informed parental consent, in accordance with 92 NAC 51-009.08A1, prior to conducting any reevaluation of a child with a disability.

92 NAC 51-009.08C1a If the parent refuses to consent to the reevaluation, the school district or approved cooperative may, but is not required to, pursue the reevaluation by using the consent override procedures described in 92 NAC 51-009.08A5. The school district or approved cooperative does not violate its obligation to locate and identify the child as a child with a disability if it declines to pursue the evaluation or reevaluation.

92 NAC 51-009.08C2 The informed parental consent described in 92 NAC 51-009.08C1 need not be obtained if the school district can demonstrate that:

92 NAC 51-009.08C2a It made reasonable efforts to obtain such consent; and

92 NAC 51-009.08C2b The child's parent has failed to respond.

92 NAC 51-009.08D Other Consent Requirements

92 NAC 51-009.08D1 Parental consent is not required before:

92 NAC 51-009.08D1a Reviewing existing data as part of an evaluation or a reevaluation; or

92 NAC 51-009.08D1b Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

92 NAC 51-009.08D2 A school district or approved cooperative may not use a parent's refusal to consent to one service or activity under 92 NAC 51-009.08A, 92 NAC 51-009.08B or 92 NAC 51-009.08C to deny the parent or child any other service, benefit, or activity of the school district or approved cooperative, except as required by this Chapter.

92 NAC 51-009.08D3 If a parent of a child who is home schooled or placed in a nonpublic school by the parents at their own expense does not provide consent for the initial

evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the school district or approved cooperative may not use the consent override procedures (described in 92 NAC 51-009.08A5 and 009.08C1); and

92 NAC 51-009.08D3a The school district or approved cooperative is not required to consider the child as eligible for services under 92 NAC 51-015.

92 NAC 51-009.08D4 To meet the reasonable efforts requirement in 92 NAC 51-009.08A3, 009.08A4a, 009.08B2, and 009.08C2a, the school district or approved cooperative must document its attempts to obtain parental consent using the procedures in 92 NAC 51-007.06.

CONSENT/PARENT REVOCATION OF CONSENT

PERSON(S) RESPONSIBLE: IEP Case Manager, Special Education Director

TIMELINE: Written parental consent will be obtained prior to conducting an evaluation, reevaluation, or placement of a child in special education. Written revocation of consent for special education and related services will be obtained from parent if parent requests their child no longer receive services.

MATERIALS: Parent Consent Forms

METHODS: The school district will provide parents with a notice explaining the action to be taken and a request for written parent consent. If the parent does not give consent, the district may pursue mediation and for an initial evaluation, file for a due process hearing.

If the parent does not consent to services, the school district will not use complaint, mediation, or due process to obtain agreement or a ruling that services be provide to the child.

If the parent does not consent to provision of services, the district is not required to convene an IEP Team meeting or develop an IEP.

If the parent revokes consent for special education and related services, the district will provide parents with written notice regarding the changes in educational placement and services. The notice will include information on sources for the parents to contact that can assist the parents in understanding the requirements of Part B of IDEA. Services will be provided to the child until the school district receives written notice from the parent stating they (the parent) are revoking consent for services.

PROCEDURE

92 NAC 51-009.10 Appointment of Surrogates

92 NAC 51-009.10A Each school district or approved cooperative shall ensure that the rights of a child with a disability are protected if:

92 NAC 51-009.10A1 No parent can be identified;

92 NAC 51-009.10A2 The school district or approved cooperative, after reasonable efforts, cannot locate a parent;

92 NAC 51-009.10A3 The child is an unaccompanied homeless youth; or

92 NAC 51-009.10A4 The child is a ward of the State or court.

92 NAC 51-009.10A4a In the case of a child who is a ward of the State, such surrogate may alternatively be appointed by the judge

overseeing the child's care provided that the surrogate meets the requirements in 92 NAC 51-009.10D3.

92 NAC 51-009.10B The duty of the school district or approved cooperative under 92 NAC 51-009.10A includes the assignment of an individual to act as a surrogate for the parents. This must include a method;

92 NAC 51-009.10B1 For determining whether a child needs a surrogate parent and,

92 NAC 51-009.10B2 For assigning a surrogate parent to the child.

92 NAC 51-009.10C The school district or approved cooperative may select a surrogate parent in any way permitted under State law and the district or approved cooperative shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 calendar days after there is a determination that the child needs a surrogate.

92 NAC 51-009.10D In order to qualify, a surrogate must be a person who:

92 NAC 51-009.10D1 Has no personal or professional interest that conflicts with the interest of the child he or she represents;

92 NAC 51-009.10D2 Has knowledge and skills that ensure adequate representation of the child; and

92 NAC 51-009.10D3 Is not an employee of any public agency which is involved in the education or care of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

92 NAC 51-009.10D3a In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to 92 NAC 51-009.10D3, until a surrogate parent can be appointed that meets all the requirements of 92 NAC 51-009.10D.

92 NAC 51-009.10E The surrogate may represent the child in all matters relating to:

92 NAC 51-009.10E1 The identification, evaluation, and educational placement of a child; and

92 NAC 51-009.10E2 The provision of a free appropriate public education to the child.

92 NAC 51-009.10F The services of the surrogate parent shall be terminated when:

92 NAC 51-009.10F1 The child is no longer eligible for a surrogate parent under 92 NAC 51-009.08A;

92 NAC 51-009.10F2 A conflict of interest develops between the interest of the child and the interest of the surrogate parent; or

92 NAC 51-009.10F3 The surrogate parent fails to fulfill his or her duties as a surrogate parent.

92 NAC 51-009.10G Issues arising from the selection, appointment, or removal of a surrogate parent shall be resolved through hearings established under 92 NAC 55.

92 NAC 51-009.10H The surrogate parent and the school district or approved cooperative which appointed the surrogate parent shall not be liable in civil actions for damages for acts of the surrogate parent unless such acts constitute willful and wanton misconduct.

SURROGATE PARENTS

PERSON(S) RESPONSIBLE: Director of Special Education, Principal, IEP Case Manager, Surrogate Parent(s) (NOTE: Personnel from the Department of Health and Human Services may not serve as a surrogate parent(s) under the Special Education Act.) In the case of a State ward, the judge overseeing the child's case may appoint the surrogate parent.

TIMELINE: Within 30 days of identification of need to appoint a surrogate/surrogate parent. Appointments shall last one (1) year. The appointment may be renewed.

MATERIALS: Request to Director of Special Education for the appointment of a Surrogate, Surrogate Training, Agreements and Training Materials, Rule 51 and 55, Policies and Procedures, other materials as required

METHODS: If the district identifies students who may be in need of a surrogate parent, the district will:

1. Attempt to identify and locate the parent;
2. Investigate the legal status of those student(s); and
3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate.
4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed.
5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student.
6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.
7. The surrogate parent shall continue to represent the student until one of the following occurs:
 - a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;
 - b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,
 - c. It is determined that the appointed surrogate parent no longer adequately represents the student.
 - d. The surrogate parent's term has expired.

PROCEDURE

92 NAC 51- 009.11 State Complaint Procedures

92 NAC 51-009.11A An organization or individual may file a signed written complaint under the procedures described in 92 NAC 51-009.11B

92 NAC 51-009.11B The complaint must include:

92 NAC 51-009.11B1 A statement that the school district or approved cooperative has violated a requirement of 92 NAC 51, 34 CFR 300, or Part B of IDEA

92 NAC 51-009.11B2 The facts on which the statement is based;

92 NAC 51-009.11B3 The signature and contact information for the complainant; and

92 NAC 51-009.11B4 If alleging violations with respect to a specific child –

92 NAC 51-009.11B4a The name and address of the residence of the child;

92 NAC 51-009.11B4b The name of the school the child is attending;

92 NAC 51-009.11B4c In the case of a homeless child or youth within the meaning of section 725(2C) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1143a(2)), available contact information for the child, and the name of the school the child is attending;

92 NAC 51-009.11B4d A description of the nature of the problem of the child, including facts relating to the problem; and

92 NAC 51-009.11B4e A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

92 NAC 51-009.11B5 The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with 92 NAC 51-009.11.

92 NAC 51-009.11B6 The party filing the complaint must forward a copy of the complaint to the school district or approved cooperative serving the child at the same time the party files the complaint with Nebraska Department of Education, Special Populations Office.

92 NAC 51-009.11C If a complaint meeting the requirements of 92 NAC 51-009.11B is received, the following procedures will be carried out:

92 NAC 51-009.11C1 Within fourteen (14) calendar days of receipt of the written, signed complaint, an assigned Special Education Office official shall notify in writing each complainant and the school district or approved cooperative against which the violation has been alleged, that the complaint has been received. This written notification shall include a copy of the complaint and the substance of the alleged violation. The school district or approved cooperative shall have fourteen (14) calendar days to submit a written response.

92 NAC 51-009.11C2 Special Education Office officials will provide the school district or approved cooperative with the opportunity to respond to the complaint, including, at a minimum:

92 NAC 51-009.11C2a At the discretion of the school district or approved cooperative, a proposal to resolve the complaint; and

92 NAC 51-009.11C2b An opportunity for a parent who has filed a complaint and the school district or approved cooperative to voluntarily engage in mediation consistent with 92 NAC 51-009.12.

92 NAC 51-009.11C3 Special Education Office officials will investigate each complaint received from an individual or organization (including an individual or organization from another state) to determine whether there has been a failure to comply with these rules and may require further written or oral submission of information by all parties and may conduct an independent on-site investigation if necessary. The complainant will have the opportunity to submit additional information either orally or in writing, about the allegation.

92 NAC 51-009.11C4 Within sixty (60) calendar days of receipt of a signed written complaint, the Department of Education Special Education Office will

review all relevant information and provide written notification of findings of facts and conclusions and the basis for such findings to all parties involved.

92 NAC 51-009.11C5 An extension of the time limit in 92 NAC 51-009.11C4 will be permitted only if:

92 NAC 51-009.11C5a Exceptional circumstances exist with respect to a particular complaint; or

92 NAC 51-009.11C5b The parent and the school district or approved cooperative involved agree to extend the time to engage in mediation or to engage in other alternative means of dispute resolution.

92 NAC 51-009.11C6 If it is determined there has been a failure to comply, there will be included in the notification of findings the specific steps which must be taken by the school district or approved cooperative to bring the school district or approved cooperative into compliance, including technical assistance, negotiations and corrective actions necessary to achieve compliance. The notification shall also set forth a reasonable period of time to voluntarily comply.

92 NAC 51-009.11C7 If the school district or approved cooperative does not demonstrate compliance within the period of time set forth in the notice of findings, the matter will be subject to the procedures outlined in 92 NAC 51-004.09.

92 NAC 51-009.11C8 If a written complaint is received that is also the subject of a due process hearing under 92 NAC 55, or contains multiple issues of which one or more are part of that hearing, the Special Education Office officials shall set aside any part of the state complaint that is being addressed in the due process hearing, until the conclusion of the hearing. However, any issue in the state complaint that is not a part of the due process action must be resolved using the time limit and procedures described in 92 NAC 51-009.11.

92 NAC 51-009.11C9 If an issue is raised in a complaint filed under this 92 NAC 51-009.11 that has previously been decided in a due process hearing involving the same parties:

92 NAC 51-009.11C9(a) The hearing decision is binding; and

92 NAC 51-009.11C9(b) The Nebraska Department of Education must inform the complainant to that effect.

92 NAC 51-009.11C10 A complaint alleging a school district's or approved cooperative's failure to implement a due process decision must be resolved by the Nebraska Department of Education.

STATE COMPLAINT PROCEDURES

PERSON(S) RESPONSIBLE: Director of Special Education, Superintendent

TIMELINE: The district will observe all timelines in 92 NAC 51-009.11

MATERIALS: Copy of letter of complaint, support documentation, district policies and procedures and letter of response to NDE

METHODS: The Director of Special Education will serve as the liaison between the school district and the NDE complaint investigator throughout the complaint process. The Special Education Director will facilitate site and file reviews. The Special Education Director will be responsible for the implementation of any corrective action plan designed to bring the district into compliance.

PROCEDURE

92 NAC 51-009.12 Mediation

92 NAC 51-009.12A School districts or approved cooperative shall implement the procedures established in Section 009 to allow parties to resolve disputes involving any matter described in 92 NAC 51-009.05A1 and 009.05A2 including matters arising prior to the filing of a due process hearing petition through a mediation process which, at a minimum, shall be available whenever a hearing is requested under 92 NAC 55.

92 NAC 51-009.12A1 The procedures for seeking mediation initiated by either the parent(s) or school district or approved cooperative include:

92 NAC 51-009.12A1a Contacting the Nebraska Office of Dispute Resolution who will

92 NAC 51-009.12A1b Arrange a meeting, invite both parties and conduct the mediation in an attempt to resolve the dispute.

92 NAC 51-009.12B The procedures shall ensure that the mediation process:

92 NAC 51-009.12B1 Is voluntary on the part of the parties;

92 NAC 51-009.12B2 Is not used to deny or delay a parent's right to a due process hearing under 92 NAC 55, or to deny any other rights afforded under this Chapter; and

92 NAC 51-009.12B3 Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

92 NAC 51-009.12C The school district or approved cooperative may implement the procedures in Section 009 to offer parents and schools or approved cooperatives that choose not to use the mediation process an opportunity to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with:

92 NAC 51-009.12C1 A parent training and information center or community parent resource center in this State established under Section 671 or 672 of the IDEA, or

92 NAC 51-009.12C2 An appropriate alternative dispute resolution entity to encourage the use, and explain the benefits of the mediation process to the parents.

92 NAC 51-009.12D The Nebraska Department of Education shall maintain a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services for use by school districts, and approved cooperatives and parents.

92 NAC 51-009.12E The Nebraska Department of Education shall bear the cost of the mediation process, including the costs of meetings described 92 NAC 51-009.12C.

92 NAC 51-009.12F Each session in a mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute.

009.12G In the case that a resolution is reached to resolve the complaint through the

92 NAC 51-mediation process, the parties shall execute a legally binding agreement that sets forth such resolution and that:

92 NAC 51-009.12G1 States that all discussions that occurred during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding;

92 NAC 51-009.12G2 Is signed by both the parent and a representative of the agency who has the authority to bind such agency; and

92 NAC 51-009.12G3 Is enforceable in any State court of competent jurisdiction or in a district court of the United States.

92 NAC 51-009.12H Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings of any federal court or state court of a state receiving assistance under Part B of the IDEA as amended in 2004.

92 NAC 51-009.12I An individual who serves as a mediator under this Chapter:

92 NAC 51-009.12I1 May not be an employee of:

92 NAC 51-009.12I1a The Nebraska Department of Education or of the school district or approved cooperative that is involved in the education or care of the child; or

92 NAC 51-009.12I1b An agency that is providing direct services to a child who is the subject of the mediation process; and

92 NAC 51-009.12I1c Must not have a personal or professional interest that conflicts with the person's objectivity.

92 NAC 51-009.12I2 A person who otherwise qualifies as a mediator is not an employee of a school district or approved cooperative or the Nebraska Department of Education solely because he or she is paid by the agency to serve as a mediator.

MEDIATION

PERSON(S) RESPONSIBLE: Special Education Director, Superintendent, Staff

TIMELINE: Ongoing

MATERIALS: Parent Rights Pamphlet, Mediation Brochure Information. These materials are available on the Nebraska Department of Education website

METHODS: Either the parent or the school district may initiate mediation to resolve special education disputes by making contact with the Nebraska Office of Dispute Resolution. The Office of Dispute Resolution will arrange for all meetings related to the mediation process. Mediation is voluntary on the parts of the parent and the school district.

PROCEDURE

92 NAC 51-009.13 Resolution Process

92 NAC 51-009.13A Resolution Meeting

92 NAC 51-009.13A1 Within 15 days of receiving notice of the parent's due process complaint, and prior to the initiation of a due process hearing under 92 NAC 55, the school district or approved cooperative must convene a

meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint that:

92 NAC 51-009.13A1a Includes a representative of the school district or approved cooperative who has decision-making authority on behalf of that school district or approved cooperative; and

92 NAC 51-009.13A1b May not include an attorney to the school district or approved cooperative unless the parent is accompanied by an attorney.

92 NAC 51-009.13A2 The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the school district or approved cooperative has the opportunity to resolve the dispute that is the basis for the due process complaint.

92 NAC 51-009.13A3 The meeting described in 92 NAC 51-009.13A1 and 009.13A2 need not be held if:

92 NAC 51-009.13A3a The parent and the school district or approved cooperative agree in writing to waive the meeting; or

92 NAC 51-009.13A3b The parent and the school district or approved cooperative agree to use the mediation process described in 92 NAC 51.009.12.

92 NAC 51-009.13A4 The parent and the school district or approved cooperative determine the relevant members of the IEP Team to attend the meetings.

92 NAC 51-009.13B Resolution Period

92 NAC 51-009.13B1 If the school district approved cooperative has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur.

92 NAC 51-009.13B2 Except as provided in this section, the timeline for issuing a final decision begins at the expiration of this 30-day period.

92 NAC 51-009.13B3 Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding 92 NAC 51.009.13B1 and 009.13B2, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

92 NAC 51-009.13B4 If the school district or approved cooperative is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented using the procedures in 92 NAC 51- 007.06D), the school district or approved cooperative may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint.

92 NAC 51-009.13B5 If the school district or approved cooperative fails to hold the resolution meeting specified in 92 NAC 51.009.13A within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline.

92 NAC 51-009.13C Adjustments to the 30-day Resolution Period

92 NAC 51-009.13C1 The 45-day timeline for the due process hearing starts the day after one of the following events:

92 NAC 51-009.13C1a Both parties agree in writing to waive the resolution meeting;

92 NAC 51-009.13C1b After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible.

92 NAC 51-009.13C1c If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or the school district or approved cooperative withdraws from the mediation process.

92 NAC 51-009.13D Written Settlement Agreement

92 NAC 51-009.13D1 If a resolution to the dispute is reached at the meeting described in 92 NAC 51-009.13A1 and 009.13A2, the parties must execute a legally binding agreement that is:

92 NAC 51-009.13D1a Signed by both the parent and a representative of the school district or approved cooperative who has the authority to bind the school district or approved cooperative; and

92 NAC 51-009.13D1b Enforceable in any State court of competent jurisdiction or in a district court of the United States.

92 NAC 51-009.13E Agreement Review Period

92 NAC 51-009.13E1 If the parties execute an agreement pursuant to 92 NAC 51-009.13D, a party may void the agreement within 3 business days of the agreement's execution.

92 NAC 51-009.14 Special Education Due Process Hearings

92 NAC 51-009.14A Whenever a due process complaint has been received under 92 NAC 55 or Section 016 of this Chapter, the parents or the school district or approved cooperative shall have an opportunity for an impartial due process hearing consistent with the procedures in 92 NAC 55 and Section 009.13 of this Chapter.

92 NAC 51-009.14B A parent or a school district or approved cooperative may initiate a hearing on any of the matters described in 92 NAC 51.009.05A relating to the identification, evaluation or educational placement of the child with a disability, or the provision of FAPE to the child by filing a petition pursuant to 92 NAC 55.

92 NAC 51-009.14C When a hearing is initiated under 92 NAC 55, the school district or approved cooperative shall inform the parents of the availability of mediation described in 92 NAC 51-009.12.

92 NAC 51-009.14D The school district or approved cooperative shall inform the parent of any free or low-cost legal and other relevant services available in the area if the parent requests the information or if the parent or the school district or approved cooperative initiates a hearing under 92 NAC 55.

92 NAC 51-009.14E Any party to a due process hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.

RESOLUTION PROCESS AND DUE PROCESS HEARINGS

PERSON(S) RESPONSIBLE: Director of Special Education, Superintendent, School District Attorney; Resolution Process: Special Education and Superintendent.

TIMELINE: Follow timelines specified in 92 NAC 55 for due process; Resolution Process Timelines in Rule 51

MATERIALS: 92 NAC 55, all documentation regarding dispute and district's action

METHODS: A due process hearing is initiated by filing a petition with the Nebraska Department of Education. The content of the petition and the procedures to be followed are specified in 92 NAC 55. Before a due process hearing, the district must convene a meeting with the parents and relevant IEP team members pursuant to 92 NAC 51-009.14.

A resolution meeting will not be held if the parent and school district agree in writing to waive the meeting, or if they agree to use the mediation process.

POLICY

TRANSPORTATION

34 CFR 300.34(c)(1b); 34 CFR 300.107; 34 CFR 300.8(c)(12)

COZAD COMMUNITY SCHOOL DISTRICT ENSURES THAT TRANSPORTATION WILL BE PROVIDED TO ANY SPECIAL EDUCATION STUDENT WHO QUALIFIES FOR SPECIAL EDUCATION TRANSPORTATION UNDER NEB. REV. STAT. 79-1129.

PROCEDURE

92 NAC 51-014 Special Education Transportation

92 NAC 51-014.01 The board of education shall furnish one of the following types of services to children with disabilities who are residents of the school district:

92 NAC 51-014.01A Provide transportation for any child with a disability who is forced to leave the school district temporarily because of lack of educational services; and

92 NAC 51-014.01B Provide transportation within the school district for any child with a disability who is enrolled in a special education program of the district when either:

92 NAC 51-014.01B1 The child is required to attend a facility other than what would be the normal school of attendance of the child to receive appropriate special education services; or

92 NAC 51-014.01B2 The nature of the child's disability is such that special education transportation is required.

92 NAC 51-014.01C The board of education shall provide transportation for all children with disabilities birth to age five including children birth to age five who are wards of the court.

92 NAC 51-014.01D Transportation for Parentally-Placed NonPublic School Children

92 NAC 51-014.01D1 If necessary for the child to benefit from or participate in the services provided under this Chapter, a parentally-placed nonpublic school child with a disability must be provided transportation:

92 NAC 51-014.01D1a from the child's school or the child's home to a site other than the nonpublic school; and

92 NAC 51-014.01D1b from the service site to the nonpublic school, or to the child's home, depending on the timing of the services.

92 NAC 51-014.01D2 School districts or approved cooperatives are not required to provide transportation from the child's home to the nonpublic school.

92 NAC 51-014.01D3 The cost of transportation may be included in calculating whether the school district or approved cooperative has met the requirement of 92 NAC 51-012.08.

92 NAC 51-014.02 Responsibility for Transportation

92 NAC 51-014.02A The board of education shall be responsible to provide for the transportation expenses of children with disabilities who are residents of the school district under Neb. Rev. Stat. 79-1129 by:

92 NAC 51-014.02A1 Paying a parent for transporting his or her child for actual miles traveled and claimed; or

92 NAC 51-014.02A2 Operating vehicles for the purpose of transporting children with disabilities; or

92 NAC 51-014.02A3 Contracting for transportation services for children with disabilities; or

92 NAC 51-014.02A4 Purchasing services from a common carrier; or

92 NAC 51-014.02A5 Arranging for such other transportation as is proper and necessary to transport children with disabilities.

92 NAC 51-014.02B The board of education shall select an efficient and effective means of transportation for the child with a disability at a reasonable cost.

92 NAC 51-014.02C The board of education shall not provide for the transportation expenses of children with a disability who are residents of the school districts under Neb. Rev. Stat. 79-1129 if such children are able to use regular transportation services provided by the district unless:

92 NAC 51-014.02C1 Alteration of the routes of such regular transportation is required to transport children with a disability; or

92 NAC 51-014.02C2 Alteration is required of the equipment or vehicles used in such regular transportation in order to accommodate children with a disability.

92 NAC 51-014.02D The board of education shall provide for expenses equal to the statutory amount for each mile or fraction thereof traveled between the place of residence and the program of attendance when a parent transports his or her child(ren) with a disability. (Refer to Neb. Rev. Stat. 79-1129 and 81-1176.)

92 NAC 51-014.02E Except when a parent is transporting only his or her child, the board of education shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

92 NAC 51-014.02F For students with disabilities participating in the Option Enrollment Program under Neb. Rev. Stat. 79-232 to 79-246, the transportation services included on the student's IEP shall be provided by the district from which the student optioned. The Department shall reimburse the district from which the student optioned for the cost of transportation in accordance with Section 014.

92 NAC 51-014.03 Allowable Expenses

92 NAC 51-014.03A The school district or approved cooperative shall provide for the transportation expenses of children with a disability transported by the parents of such children, upon receipt of claims submitted to the board of education by such parents. Such claims shall be documented and subject to audit. The claims shall:

92 NAC 51-014.03A1 State the names of the children transported, the dates they were transported, the mileage incurred in such transportation; and

92 NAC 51-014.03A2 Contain a statement that the claim is a true and correct report of mileage; and

92 NAC 51-014.03A3 Include the signature of the parent.

92 NAC 51-014.03B The school district or approved cooperative shall not be relieved of the obligation to provide transportation for an eligible child with a disability because of the inability or unwillingness of the child's parents to provide transportation. No eligible child with a disability may be denied or have limitations placed on the child's receipt of special education services required by an IEP as a result of the inability or unwillingness of parents to provide transportation.

92 NAC 51-014.03C The school district or approved cooperative shall provide for the expenses or the equivalent costs for transportation from the child's legal residence (the residence of the parent(s)) or Department of Education approved residential placement, to the child's program.

92 NAC 51-014.03D A school district or approved cooperative may apply to the Department of Health and Human Services for reimbursement of transportation costs for the school age student who was made a ward of the state or court prior to his or her arrival in that school district.

92 NAC 51-014.03E When the school district or approved cooperative provides for transportation expenses under Neb. Rev. Stat. 79-1129 for children with a disability who are residents of the school district by utilizing vehicles operated by the school district, it shall include those transportation expenses below which are directly related to the vehicles used to transport special education children:

92 NAC 51-014.03E1 Salaries and fixed charges of drives and necessary aides;

92 NAC 51-014.03E2 Vehicle operational supplies

92 NAC 51-014.03E3 Vehicle repairs and maintenance

92 NAC 51-014.03E4 Vehicle least costs;

92 NAC 51-014.03E5 Vehicle insurance related to the transportation of children with a disability;

92 NAC 51-014.03E6 Documented administrative expenses of those engaged or employed for the purpose of supervising the transportation of children with a disability, their assistants, and clerical personnel but not including expenses for those engaged in general school or special education administration;

92 NAC 51-014.03E7 Such depreciation as is allowed in 92 NAC 51-014.04;

92 NAC 51-014.03E8 Those expenses attributable to an alteration of routes;

92 NAC 51-014.03E9 Those expenses attributable to alterations in equipment of vehicles, which must be depreciated; and

92 NAC 51-014.03E10 Facility expenses relating to the maintenance of vehicles used for transporting children with a disability. Transportation facility expense for purposes other than maintenance are not allowable reimbursable items. Maintenance includes such activities as repair, cleaning, greasing, fueling and inspecting vehicles for safety. If a facility is used for purposes other than maintenance of vehicles used to transport children with a disability, expenses must be listed separately so that only those costs attributed to the maintenance of special education vehicles are included.

92 NAC 51-014.03F If income is derived from a transportation services provided under Neb. Rev. Stat. 79-1129 such income shall be used to offset expenses listed above to the extent of such income.

92 NAC 51-014.03G The Department of Education shall allow a per mile cost for operating vehicles by using the categories of allowable expenses in 92 NAC 51-014.03 divided by the actual mileage the vehicle was driven for each fiscal year or the mileage rate provided in Neb. Rev. Stat. 81-1176. This procedure may be used in lieu of 92 NAC 51-014.03E.

92 NAC 51-014.03H The costs used must be adequately documented by the school district for review by the Department of Education.

92 NAC 51-014.03I Detailed mileage logs must be maintained by the school district or approve cooperative and be available for review by the Department of Education.

92 NAC 51-014.03J Undocumented expenses or mileage will not be allowed.

TRANSPORTATION

PERSON(S) RESPONSIBLE: Director of Special Education, IEP Case Manager, Transportation Supervisor

TIMELINE: Ongoing

MATERIALS: IEP Form, route schedules, Parent Procedures-Reimbursement Claim Forms, Rules for Safe Transportation of Students

METHODS: The student will be transported by district vehicle, or if district vehicle service is not available, the school district will contract with a licensed common carrier for transportation services. If the parent provides transportation as included on the student's IEP, the district will reimburse parents at the rate approved by the Nebraska Department of Education for actual miles traveled from place of residence to school of attendance and return by the most direct route. Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP.

POLICY

PERSONNEL STANDARDS

34 CFR 300.156

COZAD COMMUNITY SCHOOLS ENSURES THAT ALL PERSONNEL ARE APPROPRIATELY AND ADEQUATELY PREPARED SUBJECT TO IDEA REQUIREMENTS AND COZAD COMMUNITY SCHOOLS WILL TAKE MEASURABLE STEPS TO RECRUIT, HIRE, TRAIN AND RETAIN PERSONNEL MEETING THE REQUIREMENTS OF IDEA TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES TO CHILDREN WITH DISABILITIES.

PROCEDURE

92 NAC 51-010 Qualifications of Special Education Personnel for Program Approval and Reimbursement

92 NAC 51-010.01 School districts and approved cooperatives shall ensure that all personnel necessary to carry out this Chapter are appropriately and adequately prepared and trained including that those personnel have the content knowledge and skills to serve children with disabilities, subject to the requirements of Section 2122 of the Elementary and Secondary Education Act of 1965.

92 NAC 51-010.01A Instructional personnel shall hold valid Nebraska Department of Education certification, be endorsed in the assigned area. Instructional personnel may serve children with visual impairments and children with hearing impairments in a multicategorical program if the instructional personnel have attended training approved by the Department of Education or have received consultation from an individual endorsed in the area of visual hearing impairments. This section does not apply to individuals providing inservice.

92 NAC 51-010.01B Each person employed as a special education teacher who teaches elementary school, middle school, or secondary school shall be a teacher meeting IDEA 2004 criteria as defined in 92 NAC 51-003.62.

92 NAC 51-010.01C School districts or approved cooperatives shall take measurable steps to recruit, hire, train and retain teachers meeting IDEA 2004 criteria to provide special education and related services.

92 NAC 51-010.01C1 School districts shall take measurable steps to recruit, hire, train, and retain teachers meeting IDEA 2004 criteria to provide special education and related services.

92 NAC 51-010.01D Approvable endorsements for program approval and reimbursement shall include those in 92 NAC 51.010D1 through 51.01D20.

92 NAC 51-010.02 For purposes of 92 NAC 51-010.01D5, 010.01D14 and 010.01D20 “special education endorsement” shall include any approvable endorsement under 92 NAC 51-010.01D except 010.01D8, 010.01D17 and excluding the specific endorsements of guidance and counseling, educational audiologist, vocational special needs, cooperative education diversified occupations and special services certificate for school transition specialist.

92 NAC 51-010.03 Related Services Personnel and Paraprofessionals

92 NAC 51-010.03A Related services personnel and paraprofessionals shall hold any State approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

92 NAC 51-010.03B Related services personnel who deliver services in their discipline or profession shall not have had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

92 NAC 51-010.03C Paraprofessionals shall be appropriately trained and supervised by qualified special education personnel to be used to assist in the provision of special education and related services under this Chapter.

010.03D A paraprofessional shall not teach, as defined in Neb. Rev. Stat. 79-101.12.

92 NAC 51-010.04 Personnel providing special education services who do not hold Department of Education certification and endorsement, shall be licensed by the appropriate State of Nebraska Board of Examiners.

92 NAC 51-010.05 Personnel employed by approved service agencies shall be certified by the Department of Education or shall hold the credential or training required by the licensing standard under which the service providers operate.

92 NAC 51-010.06 Educational Interpreters

92 NAC 51-010.06A In order to be a qualified educational sign language interpreter for the purpose of 92 NAC 51-010.06, an individual must attain and maintain one or more of the following competency levels as measured by the following assessments:

92 NAC 51-010.06A1 Educational Interpreter Performance Assessment (EIPA), Competency level 3.5 or above

92 NAC 51-010.06A2 Registry of Interpreters of the Deaf Certifications (RID)

92 NAC 51-010.06A3 National Association of the Deaf (NAD) Competency level 4.0 or above

92 NAC 51-010.06A4 National Interpreter Certification (NIC)

92 NAC 51-010.06A5 American Consortium of Certified Interpreters (ACCI) exam Competency level 4.0

92 NAC 51-010.06A6 Quality Assurance Screening Test (QAST) Competency level 4.0

92 NAC 51-010.06B Subject to the exceptions in 92 NAC 51-010.06C and 010.06D, school districts and approved cooperatives shall ensure that all sign language interpreters employed by such districts or approved cooperatives to provide special education services are qualified educational sign language interpreters who meet the competency requirements in 92 NAC 51-010.06A.

92 NAC 51-010.06C If the school district or approved cooperative is unable to find a qualified educational sign language interpreter who meets the requirements of 92 NAC 51-010.06A, the school district or approved cooperative may employ for up to one year an interpreter who has received a "Skills at or above the required level" or a "Hire with Caution" on the EIPA pre-hire screening.

92 NAC 51-010.06D If a school district or approved cooperative is unable to find a qualified educational sign language interpreter who meets the requirements of 92 NAC 51-010.06A, the school district or approved cooperative may employ for up to two school years, an interpreter who demonstrates the minimum competency level of 2.5 on the EIPA, NAD or QAST. The school district or approved cooperative must require that the interpreter participate in a professional development plan designed to improve his or her skills and enable him or her to become a qualified educational sign language interpreter within two school years. The plan shall include at least 30 clock hours of training in interpreting per year (August 1 to July 31). The plan shall be approved by the school district or approved cooperative. The school district or

approved cooperative must require that the interpreter attain one more of the competency levels in 92 NAC 51- 010.06A within two school years of employment.

92 NAC 51-010.06E If an interpreter does not achieve the required competency levels within the time periods as specified in 92 NAC 51-010.06D, the district or approved cooperative must reopen the position and seek a qualified educational sign language interpreter.

92 NAC 51-010.06F A school district or approved cooperative shall require that all sign language interpreters employed by the districts or approved cooperatives to deliver special education services submit evidence to the district or approved cooperative of having obtained 20 clock hours of educationally related professional development every two years.

92 NAC 51-010.06G If a sign language interpreter cannot provide the evidence required in 92 NAC 51-010.06F of the professional development, the school district or approved cooperative shall require that the sign language interpreter be retested and achieve the applicable competency level specified in 92 NAC 51-01-.06A, 010.06C or 010.06D.

92 NAC 51-010.07 Notwithstanding any other individual right of action that a parent or student may maintain under nothing in this part, this section or part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a school district or approved cooperative employee to meet IDEA 2004 criteria or to prevent a parent from filing a complaint about staff qualification pursuant to Section 009 of this Chapter.

PERSONNEL STANDARDS

PERSON(S) RESPONSIBLE: The Superintendent, Principal, or Designee will advertise, interview, hire and retain appropriate professional staff.

TIMELINE: As soon as a position requiring special education and/or related services endorsement is approved by the Board of Education, advertisements in local and regional papers, college publications and other avenues will be completed and documented.

MATERIALS: Ads listing the positions and requirements, applicant files requiring completed application form, transcripts, credentials and required state background checks.

METHODS: After a position is posted and advertised, candidates for interviews are selected by the Superintendent, Principal or Designee. Candidates are selected on the basis of having a completed applicant file, appropriate qualifications and credentials for the position.

POLICY

PERFORMANCE GOALS AND INDICATORS

34 CFR 300.157

COZAD COMMUNITY SCHOOLS WILL USE PERFORMANCE GOALS AND INDICATORS ESTABLISHED BY THE STATE TO ASSESS PROGRESS TOWARD ACHIEVING THOSE GOALS THAT ARE CONSISTENT TO THE EXTENT APPROPRIATE WITH ANY OTHER GOALS AND ACADEMIC STANDARDS FOR CHILDREN. COZAD COMMUNITY SCHOOLS WILL PROVIDE THE NEBRASKA DEPARTMENT OF EDUCATION WITH INFORMATION NECESSARY TO ENABLE THE STATE TO ASSESS PROGRESS TOWARD ACHIEVING THE GOALS ESTABLISHED BY THE STATE.

PROCEDURE

The school district will use performance indicators established by the state:

1. to assess progress of children with disabilities in Nebraska in achieving goals;
2. that ensure free appropriate public education (FAPE) designed to meet their unique needs and prepare them for employment and adult living;
3. that ensure that the rights of children with disabilities and their parents are protected; and
4. that ensure educators and parents have the necessary tools to improve educational results for children with disabilities and to ensure the effectiveness of efforts to educate children with disabilities.

The district ensures that the goals are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state.

The state assesses progress toward achieving those goals that address the performance of children with disabilities on assessment, and on drop-out rates and graduation rates. The district will report to the Nebraska Department of Education on the progress of children with disabilities toward these goals, and on assessment, drop-out rates and graduation rates.

PERSON(S) RESPONSIBLE: Superintendent, Principal, or Designee

TIMELINE: Annually as requested by NDE

MATERIALS: Performance Goals and Indicators, Measurement Data

METHODS: The district will follow the procedures outlined above in carrying out the provisions of Performance Goals and Indicators.

POLICY

SUSPENSION AND EXPULSION REPORTING

34 CFR 300.170

COZAD COMMUNITY SCHOOLS WILL REPORT DATA TO THE NEBRASKA DEPARTMENT OF EDUCATION TO DETERMINE IF SIGNIFICANT DISCREPANCIES ARE OCCURRING IN THE RATE OF LONG-TERM SUSPENSION AND EXPULSIONS OF CHILDREN WITH DISABILITIES.

PROCEDURE

92 NAC 51-004.06E School districts and approved cooperatives shall report their incidences, duration and count of removals, suspensions and expulsions of children receiving special education services by June 30 of each year. The report must be disaggregated by race/ethnicity, gender, LEP status and disability category.

PERSON(S) RESPONSIBLE: Superintendent, Principal, or Designee

TIMELINE: Annually as requested by NDE

MATERIALS: NDE Suspension and Expulsion Rate Forms

METHODS: The district shall submit electronically via the NDE website to the state the number of suspensions and expulsions of children with disabilities. If significant discrepancies are occurring, the district will review and revise its policies, procedures and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA.

The district will maintain the data regarding suspensions and expulsions of children with disabilities as required by the state report. Data will include number of children listed by disability and race/ethnicity, subject to unilateral removal by school personnel following a drug or weapon offense, number of children subject to removal based on a hearing officer determination regarding likely injury, number of children subject to suspension/expulsion greater than 10 days or multiple short-term suspensions adding up to greater than 10 days.

POLICY

ACCESS TO INSTRUCTIONAL MATERIALS

34 CFR 300

COZAD COMMUNITY SCHOOL DISTRICT ENSURES THAT CHILDREN WITH BLINDNESS OR OTHER PRINT DISABILITIES WILL BE PROVIDED ACCESS TO INSTRUCTIONAL MATERIALS AT THE SAME TIME AS OTHER CHILDREN.

92 NAC 51-004.15 Access to Instructional Materials

92 NAC 51-004.15A A school district or approved cooperative that chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials shall enter into a written contract with the publisher of the print instructional materials.

92 NAC 51-004.15A1 Require the publisher to prepare and, on or before the delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the Instructional Materials Accessibility Standard (NIMAS); or

92 NAC 51-004.15A2 Purchase instructional materials from a publisher that are produced in or may be rendered in specialized formats.

92 NAC 51-004.15B Nothing in this section shall be construed to require a school district or approved cooperative to coordinate with the National Instructional Materials Access Center. If a school district or approved cooperative chooses not to coordinate with the National Instructional Materials Access Center, the school district or approved cooperative shall provide an assurance to the Nebraska Department of Education that the school district or approved cooperative will provide instructional materials to students with blindness or other students with print disabilities at the same time as other students.

PERSON(S) RESPONSIBLE: Superintendent, Principal or Designee who orders materials, IEP Case Manager and Team

TIMELINE: Ongoing

MATERIALS: Educational Instructional Materials in Proper Format (as determined by the IEP Team) for Individual Student Needs, IEP Form

METHODS: The district will follow the above guidelines to ensure materials are secured in the same time frame as those of nondisabled students.

POLICY

Prohibition on Mandatory Medication

34 CFR 300.612

COZAD COMMUNITY SCHOOL DISTRICT IS PROHIBITED FROM REQUIRING A CHILD TO OBTAIN A PRESCRIPTION FOR MEDICATION AS A CONDITION OF ATTENDING SCHOOL, RECEIVING AN EVALUATION OR RECEIVING SERVICES UNDER 92 NAC 51.

92 NAC 51-004.11D Prohibition on mandatory medication:

92 NAC 51-004.11D1 The school districts, approved cooperatives and special education and related services providers are prohibited from requiring parents to obtain a prescription for substances identified under Schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for the child as a condition of attending school, receiving an evaluation under Section 006 of this Chapter, or receiving services under 92 NAC 51.

92 NAC 51-004.11D2 Nothing in 92 NAC 51-004 shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

PERSON(S) RESPONSIBLE: Superintendent, Principal or Designee, Special Education Director, Staff

TIMELINE: Ongoing

MATERIALS: -

METHODS: The district will follow the above guidelines.

Approved 12-12-05

Re-adopted: 7.12.10

Re-adopted 5/14/2015

6010
Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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).
HE.K.5. Injury Prevention & Safety	
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.
HE.K.6. Social, Emotional & Mental Health	
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).
HE.K.7. Human Growth & Development	
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.
HE.K.8. Consumer & Environmental Health	
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.
HE.1.4. Disease Prevention	
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.
HE.1.5. Injury Prevention & Safety	
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.
HE.1.6. Social, Emotional & Mental Health	
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.
HE.1.7. Human Growth & Development	
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.
HE.2.4. Disease Prevention	
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.
HE.2.5. Injury Prevention & Safety	
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.
HE.2.6. Social, Emotional & Mental Health	
HE.2.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).
	HE.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.
HE.2.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	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.
HE.2.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	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.
HE.2.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	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).
HE.2.7. Human Growth & Development	
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.
HE.2.8. Consumer & Environmental Health	
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 ₂ 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.
HE.3.3. Substance Abuse Prevention	
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.
HE.3.4. Disease Prevention	
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.
HE.3.5. Injury Prevention & Safety	
HE.3.5.1.	Students will recognize and respond to an injury or emergency situation.
	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.
HE.3.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	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).
HE.3.6. Social, Emotional & Mental Health	
HE.3.6.1.	Students will develop social skills and understand how to positively interact with others.
	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).
HE.3.7. Human Growth & Development	
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.
HE.3.8. Consumer & Environmental Health	
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.
HE.4.3. Substance Abuse Prevention	
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.
HE.4.4. Disease Prevention	
HE.4.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	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.
HE.4.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	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).
HE.4.5. Injury Prevention & Safety	
HE.4.5.1.	Students will recognize and respond to an injury or emergency situation.
	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.
HE.4.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	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.
HE.4.6. Social, Emotional & Mental Health	
HE.4.6.1.	Students will develop social skills and understand how to positively interact with others.
	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).
HE.4.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	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.
HE.4.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	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.
HE.4.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	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.
HE.5.3. Substance Abuse Prevention	
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).
HE.5.4. Disease Prevention	
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.
HE.5.5. Injury Prevention & Safety	
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.
HE.5.6. Social, Emotional & Mental Health	
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.
HE.5.7. Human Growth & Development	
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).
HE.5.8. Consumer & Environmental Health	
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.
HE.6.3. Substance Abuse Prevention	
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.
HE.6.4. Disease Prevention	

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.
HE.6.5. Injury Prevention & Safety	
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.
HE.6.6. Social, Emotional & Mental Health	
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.
HE.6.7. Human Growth & Development	
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.
HE.6.8. Consumer & Environmental Health	
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.
HE.7.3. Substance Abuse Prevention	
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.7.3.2.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.
HE.7.4. Disease Prevention	
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.
HE.7.5. Injury Prevention & Safety	
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.
HE.7.6. Social, Emotional & Mental Health	
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.
HE.7.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	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.
HE.7.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	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).
HE.7.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	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).
HE.7.7. Human Growth & Development	
HE.7.7.1.	Students will learn the fundamental components of Sexual Health.
	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.
HE.7.8. Consumer & Environmental Health	
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.
HE.8.3. Substance Abuse Prevention	
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.
HE.8.4. Disease Prevention	
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.
HE.8.5. Injury Prevention & Safety	
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 sexuality harassed, abused, assaulted, exploited, or trafficked.
HE.8.6. Social, Emotional & Mental Health	
HE.8.6.1.	Students will develop social skills and understand how to positively interact with others.
	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.
HE.8.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	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.
HE.8.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	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.
HE.8.7. Human Growth & Development	
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.
HE.8.8. Consumer & Environmental Health	
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.



USDA Nationwide Waivers for Child Nutrition Programs

All USDA nationwide waivers established in response to COVID-19 are in effect until the date listed or until expiration of the federally declared public health emergency, whichever is earlier. Please contact the Nebraska Department of Education Nutrition Services at 800-731-2233 or 402-471-2488 with questions.

COVID-19 Child Nutrition Response #80: <u>Nationwide Waiver to Allow Area Eligibility for Closed Enrolled Sites Summer 2021 Operations - EXTENSION</u> (Previously Responses #14 & #48)	In effect until September 30, 2021 for SFSP
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- Allows sponsors of Closed Enrolled SFSP sites to use area eligibility in place of collecting individual income eligibility applications from participants.

COVID-19 Child Nutrition Response #79: <u>Nationwide Waiver to Allow Offer Verses Serve Flexibilities for non-SFA Sponsors in the SFSP for Summer 2021 Operations - EXTENSION</u> (Previously Responses #16 & #51)	In effect until September 30, 2021 for SFSP
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.

COVID-19 Child Nutrition Response #78: <u>Nationwide Waiver for Meal Service Time Restrictions for Summer 2021 Operations - EXTENSION</u> (Previously Responses #2 & #50)	In effect until September 30, 2021 for SFSP
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.
- If using this waiver and the non-congregate meal service waiver, meals can be provided for more than one day at a time.



COVID-19 Child Nutrition Response #77: <u>Nationwide Waiver to Extend Area Eligibility Waivers for Summer 2021 Operations - EXTENSION</u> (Previously Responses #52)	In effect until September 30, 2021 for SFSP
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- Allows sponsors to operate SFSP Open sites in non-eligible areas.

COVID-19 Child Nutrition Response #76: <u>Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children for Summer 2021 Operations - EXTENSION</u> ((Previously Responses #5, #25, #35, #47 & #55 & #62)	In effect until September 30, 2021 for SFSP
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- Only available to Sponsors who make use of the non-congregate feeding waiver.
- Parents/guardians can take home meals without the enrolled child/student present at pick-up.

COVID-19 Child Nutrition Response #75: <u>Nationwide Waiver to Allow Non-Congregate Feeding for Summer 2021 Operations - EXTENSION</u> (Previously Response #61)	In effect until September 30, 2021 for SFSP
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.
- If using this waiver and the non-congregate meal service waiver, meals can be provided for more than one day at a time.

COVID-19 Child Nutrition Response #74: <u>Nationwide Waiver to Allow Meal Pattern Flexibility in the Child Nutrition Programs - EXTENSION</u> (Previously Response #63)	In effect until September 30, 2021 for SFSP
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- SFSP Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.



COVID-19 Child Nutrition Response #73: Child Nutrition Program Update	In effect until September 30, 2021 for SFSP
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COVID-19 Child Nutrition Response #72: Nationwide Waiver to Allow Meal Pattern Flexibility in the Child Nutrition Programs - EXTENSION	In effect until June 30, 2021 for NSLP, SBP & CACFP
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- NSLP, SBP and CACFP Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.
- If you choose to use this waiver, institutions must complete the [Request Form](#) *and* receive approval from the NDE Nutrition Services.

COVID-19 Child Nutrition Response #71: Nationwide Waiver to Allow Meal Pattern Flexibility in the Child Nutrition Programs - EXTENSION	In effect until June 30, 2021 for NSLP, SBP & CACFP
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- NSLP, SBP and CACFP Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.
- If you choose to use this waiver, institutions must complete the [Request Form](#) *and* receive approval from the NDE Nutrition Services.



COVID-19 Child Nutrition Response #70: Nationwide Waiver to Allow Meal Pattern Flexibility in the Child Nutrition Programs - EXTENSION	In effect until June 30, 2021 for NSLP, SBP & CACFP
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- NSLP, SBP and CACFP Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.
- If you choose to use this waiver, institutions must complete the [Request Form](#) and receive approval from the NDE Nutrition Services.

COVID-19 Child Nutrition Response #69: Waiver to Allow Reimbursement of SFSP Meals Prior to Written Approval (Previously Response #57)	In effect until June 30, 2021 for SFSP
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- Schools and other SFSP sponsors may serve SFSP meals prior to receiving written approval from NDE.

COVID-19 Child Nutrition Response #68: Nationwide Waiver of Area Eligibility in the Child and Adult Care Food Program At-Risk Afterschool Care Component - EXTENSION (Previously Response #58)	In effect until June 30, 2021 for CACFP
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- Allows sponsors to operate the at-risk CACFP in non-area eligible locations.

COVID-19 Child Nutrition Response #67: Offer Versus Serve allowed for non-SFA SFSP Sponsors - EXTENSION (Previously Responses #16 & #51)	In effect until June 30, 2021 for SFSP
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- SFSP Sponsors that are not SFAs are allowed to use Offer Versus Serve as part of meal service. If you intend to use this option, please contact the NDE Nutrition services.



COVID-19 Child Nutrition Response #66: <u>Nationwide Waiver of Meal Service Time Restrictions in SFSP - EXTENSION</u> (Previously Responses #2 & #50)	In effect until June 30, 2021 for SFSP
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.
- If using this waiver and the non-congregate meal service waiver, meals can be provided for more than one day at a time.

COVID-19 Child Nutrition Response #65: <u>SFSP First Week Site Visit Waived - EXTENSION</u> (Previously Responses #15 & #49)	In effect until June 30, 2021 for SFSP
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- SFSP sponsors do not have to conduct first week site visits at all SFSP sites.

COVID-19 Child Nutrition Response #64: <u>Nationwide Waiver to Allow Area Eligibility for Closed Enrolled SFSP Sites - EXTENSION</u> (Previously Responses #14 & #48)	In effect until June 30, 2021 for SFSP
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- Allows sponsors of Closed Enrolled SFSP sites to use area eligibility in place of collecting individual income eligibility applications from participants.

COVID-19 Child Nutrition Response #63: <u>Nationwide Waiver to Allow Meal Pattern Flexibility in the SFSP - EXTENSION</u> (Previously Response #53)	In effect until June 30, 2021 for SFSP
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- SFSP Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.



- If you choose to use this waiver, institutions must complete the [Request Form](#) and receive approval from the NDE Nutrition Services.

COVID-19 Child Nutrition Response #62: Nationwide Waiver to allow Parents/Guardians to Pick Up Meals for Children - EXTENSION (Previously Responses #5, #25, #35, #47 & #55)	In effect until June 30, 2021 for SFSP
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- Only available to Sponsors who make use of the non-congregate feeding waiver.
- Parents/guardians can take home meals without the enrolled child/student present at pick-up.

COVID-19 Child Nutrition Response #61: Nationwide Waiver to Allow Non-congregate Feeding in the SFSP - EXTENSION (Previously Response #50)	In effect until June 30, 2021 for SFSP
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.
- If using this waiver and the non-congregate meal service waiver, meals can be provided for more than one day at a time.

COVID-19 Child Nutrition Response #60: Nationwide Waiver to Extend Area Eligibility Waivers - EXTENSION (Previously Response #52)	In effect until June 30, 2021 for SFSP
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- Allows sponsors to operate SFSP Open sites in non-eligible areas.

COVID-19 Child Nutrition Response #59: Waiver to Allow SFSP through SY20-21 - EXTENSION (Previously Response #56)	In effect until June 30, 2021 for SFSP
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- Schools doing in-person, hybrid and virtual instruction may use the SFSP to provide meals.
- Sponsors that qualify to operate the SFSP may follow the SFSP meal pattern requirements and serve free meals to all enrolled students.



- Non-profit SFSP sponsors may provide meals but must coordinate with local schools and participants to ensure duplicative meals are not provided to students.

COVID-19 Child Nutrition Response #58: Waiver of Area Eligibility in the Child and Adult Care Afterschool At-risk Care Component	In effect until December 31, 2020 for CACFP
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- Schools and other after school care programs in any location can serve at-risk afterschool meals and snacks to students after the regular school day until December 31, 2020.

COVID-19 Child Nutrition Response #57: Waiver to Allow Reimbursement of SFSP Meals Prior to Written Approval	In effect until December 31, 2020 for SFSP
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- Schools and other SFSP sponsors may serve SFSP meals prior to receiving written approval from NDE.

COVID-19 Child Nutrition Response #56: Waiver to Allow SFSP Through December 2020	In effect until December 31, 2020 for SFSP
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- Schools doing in-person, hybrid and virtual instruction may use the SFSP to provide meals.
- Sponsors that qualify to operate the SFSP may follow the SFSP meal pattern requirements and serve free meals to all enrolled students.
- Non-profit SFSP sponsors may provide meals but must coordinate with local schools and participants to ensure duplicative meals are not provided to students.

COVID-19 Child Nutrition Response #55: Nationwide Waiver to allow Parents/Guardians to Pick Up Meals for Children (Previously Responses #5, #25, #35 & #47)	In effect until December 31, 2020
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- Only available to Sponsors who make use of the non-congregate feeding waiver.
- Parents/guardians can take home meals without the enrolled child/student present at pick-up.



- Sponsors must ensure meals are only going to parents/guardians or other authorized adult of enrolled children.

COVID-19 Child Nutrition Response #54: Nationwide Waiver to Allow Non-Congregate Feeding in SFSP	In effect until December 31, 2020
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- Allows sponsors to provide grab & go/take-home meals to children; meals are not required to be consumed at the meal service site.

COVID-19 Child Nutrition Response #53: Meal Pattern Flexibility EXTENSION	In effect until December 31, 2020 for SFSP
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- Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide required components or if waiving meal pattern requirements will minimize potential exposure to the novel coronavirus. Requests to use this flexibility must be justified and will be approved by NDE on a case-by-case basis.
- If you choose to use this waiver, institutions must complete the [Request Form](#) and receive approval from the NDE Nutrition Services.

COVID-19 Child Nutrition Response #52: Waiver to Extend Area Eligibility (Previously Responses #32 & #46)	In effect until December 31, 2020
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- Allows sponsors to operate SFSP Open sites in non-eligible areas.

COVID-19 Child Nutrition Response #51: Offer Versus Serve allowed for non-SFA SFSP Sponsors (Previously Response #16)	In effect until December 31, 2020
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- SFSP Sponsors that are not SFAs are allowed to use Offer Versus Serve as part of meal service. If you intend to use this option, please contact the NDE Nutrition services.



COVID-19 Child Nutrition Response #50: Nationwide Waiver of Meal Service Time Restrictions in SFSP (Previously Response #2)	In effect until December 31, 2020
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- Meals and snacks do not need to be eaten within the time restrictions identified in program regulations.
- If using this waiver and the non-congregate meal service waiver, meals can be provided for more than one day at a time.

COVID-19 Child Nutrition Response #49: SFSP First Week Site Visit Waived (Previously Response #15)	In effect until December 31, 2020
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- SFSP sponsors do not have to conduct first week site visits at all SFSP sites.

COVID-19 Child Nutrition Response #48: Nationwide Waiver to Allow Area Eligibility for Closed Enrolled SFSP Sites (Previously Response #14)	In effect until December 31, 2020
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- Allows sponsors of Closed Enrolled SFSP sites to use area eligibility in place of collecting individual income eligibility applications from participants.

COVID-19 Child Nutrition Response #45: Meal Pattern Flexibility EXTENSION (Previously Responses #4, #13, #26, & #36)	In effect until June 30, 2021 for NSLP, SBP & CACFP
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- Sponsors are allowed to claim meals for reimbursement if they are unable to meet meal pattern requirements after exhausting all options to provide requirement components. Examples: the grocery store or distributor is limiting supplies, grocery store or distributor is out of stock, or the distributor has delivery issues.
- Sponsors must make every effort to meet the meal pattern to the greatest extent possible.
- If you choose to use this waiver, institutions must complete the [Request Form](#) and receive approval from the NDE Office of Nutrition Services.



COVID-19 Child Nutrition Response #44: Non-congregate Feeding EXTENSION (Previously Responses #2, #22 & #33)	In effect until June 30, 2021 for NSLP, SBP & CACFP
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- Meals and snacks do not need to be eaten onsite or in a group setting.
- Grab-n-go, drive-thru, and delivery methods are allowed.
- If using this waiver and the meal service time flexibility waiver, you can provide meals for more than one day at a time.

COVID-19 Child Nutrition Response #43: Monitoring Flexibility - State Agencies (Previously Responses #11& #31)	In effect until September 30, 2021
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- Grants State agency flexibility to the SFSP to conduct site visits and reviews as desk audits without an on-site visit.

COVID-19 Child Nutrition Response #42: Monitoring Flexibility - Sponsors (Previously Responses #10 & #30)	In effect until September 30, 2021
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- Grants SFSP Sponsors flexibility to conduct site visits and reviews as desk audits without an on-site visit.

COVID-19 Child Nutrition Response #40: Monitoring Flexibility - CACFP Sponsors	In effect until September 30, 2021
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- Grants State agencies flexibility to fulfill monitoring requirements as desk audits without an on-site visit.

COVID-19 Child Nutrition Response #41: Monitoring Flexibility - State Agencies & SFAs (Previously Response #9)	In effect until June 30, 2021
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- Grants flexibility to State agency and SFA to not conduct on-site monitoring requirements for the school meals program.



COVID-19 Child Nutrition Response #39: Monitoring Flexibility - CACFP Sponsors	In effect until September 30, 2021
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- Grants CACFP sponsors flexibility to fulfill monitoring requirements as desk audits without an on-site visit.

COVID-19 Child Nutrition Response #37: Offer Versus Serve Flexibility for Senior High Schools operating NSLP	In effect until June 30, 2021
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- Flexibility to offer versus serve requirements for senior high schools
- Supports delivery or pick-up of meals for students doing distance learning.

COVID-19 Child Nutrition Response #34: Meal Service Time Flexibility EXTENSION for NSLP, SBP & CACFP (Previously Response #23)	In effect until June 30, 2021
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- Flexibility for time and duration of meal service NSLP, SBP & CACFP.

COVID-19 Child Nutrition Response #18: School Wellness Policy Triennial Assessment	The new assessment deadline is June 30, 2021
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- LEAs are allowed one extra year to complete the School Wellness Policy Triennial Assessment, extending the deadline to June 30, 2021.

COVID-19 Child Nutrition Response #17: Meal Service Time Flexibility EXTENSION for SFSP (Previously Response #1)	In effect until August 30, 2020
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- Flexibility for time and duration of meal service for SFSP.



COVID-19 Child Nutrition Response #6: Nationwide Waiver for Community Eligibility Provision Deadlines	In effect until August 31, 2020
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- LEAs using CEP may use data from April 1 through June 30, 2020 to calculate Identified Student Percentage (ISP).
- LEAs must submit ISP data to NDE by June 15th.

COVID-19 Child Nutrition Response #21: Extend Unanticipated School Closure Operations Through June 30, 2020	In effect until June 30, 2020
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COVID-19 Child Nutrition Response #3: No Enrichment Activity Required for At-risk and NSLP Afterschool Snack	In effect until June 30, 2020
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- Only applies to at-risk afterschool programs and NSLP offering afterschool snack.
- No requirement to provide enrichment activities with the meal service.

COVID-19 Child Nutrition Response #12: 60-day Reporting Requirements for January and February 2020

- USDA provided extensions for submitting January and February 2020 NSLP claims.

January 2020 claims are due by April 30, 2020.
February 2020 claims are due by May 29, 2020.



MARCH-2021 | COZAD COMMUNITY SCHOOLS

MONTHLY FOOD SERVICE REPORT

Our Mission:
"Make Their Day"

OPAA! Core Values

Act in the best interest of the students, schools, and communities we serve.

Be honest in everything we do

Have a passion to serve others

Commit to continuous improvement.

Visit us online at www.opaafood.com

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5000
BREAKFASTS



13000
LUNCHES

It is our priority to provide kids a good quality and healthy meal every day, we are making diligent efforts each day to make ourselves better and focused on this goal.

We are serving more kids than before this year and giving them a quality meal that the students like. We regularly ask the students about their preferences and make our menu accordingly. This has helped us a lot to cater to the needs of students and staff better. We have increased our meal portions district wide for the rest of the school year on request of the district office.

We are receiving new kitchen equipment through this month and the kitchen staff are excited, this will boost our capability to produce more variety of meals moving forward.

A huge thank you to Cozad School District for being a crucial partner, and helping us in this mission.

