

Board of Education Regular Meeting
Monday, April 12, 2021 7:30 PM
Conference Room at the Southern Valley
Schools Junior/Senior High School Building,
Oxford, Nebraska
43739 Hwy 89
Oxford, NE 68967

1. OPENING
 - 1.1. Call Meeting to Order
 - 1.2. Pledge of Allegiance
 - 1.3. Roll Call
 - 1.4. Excuse Absent Board Members
 - 1.5. Acknowledge Posted Open Meeting Act
2. REVIEW THE AGENDA
 - 2.1. Publication of Notice Verification
 - 2.2. Notes Regarding Agenda/Additions
 - 2.3. Approval of Agenda
 - 2.4. Approval of Prior Minutes
3. RECOGNITION OF VISITORS
 - 3.1. Public Comment
4. DISCUSSION ITEMS
 - 4.1. Health Standards
 - 4.2. Treasurer's Report
 - 4.3. Committee Reports
 - 4.4. PK-6 Principal's Report

- 4.5. 7-12 Principal's Report
- 4.6. AD Report
- 4.7. Superintendent's Report
- 4.8. Drug Policy Update
- 4.9. Covid Relief Money
- 5. BUSINESS ITEMS
 - 5.1. Appoint a New Board Member
 - 5.2. Oath of Office
 - 5.3. Elect a Treasurer of the School Board
 - 5.4. Approval of Bills
 - 5.5. ***Adoption of a resolution authorizing the early redemption of the District's General Obligation Refunding Bonds, Series 2016.***
 - 5.6. Resignation Letter
 - 5.7. Approve Hiring of Teachers
- 6. NEXT MEETING
- 7. MOTION TO ADJOURN

Board of Education Meeting
March 8th, 2021 7:30 PM
Conference Room at the Southern Valley Schools Junior/Senior High School Building,
Oxford, Nebraska

The regular meeting of the Southern Valley Board of Education was called to order by President Ryan Hunt at 7:30 pm. The roll was called and the following members were present: Todd Brown, Craig Baily, Steve Hunt, Mike Taylor and Stacey Shafer. Members absent: None. Others present: Secondary Principal Jeff Linden, Elementary Principal Mark Grove and Activities Director Brandon Marquez.

The Board of Education makes available a current copy of the Open Meetings Act accessible to members of the public. The Open Meetings Act is also posted in the conference room. Notice of the meeting was given in advance by posting in accordance with the Board of Education approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. Availability of the agenda was communicated in the posted notice and a current copy of the agenda was maintained as stated in the posted notice.

All members and public recited the Pledge of Allegiance.

Motion to approve the consent agenda passed with a motion by Steve Hunt and a second by Todd Brown.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Time was allowed for public comment. No Public Comment.

Tobin Buchanan with First National Bank gave a brief presentation regarding refinancing bonds. Interest numbers were presented to the board as well as savings for the district. Discussion continued.

Elementary Principal Mark Grove informed the board that Southern Valley Quiz Bowl got 2nd place at both Alma and Loomis meets. Mr. Grove also wanted to recognize Blake Aquin¹, Kyler Peterson, and Christian Ramos who won the Best of Show on Poster Contest sponsored by Region 17 Emergency Management. Their posters will now be sent to the State Competition

Upcoming Elementary Events include:

March 10th - End of 3 Quarter

March 18th - Hot Wheels Races

March 29th - NSCAS Testing

Secondary Principal, Jeff Linden updated the board that all teacher evaluations have been completed and will finish post-evaluation meetings soon. State testing will begin the end of March and will finish the first week of May. Mr. Linden then updated the board as to the daily class happening of Mr. Norton, Mrs. Reiman, Mrs. Kristi Bose, and Mrs. Thalheim.

Activities Director, Brandon Marquez recognized the following:

Congrats to Senior Clayton Berry on scoring his 1000th career point in Basketball. Congrats to the SV Girls Basketball team on a great season. They showed great improvement going 10-4 down the stretch. Congrats to the SV Wrestling team for a great season and especially to: Cole Broeker, Mason Noel, Trevor Brown & Bryson Warner for qualifying and competing at the State Tournament. Congrats to SV Cheer for their performance at the State Cheer and Dance Championships placing 4th in Game Day & 4th in Non-Tumbling routines. Congrats to Ashley Marcum and Liz Meyers for being selected to represent Southern Valley in the Virtual Youth Art Month Showcase. Congrats to SV Speech members for their awesome performance at RPAC East: Brianna Jorgenson placed 5th in Humorous Prose and was RPAC Champion in Entertainment, Shae Mitchell placed

5th in Persuasive and 4th in Entertainment, Shelby Rickert placed 4th in Persuasive and was RPAC Champion in Extemporaneous. Congrats to SV Mock Trial on a great season. Congrats to Boys Basketball for winning Districts and Qualifying for State. Mock Trial finished competing in the regular season. They did not get any results from previous competitions until after it was over and the #1 team went 2-1 and finished third. Speech is finishing up their season. They compete live at Loup City at Districts today and then our State Qualifiers will compete on Friday March 19th at Kearney High School. FFA just finished up FFA week with several dress up days and fun activities. They are still competing and qualifying more students for State FFA which will be Virtual. FBLA is in the process of getting things submitted for State FBLA which will be virtual. Thank you again Coach Mike Lanham for 45 years of service as a coach for Southern Valley.

Track first meet: HS March 24th @ Cambridge/ JH April 13th @ Alma

Golf first meet: March 26th @ Bertrand

Superintendent Bryce Jorgenson updated the board on the new Physical Education position that has been created by the resignation of Mr. Russell Norton effective at the end of the school year. Mr. Jorgenson also updated the board on the hiring of Stacey Shafer as the new Business Manager. Starting Monday masks will be optional for staff and students. Mr. Jorgenson feels that with the reduced hospitalizations in our area that masks are no longer needed. The new activity bus is finished and will be delivered soon.

Motion to approve the process of refinancing bonds with First National Bank passed with a motion by Steve Hunt and a second by Craig Baily.

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| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve the approval of General Fund, Nutrition Fund and Activity Fund Claims provided by the administration passed with a motion by Craig Baily and a second by Stacey Shafer.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve the 2021-22 School Calendar passed with a motion by Craig Baily and a second by Mike Taylor.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | No |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve the resignation of Russell Norton effective at the end of the 2020-21 school year passed with a motion by Steve Hunt and a second by Craig Baily.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve SVEA as the exclusive bargaining agent for the 2021-22 and 2022-23 school years passed with a motion by Stacey Shafer and a second by Todd Brown.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve offering a teaching contract for Physical Education to Madison Gilg for the 2021-22 school year passed with a motion by Steve Hunt and a second by Todd Brown.

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|---------------|-----|
| Stacey Shafer | Yes |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

Motion to approve the resignation of Southern Valley Board of Education member Stacey Shafer passed with a motion by Mike Taylor and a second by Todd Brown.

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|---------------|---------|
| Stacey Shafer | Abstain |
| Craig Baily | Yes |
| Todd Brown | Yes |
| Steve Hunt | Yes |
| Ryan Hunt | Yes |
| Mike Taylor | Yes |

The next regular meeting is scheduled for April 12th, 2021 at 7:30pm.

Meeting adjourned at 8:48pm.

Dated this 9th day of March 2021.

FURNAS COUNTY SCHOOL DISTRICT #540
A/K/A SOUTHERN VALLEY SCHOOLS
BY: Ryan Hunt, PRESIDENT

ATTEST: Lindin Quinn, Recording Secretary

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). |

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| 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). |

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| 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 | |
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| 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. |

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| | 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. |

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| | 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 | |
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| 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 | |
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| 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). |

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| | 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. |

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| | 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). |

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| | 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 | |
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| 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. |

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| | 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. |

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| | 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). |

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| | 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. |

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| | 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 | |
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| 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. |

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| | 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. |

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| | 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. |

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| | 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 | |
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| 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. |

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| | 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 | |
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| 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. |

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| | 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. |

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| | 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. |

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| | 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. |

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| | 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 | |
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| 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. |

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| | 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 | |

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| 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. |

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| | 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. |

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| | 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 | |
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| 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. |

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| | 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.7.8.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs. |
| HE.7.3.3. | Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle. |
| | HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs. |
| | HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health (including side effects). |
| | HE.7.3.3.c: Assess the validity of information as it applies to substance use, misuse, and abuse. |
| | HE.6.3.3.d: Evaluate how the use of substances can cause illness, injury and complications with growth and development. |
| | HE.7.3.3.e: Describe the health risks of using performance-enhancing drugs. |
| | HE.7.3.3.f: Encourage others to be tobacco-, alcohol- and drug-free. |
| HE.7.4. Disease Prevention | |
| HE.7.4.1. | Students will understand the differences between harmful and helpful use of drugs and medication. |

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| | 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. |

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| | 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. |

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| | 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 | |
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| 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. |

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| | 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. |

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| | 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. |

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| | HE.8.5.2.b: Demonstrate advocacy skills to support others to be safe at home, school and the community. |
| | HE.8.5.2.c: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety). |
| | HE.8.5.2.d: Evaluate the potential consequences of personal risky behaviors. |
| | HE.8.5.2.e: Locate reliable resources and/or other sources of support within the community or school that students can go to if they or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. |
| 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. |

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| 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. |

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| | 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.

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| 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. |

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| | 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. |

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| | 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.). |

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| | 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. |

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| | 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). |

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| | 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. |

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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.

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| 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. |

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| | 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. |

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| | 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. |

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| | 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. |

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| 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. |

April 21 Board Meeting

Enrollment

Remained the same

Events

Pre-K and Kindergarten registration

Math Masters - Math facts turned into tickets and then had a chance to make a putt for a ball

5th Grade went to Aurora on their field trip to the Edgerton Explorit Center

We have begun NSCAS testing 3-6 students and will begin MAP testing for K-2 in the next couple of weeks.

Upcoming Events

- 4-21 4 New teachers will be finishing up their APL training at ESU 10
- 4-21 5th Grade to Water Jamboree
- 4-23 Earth Day Activity
- 4-24 5th and 6th Honor Band and Clinic
- 4-28 PreK and K Round up 8:30 -11:00
- 4-29 Elementary Spring Concert
- 4-30 4th Grade to Rural School



7-12 Principal Report for April Board Meeting 2021

Where has the time gone? This year has flown by and I cannot believe we will be graduating the Class of 2021 in a month from now! I would love to take this time to thank all SV students, parents, teachers, staff members, community members, and school board members for their support and hard work to make this school year a success. We are not done yet but we are getting ready to close a historical chapter in public education and we did what was best for our students and I am grateful for everyone's support as we navigated through this school year!

- 1). Honors Night will be Monday, April 19th with an invite-only Banquet at 6:00 pm followed by an award ceremony at 7:00 pm.
- 2). NSCAS ACT Test and Service Project day will be Tuesday, April 20th, 2021
- 3). Math, English, and Science NSCAS tests are being completed at the end of April and our Spring NWEA (MAPS) testing will be May 4h-5th!
- 4). Seniors last day will be May 5th, graduation practice will be May 7th at 9:00 am, with Graduation on May 8th at 1:00 pm.
- 5). Students Last day will be May 18th and Teachers last day will be May 19th!
- 6). Here is what our great teachers have been doing in their classrooms this past month!.

Mrs. McQuay's tutorial group is having a Q4 Edgenuity competition. Students can earn a total of 30 points per week (10% of Edgenuity assignments and 10% doubled for weekly Edgenuity quizzes). Prizes will be awarded with incentives purchased through Donors Choose. Mrs. McQuay had her JH Skills groups complete lessons on EverFi and Google Applied Digital Skills which earned \$230 to use for classroom materials on the Donors Choose website. She waited for matching funds (this time it was T-Mobile) and was able to get \$480 worth of supplies for just under \$10 with the free credits and matching funds. This is Mrs. McQuay's 13th funded project in the last 5 years.

April 2021 Activities Director Report

Recognition:

1. Congrats to Speech State Participants Brianna Jorgenson & Shelby Rickert
2. Congrats NSAA Academic All State Winners:
Bowling: Dalton Burgeson, Kolby Hunt, Elizabeth Meyers Alivia Taylor
Basketball: Carter Bose, Isaak McPhillamy, Kynlee Marquez, Krista Best
Wrestling: Bryson Warner, Trevor Brown
Speech: Heather Bose Shelby Rickert
3. Congrats SV Academic Winners for SV Mock Trial Gold: Makayla Schoen, Shelby Rickert, Brianna Russell, Kolby Hunt, Brianna Jorgenson, Shae Mitchell/
Silver: Trinity Bantam Graysen Langdale, Isaak McPhillamy
4. Congrats to SV Academic Winners for Bowling Gold: Kolby Hunt, Elizabeth Meyers/
Silver: Dalton Burgeson, Elliot Adams, Kenzi Kring, Alivia Taylor, Saige Tegtman
5. Congrats to SV Academic Winners for Basketball Gold: Carter Bose, Kynlee Marquez, Jessica Lambert/
Silver: Isaak McPhillamy, Bregan Hammond, Brianna Quinn, Krista Best, Aubrey Brown, Jenna Hunt
6. Congrats to SV Academic Winners for Speech Gold: Shelby Rickert, Brianna Jorgenson, Shae Mitchell/
Silver: Heather Bose
7. Congrats to SV Academic Award Winners for NHS Gold: Carter Bose, Kynlee Marquez, Makayla Schoen, Trevor Brown, Hannah Henry, Ashlyn McAtee, Shelby Rickert, Brianna Russell, Bryson Warner/
Silver: Trinity Bantam, Heather Bose, Jenna Hunt
8. Congrats to SV Academic Winners for Quiz Bowl Gold: Trevor Brown, Bryson Warner, Kolby Hunt, Brianna Jorgenson, Keira Wasenius, Shae Mitchell/Silver
Cierra Dringman, Rebekah Taylor, Nathan McPhillamy
9. Congrats to SV Academic Winners for FCCLA Gold: Makayla Schoen, Brianna Russell, Camden Wright, Jessica Lambert, Esmeralda Limon, Kolby Hunt
10. Congrats to SV Academic Winners for Art Gold: Makayla Schoen, Elizabeth Meyers, Shae Mitchell, Keira Wasenius/
Silver: Amanda Basnett, Ashley Basnett, Heather Bose, Alivia Taylor, Rebekah Taylor, Kyleah Branham

11. Congratulations to the following students who have qualified for the NSAA state journalism contest later this month. These are the students and the categories they have qualified in: Shelby Rickert--advertising, information graphic, in-depth news coverage, newspaper layout, photo illustration, Ashley Marcum--editorial cartoon, editorial writing, broadcast sports story, Elizabeth Meyers--column writing, photo illustration, news feature photography, Camden Wright--newspaper news writing, broadcast feature story, yearbook feature story, Trinity Bantam--newspaper layout, broadcast news story, Reagan Bennett--in-depth news coverage, newspaper news writing, Gabe Grove--entertainment writing, newspaper sports feature, Graysen Langdale--photo illustration, yearbook theme copy writing, Ashton Kirkendall--advertising, in-depth news coverage, Shae Mitchell--editorial cartoon, information graphic, Keira Wasenius--headline writing, broadcast feature story, Carlyn Stephen--news feature photography, Alisha Bock--in-depth news coverage, Ann Bose--newspaper news writing, Lily Holste--broadcast news story, Abree Karash--in-depth news coverage, Lucrecia Noel--sports feature writing, Rylee Smith--broadcast sports story, Celia Zetterburg--public service announcement
12. Congrats Carter Bose for breaking the following SV Basketball Records 2020-2021 Season Avg. Rebounds 10.7 & 2017-2021 Career Rebounds in career 770
13. Congrats Clayton Berry for breaking the following SV Basketball Records 2020-2021 2 pt field goals for a season 184 & 2017-2021 2 pt field goals for a career 469

Activities:

1. State FFA was this past week and was virtual. I have not got results yet. They also had their member auction and silent auction hosted by the FFA Alumni & they have the FFA Banquet this Thursday at 6:00 PM.
2. State FBLA is this week and is virtual stay tuned for results
3. Quiz Bowls finishing up their seasons High School went to ESU in Holdrege this past week to end the season.
4. Journalism getting ready for state as you heard from above with many qualifiers. They are trying to bring home gold this year. Remember they were State Runner-up last year in Class C.
5. District Band Large Ensembles at SV on Thursday the 22nd
6. We had several kids participate in a JH Music contest in Arapahoe this past weekend stay tuned for results
7. We will host % Honor Band here at SV at 9:30 AM clinic & concert at 4 PM here at SV

Athletics:

1. Boys Golf going strong they are placing in the top 5 as a team in every meet. We have several individuals golfing very well.
2. Boys & Girls Track is just getting going and they are trying to find what works best for everyone. We have several kids that are competing at a very high level and we will likely see them down at Burke at the end of the year.
3. Trap Shooting is now up and running at the Oxford Trap Club and kids are shooting preparing for State. I visited with them and am working on a presentation for next month's board meeting on what's going on and some recommendations on how we can help more kids participate.
4. JH Track starts Tuesday at Alma we will be using our shared timing system down there so I'm excited to see how that goes.

Superintendent Report
Board Meeting
April 12, 2021

1. Daycare for our staff
2. Projects this summer
 - a. Railing in the gym
 - b. Possible returns on heating/air system
 - c. Field sprinkler/water wheel
3. Legislature
 - a. Day 59 of 80
 - b. It will get interesting from here on out
4. Graduation
 - a. Admin team met today to come up with some guidelines.
 - b. Mrs. Hunt will present our thoughts.
 - c. What we do now, we will have to do for all
5. American Fidelity
 - a. Supplementary Insurance Company.
 - b. Will provide some other services for us
 - i. 125 plan
 - ii. Enrollment Assistance
 - iii. No Cost to us
 - iv. They make money as the preferred supplementary insurance company going forward

Nebraska Council of School Administrators

NCSA Mid-Session Legislative Report
 First Session, 107th Legislature

*Prepared by
 Dr. Mike Dulaney
 NCSA Executive Director
 March 14, 2021*

| <i>Status</i> | <i>Bill</i> | <i>Sponsor</i> | <i>Priority</i> | <i>One-liner</i> | <i>Pg.</i> |
|-------------------------|-------------|------------------|----------------------------------|---|------------|
| General File Pending | LB 2 | Briese | Briese | Change the valuation of agricultural land and horticultural land for certain school district taxes | 1 |
| | LB 5 | Blood | None | Adopt the Purple Star Schools Act | 1 |
| | LB 9 | Blood | None | Change annexation requirements and property tax special valuation provisions | 1 |
| | LB 17 | Kolterman | Retirement Com | Change actuarial valuation and amortization provisions for certain state retirement systems | 1 |
| | LB 83 | Flood | Government Com | Change the Open Meetings Act to provide for virtual conferencing | 2 |
| | LB 88 | Morfeld | Morfeld | Protect free speech rights of student journalists and student media advisers | 2 |
| | LB 117 | Cavanaugh, M. | None | Adopt the Hunger-Free Schools Act | 3 |
| | LB 132 | DeBoer | Legislature's Planning Com | Create the School Financing Review Commission | 3 |
| | LB 136 | Morfeld | None | Change procedures regarding short-term suspension of students | 3 |
| | LB 137 | Vargas | None | Require reporting to the Nebraska Early Childhood Professional Record System | 3 |
| | LB 143 | Kolterman | None | Require notice to school districts regarding changes in child placement | 4 |
| | LB 154 | Wayne | None | Require tracking of student discipline as prescribed | 4 |
| | LB 189 | Halloran | None | Change provisions relating to property tax refunds | 5 |
| | LB 200 | Vargas | None | Provide a high school graduation requirement relating to federal student aid | 5 |
| | LB 210 | Murman | None | Change provisions relating to part-time enrollment and extracurricular activities | 5 |
| | LB 260 | Hunt | Hunt | Change provisions relating to good cause for voluntarily leaving employment under the Employment Security Law | 6 |
| | LB 281 | Albrecht | Albrecht | Require child sexual abuse prevention instructional programs for school students and staff | 6 |

| <i>Status</i> | <i>Bill</i> | <i>Sponsor</i> | <i>Priority</i> | <i>One-liner</i> | <i>Pg.</i> |
|---|-------------|-------------------|------------------------|---|------------|
| General File Pending <i>Continued</i> | LB 359 | Pansing Brooks | None | Change provisions regarding multicultural education as prescribed and provide powers for the State Board of Education | 6 |
| | LB 388 | Friesen | Hilgers | Adopt the Nebraska Broadband Bridge Act | 6 |
| | LB 396 | Brandt | None | Adopt the Nebraska Farm-to-School Program Act | 7 |
| | LB 408 | Briese | Geist | Adopt the Property Tax Request Act | 7 |
| | LB 473 | DeBoer | None | Adopt the Extraordinary Increase in Special Education Cost Act | 8 |
| | LB 527 | Walz | None | Change provisions relating to transition services for students with a developmental disability | 8 |
| | LB 568 | Pansing Brooks | Judiciary Committee | Change provisions relating to truancy, juvenile courts, the Community-based Juvenile Services Aid Program, the Commission Grant Program, and compulsory education | 8 |
| | LB 641 | Day | None | Change provisions regarding school district salaries during an epidemic | 9 |
| Select File Pending | LB 288 | Walz | None | Change dates related to certifications and distributions of state aid to schools | 9 |
| | LB 322 | Williams | Williams | Adopt the School Safety and Security Reporting System Act | 9 |
| | LB 323 | Walz | None | Change provisions of the Tax Equity and Educational Opportunities Support Act relating to pandemics | 9 |
| | LB 368 | Sanders | None | Provide the Auditor of Public Accounts enforcement powers for failure of political subdivisions to file reports | 10 |
| | LB 389 | Sanders | Sanders | Require the issuance of teaching certificates and permits to military spouses | 10 |
| Passed by Legislature | LB 25 | Wayne | None | Change provisions relating to the division of ad valorem taxes under the Community Development Law | 11 |

General File, Pending

LB 2 (Briese) amends property tax valuation provisions to provide that for purposes of school district taxes levied to pay principal and interest on bonds, agricultural and special valuation land would be valued at 30% of its actual value. The Revenue Committee advanced the bill on a 8-0 vote with amendments.

The amendments change bond value from 30% to 50% of actual value and also incorporate the intent of LB 79 (Briese) to include a growth factor of 3% per year for the Property Tax Credit Act. LB 2 has not yet been officially report out and the committee statement along with the committee amendments have not yet been filed.

LB 5 (Blood) creates the Purple Star Schools Act and is applicable to any public, private, denominational, or parochial school in this state.

Under the bill, the State Board of Education may annually designate any school as a purple star school if the school applies for the designation in the manner prescribed by the board and meets various qualifications, including (1) maintenance of an easily accessible web page on the school's website that includes resources for military-connected students and their families, including information regarding, and (2) maintenance of a transition program led by students, where appropriate, that assists military-connected students in transitioning into the school.

LB 5 was advanced to General File by an 8-0 vote with no amendments.

LB 9 (Blood) seeks to expand the definition of contiguous lands, lots, tracts, streets, or highways, relating to the annexation of such property.

Under LB 9, property that is sought to be annexed can qualify as contiguous even if a federal property or a natural resources district lies between the same and the corporate limits. Prior to this, contiguous land was only extended to that property which had a natural barrier, such as a stream, embankment, strip, or parcel of land thinner than 200 feet between its same and corporate limits.

LB 9 was advanced to General File by the Urban Affairs Committee by a 7-0 vote. The committee amendments (AM231), in part, limit applicability of the bill to cities of the first class located in a county in which at least three cities of the first class are located.

LB 17 (Kolterman) represents technical modifications, amortization and actuarial changes to the Judges, School Employees and State Patrol Retirement Acts. The proposed changes are the result of the recent IRS compliance audit, which occurred in 2020.

LB 17 was advanced to General File by the Retirement Committee by a 6-0 vote. The committee amendments (AM461), in part, include the provisions of LB 16 (Kolterman) to add an annual contribution from the State to the Judges' Retirement Fund of 4% of total compensation beginning on July 1, 2021 and increasing the percentage to 6% beginning July 1, 2023.

LB 83 (Flood) would revise the Open Meetings Act to (1) update and modernize references to videoconferencing and telephone conferencing and (2) authorize more instances in which public bodies may utilize virtual conferencing for their meetings, including declared emergencies. The provisions that update, modernize, and harmonize references to video conferencing and telephone conferencing replace these terms with references to the more broadly inclusive term “virtual conferencing,” which is defined to include all telephonic and electronic means of participation.

This bill would authorize virtual conferencing for meetings of public bodies located in a place subject to an emergency declaration by the governor or by a principal executive officer of a local government. Provisions for public access to these virtual meetings are mandated in the bill, including call-in telephone numbers, electronic copies of meeting agendas, and notice of virtual meetings to news media.

LB 83 was advanced to General File by the Government Committee by a 8-0 vote. The committee amendments (AM127) add language to the bill ratifying actions taken by public bodies in reliance on the Governor's executive orders issued during the coronavirus pandemic. For entities holding virtual meetings with multiple locations for public participation, the amendments add a requirement that each meeting site be attended by at least one member of the public entity or their designee. There is also a revision clarifying that the documents that must be made available at each meeting site are those documents “being considered at” the meeting. The amendments require an emergency declaration by the Governor under section 81-829.39 to trigger emergency meeting procedures under the bill. Finally, the amendments provide an exception to an “address publication” requirement in instances where that address requirement may endanger a person's security.

LB 88 (Morfeld), as it relates to public high schools, provides that all “school-sponsored media” are deemed to be public forums. With a few exceptions, a student journalist has a right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is (i) supported financially by the public high school, (ii) supported by the use of the facilities of the school, or (iii) produced in conjunction with a class in which the student journalist is enrolled.

With a few exceptions, each student journalist is responsible for determining the news, opinion, feature, sports, and advertising content the student produces for school sponsored media. However, the bill does not prevent a student media adviser from teaching professional standards of English and journalism to student journalists and ensuring that school-sponsored media adhere to prevailing journalistic ethical standards as set forth in the Society of Professional Journalists Code of Ethics as the code existed on January 1, 2021.

The bill does not authorize or protect expression by a student journalist that: (a) Is libelous or slanderous; (b) Constitutes an unwarranted invasion of privacy; (c) Violates federal or state law; (d) Departs from prevailing journalistic ethical standards; or (e) So incites students as to create a clear and present danger of (i) the commission of an unlawful act or (ii) a violation of the policies of a public high school that could cause the material and substantial disruption of the orderly operation of such school.

LB 88 was advanced to General File by the Judiciary Committee by a 8-0 vote with no amendments attached.

LB 117 (Cavanaugh, M.) creates the Hunger-Free Schools Act. The bill was advanced to General File by the Education Committee by a 8-0 vote. The committee amendments (AM421) replace the original bill and provide that each qualified public school that has an identified student percentage greater than or equal to 62.5% must operate under the community eligibility provision to maximize the federal reimbursement for eligible breakfasts and eligible lunches.

The amendments change existing law to require NDE to reimburse each qualified public school a portion of the cost of the school's school breakfast program in the amount of 5¢ per eligible breakfast served by the school in the second preceding school year.

LB 132 (DeBoer) would create the School Financing Review Commission to conduct an in-depth review of the financing of the public elementary and secondary schools. It also provides for a mechanism to monitor and analyze the formula going forward. LB 132 was advanced to the General File by the Education Committee by a 7-1 vote (Linehan voting no). The committee advanced the bill under a white copy amendment (AM555), which replaces the original bill with new content. However, most of the original provisions and intent are maintained in the amendments.

LB 136 (Morfeld) amends the Student Discipline Act to provide the same due process rights afforded students given a "long-term" suspension to students given multiple "short-term" suspensions that amount to nine school days or more of suspension within one semester. LB 136 was advanced to General File by a 8-0 vote with no amendments attached.

LB 137 (Vargas) changes a provision within the Step Up to Quality Child Care Act requiring that each employee of a child care program as defined by the Child Care Licensing Act must report his/her education, credentials, training and work history in the Nebraska Childhood Professional Record System (NECPRS). It further clarifies that the permissive language allowing any child care or early childhood education provider to enter his/her relevant information into NECPRS applies only to those persons not otherwise required.

LB 137 was advanced to General File by the Education Committee by a 7-0 vote. The committee amendments, in part, change the implementation date for the new reporting requirements to June 30, 2023.

LB 143 (Kolterman) provides that if a determination is made that it is not in the child’s best interest to remain in the same school after a placement change, notice of placement change must also be sent to the new school where the child will be enrolled.

In the event of an emergency placement change, the bill provides that, within 24 hours after court approval of the emergency placement change, DHHS, an association, or individual, must file a report and notice of placement change to all interested parties, including all of the child’s siblings that are known to DHHS and, if the child is of school age, the school where the child is enrolled or the new school where the child will be enrolled.

LB 143 was advanced to General File by the Health Committee by a 7-0 vote. The committee amendments (AM105) eliminate the provision of LB 143 that would have required DHHS to file a report and notice of placement change within 24 hours after court approval of an emergency placement change. Under AM105, DHHS would have to provide the notice, but not the report, within 24 hours. Additionally, AM105 requires the notice to be provided to both the school where the child is enrolled and the new school where the child will be enrolled.

LB 154 (Wayne) provides that, by August 1, 2022, the State Board of Education must implement a statewide system for tracking individual student discipline, using the student identifier system of the department, that can be aggregated to track student discipline by type of discipline and demographic characteristics, including race, poverty, high mobility, attendance, disability, and limited English proficiency.

The board must require each school district to report, by individual student, any:

- (i) Act resulting in an in-school suspension, a short-term suspension, a long-term suspension, a one-semester expulsion, a two-semester expulsion, an assignment to an alternative school or alternative-learning program, the use of physical contact with the student, or the restraint or seclusion of the student;
- (ii) Offense constituting grounds for a long-term suspension, an expulsion, or a mandatory reassignment, regardless of consequences assigned; and
- (iii) Act resulting in law enforcement involvement, including any incident reported to law enforcement or to an on-site school resource officer, and any school-related citation or arrest.

Finally, LB 154 requires each school to designate at least one “discipline data coordinator” for the purposes of gathering and reporting the discipline data required under the bill.

LB 154 was advanced to General File by the Education Committee by a 7-0 vote with no amendments attached.

LB 189 (Halloran) makes adjustments to the refunding of real or personal property taxes paid. If the county treasurer does not have sufficient funds to make the refund payment, the refund will be registered as a claim against the political subdivision. A receipt will be issued to the person entitled to the refund. If a receipt is given, the governing body of the political subdivision must make provisions in its next budget cycle to pay the refund; or, upon mutual agreement the receipt may be used to pay any taxes levied until the claim is satisfied in full. Interest at the amount of 9% would accrue on the unpaid balance of the refund. Interest would begin to accrue on the date of entry of the final non-appealable order or other action approving the refund.

LB 189 was advanced to General File by the Revenue Committee on a 7-0 vote with no amendments attached.

LB 200 (Vargas), beginning with the 2022-23 school year, LB 200 requires each public high school student to complete and submit to the U.S. Department of Education a Free Application for Federal Student Aid prior to graduating from such high school with some exceptions, such as a parental opt-out.

The school principal or the school principal's designee of each public high school is required to provide compliance information to the school district or governing authority for the public high school and to NDE without disclosing (for any student who has complied with the requirements of the bill) personally identifiable information distinguishing whether the compliance upheld the provisions of the bill.

The school principal or school principal's designee must provide separately the aggregate number of students who have complied and who have not complied, unless otherwise prohibited by federal or state law regarding the confidentiality of student educational information.

LB 200 was advanced to General File by the Education Committee by a 7-0 vote with no amendments attached.

LB 210 (Murman) requires each school board of a public school district to allow the part-time enrollment of students, for all courses selected by the students, who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or home schooled.

The bill also requires each school board to establish policies and procedures to allow the participation of any home school student in any extracurricular activities to the same extent and subject to the same requirements, conditions, and procedures as students enrolled in the public school. However, the home school must set the standards for satisfactory academic performance for students from the school to participate in extracurricular activities and provide assurances of compliance with such academic standards.

LB 210 was advanced to General File by the Education Committee by a 8-0 vote. The committee amendments (AM357) change the requirements of the policies and procedures that each school board is required to establish, by explicitly stating that a home school student must be required to

take no more and no less than 10 credit hours in any semester to participate in extracurricular activities, including coursework that is directly related to team practice for an extracurricular activity in which such student is participating or is planning to participate. The amendments also expand the language of the bill to apply to interschool competitions, as well as extracurricular activities.

LB 260 (Hunt) would add “caring for a family member with a serious health condition” to the list of reasons that are considered good cause for voluntarily leaving employment under Nebraska Employment Security Law. Effectively, this would allow workers who have temporarily left work due to family caregiving needs, but who are seeking to return to work, to be eligible for unemployment benefits.

LB 260 was advanced to General File by the Business and Labor Committee by a 4-0-3 vote with no amendments attached.

LB 281 (Albrecht) requires each school district to adopt a child sexual abuse prevention instructional program for students in kindergarten through grade five for implementation beginning in school year 2022-23. The bill was advanced by the Education Committee, but the bill has yet to be officially reported out. The committee statement along with any amendments have yet to be filed.

LB 359 (Pansing Brooks) amends the definition of multicultural education to include and reflect the diverse races and cultures of all persons in Nebraska and the U.S. and incorporates the histories, perspectives and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans. Special emphasis must be placed on human relations and sensitivity toward all races, ethnicities, and cultures.

The bill requires each school district (public and private) to incorporate multicultural education into the elementary, middle, and secondary instructional programs provided to students. The bill also requires NDE to employ a full-time consultant trained and experienced in the field of multicultural education.

LB 359 was advanced to General File by the Education Committee on a 8-0 vote. The committee amendments (AM400) would, in part, change the implementation date to the 2023-24 school year.

LB 388 (Friesen) creates the Nebraska Broadband Bridge Act. The bill was advanced to General File by a 7-0 vote. The committee amendments (AM530) represent a “white copy” amendment and replaces the contents of the original bill although many of the new provisions were found in the original bill. Under the amendments, the bill would create the Broadband Bridge Program. The purpose of the program is to facilitate and fund the development of broadband networks in unserved and underserved areas in addition to the reverse auction program. The commission would administer the program. The bill would appropriate \$20 million annually beginning with fiscal year 2021-22 to the commission to be distributed as grants through the program.

LB 396 (Brandt) creates the Nebraska Farm-to-School Program Act. The program is meant to link elementary and secondary public and nonpublic schools with Nebraska farms in a manner that:

- provides schools with fresh and minimally processed food for inclusion in school meals and snacks,
- encourages children to develop healthy eating habits, and
- improves the incomes of Nebraska farmers who will enjoy direct access to consumer markets.

The program may include activities that provide students with hands-on learning opportunities, such as farm visits, cooking demonstrations, and school gardening and composting programs, and that integrate nutrition and agricultural education into the school curricula.

LB 396 was advanced to General File by the Education Committee on a 8-0 vote with no amendments attached.

LB 408 (Briese) was advanced by the Revenue Committee on a 7-1 vote (Senator Bostar voting no). Under the committee amendments (AM371), LB 408 would create the Property Tax Request Act, which would be applicable to all political subdivisions that have property tax levying authority, including school districts and ESUs. The cap would be in operation for 2022 through 2027, after which the cap would no longer be operative.

As advanced from the Revenue Committee, LB 408 would cap the growth of property tax revenue at a maximum of 3% from one year to the next.

The cap would not apply to that portion of a political subdivision's property tax request that is needed to pay the principal and interest on approved bonds. Nor would it apply to that portion of a political subdivision's property tax request that is derived from the "real growth value" for the political subdivision.

The committee amendments provide two methods to exceed the revenue cap: (1) by vote of the governing body with certain restrictions; or (2) by resolution by the governing body and a subsequent vote of the electorate of the political subdivision.

The first method to exceed the cap, mentioned in the amendments, requires a majority vote of the governing body. The governing body may exceed the cap no more than two consecutive years at which time the political subdivision's "property tax request" would be reduced in subsequent years to ensure the increase in the property tax request does not exceed 9% over a three-year period.

The committee amendments provide that a political subdivision may choose not to increase its property tax request by the full amount allowed by the political subdivision's request authority. In such cases, the political subdivision may carry forward one-half of the unused request authority to future years as carryover request authority.

LB 473 (DeBoer) creates the Extraordinary Increase in Special Education Expenditure Act in order to assist school districts with large unexpected special education expenditures which will allow them to more easily meet the needs of all students.

LB 473 was advanced to General File by the Education Committee on a 7-1 vote (Linehan voting no). The white copy amendments (AM520) maintain the intent of the bill but insert new language concerning the formula for calculating a payment.

The new formula to determine an applicant school district's payment consists of the following three steps.

- 1) Special education expenditures for the immediately preceding school fiscal year are divided by two;
- 2) The result is then multiplied by 107%; and
- 3) This result is then subtracted from the current special education expenditures reported on the application.

Each applicant school district qualifies for a maximum payment equal to the result of step 3 of the formula, except if the sum of all maximum payments exceed the available funds, they would all be reduced proportionally.

The amendments provide intent language to appropriate \$3 million to the Fund for fiscal year 2021-22.

LB 527 (Walz) amends the Developmental Disabilities Services Act, which, in part, requires that each school district must provide transition services for each student with a developmental disability no later than when the student reaches 16 years of age and until the student graduates from a special education program or no longer meets the definition of a child with a disability.

LB 527 proposes to change the age from 16 to 14 years.

LB 527 was advanced to General File by the Education Committee on a 8-0 vote with no amendments attached.

LB 568 (Pansing Brooks) removes truancy as a juvenile status offense under court jurisdiction. The court may continue to address excessive absenteeism from school as part of disposition hearings. The bill further establishes that the goals of juvenile pretrial diversion programs include providing juveniles who have excessive absenteeism from home or school with services to address the needs of the juvenile and his or her family. A juvenile pretrial diversion program would be offered to the juvenile when practicable following a referral from a school, parent, guardian or custodian in regard to excessive absenteeism.

When the county attorney receives a referral from a school that a juvenile is excessively absent, the county attorney must work with the school to refer the juvenile and his/her family to community-based resources available to address the juvenile's behaviors, provide crisis intervention, and maintain the juvenile safely in the home.

LB 568 also provides that the State Board of Education may adopt and promulgate rules and regulations to carry out statutory provisions related to excessive absenteeism.

LB 641 (Day) amends a law passed during the 1918 pandemic (§ 79-8,106). The existing law provides that in case of epidemic sickness prevailing to such an extent that the school or schools in any school district must be closed, teachers will be paid their usual salaries in full for such time as the school or schools will be closed. LB 641 adds education support professionals along with teachers.

LB 641 was advanced to General File by the Education Committee by a 7-0 vote with no amendments attached.

Select File, Pending

LB 288 (Walz) would have delayed the certification of state aid, applicable allowable reserve percentages, and budget authority to no later than June 10th. The bill advanced to Select File on a 41-0 vote on February 10th but was challenged on subsequent attempts to advance the bill further. Since it did not pass prior to March 1st (the statutorily prescribed date for state aid certification), LB 288 is no longer relevant at this point in time.

LB 322 (Williams) creates the School Safety and Security Reporting System Act. The bill was requested by NCSA in partnership with NDE and specifically Dr. Jolene Palmer, State School Security Director. The bill is modeled after a similar program in Colorado, which has proven to be successful.

The bill requires NDE to establish a statewide, anonymous reporting system to support threat assessment teams and reduce risk and incidents of violence resulting in harm to self, others, or school property. The reporting system would be called the Safe2HelpNE report line.

LB 322 was prioritized by Senator Williams and advanced to Select File by a 33-5 vote.

LB 323 (Walz) was introduced in order to propose various modifications in the formula to make school districts whole in light of the effects of the pandemic in the previous school year. Department staff had noticed provisions in the formula as they relate to transportation allowance, early childhood education, summer school allowance, etc. that, if unchanged, would have impacted schools negatively going forward. The bill is a sort of hold harmless bill due to the pandemic.

It should be noted that LB 323 would have the effect of voiding the March 1st state aid certification in favor of a new calculation and certification.

The Legislature advanced LB 323 to Select File on February 16th by a 29-5 vote under a significant challenge on the floor for being unnecessary in the minds of some lawmakers. The bill is not prioritized but we have been told that the Speaker will return the bill for further debate at some point in time.

LB 368 (Sanders) would grant discretionary authority to the Auditor of Public Accounts to assess a late fee of \$20 per calendar day when political subdivisions fail to timely file a required report with the Auditor's office. The total late fee would not be allowed to exceed \$2,000. Any such fees collected would be remitted to the State Treasurer and credited to the Auditor of Public Accounts Cash Fund.

A political subdivision failing to file required reports would also be subject to - at the Auditor's discretion - an audit by the Auditor of Public Accounts. Such an audit would be conducted at the expense of the political subdivision.

LB 368 was advanced to Select File on March 9th by a 37-0 vote. LB 368 is not prioritized but the bill is expected to return on the agenda for further debate and action.

LB 389 (Sanders) amends certification law (§ 79-813) to authorize the State Board of Education to issue a certificate or permit to any applicant who:

- (a) Is a military spouse;
- (b) Holds a valid certificate or permit currently in force in another state to teach, administer, or provide special services;
- (c) Has held such certificate or permit for at least one year;
- (d) Is in good standing in all states where a certificate or permit to teach, administer, or provide special services is held;
- (e) Does not have any pending investigations or complaints against any such certificate or permit;
- (f) Meets all residency and background check requirements otherwise required for a Nebraska certificate or permit; and
- (g) Pays any applicable fees.

The Commissioner of Education would be required to verify that the applicant meets the requirements noted above. The applicant would not be required to meet the human relations training requirement to obtain the certification or permit.

LB 389 was prioritized by Senator Sanders and was advanced to Select File by a 46-0 vote.

Passed by Legislature

LB 25 (Wayne) amends provisions of the Community Development Law. The bill provides for a process for an authority to prepare a redevelopment plan that divides ad valorem taxes for 20 years if more than 50% of the redevelopment project area is in an extremely blighted area. The maximum term for all other redevelopment plans is 15 years. The bill specifies public hearing and notice provisions related to determining if the property is extremely blighted for purposes of the redevelopment plan.

Note: The passing of Amendment 2 on the 2020 Nebraska General Election Ballot changed Article VIII, section 12 of the Nebraska Constitution, allowing for the division of taxes beyond 15 years.

LB 25 was passed by the Legislature on March 11th by a 48-0 vote with the emergency clause attached. If the Governor signs it into law, the bill would be operative one day after it is signed.

| | Kind of Days | Number of Days | How to reduce the days? | Test negative to come back? | Require educational programing | Volunteer Hours | Prom/Homecoming | | |
|------------------|---------------|----------------|--|--|--------------------------------|-----------------|---|---|--|
| Parents | Calendar Days | 21-45 | Reduce by half by completing educational training | Yes. | Yes. At the families expense. | Yes. How many? | Not eligible for royalty, able to go if complete educational programing | | |
| Coaches/Sponsors | Calender Days | 35 or 42 | Reduce by 15 days by completing educational training | No because they test again at 30 days they must pass that or are suspended again | Yes. At the families expense. | Yes 4 hours | Not eligible for royalty, able to go if complete educational programing | *** Calendar days do not count in the summer they will not start until the first official day of fall practice should a student get a violation in the summer | Students can earn a violation back 1 time if no violations in 365 days |
| Students | Calendar Days | 30 | Substance abuse class, reduce 4-14 days | Yes. | Yes | 6 hours | Do not want a penalty | | |

Covid Relief Money

1. CARES Act
 - a. Passed March of 2020
 - b. Created ESSER I
 - c. Southern Valley is eligible for \$72,027.59
 - d. Money dedicated to paying for Nurse and Extra Custodian
2. CRRSA
 - a. Passed December of 2020
 - b. Created ESSER II
 - c. Southern Valley is eligible for \$269,001.83
 - d. Money dedicated to paying for ?
3. ARPA
 - a. Passed March of 2021
 - b. Created ESSER III
 - c. Southern Valley is eligible for \$604,139.64
 - d. Money dedicated to paying for ?
4. Total
 - a. \$945,168.94

MOTION

_____ moved and _____ seconded the motion that the Board approve a resolution appointing _____ to the Southern Valley Public School Board position for a term ending on January 5, 2023, or until a newly elected School Board member qualifies and assumes the office.

RESOLUTION

WHEREAS, Stacey Shafer was elected as a member of the Southern Valley Public Schools Board of Education for a term beginning January 3, 2019 and ending on January 5, 2023; and

WHEREAS, on _____, 2021, the school board accepted Stacey Shafer's resignation from the board, thereby creating a vacancy; and

WHEREAS, NEB. REV. STAT. 32-570(3) provides for the remaining members of the board to fill the vacancy temporarily by appointment of a qualified registered voter; and

WHEREAS, on _____, 2021 the board provided advance publicized notice of the meeting to be held on _____, 2021 to take public comments on candidates and to appoint a new member to fill the vacancy; and

WHEREAS, _____ is a qualified registered voter of the district and has expressed an interest in school affairs; and

NOW, THEREFORE BE IT RESOLVED as follows:

1. That after due consideration of the qualifications of the candidates and any public comments received, the board appoints _____ to the Southern Valley Public Schools Board of Education for a term ending on January 5, 2023, or until a newly elected board member qualifies and assumes the office.
2. The board secretary shall cause a copy of this resolution to be filed with the Secretary of State or county or township clerk.

ADOPTED this ____ day of _____, 2021.

Furnas County School District 33-0540, commonly known as Southern Valley Public Schools

Board Member

**2004
Oath of Office**

No board member is required to take an oath of office pursuant to Nebraska law. However, new board members may voluntarily take the following oath before entering into their official duties:

I,, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Board members may affirm the oath orally or in writing. Copies of written oaths will be retained as official records of the school district in the main administrative office and such other places as may be required by law. Board members who give the oath orally will be noted in the minutes.

Adopted on: December 9, 2019
Revised on: _____
Reviewed on: _____

| Vendor Name | Invoice Number | Description | Amount |
|--|----------------|--------------------------|-----------------|
| Checking Account ID 1 | Fund Number 01 | GENERAL FUND | |
| Ag Valley Coop | 162780-3/25/21 | Bus Gas | 3,087.19 |
| Total Ag Valley Coop | | | <u>3,087.19</u> |
| Alma Auto Parts | 14766-96373 | Bus Maintenance | 131.86 |
| Total Alma Auto Parts | | | <u>131.86</u> |
| Amazon Capital Services | 139X-76KD-M4FW | FCS Supplies | 164.27 |
| Amazon Capital Services | 1CGF-364C-4M7Y | Computer Supplies | 159.67 |
| Amazon Capital Services | 1DH7-1CFJ-7YGD | Shop Supplies | 934.65 |
| Amazon Capital Services | 1FM9-XQNG-LMRR | Teaching Supplies | 130.96 |
| Amazon Capital Services | 1FXH-TW14-HNVN | General Supplies-Library | 22.18 |
| Amazon Capital Services | 1GHX-VK6W-3TQ9 | Teaching Supplies | 327.54 |
| Amazon Capital Services | 1N7Q-934G-7M67 | Shop Supplies | 23.99 |
| Amazon Capital Services | 1NK1-NQRH-R4R9 | Health Supplies | 89.15 |
| Amazon Capital Services | 1NPT-NPNJ-GN4Y | General Supplies-Office | 59.96 |
| Amazon Capital Services | 1R69-J9XG-3T6D | Shop Supplies | 99.98 |
| Amazon Capital Services | 1R69-J9XG-L931 | Library Supplies | 36.97 |
| Amazon Capital Services | 1T73-KWNM-DMTC | SPED Supplies | 40.96 |
| Total Amazon Capital Services | | | <u>2,090.28</u> |
| Beaver City Municipal Plant | 421000-3/18 | Electricity-Bus Barn | 23.18 |
| Total Beaver City Municipal Plant | | | <u>23.18</u> |
| Bluffs Sanitary Supply | 424867 | Custodial Supplies | 600.00 |
| Bluffs Sanitary Supply | 426066 | Custodial Supplies | 746.58 |
| Total Bluffs Sanitary Supply | | | <u>1,346.58</u> |
| BS & K SIGNS, INC | 16607 | Bus Maintenance | 6,694.96 |
| Total BS & K SIGNS, INC | | | <u>6,694.96</u> |
| Cobra Midwest | 1070 | Custodial Supplies | 374.20 |
| Total Cobra Midwest | | | <u>374.20</u> |
| Commercial Air Management | 38111 | Custodial Supplies | 224.00 |
| Total Commercial Air Management | | | <u>224.00</u> |
| Computer Hardware | 139340 | Computer Hardware-Repair | 50.00 |
| Computer Hardware | 139341 | Computer Hardware-Repair | 525.00 |
| Computer Hardware | 139482 | Computer Hardware-Repair | 79.00 |
| Computer Hardware | 139483 | Computer Hardware-Repair | 79.00 |
| Total Computer Hardware | | | <u>733.00</u> |
| Cornhusker International Trucks- Lincoln | 3359836 | Bus Maintenance | 241.33 |
| Cornhusker International Trucks- Lincoln | 3359847 | Bus Maintenance | 69.65 |
| Cornhusker International Trucks- Lincoln | CM3358483 | Bus Maintenance-Credit | (259.48) |
| Total Cornhusker International Trucks- Lincoln | | | <u>51.50</u> |
| Cycle Therapy | 3/31/21 | Counseling Services | 2,190.00 |
| Total Cycle Therapy | | | <u>2,190.00</u> |
| Dannehl, Linda | 3/23/2021 | FCS Supplies | 44.67 |
| Total Dannehl, Linda | | | <u>44.67</u> |

| Vendor Name | Invoice Number | Description | Amount |
|---|---------------------|--------------------------------|-----------------|
| Electrical Engineering & Equipment | 102915-3/25/21 | Custodial Supplies-Credit | (112.56) |
| Electrical Engineering & Equipment | 7043930-01 | Custodial Supplies | 116.46 |
| Total Electrical Engineering & Equipment | | | <u>3.90</u> |
| Engel's Sales & Service | 0088006 | Custodial Equipment | 3,299.00 |
| Engel's Sales & Service | 75836 | Custodial Supplies | 167.69 |
| Total Engel's Sales & Service | | | <u>3,466.69</u> |
| Esu #10 | 191695-4/1/21 | ESU Services | 3,364.89 |
| Total Esu #10 | | | <u>3,364.89</u> |
| Esu #11 | 3909 | Computer Hardware-Tech Consult | 43.50 |
| Total Esu #11 | | | <u>43.50</u> |
| Everwood Industries, Inc. | 330 | PREK Supplies | 416.23 |
| Total Everwood Industries, Inc. | | | <u>416.23</u> |
| Follett School Solutions, INC | 1402291 | Web Services | 744.83 |
| Total Follett School Solutions, INC | | | <u>744.83</u> |
| Frontier Communications | 308-868-2222-3/7/21 | Telephone | 471.96 |
| Frontier Communications | 308-868-9966 3/7/2 | Telephone | 410.88 |
| Total Frontier Communications | | | <u>882.84</u> |
| Furnas County Inconv Corner | 40612 | Bus Gas | 272.68 |
| Total Furnas County Inconv Corner | | | <u>272.68</u> |
| GREY HOUSE PUBLISHING | 361718 | Library Supplies | 307.50 |
| Total GREY HOUSE PUBLISHING | | | <u>307.50</u> |
| Harlan County Health System | HV576041-3/1/21 | Bus Driver Licensing | 74.00 |
| Total Harlan County Health System | | | <u>74.00</u> |
| Harlan County Journal | 53996 | Meeting Notice | 6.25 |
| Total Harlan County Journal | | | <u>6.25</u> |
| Heartland Refrigeration LLC | 13793 | Custodial Supplies | 538.23 |
| Total Heartland Refrigeration LLC | | | <u>538.23</u> |
| HireRight Solutions Inc. | P1020597 | Bus Driver Licensing | 60.80 |
| Total HireRight Solutions Inc. | | | <u>60.80</u> |
| Holmes Plumbing & Heating | 256981A | Custodial Supplies | 9.95 |
| Holmes Plumbing & Heating | 259096 | Custodial Supplies | 118.66 |
| Holmes Plumbing & Heating | 259862 | Custodial Supplies | 96.58 |
| Holmes Plumbing & Heating | 260814 | Custodial Supplies | 11.21 |
| Total Holmes Plumbing & Heating | | | <u>236.40</u> |
| Hometown Leasing | 35 | Copier Lease | 3,354.16 |
| Total Hometown Leasing | | | <u>3,354.16</u> |
| Husker Hardware LLC | 269 | Custodial Supplies | 180.87 |
| Total Husker Hardware LLC | | | <u>180.87</u> |

| Vendor Name | Invoice Number | Description | Amount |
|-----------------------------------|-----------------|---------------------------|-----------------|
| Illuminate Educations, Inc. | 55139 | Web Based Software | 2,125.00 |
| Total Illuminate Educations, Inc. | | | <u>2,125.00</u> |
| Inspire Rehabilitation | 02307 | SPED PT 0-2 | 66.00 |
| Total Inspire Rehabilitation | | | <u>66.00</u> |
| Instrumentalist Awards LLC | 2101 | Music Supplies | 209.00 |
| Total Instrumentalist Awards LLC | | | <u>209.00</u> |
| J & J Repair | 6921 | Bus Maintenance | 56.48 |
| J & J Repair | 6925 | Bus Maintenance | 245.74 |
| Total J & J Repair | | | <u>302.22</u> |
| J D Lumber | 183369 | Shop Supplies | 44.40 |
| Total J D Lumber | | | <u>44.40</u> |
| J W Pepper & Son Inc. | 363283960 | HS Choir | 106.00 |
| J W Pepper & Son Inc. | 363314020 | Band Supplies | 501.99 |
| J W Pepper & Son Inc. | 363314566 | Band Supplies | 115.95 |
| J W Pepper & Son Inc. | 363314910 | Band Supplies | 71.98 |
| Total J W Pepper & Son Inc. | | | <u>795.92</u> |
| Jeff Lange Counseling LLC | 6 | Counseling Services | 5,555.90 |
| Total Jeff Lange Counseling LLC | | | <u>5,555.90</u> |
| JENNIFER SCHUTZ,OTR/L | 951498-4/1/2021 | Occupational Therapy | 5,946.29 |
| Total JENNIFER SCHUTZ,OTR/L | | | <u>5,946.29</u> |
| Jostens | 25728236 | Graduation Supplies | 267.12 |
| Jostens | 25944481 | Graduation Supplies | 296.50 |
| Total Jostens | | | <u>563.62</u> |
| KSB School Law | 9868 | Profession Fees | 448.00 |
| Total KSB School Law | | | <u>448.00</u> |
| Laborie Land Works LLC | 1360 | Contracted Services | 65.00 |
| Total Laborie Land Works LLC | | | <u>65.00</u> |
| Lanham, Mike | 4-1-2021 | Mileage | 215.00 |
| Total Lanham, Mike | | | <u>215.00</u> |
| Leighton Schmidt | 3/5/2021 | Bus Gas | 220.35 |
| Total Leighton Schmidt | | | <u>220.35</u> |
| Linden, Jeff | 4/12/21 | Reimbursement- Cell Phone | 82.72 |
| Total Linden, Jeff | | | <u>82.72</u> |
| LIPS Printing Service | 89921 | Stationary | 877.93 |
| Total LIPS Printing Service | | | <u>877.93</u> |
| Loup Valley Lighting Inc. | 21-14808 | Custodial Supplies | 120.96 |
| Total Loup Valley Lighting Inc. | | | <u>120.96</u> |

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| Vendor Name | Invoice Number | Description | Amount |
|---|---------------------|------------------------|-----------------|
| Marquez, Brandon | 9375096945 | Phone Reimbursement | 76.50 |
| Total Marquez, Brandon | | | <u>76.50</u> |
| MCI | 08683584723 3-16-21 | Telephone | 148.72 |
| Total MCI | | | <u>148.72</u> |
| Melinda Hunt | 4/7/2021 | Guidance Supplies | 122.00 |
| Total Melinda Hunt | | | <u>122.00</u> |
| Menards | 16098 | Custodial Supplies | 83.34 |
| Menards | 16586 | Custodial Supplies | 141.35 |
| Menards | 16659 | Shop Supplies | 49.20 |
| Menards | 17019 | Shop Supplies | 48.74 |
| Total Menards | | | <u>322.63</u> |
| NATIONAL RESTAURANT ASSOCIATION EDUCATION FOUNDATION | 53756223 | Education-Perkins | 400.00 |
| Total NATIONAL RESTAURANT ASSOCIATION EDUCATION FOUNDATION | | | <u>400.00</u> |
| NCS Pearson | 13950220 | SPED Teaching Supplies | 12.08 |
| NCS Pearson | 14124455 | SPED Teaching Supplies | 87.50 |
| NCS Pearson | 14133631 | SPED Teaching Supplies | 96.25 |
| NCS Pearson | 14146797 | SPED Teaching Supplies | 52.40 |
| Total NCS Pearson | | | <u>248.23</u> |
| Nebraska Air Filter, Inc. | 0389144-IN | Custodial Supplies | 1,302.93 |
| Total Nebraska Air Filter, Inc. | | | <u>1,302.93</u> |
| Nebraska Safety & Fire Equipment, Inc. | 9160 | Battery | 142.00 |
| Total Nebraska Safety & Fire Equipment, Inc. | | | <u>142.00</u> |
| Nebraska Safety Center | 57-8684 | Transportation Course | 125.00 |
| Total Nebraska Safety Center | | | <u>125.00</u> |
| One Call Concepts, Inc. | 1030674 | Professional Services | 5.38 |
| Total One Call Concepts, Inc. | | | <u>5.38</u> |
| Oxford Super Market | 540 4-5-21 | Teaching Supplies | 166.20 |
| Total Oxford Super Market | | | <u>166.20</u> |
| Oxford Utilities | 7704 3/1 | Utilities | 660.00 |
| Oxford Utilities | 7914 3/18 | Utilities-Bus Barn | 62.99 |
| Total Oxford Utilities | | | <u>722.99</u> |
| Paper 101 | 197098-00 | Paper Supplies | 3,181.20 |
| Total Paper 101 | | | <u>3,181.20</u> |
| Pitney Bowes, Inc. | 1017718054 3/12/21 | Postage Machine | 198.00 |
| Total Pitney Bowes, Inc. | | | <u>198.00</u> |
| Quill Corporation | 15106145 | Teaching Supplies | 46.62 |
| Quill Corporation | 15679685 | General Supplies | 5.16 |

| Vendor Name | Invoice Number | Description | Amount |
|-------------------------------------|-----------------|-------------------------|------------------|
| Quill Corporation | 15771898 | General Supplies | 7.96 |
| Total Quill Corporation | | | <u>59.74</u> |
| Reliable Pest Control | 32716 | Custodial Services | 125.00 |
| Total Reliable Pest Control | | | <u>125.00</u> |
| S & W Auto Parts | 725486 | Custodial Supplies | 16.68 |
| Total S & W Auto Parts | | | <u>16.68</u> |
| Scenario Learning LLC | 6366 | Web Based Service | 1,410.75 |
| Total Scenario Learning LLC | | | <u>1,410.75</u> |
| School Specialty Inc | 208127071465 | Teaching Supplies | 53.49 |
| School Specialty Inc | 208127236104 | SPED Supplies | 73.27 |
| Total School Specialty Inc | | | <u>126.76</u> |
| Shafer, Stacey | 4-8-2021 | Reimbursement-SUI Hotel | 220.34 |
| Total Shafer, Stacey | | | <u>220.34</u> |
| Sinclair Oil Corporation | 7375058 3/28/21 | Bus Gas | 1,548.36 |
| Total Sinclair Oil Corporation | | | <u>1,548.36</u> |
| Southwest Ne Physical Therapy | 03003 | Physical Therapy | 367.50 |
| Total Southwest Ne Physical Therapy | | | <u>367.50</u> |
| SPORTS SAFE Testing Service | 11438 | Drug Testing | 533.00 |
| SPORTS SAFE Testing Service | 11477 | Drug Testing | 574.00 |
| Total SPORTS SAFE Testing Service | | | <u>1,107.00</u> |
| Stamford Service LLC | 2640 | Bus Maintenance | 60.00 |
| Total Stamford Service LLC | | | <u>60.00</u> |
| Stewart Tree Service | 20719 | Professional Service | 100.00 |
| Total Stewart Tree Service | | | <u>100.00</u> |
| Teacher Synergy LLC | 148804630 | Teaching Supplies | 40.49 |
| Total Teacher Synergy LLC | | | <u>40.49</u> |
| Tripe Motor Company | 120261 | Bus Maintenance | 13.94 |
| Total Tripe Motor Company | | | <u>13.94</u> |
| Truck Center Companies | 1011899A | Bus Maintenance | 189.82 |
| Total Truck Center Companies | | | <u>189.82</u> |
| Twin Valleys Public Power | 729 4/6/2021 | Utilities | 14,622.53 |
| Total Twin Valleys Public Power | | | <u>14,622.53</u> |
| TwoPturf, LLC | 3251 | Grounds Program | 2,270.42 |
| Total TwoPturf, LLC | | | <u>2,270.42</u> |
| US Postal Service | MM 4-9-2021 | Stamps | 55.00 |
| Total US Postal Service | | | <u>55.00</u> |

Board Report - Board

| Vendor Name | Invoice Number | Description | Amount |
|---|----------------|------------------------|------------------|
| Valley Voice | 29945 | Board Vacancy | 7.52 |
| Total Valley Voice | | | <u>7.52</u> |
| Verizon Wireless | 4170850845 | Telephone | 116.17 |
| Verizon Wireless | 9875582065 | Telephone | 40.01 |
| Total Verizon Wireless | | | <u>156.18</u> |
| Viaero Wireless | 595461 4/12/21 | Internet | 117.40 |
| Total Viaero Wireless | | | <u>117.40</u> |
| Village of Stamford | 0-1-5 4-2-21 | Utilities | 269.00 |
| Total Village of Stamford | | | <u>269.00</u> |
| VVS Inc | 3600:2219766 | Supplies | 377.06 |
| Total VVS Inc | | | <u>377.06</u> |
| WHITE AUTO GLASS | 7164-38771 | Windshield Replacement | 244.99 |
| Total WHITE AUTO GLASS | | | <u>244.99</u> |
| Woodward's Disposal Service, Inc. | 8987-2728 | Disposal | 35.00 |
| Total Woodward's Disposal Service, Inc. | | | <u>35.00</u> |
| Yanda's Music And Pro Audio | 513927 | Teaching Supplies | 53.00 |
| Total Yanda's Music And Pro Audio | | | <u>53.00</u> |
| Yogi's Bodyshop | 3/23/2021 | Repairs | 78.00 |
| Total Yogi's Bodyshop | | | <u>78.00</u> |
| Fund Number 01 | | | <u>79,417.76</u> |
| Checking Account ID 1 | | | <u>79,417.76</u> |

| Vendor Name | Invoice Number | Description | Amount |
|----------------------------------|----------------|----------------|------------------|
| Checking Account ID 6 | Fund Number 06 | NUTRITION FUND | |
| Cash-wa Distributing | 12824114 | Food Purchase | 1,533.60 |
| Cash-wa Distributing | 12832701 | Food Purchase | 1,014.92 |
| Cash-wa Distributing | 12832702 | Food Supplies | 30.00 |
| Cash-wa Distributing | 12841573 | Food Purchase | 1,578.94 |
| Cash-wa Distributing | 12841574 | Food Purchase | 68.70 |
| Cash-wa Distributing | 12850219 | Food Purchase | 1,690.70 |
| Cash-wa Distributing | 12850220 | Food Supplies | 19.00 |
| Cash-wa Distributing | 12859544 | Food Purchase | 1,781.24 |
| Cash-wa Distributing | CM2968003 | Food Refund | (42.62) |
| Cash-wa Distributing | CM2971997 | Food Refund | (25.84) |
| Total Cash-wa Distributing | | | <u>7,648.64</u> |
| HyVee Accounts Receivable | 3-10-2021 | Food Purchase | 87.21 |
| HyVee Accounts Receivable | 3-3-2021 | Food Purchases | 52.42 |
| Total HyVee Accounts Receivable | | | <u>139.63</u> |
| Kelley's Super Market Inc | 22222 4/1/2021 | Food Purchase | 34.29 |
| Total Kelley's Super Market Inc | | | <u>34.29</u> |
| Midwest Restaurant Supply | 0145475-IN | Equipment | 407.38 |
| Total Midwest Restaurant Supply | | | <u>407.38</u> |
| Nebraska Food Distribution | 3594 | Food Purchase | 110.00 |
| Total Nebraska Food Distribution | | | <u>110.00</u> |
| US Foods | 3878040 | Food Purchases | 1,649.79 |
| US Foods | 3878041 | Food Purchases | 82.86 |
| US Foods | 4012313 | Food Purchases | 1,557.60 |
| US Foods | 4147086 | Food Purchases | 18.41 |
| US Foods | 414785 | Food Purchases | 1,142.58 |
| Total US Foods | | | <u>4,451.24</u> |
| Fund Number 06 | | | <u>12,791.18</u> |
| Checking Account ID 6 | | | <u>12,791.18</u> |

| Vendor Name | Invoice Number | Description | Amount |
|-------------------------------------|------------------|---------------------------------|-----------------|
| Checking Account ID 5 | Fund Number 05 | ACTIVITY FUND | |
| Adams, Amanda | 3-20-2021 | Activity Expense-Prom Supplies | 169.60 |
| Total Adams, Amanda | | | <u>169.60</u> |
| Ag Valley Coop | 162785 3-25-2021 | Activity Expense | 209.38 |
| Total Ag Valley Coop | | | <u>209.38</u> |
| Alma Public Schools | 4-13-2021 | Activity Expense-Alma JH Track | 60.00 |
| Total Alma Public Schools | | | <u>60.00</u> |
| Amazon Capital Services | 1N7Q-934G-CQJ9 | Activity Expense | 235.38 |
| Total Amazon Capital Services | | | <u>235.38</u> |
| Arapahoe High School | 4-13-2021 | Activity Expense Arapahoe Golf | 50.00 |
| Total Arapahoe High School | | | <u>50.00</u> |
| Awards Unlimited | 41774 | Activity Expense | 29.02 |
| Total Awards Unlimited | | | <u>29.02</u> |
| Bertrand High School | 4-12-2021 | Activity Expense-Bertrand Track | 110.00 |
| Total Bertrand High School | | | <u>110.00</u> |
| Cambridge High School | 3-18-2021 | Cambridge Golf Invite | 50.00 |
| Cambridge High School | 4-10-2021 | Don Stine Track & Field Invite | 100.00 |
| Total Cambridge High School | | | <u>150.00</u> |
| Cash-wa Distributing | 128233625 | Concessions | 547.64 |
| Cash-wa Distributing | 12850541 | Concessions Expense | 62.30 |
| Total Cash-wa Distributing | | | <u>609.94</u> |
| Donovan's Smoke Shack | 4-19-2021 | Catering | 1,050.00 |
| Total Donovan's Smoke Shack | | | <u>1,050.00</u> |
| Elwood High School | 4-6-2021 | Activity Expense | 70.00 |
| Total Elwood High School | | | <u>70.00</u> |
| Flower Patch, The | 011679 | Flower Fund | 9.00 |
| Flower Patch, The | 11678 | Flower Fund | 22.00 |
| Flower Patch, The | 11680 | Flower Fund | 50.00 |
| Flower Patch, The | 11696 | Flower Fund | 63.00 |
| Flower Patch, The | 11701 | PickUp Roses | 39.00 |
| Total Flower Patch, The | | | <u>183.00</u> |
| Georgia's D'jing | 3-25-2021 | Activity Expense | 250.00 |
| Total Georgia's D'jing | | | <u>250.00</u> |
| Harlan County Meat Processors | 3-26-2021 | Class of 2022 Prom | 299.50 |
| Total Harlan County Meat Processors | | | <u>299.50</u> |
| Kelley's Super Market Inc | 2222-4-1-2021 | Activity Expense | 30.89 |
| Kelley's Super Market Inc | 5085 4-1-2021 | Activity Expense | 33.89 |
| Total Kelley's Super Market Inc | | | <u>64.78</u> |

Board Report - Board

| Vendor Name | Invoice Number | Description | Amount |
|-------------------------------|----------------|-------------------------|-----------------|
| Loup City Public School | 4-12-2021 | Activity Expense | 249.13 |
| Total Loup City Public School | | | <u>249.13</u> |
| McCook High School | 4-1-2021 | McCook Track Meet | 120.00 |
| Total McCook High School | | | <u>120.00</u> |
| Melinda Hunt | 4-7-2021 | Student Council | 28.36 |
| Total Melinda Hunt | | | <u>28.36</u> |
| Meyers, Kendra | 4-7-2021 | Bank Trip Reimbursement | 354.00 |
| Total Meyers, Kendra | | | <u>354.00</u> |
| Oxford Locker | 53242 | FFA Labor Auction | 179.67 |
| Total Oxford Locker | | | <u>179.67</u> |
| Oxford Super Market | 13 4-5-2021 | Concessions | 7.98 |
| Oxford Super Market | 540 4-5-2021 | Activity Expense | 70.13 |
| Total Oxford Super Market | | | <u>78.11</u> |
| Pepsi Cola Bottling Co | 3-25-2021 | Concessions Expense | 417.87 |
| Pepsi Cola Bottling Co | 4-1-2021 | Concessions Expense | 353.37 |
| Total Pepsi Cola Bottling Co | | | <u>771.24</u> |
| Tornado Alley | 4-1-2021 | Activity Expense | 227.50 |
| Total Tornado Alley | | | <u>227.50</u> |
| Fund Number 05 | | | <u>5,548.61</u> |
| Checking Account ID 5 | | | <u>5,548.61</u> |

**EXTRACT FROM MINUTES OF MEETING
OF THE BOARD OF EDUCATION
OF FURNAS COUNTY SCHOOL DISTRICT 0540**

A meeting of the Board of Education of Furnas County School District 0540, in the State of Nebraska, was convened in open and public session at _____ .m. on _____, 2021, at the Junior/Senior High School Building at 43739 Highway 89 in Oxford, Nebraska in a publicly convened session, the same being open to the attendance of the public and having been preceded by advance publicized notice, said advance publicized notice having been given in strict accordance with the provisions of Article 14, Chapter 84, Reissue Revised Statutes of Nebraska, as amended, and having set forth (a) the time, date, and place of this meeting; (b) that this meeting would be open to the attendance of the public; and (c) that an agenda of then known subjects to be taken up at the meeting could be obtained from the office of the Superintendent of Schools (the “**Superintendent**”). A copy of the affidavit of publication of said advance publicized notice was ordered annexed to the minutes of this meeting and is attached hereto. Additionally, reasonable efforts were made to provide advance notification of the meeting to all news media requesting the same of the time, date, and place of the meeting. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

The following members were present: _____

_____.

The following members were absent: _____.

A quorum being present and the meeting duly commenced, the following proceedings were had and done. At the beginning of the meeting, the President publicly stated to all in attendance that a current copy of the Nebraska Open Meetings Act was posted for review and indicated the location of such copy in the room where the meeting was being held.

* * * *

Board Member _____ introduced the following resolution and moved its adoption:

RESOLUTION

BE IT RESOLVED BY THE BOARD OF EDUCATION OF FURNAS COUNTY SCHOOL DISTRICT 0540, IN THE STATE OF NEBRASKA:

Section 1. That the following bonds of the District, which are callable at any time on or after October 14, 2021, are hereby authorized to be called for redemption on such date as set forth in the Direction for Call (as defined below):

General Obligation Refunding Bonds, Series 2016, of Furnas County School District 0540, (the “District”) in the State of Nebraska, date of original issue – October 14, 2016, in the principal amount of Three Million Eight Hundred Seventy Thousand Dollars (\$3,870,000) as shown on the books of the Paying Agent and Registrar, becoming due and bearing interest as follows:

| <u>Principal Amount</u> | <u>Maturity Date</u> | <u>Interest Rate</u> | <u>CUSIP No.</u> |
|-------------------------|----------------------|----------------------|------------------|
| \$395,000 | December 15, 2021 | 2.00% | 361098 CR5 |
| 405,000 | December 15, 2022 | 2.00 | 361098 CS3 |
| 415,000 | December 15, 2023 | 2.00 | 361098 CT1 |
| 420,000 | December 15, 2024 | 2.00 | 361098 CU8 |
| 430,000 | December 15, 2025 | 2.00 | 361098 CV6 |
| 440,000 | December 15, 2026 | 2.00 | 361098 CW4 |
| 445,000 | December 15, 2027 | 2.00 | 361098 CX2 |
| 455,000 | December 15, 2028 | 2.00 | 361098 CY0 |
| 465,000 | December 15, 2029 | 2.00 | 361098 CZ7 |

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

Section 2. The Called Outstanding Bonds are to be paid off at the designated corporate trust office of BOKF, National Association, Lincoln, Nebraska, (or such other corporate trust office as provided in the Direction for Call, the “Paying Agent”) as paying agent and registrar.

Section 3. The President or Secretary of the Board of Education of the District or the Superintendent of Schools (each, an “Authorized Officer”) each are individually hereby authorized at any time on or after the date of this resolution to direct the irrevocable call of all or a portion of the Called Outstanding Bonds on behalf of the District and such direction, when made in writing (the “Direction for Call”), shall constitute the action of the District without further action of the District. The Direction for Call shall include a description of that portion of the Called Outstanding Bonds called for redemption as determined appropriate by the Authorized Officer. The Call Date shall be determined in the Direction for Call, and such direction shall be made by an Authorized Officer not later than December 31, 2021, after which date the Authorized Officers shall have no authority to make any such determination hereunder without further action of the District and this resolution shall be of no further force and effect.

Section 4. An executed Direction for Call shall be filed with the Paying Agent, which is necessary in order for the call of the Called Outstanding Bonds as called for redemption in the Direction for Call to be effective hereunder. The Paying Agent shall be directed in the Direction for Call to mail notice to each registered owner of the Called Outstanding Bonds not less than thirty (30) days prior to the date fixed for redemption, all in accordance with the resolution authorizing the issuance of the Called Outstanding Bonds.

ADOPTED this _____ day of _____, 2021.

Secretary

President

The foregoing resolution having been read in its entirety, Member _____ seconded the motion for its passage and adoption. After consideration, the roll was called and the following members voted "AYE": _____
_____. The following members voted "NAY": _____.

The passage of said resolution having been consented to by a majority of the members of the Board of Education, the President declared the resolution duly passed and adopted, this _____ day of _____, 2021.

President

Attest:

Secretary

Whereupon, Member _____ offered the following resolution and moved its passage and adoption:

RESOLUTION

BE IT RESOLVED BY THE BOARD OF EDUCATION OF FURNAS COUNTY SCHOOL DISTRICT 0540, IN THE STATE OF NEBRASKA, as follows:

Section 1. The Board of Education hereby finds and determines: that Furnas County School District 0540 (the “District”) is duly organized as a Class III School District under Chapter 79, Reissue Revised Statutes of Nebraska, 2008, as amended; that the District has heretofore issued the following bonds which remain outstanding:

General Obligation Refunding Bonds, Series 2016, of Furnas County School District 0540, (the “District”) in the State of Nebraska, date of original issue – October 14, 2016, in the principal amount of Three Million Eight Hundred Seventy Thousand Dollars (\$3,870,000) as shown on the books of the Paying Agent and Registrar, becoming due and bearing interest as follows:

| <u>Principal Amount</u> | <u>Maturity Date</u> | <u>Interest Rate</u> | <u>CUSIP No.</u> |
|-------------------------|----------------------|----------------------|------------------|
| \$395,000 | December 15, 2021 | 2.00% | 361098 CR5 |
| 405,000 | December 15, 2022 | 2.00 | 361098 CS3 |
| 415,000 | December 15, 2023 | 2.00 | 361098 CT1 |
| 420,000 | December 15, 2024 | 2.00 | 361098 CU8 |
| 430,000 | December 15, 2025 | 2.00 | 361098 CV6 |
| 440,000 | December 15, 2026 | 2.00 | 361098 CW4 |
| 445,000 | December 15, 2027 | 2.00 | 361098 CX2 |
| 455,000 | December 15, 2028 | 2.00 | 361098 CY0 |
| 465,000 | December 15, 2029 | 2.00 | 361098 CZ7 |

which bonds were issued for the purpose of refunding the District's General Obligation Refunding Bonds, Series 2011, dated September 30, 2011, in the principal amount of \$5,370,000, which were issued for the purpose of refunding the District’s General Obligation Bonds, Series 2007, dated July 25, 2007, in the principal amount of \$6,270,000, which were issued for the purpose of constructing an elementary school building and providing the necessary furniture, equipment and apparatus for such school building and are herein referred to as the “Called Outstanding Bonds”; that all of the Called Outstanding Bonds are unpaid and are a legal liability of the District and provision for the payment of the Called Outstanding Bonds may be made by the lawful issuance and sale of refunding bonds of the District pursuant to Sections 10-717 to 10-719, inclusive, Reissue Revised Statutes of Nebraska, 2012, as amended; that the Called Outstanding Bonds are subject to redemption at par plus accrued interest on October 14, 2021, or at any time thereafter;

and that by resolution of this Board adopted contemporaneously with this resolution (the “Call Resolution”) all of the Called Outstanding Bonds have been authorized to be called for redemption on such date as determined pursuant to the Call Resolution (the “Redemption Date”); that since the issuance of the Called Outstanding Bonds, interest rates have declined in the municipal bond markets so that the District can obtain a savings in the amount of yearly running interest by the issuance of its refunding bonds as provided herein; that it is necessary and advisable for the District to issue and sell its refunding bonds in the principal amount not to exceed \$3,950,000 to provide for the redemption of the Called Outstanding Bonds as called for redemption on the Redemption Date; and that all conditions, acts and things required by law to exist or to be done precedent to the issuance of refunding bonds in the amount of not to exceed \$3,950,000 pursuant to Sections 10-717 to 10-719, R.R.S. Neb. 2012, as amended, do exist and have been done as required by law.

Section 2. For the purpose set forth in Section 1, there shall be and there are hereby ordered issued the negotiable refunding bonds of this District of the principal amount not to exceed Three Million Nine Hundred Fifty Thousand Dollars (\$3,950,000) (the “Bonds”) and such Bonds shall become due on the dates, in the years and in the amounts and bear interest at the rates per annum as shall be determined in a written designation (the “Designation”) signed by the President or Secretary of the Board of Education of the District or the Superintendent of Schools (the “Authorized Officers”) on behalf of the Board of Education of the District and which may be agreed to by First National Capital Markets, Inc. (the “Underwriter”), which Designation may also determine or modify the principal amount for each maturity of the Bonds, mandatory redemption provisions (if any), and pricing terms as set forth in Section 8 below, all within the following limitations:

- (a) the aggregate principal amount of the Bonds shall not exceed \$3,950,000, provided, however, in the event the Bonds are sold at a net original issue discount such aggregate principal amount may be increased in such amount as is necessary to compensate for any such net original issue discount;
- (b) the aggregate amount of original issue premium and original issue discount (if any) may result in an aggregate net original issue discount (if any) not in excess of two percent (2.00%) of the stated principal amount of the Bonds;
- (c) the longest maturity of the Bonds may not be later than December 31, 2029;
- (d) the Bonds shall bear interest at such rates per annum so that debt service payable on the Bonds provides at least a net present value savings to the District over the debt service

payable on the Called Outstanding Bonds in an amount satisfactory to the Board of Education (the execution of the Designation by an Authorized Officer shall be conclusive evidence that such net present value savings is satisfactory to the Board);

- (e) two or more of the principal maturities may be combined and issued as “term bonds” and the Authorized Officer may determine the mandatory sinking fund payments and mandatory redemption amounts. Any Bonds issued as “term bonds” shall be redeemed at a redemption price equal to 100% of the principal amount thereof plus accrued interest thereon to the date of redemption and may be selected for redemption by any random method of selection determined appropriate by the Registrar (as hereinafter designated) or by the Depository (as hereinafter designated).

The Authorized Officers (or any one of them) are hereby authorized to make such determinations on behalf of the Board of Education of the District and to evidence the same by execution and delivery of the Designation and such determinations, when made and agreed to by the Underwriter, shall constitute the action of the Board of Education of the District without further action of the Board of Education of the District.

The Bonds shall be issued in fully registered form in the denomination of \$5,000 or any integral multiple thereof. The date of original issue for the Bonds shall be Date of Delivery. Interest on the Bonds, at the respective rates for each maturity, shall bear interest at the rates calculated on the basis of a 360-day year consisting of twelve 30-day months and shall be payable on December 15, 2021 and semi-annually thereafter on June 15 and December 15 of each year (or such other date or dates as may be determined in the Designation, each an “Interest Payment Date”) and the Bonds shall bear such interest from the date of original issue or the most recent Interest Payment Date to which interest has been paid or provided for, whichever is later. The interest due on each Interest Payment Date shall be payable to the registered owners of record as of the fifteenth day immediately preceding the Interest Payment Date (or such other date as designated in the Designation, the “Record Date”), subject to the provisions of Section 4 hereof. The Bonds shall be numbered from 1 upwards in the order of their issuance. No Bond shall be issued originally or upon transfer or partial redemption having more than one principal maturity. The initial bond numbering and principal amounts for each of the Bonds issued shall be as directed by the initial purchaser thereof. Payments of interest due on the Bonds prior to maturity shall be made by the Paying Agent and Registrar, as designated pursuant to Section 3 hereof, by mailing on each Interest Payment Date a check or draft in the amount due for such interest to the registered owner of each Bond, as of the Record Date for such Interest Payment Date, to such owner’s registered address as shown on the books of registration as required to be

maintained in Section 3 hereof. Payments of principal and interest due at maturity or at any date fixed for redemption prior to maturity shall be made by said Paying Agent and Registrar to the registered owners upon presentation and surrender of the Bonds to said Paying Agent and Registrar. The District and said Paying Agent and Registrar may treat the registered owner of any Bond as the absolute owner of such Bond for the purpose of making payments thereon and for all other purposes and neither the District nor the Paying Agent and Registrar shall be affected by any notice or knowledge to the contrary, whether such Bond or any installment of interest due thereon shall be overdue or not. All payments on account of interest or principal made to the registered owner of any Bond in accordance with the terms of this resolution shall be valid and effectual and shall be a discharge of the District and said Paying Agent and Registrar, in respect of the liability upon the Bonds or claims for interest to the extent of the sum or sums so paid.

Section 3. Unless as otherwise provided in the Designation, BOKF, National Association, Lincoln, Nebraska, is hereby designated to serve as Paying Agent and Registrar for the Bonds. Said Paying Agent and Registrar shall serve in such capacities under the terms of an agreement entitled "Paying Agent and Registrar's Agreement" between the District and said Paying Agent and Registrar, the form of which is to be approved by an Authorized Officer. The President and Secretary are hereby authorized to execute said agreement as they shall deem appropriate or necessary. The Paying Agent and Registrar shall keep and maintain for the District books for the registration and transfer of the Bonds at its principal corporate trust office. The names and registered addresses of the registered owner or owners of the Bonds shall at all times be recorded in such books. Any Bond may be transferred pursuant to its provisions at the principal corporate trust office of said Paying Agent and Registrar by surrender of such Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to said Paying Agent and Registrar, duly executed by the registered owner in person or by such owner's duly authorized agent, and thereupon the Paying Agent and Registrar on behalf of the District will deliver at its office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Bond or Bonds of the same interest rate, aggregate principal amount and maturity. To the extent of the denominations authorized for the Bonds by this resolution, one Bond may be transferred for several such Bonds of the same interest rate and maturity, and for a like aggregate

principal amount, and several such Bonds may be transferred for one or several such Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Bond, the surrendered Bond shall be canceled and destroyed. All Bonds issued upon transfer of the Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Bonds surrendered and shall be entitled to all the benefits and protection of this resolution to the same extent as the Bonds upon transfer of which they were delivered. The District and said Paying Agent and Registrar shall not be required to transfer any Bond during any period from any Record Date until its immediately following Interest Payment Date or to transfer any Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

Section 4. In the event that payments of interest due on the Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Paying Agent and Registrar whenever monies for the purpose of paying such defaulted interest become available.

Section 5. The Bonds shall be subject to redemption, in whole or in part, prior to maturity at any time on or after the fifth anniversary of the date of issuance (or such earlier date as may be determined in the Designation), at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. The District shall select the Bonds to be redeemed for such optional redemption in its sole discretion. Bonds shall be redeemed only in amounts of \$5,000 or integral multiples thereof. Any Bond redeemed in part only shall be surrendered to the Paying Agent and Registrar in exchange for a new Bond or Bonds, of the same maturity and interest rate, evidencing the unredeemed principal thereof. Notice of redemption of any Bond called for redemption shall be given, at the direction of the District in the case of optional redemptions and without further direction in the case of mandatory redemptions, by said Paying Agent and Registrar by mail not less than 30 days prior to the date fixed for redemption, first class, postage prepaid, sent to the registered owner of such Bond at said owner's registered address. Such notice shall designate the Bond or Bonds to be redeemed by maturity or otherwise, the date of original issue and the date fixed for redemption and shall state that such Bond or Bonds are to be presented for prepayment at the

principal corporate trust office of said Paying Agent and Registrar. In case of any Bond partially redeemed, such notice shall specify the portion of the principal amount of such Bond to be redeemed. No defect in the mailing of notice for any Bond shall affect the sufficiency of the proceedings of the District designating the Bonds called for redemption or the effectiveness of such call for Bonds for which notice by mail has been properly given and the District shall have the right to direct further notice of redemption for any such Bond for which defective notice has been given. In the event term maturities and mandatory redemption amounts are determined in the Designation, the provisions of this Section 5 shall apply generally to mandatory redemptions. Any such mandatory redemptions shall be at the principal amount redeemed plus accrued interest to the date set for redemption. The Paying Agent and Registrar shall select the term bonds to be redeemed in any maturity using any random method of selection deemed appropriate, subject to the provisions of Section 8 of this Resolution.

Section 6. If the date for payment of the principal of or interest on the Bonds shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the City where the principal corporate trust office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal date of payment.

Section 7. The Bonds shall be in substantially the following form:

UNITED STATES OF AMERICA

STATE OF NEBRASKA
COUNTY OF FURNAS

GENERAL OBLIGATION REFUNDING BOND, SERIES 2021
OF FURNAS COUNTY SCHOOL DISTRICT 0540

No. R-

| <u>Interest Rate</u> % | <u>Maturity Date</u> | <u>Date of Original Issue</u> | <u>CUSIP</u> |
|---------------------------|----------------------|-------------------------------|--------------|
|---------------------------|----------------------|-------------------------------|--------------|

Registered Owner: Cede & Co.

Principal Amount:

KNOW ALL PERSONS BY THESE PRESENTS: That Furnas County School District 0540, in the State of Nebraska (the "District"), hereby acknowledges itself to owe and for value received promises to pay to the registered owner specified above, or registered assigns, the principal amount specified above in lawful money of the United States of America on the date of maturity specified above with interest thereon to maturity (or earlier redemption) from the date of original issue shown above or most recent Interest Payment Date to which interest has been paid or provided for, whichever is later, at the rate per annum specified above, payable on December 15, 2021, and semiannually thereafter on June 15 and December 15 of each year (each, an "Interest Payment Date"). Said interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. The principal of this bond, together with unpaid accrued interest due at maturity or upon earlier redemption, is payable upon presentation and surrender of this bond at the principal corporate trust office of BOKF, National Association, the Paying Agent and Registrar in Lincoln, Nebraska. Interest on this bond due prior to maturity or earlier redemption will be paid on each Interest Payment Date by a check or draft mailed on such Interest Payment Date by the Paying Agent and Registrar to the registered owner of this bond, as shown on the books of record maintained by the Paying Agent and Registrar, at the close of business on the fifteenth day immediately preceding the Interest Payment Date, to such owner's address as shown on such books and records (the "Record Date"). Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the Record Date such interest was payable and shall be payable to the person who is the registered owner of this bond (or of one or more predecessor bonds hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Paying Agent and Registrar whenever monies for such purpose become available. For the prompt payment of this bond, both principal and interest, as the same become due, the full faith, credit and resources of said District are hereby irrevocably pledged.

This bond is one of an issue of fully registered bonds of the total principal amount of _____ Dollars (\$ _____), of even date and like tenor herewith, except as to date of maturity and rate of interest and denomination, which were issued by said District for the purpose of refunding a portion of the District's outstanding General Obligation Refunding Bonds, Series 2016, date of original issue – October 14, 2016, in the outstanding principal amount of \$3,870,000, in pursuance of Sections 10-717 to 10-719, R.R.S. Neb. 2012, as amended. The issuance of said refunding bonds has been duly authorized by proceedings duly had and a resolution duly adopted by the Board of Education of said District.

Any or all of the bonds are subject to redemption at the option of the District prior to the stated maturities thereof, in whole or in part, at any time on or after the fifth anniversary of the date of original issue thereof, at par plus the interest accrued on the principal amount being redeemed to the date fixed for redemption. Notice of redemption shall be given by mail to the registered owner of any bond to be redeemed in the manner specified in the resolution authorizing said issue of bonds. Individual bonds shall be redeemed in part but only in the amount of \$5,000 or integral multiples thereof.

This bond is transferable by the registered owner or such owner's attorney duly authorized in writing at the principal corporate trust office of the Paying Agent and Registrar upon surrender and cancellation of this bond, and thereupon a new bond or bonds of the same aggregate principal amount, interest rate and maturity will be issued to the transferee as provided in the resolution authorizing said issue of bonds, subject to the limitations therein prescribed. The District, the Paying Agent and Registrar and any other person may treat the person in whose name this bond is registered as the absolute owner hereof for the purpose of receiving payment due hereunder and for all purposes and shall not be affected by any notice to the contrary, whether this bond be overdue or not.

If the date for payment of the principal or of interest on this bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the City where the principal corporate trust office of the Paying Agent and Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

AS PROVIDED IN THE RESOLUTION REFERRED TO HEREIN, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, "DTC"), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this bond and the bonds refunded hereby did exist, did happen and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this bond, does not exceed any limitation imposed by law. The District agrees that it shall cause to be levied and collected annually a special levy of taxes on all the taxable property within the District, for the purpose of paying and sufficient to pay the interest on and the principal of this bond as and when such interest and principal become due.

This bond shall not be valid and binding on the District until authenticated by the Paying Agent and Registrar.

IN WITNESS WHEREOF, the Board of Education of said District has caused this bond to be executed on behalf of the District by being signed by the President and Secretary of said Board, both of which signatures may be facsimile signatures, all as of the date of original issue specified above.

FURNAS COUNTY SCHOOL DISTRICT
0540, IN THE STATE OF NEBRASKA

ATTEST:

(facsimile signature)
Secretary

(facsimile signature)
President

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds authorized by resolution of the Board of Education of Furnas County School District 0540, in the State of Nebraska, as described in the foregoing bond.

Paying Agent and Registrar

By _____
Authorized Signature

(FORM OF ASSIGNMENT)

For value received _____ hereby sells, assigns and transfers unto _____ the within bond and hereby irrevocably constitutes and appoints _____ attorney, to transfer the same on the books of registration in the office of the within mentioned Paying Agent and Registrar with full power of substitution in the premises.

Date: _____

Registered Owner

Witness: _____

Note: The signature(s) of this assignment must correspond with the name(s) as written on the face of the within bond in every particular, without alteration, enlargement or any change whatsoever.

Section 8. Each of the Bonds shall be executed on behalf of the District with the manual or facsimile signatures of the President and Secretary of the Board of Education. The Bonds shall be issued initially as “book-entry-only” bonds using the services of The Depository Trust Company (the “Depository”), with one typewritten bond per maturity being issued to the Depository. In such connection said officers are authorized to execute and deliver a letter of representations (the “Letter of Representations”) in the form required by the Depository (including any blanket letter previously executed and delivered), for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Bonds. Upon the issuance of the Bonds as “book-entry-only” bonds, the following provisions shall apply:

(a) The District and the Paying Agent and Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Bonds as securities depository (each, a “Bond Participant”) or to any person who is an actual purchaser of a Bond from a Bond Participant while the Bonds are in book-entry form (each, a “Beneficial Owner”) with respect to the following:

(i) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Bonds,

(ii) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or

(iii) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Bonds.

The Paying Agent and Registrar shall make payments with respect to the Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Bond, except as provided in (e) below.

(b) Upon receipt by the Paying Agent and Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Paying Agent and Registrar to do so, the Paying Agent and Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (i) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Bonds or (ii) to make available Bonds registered in whatever name or names the Beneficial Owners transferring or exchanging such Bonds shall designate.

(c) If the District determines that it is desirable that certificates representing the Bonds be delivered to the Bond Participants and/or Beneficial Owners of the Bonds and so notifies the Paying Agent and Registrar in writing, the Paying Agent and Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Bonds. In such event, the Paying Agent and Registrar shall issue, transfer and exchange bond certificates representing the Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(d) Notwithstanding any other provision of this resolution to the contrary, so long as any Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Bond and all notices with respect to such Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(e) Registered ownership of the Bonds may be transferred on the books of registration maintained by the Paying Agent and Registrar, and the Bonds may be delivered in physical form to the following:

(i) any successor securities depository or its nominee; or

(ii) any person, upon (A) the resignation of the Depository from its functions as depository or (B) termination of the use of the Depository pursuant to this Section.

(f) In the event of any partial redemption of a Bond unless and until such partially redeemed Bond has been replaced in accordance with the provisions of this Resolution, the books and records of the Paying Agent and Registrar shall govern and establish the principal amount of such Bond as is then outstanding and all of the Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository is removed by the District or resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. In the event that such supply of certificates shall be insufficient to meet the requirements of the Paying Agent and Registrar for issuance of replacement Bonds upon transfer or partial redemption, the District agrees to order printed an additional supply of certificates and to direct their execution by manual or facsimile signature of its then duly qualified and acting President and Secretary of such Board. In case any officer whose signature or facsimile thereof shall appear on any Bond shall cease to be such officer before the delivery of such Bond (including any bond certificates delivered to the Paying Agent and Registrar for issuance upon transfer or partial redemption), such signature or such facsimile signature shall nevertheless be valid and sufficient for all purposes the same as if such officer or officers had remained in office until the delivery of such Bond. The

Bonds shall not be valid and binding on the District until authenticated by the Registrar. The Bonds shall be delivered to the Registrar for registration and authentication. Upon execution, registration and authentication of the Bonds, they shall be delivered to the District's Treasurer, who is authorized to deliver them to the Underwriter, as the initial purchaser thereof, upon receipt of the purchase price as determined in the Designation. The District's Treasurer is authorized to deliver the Bonds to the Underwriter upon receipt of such purchase price plus accrued interest to date of payment. Said initial purchaser shall have the right to direct the registration of the Bonds and the denominations thereof within each maturity, subject to the restrictions of this resolution. The Underwriter and its agents, representatives and counsel (including its bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Bonds, including, without limitation, authorizing the release of the Bonds by the Depository at closing. The Authorized Officers (or any one of them) are hereby authorized to approve and execute the Bond Purchase Agreement related to the Bonds, which Bond Purchase Agreement may serve as the written Designation of the District, and the Authorized Officers are hereby authorized to approve and execute the same and approve such changes as may be determined necessary and appropriate.

Section 9. The Secretary of the District is directed to make and certify a transcript or transcripts of the proceedings of the District precedent to the issuance of said Bonds, one of which transcripts shall be delivered to the purchaser of said Bonds. The President and Secretary of the District shall certify the taxable valuation, the number of children of school age residing in the District, and the total bonded indebtedness of the District and are further authorized to confirm any prior certification made pursuant to Sections 10-707 and 10-716.01, R.R.S. Neb. 2012, as amended, with respect to the indebtedness evidenced by the Bonds.

Section 10. The net sale proceeds of the Bonds along with funds of the District on hand shall be applied to the payment and satisfaction of all of the principal of and the interest on the Called Outstanding Bonds as called for redemption on the Redemption Date. Accrued interest received from the sale of the Bonds, if any, shall be applied to pay interest first falling due on the Bonds. Expenses of issuance of the Bonds may be paid from the proceeds of the Bonds. In order to satisfy the District's obligation on the

Called Outstanding Bonds, if the date of delivery of the Bonds occurs prior to the Redemption Date determined pursuant to the Call Resolution, such proceeds of the Bonds along with funds of the District on hand shall be set aside and held and invested in a special trust account which is hereby ordered established. Unless as otherwise provided in the Designation, BOKF, National Association, Lincoln, Nebraska, is hereby designated to serve as the escrow agent (“Escrow Agent”), to have custody and safekeeping of the funds and investments which are to be set aside for the payment of the Called Outstanding Bonds. For purposes of governing such escrow account and the holding and application of such funds and investments, the District shall enter into a contract entitled “Escrow Agreement” with the Escrow Agent. The President and Secretary are hereby authorized and directed to approve, execute and deliver on behalf of the District said Escrow Agreement, including necessary counterparts, for and on behalf of the District. Said President and Secretary are further authorized to approve the investments provided for in said Escrow Agreement, and to make any necessary subscriptions for United States Treasury Securities, State and Local Government Series, or to contract for the purchase of securities in the open market. Said proceeds shall be invested in obligations of the United States Government, direct or guaranteed, including United States Treasury Securities, State and Local Government Series or held as cash as provided in the Escrow Agreement. To the extent that such proceeds are held in a bank depository account, such deposits shall be insured by insurance of the Federal Deposit Insurance Corporation or, to the extent not fully insured, fully collateralized in the same manner as is required for deposit of public funds. Any investment from the proceeds of the Bonds herein authorized shall mature not later than the Redemption Date. As provided in said Escrow Agreement, the proceeds of the Bonds herein authorized and investment earnings thereon shall be applied to the payment of the principal of and interest on the Called Outstanding Bonds as the same become due on and prior to the Redemption Date, and as called for redemption on the Redemption Date. The District agrees that on the date of original issue of the Bonds, or as soon thereafter as practicable, it shall deposit or otherwise have on hand with the Escrow Agent, from tax levy or other available sources, funds sufficient after taking into consideration available proceeds of the Bonds and investment earnings to provide funds for all payments due on the

Called Outstanding Bonds on or before the Redemption Date, and as called for redemption on the Redemption Date.

Section 11. The Board of Education hereby covenants and agrees that it shall cause to be levied and collected annually a special levy of taxes on all the taxable property in this District for the purpose of paying and sufficient to pay the interest on and principal of the Bonds as and when such interest and principal become due.

Section 12. The District hereby covenants with the purchasers and holders of the Bonds herein authorized that it will make no use of the proceeds of said issue, including monies held in any sinking fund for the payment of principal and interest on said Bonds, which would cause said Bonds to be arbitrage bonds within the meaning of Sections 103 and 148 and other related sections of the Internal Revenue Code of 1986, as amended, (the "Code") and further covenants to comply with said Sections 103 and 148 and related sections and all applicable regulations thereunder throughout the term of said issue. The District hereby covenants and agrees to take all actions necessary under the Code to maintain the tax exempt status (as to taxpayers generally) of interest payable on the Bonds herein authorized. The District hereby designates the Bonds as its "qualified tax-exempt obligations" pursuant to Section 265(b)(3)(B)(i)(III) of the Code and covenants and warrants that it does not reasonably expect to issue tax-exempt bonds or other tax-exempt interest bearing obligations aggregating in principal amount more than \$10,000,000 during the calendar year in which the Bonds are issued (taking into consideration the exception for current refunding issues), provided that the amount of the Bonds hereby designated shall be reduced as and to the extent that a portion of the Bonds may be determined to be "deemed designated" in accordance with the provisions of Section 265(b)(3)(D) of the Code. The officers of the District are hereby authorized to take any and all actions determined appropriate in connection with any such determination of a portion of the Bonds as "deemed designated". The District hereby agrees that it will take any and all actions necessary to obtain and preserve such status for the Bonds as "qualified tax-exempt obligations".

Section 13. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Bonds in such manner as may be prescribed by law from time to time but specifically including the

provisions of Sections 10-142 and 10-717 to 10-719, Reissue Revised Statutes of Nebraska, 2012, or any amendment thereto.

Section 14. The District's obligations under this resolution shall be fully discharged and satisfied as to the Bonds authorized and issued hereunder, and said Bonds shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing with the Paying Agent and Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient moneys to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States of America (herein referred to as "Government Obligations"), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient moneys to make such payment, and thereupon such Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this Resolution; provided that, with respect to any Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If moneys shall have been deposited in accordance with the terms hereof with the Paying Agent and Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment, except for payment from such deposit, shall forthwith cease, determine and be completely discharged, and all such Bonds shall no longer be considered outstanding under this Resolution.

Section 15. The Authorized Officers are hereby authorized to prepare and deem final on behalf of the District a Preliminary Official Statement for the Bonds, and are further authorized to approve on behalf of the County a final Official Statement with any changes deemed appropriate by such officers.

Section 16. In accordance with the requirements of Rule 15c2-12, as amended (the "Rule"), promulgated by the Securities and Exchange Commission, the District, being the only "obligated person"

with respect to the Bonds, and being an “obligated person” with respect to no more than \$10,000,000 in aggregate amount of outstanding municipal securities (including the Bonds), agrees that it will provide the following continuing disclosure information to the Municipal Securities Rulemaking Board (the “MSRB”) in an electronic format as prescribed by the MSRB:

(a) at least annually, not later than April 1 after the end of the District’s fiscal year, commencing with the fiscal year ending August 31, 2021, financial information or operating data for the District which is customarily prepared by the District and is publicly available, consisting of the District’s audited financial statements;

(b) in a timely manner not in excess of ten business days after the occurrence of the event, notice of the occurrence of any of the following events with respect to the Bonds:

(1) principal and interest payment delinquencies;

(2) non-payment related defaults, if material;

(3) unscheduled draws on debt service reserves reflecting financial difficulties;

(4) unscheduled draws on credit enhancements reflecting financial difficulties;

(5) substitution of credit or liquidity providers, or their failure to perform;

(6) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;

(7) modifications to rights of the holders of the Bonds, if material;

(8) bond calls, if material, and tender offers;

(9) defeasances;

(10) release, substitution, or sale of property securing repayment of the Bonds, if material;

(11) rating changes;

(12) bankruptcy, insolvency, receivership or similar events of the District (this event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District);

(13) the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

(14) appointment of a successor or additional trustee or the change of name of a trustee, if material;

(15) incurrence of a financial obligation, if material, or agreement to covenants, events of default, remedies, priority rights or other similar terms of a financial obligation, any of which affect security holders, if material; and

(16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation, any of which reflect financial difficulties.

The District has not undertaken to provide notice of the occurrence of any other event, except the events listed above.

The District agrees that all documents provided to the MSRB under the terms of this continuing disclosure undertaking shall be in such electronic format and accompanied by such identifying information as shall be prescribed by the MSRB. The District reserves the right to modify from time to time the specific types of information provided or the format of the presentation of such information or the accounting methods in accordance with which such information is presented, to the extent necessary or appropriate in the judgment of the District, consistent with the Rule. The District agrees that such covenants are for the benefit of the registered owners of the Bonds (including Beneficial Owners) and that such covenants may be enforced by any registered owner or Beneficial Owner, provided that any such right to enforcement shall be limited to specific enforcement of such undertaking and any failure shall not constitute an event of default under the Resolution. The continuing disclosure obligations of the District, as described above, shall cease when none of the Bonds remain outstanding.

Section 17. The officers of the District, or any one or more of them, including President, Vice President and Secretary of the Board of Education and the Superintendent are hereby authorized to execute and deliver any and all certificates and documents and to take any and all actions determined appropriate in connection with the issuance and sale of the Bonds.

Section 18. In order to promote compliance with certain federal tax and securities laws relating to the Bonds (as well as other outstanding obligations) the policy and procedures attached hereto as Exhibit "A" (the "Post-Issuance Compliance Policy and Procedures") are hereby adopted and approved in all respects. To the extent that there is any inconsistency between the attached Post-Issuance Compliance Policy and Procedures and any similar policy or procedures previously adopted and approved, the Post-Issuance Compliance Policy and Procedures shall control.

ADOPTED this _____ day of _____, 2021.

FURNAS COUNTY SCHOOL DISTRICT 0540,
IN THE STATE OF NEBRASKA

ATTEST:

By: _____
President

Secretary

Exhibit A

Policy and Procedures Federal Tax Law and Disclosure Requirements for Tax-exempt Bonds and/or Tax Advantaged Bonds

ISSUER NAME: Furnas County School District 0540, in the State of Nebraska
COMPLIANCE OFFICER (BY TITLE): Superintendent

POLICY

It is the policy of the Issuer identified above (the “Issuer”) to comply with all Federal tax requirements and securities law continuing disclosure obligations for its obligations issued as tax-exempt bonds (or as tax credit, direct pay subsidy or other tax-advantaged bonds, as applicable) to ensure, as applicable (a) that interest on its tax-exempt bonds remains exempt from Federal income tax, (b) that the direct payments or tax credits associated with its bonds issued as tax advantaged bonds are received in a timely manner and (c) compliance with any continuing disclosure obligations of the Issuer with respect to its outstanding bonds.

PROCEDURES

Compliance Officer. Review of compliance with Federal tax requirements and securities law continuing disclosure obligations as generally outlined below shall be conducted by the Compliance Officer identified above (the “Compliance Officer”). To the extent more than one person has been delegated specific responsibilities, the Compliance Officer shall be responsible for ensuring coordination of all compliance review efforts.

Training. The Compliance Officer shall evaluate and review educational resources regarding post-issuance compliance with Federal tax and securities laws, including periodic review of resources published for issuers of tax-exempt obligations by the Internal Revenue Service (either on its website at <http://www.irs.gov/taxexemptbond>, or elsewhere) and the Municipal Securities Rulemaking Board (either on its Electronic Municipal Market Access website [“EMMA”] at <http://www.emma.msrb.org>, or elsewhere).

Compliance Review. A compliance review shall be conducted at least annually by or at the direction of the Compliance Officer. The review shall occur at the time the Issuer’s annual audit takes place, unless the Compliance Officer otherwise specifically determines a different time period or frequency of review would be more appropriate.

Scope of Review.

Document Review. At the compliance review, the following documents (the “Bond Documents”) shall be reviewed for general compliance with covenants and agreements and applicable regulations with respect to each outstanding bond issue:

- (a) the resolution(s) and/or ordinance(s), as applicable, adopted by the governing body of the Issuer authorizing the issuance of its outstanding bonds, together with any documents setting the final rates and terms of such bonds (the “Authorizing Proceedings”),
- (b) the tax documentation associated with each bond issue, which may include some or all of the following (the “Tax Documents”):
 - (i) covenants, certifications and expectations regarding Federal tax requirements which are described in the Authorizing Proceedings;
 - (ii) Form 8038 series filed with the Internal Revenue Service;
 - (iii) tax certificates, tax compliance agreements, tax regulatory agreement or similar documents;
 - (iv) covenants, agreements, instructions or memoranda with respect to rebate or private use;
 - (v) any reports from rebate analysts received as a result of prior compliance review or evaluation efforts; and

- (vi) any and all other agreements, certificates and documents contained in the transcript associated with the Authorizing Proceedings relating to federal tax matters.
- (c) the Issuer's continuing disclosure obligations, if any, contained in the Authorizing Proceedings or in a separate agreement (the "Continuing Disclosure Obligations"), and
- (d) any communications or other materials received by the Issuer or its counsel, from bond counsel, the underwriter or placement agent or its counsel, the IRS, or any other material correspondence relating to the tax-exempt status of the Issuer's bonds or relating to the Issuer's Continuing Disclosure Obligations.

Use and Timely Expenditure of Bond Proceeds. Expenditure of bond proceeds shall be reviewed by the Compliance Officer to ensure (a) such proceeds are spent for the purpose stated in the Authorizing Proceedings and as described in the Tax Documents and (b) that the proceeds, together with investment earnings on such proceeds, are spent within the timeframes described in the Tax Documents, and (c) that any mandatory redemptions from excess bond proceeds are timely made if required under the Authorizing Proceedings and Tax Documents.

Arbitrage Yield Restrictions and Rebate Matters. The Tax Documents shall be reviewed by the Compliance Officer to ensure compliance with any applicable yield restriction requirements under Section 148(a) of the Internal Revenue Code (the "Code") and timely calculation and payment of any rebate and the filing of any associated returns pursuant to Section 148(f) of the Code. A qualified rebate analyst shall be engaged as appropriate or as may be required under the Tax Documents.

Use of Bond Financed Property. Expectations and covenants contained in the Bond Documents regarding private use shall be reviewed by the Compliance Officer to ensure compliance. Bond-financed properties shall be clearly identified (by mapping or other reasonable means). Prior to execution, the Compliance Officer (and bond counsel, if deemed appropriate by the Compliance Officer) shall review (a) all proposed leases, contracts related to operation or management of bond-financed property, sponsored research agreements, take-or-pay contracts or other agreements or arrangements or proposed uses which have the potential to give any entity any special legal entitlement to the bond-financed property, (b) all proposed agreements which would result in disposal of any bond-financed property, and (c) all proposed uses of bond-financed property which were not anticipated at the time the bonds were issued. Such actions could be prohibited by the Authorizing Proceedings, the Tax Documents or Federal tax law.

Continuing Disclosure. Compliance with the Continuing Disclosure Obligations with respect to each bond issue shall be evaluated (a) to ensure timely compliance with any annual disclosure requirement, and (b) to ensure that any material events have been properly disclosed as required by the Continuing Disclosure Obligation.

Record Keeping. If not otherwise specified in the Bond Documents, all records related to each bond issue shall be kept for the life of the indebtedness associated with such bond issue (including all tax-exempt refundings) plus six (6) years.

Incorporation of Tax Documents. The requirements, agreements and procedures set forth in the Tax Documents, now or hereafter in existence, are hereby incorporated into these procedures by this reference and are adopted as procedures of the Issuer with respect to the series of bonds to which such Tax Documents relate.

Consultation Regarding Questions or Concerns. Any questions or concerns which arise as a result of any review by the Compliance Officer shall be raised by the Compliance Officer with the Issuer's counsel or with bond counsel to determine whether non-compliance exists and what measures should be taken with respect to any non-compliance.

VCAP and Remedial Actions. The Issuer is aware of (a) the Voluntary Closing Agreement Program (known as "VCAP") operated by the Internal Revenue Service which allows issuers under certain circumstances to voluntarily enter into a closing agreement in the event of certain non-compliance with Federal tax requirements and (b) the remedial actions available to issuers of certain bonds under Section 1.141-12 of the Income Tax Regulations for private use of bond financed property which was not expected at the time the bonds were issued.

Board Member _____ seconded the motion and upon roll call upon the question of adoption of said resolution, the following Board Members voted AYE: _____

_____. The following voted NAY: _____.

The following were absent or did not vote: _____. A majority of the Board Members having voted in favor of the adoption of said resolution, the President declared the resolution adopted.

DATED this _____ day of _____, 2021.

President

ATTEST:

Secretary

**ACKNOWLEDGMENT OF RECEIPT OF
NOTICE OF MEETING**

The undersigned President and Board Members of Furnas County School District 0540, hereby acknowledge receipt of advance notice of a meeting of said body and the agenda for such meeting held at _____ .m. on _____, 2021, at the Junior/Senior High School Building at 43739 Highway 89, in Oxford, Nebraska.

DATED this _____ day of _____, 2021.

I hereby certify that _____ was/were absent from the meeting but that, to my personal knowledge, he/she/they received advance notice of the meeting.

Nancy Tarkington
P.O. Box 517
Orleans, NE 68966

March 23, 2021

Southern Valley Schools
43739 Highway 89
Oxford, NE 68967

Dear Mr. Jorgenson,

Please accept this letter as formal notice of my resignation as Title I Para at Southern Valley Elementary Schools, effective May 19, 2021.

After careful consideration, I have decided to retire and spend more time with my grandkids, among other things. I have really enjoyed working with our students in several different capacities. I also have been blessed to be able to work beside so many outstanding teachers. This was a very difficult decision as I have really enjoyed coming to work (most days).

Thank you to the administration and staff for the support that I have received. It has been a privilege working here.

Sincerely,


Nancy Tarkington

KAITLIN NATHAN

809 M. Street, Beaver City, NE 68926 | (C) 402-518-0915 | kaitlinnathan601@gmail.com

Bryce Jorgenson
Superintendent
Southern Valley Schools
43739 Hwy 89
Oxford, NE 68967

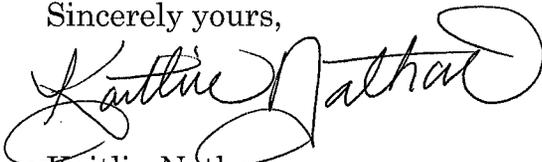
Dear Mr. Jorgenson and Southern Valley Board of Education,

Please accept my resignation from my position as a 7-12 English/Language Arts Teacher at Southern Valley Schools including all extra-duty and coaching responsibilities effective at the end of the 2020-2021 contract term.

My time at Southern Valley has been an enormously rewarding experience. As a young teacher, I really appreciate the opportunities that I have been given here. Teaching as well as coaching during my four years at Southern Valley has brought me so much joy, happiness, and a respectable passion for what I do. The administration and staff has been very supportive during my growth with the school district, and I wish the faculty, staff, and students the best of luck for the future and will do whatever I can to help make a smooth transition.

Many thanks for the opportunities and support you have offered me. I wish you all the best.

Sincerely yours,



Kaitlin Nathan

c.c. Jeff Linden, Principal, Southern Valley Jr/Sr. High

March 30, 2021

Dear Southern Valley Schools Board of Education and Administration,

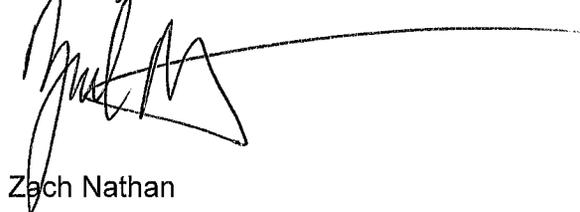
Though I have greatly enjoyed the past six years at Southern Valley, I have decided to move closer to family. I accepted a 5-12 Band position with Stanton Community Schools. This decision was very tough and strictly family based. Our parents are getting older, and having their grandchildren closer means a great deal to them and us. My resignation is effective upon the end date of my 2020-2021 contract.

Thank you for all of the support you and the community have provided me. I will never forget the **generosity** and the important skills I have learned at Southern Valley. The students will not forget this generosity either. *We, together, have made a great impact on these students by investing in their future.* I will forever cherish the memories from everyone in the communities, student body, and staff.

I will be sure to complete all required and associated responsibilities before departing this position. I hope to stay in touch with you and SV Nation!

Again, thank you for all of your support and generosity, not just to me but the entire band program at Southern Valley Schools!

Sincerely,

A handwritten signature in black ink, appearing to read 'Zach Nathan', with a long horizontal line extending to the right.

Zach Nathan