

Regular Meeting of the Shelton Public Schools Board of Education
Monday, April 12, 2021
the Elementary Conference Room
7:30 PM Central

1. Call to order and roll call
2. Routine matters
 - 2.a. Review and approve minutes
 - 2.b. Review and approve claims
3. Request to address the Board of Education
4. Reports
 - 4.a. Financial Report
 - 4.b. Board Report
 - 4.c. Superintendent's Report
 - 4.d. Principal's Report
5. New Business
 - 5.a. Request to purchase new band uniforms
 - 5.b. Discussion regarding QCPUF Bonds
 - 5.c. Discussion and action regarding the weight room HVAC replacement project
 - 5.d. Consideration to approve the resignations of Leah Solko and Faith Senff for the 2021-2022 school year
 - 5.e. Review or revise policies 3005-3018
 - 5.f. Consideration to approve consorting Title I, Title II-A, and Title III funds with ESU 10 for the 2021-2022 school year
 - 5.g. Discussion regarding graduation requirements and speech
 - 5.h. Discussion and action regarding Family First Coronavirus Response Act (FFCRA) leave for the remainder of the 2020-2021 school year
6. Old Business

7. Executive Session

8. Adjournment

Regular Meeting of the Shelton Public Schools Board of Education
Monday, March 15, 2021
Elementary Conference Room
7:00 PM

Vice-President Muhlbach called the Regular Meeting of the Shelton Public Schools Board of Education to order at 7:00 PM on Monday, March 15, 2021 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2003. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to order and roll call

Joe Berglund: Present, Kay Johnson: Present, Chris Lewis: Absent, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present. Present: 5, Absent: 1.

One visitor was present. Administrators Gannon, Kenton and Meyer were present.

Motion made by Russ Muhlbach seconded by Joe Berglund to excuse Chris Lewis from tonight's meeting. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

2. Routine matters

2.a. Review and approve minutes

Motion made by Joe Berglund seconded by Lisa Stewart to approve minutes from the February 15th regular meeting and minutes from the February 24th special meeting as presented. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

2.b. Review and approve claims

Motion made by Emmy Power seconded by Kay Johnson to Approve claims 53983-54032 in the amount of \$206,032.26 plus regular payroll. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

3. Request to address the Board of Education

There were no requests to address the Board of Education

4. Reports

4.a. Financial Report

Dr. Gannon gave an update on the financial status of the district.

4.b. Board Report

There were no committee updates.

4.c. Superintendent's Report

Dr. Gannon gave an update on the district capital improvement plan. Dr. Gannon also began the discussion on eligible options on how the district could spend the CARES 2 funds. Dr. Gannon and Mr. Kenton are working to prioritize the summer projects list created from results of the Mid-year walk through.

4.d. Principal's Report

Mr. Kenton stated current enrollment is 282 students. Preschool registration will take place on March 19th and Kindergarten registration in April. NSCAS ACT will be April 8th. ESU Makerspace Lab Trailers will be here in April. Congratulations to the 4 students who qualified for state speech. HS Track is underway with 41 participants and JH Track began this week.

4.e. Information from NDE regarding Approval, Accreditation, and Accountability Rule Development

NDE provided discussion of Rule 10: Regulations and procedures for the accreditation of schools.

5. New Business

5.a. Consideration to approve roofing proposal from Tremco

Motion made by Lisa Stewart seconded by Emmy Power to Approve the roofing proposal from WTI/Tremco dated March 10, 2021 as presented. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy

Power: Yea, Lisa Stewart: Yea

Yea: 5, Nay: 0, Absent: 1

5.b. Information from First National Capital Markets regarding QCPUF bonds

Tobin Buchanan from First National Capital Markets gave a presentation on QCPUF funds.

5.c. Information regarding Winter MAP data

Jeanne Pope and Administrator Meyer gave a presentation on Winter Maps Testing.

5.d. Information regarding the 2020-2021 Annual Report

Dr. Gannon shared a draft copy of the 2020-2021 Annual Report for review and discussion.

5.e. Review policies 2011-2018 and 3001-3004

Review POLICY 2011: Board Member Development Opportunities; POLICY 2012: Board Member Compensation For Expenses; POLICY 2013: School Board Membership; POLICY 2014: Conflict of Interest; POLICY 2015: Prohibition Against Employment of Board Members; POLICY 2017: Oath of Office; POLICY 3001: Administration Goals; POLICY 3002: Administrative Organization Plan; POLICY 3003: Distribution Of Flyers Advertising Non-school Organization Activities; POLICY 3004: Nondiscrimination

Motion made by Russ Muhlbach seconded by Joe Berglund to Replace POLICY 2016: Participation in Insurance Program by Board Members; with POLICY 2018: Participation in Insurance Program by Board Members due to duplication. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

6. Old Business

6.a. Consideration to approve proposal from Pro Track and Tennis

Motion made by Lisa Stewart seconded by Kay Johnson to Approve the bid as proposed from Pro Track and Tennis with the extension to the high jump area and runways and approve additional funds required to complete the project. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

6.b. Information regarding Old Gym basketball hoop safety straps and safety inspection

Discussed and reviewed the bid proposal from Great Plains Sports Flooring for installing safety straps on existing basketball backstops in the old gym, including re-cabling all motors, as well as doing a safety inspection. A vote isn't necessary, however, the board expressed positive feedback to Dr. Gannon in moving forward with this project.

6.c. Consideration to approve varsity locker room improvements for this summer

Total estimated cost \$32,500

Motion made by Russ Muhlbach seconded by Joe Berglund to Approve the High School Varsity Locker Room improvements not to exceed \$32,500. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

7. Adjournment

Motion made by Lisa Stewart seconded by Joe Berglund to Adjourn at 9:49 PM. Vote: Passed

Chris Lewis: Absent, Joe Berglund: Yea, Kay Johnson: Yea, Russ Muhlbach: Yea, Emmy
Power: Yea, Lisa Stewart: Yea
Yea: 5, Nay: 0, Absent: 1

Respectfully Submitted,
Emmy Power, Secretary

Shelton Public Schools

Check Listing Report

Accounting Cycle: F120-21; Begin Date: 04/01/2021; End Date: 04/30/2021; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = 01) ; Created On: 4/9/2021 3:10:17 PM

Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54033	Academic Hallmarks, Inc.	\$26.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Academic Hallmarks, Inc.	1164	01-2-03535-610-002-000	Elem Gifted - Quiz Bowl		\$26.00
Sub Total					\$26.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54034	Achieve3000, Inc	\$792.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Achieve3000, Inc	51910	01-2-01100-735-001-000	Actively Learn - ELA Plan		\$792.00
Sub Total					\$792.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54035	AcroMat	\$405.38	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
AcroMat	I-AM-33399	01-2-02610-610-000-000	Custodial Supplies		\$405.38
Sub Total					\$405.38
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54036	Ask Supply Co., LLC	\$451.83	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Ask Supply Co., LLC	22154	01-2-02610-610-000-000	Custodial Supplies - Mats		\$218.63
Ask Supply Co., LLC	22163	01-2-02610-610-000-000	Custodial Supplies - Mats		\$233.20
Sub Total					\$451.83
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54037	Bancroft-Rosalie	\$273.25	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Bancroft-Rosalie	District D1-2	01-2-02190-810-001-000	District Speech Meet Fees		\$273.25
Sub Total					\$273.25
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54038	Black Hills Energy	\$5,046.63	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Black Hills Energy	2-22-3-24-21	01-2-02610-621-000-000	Utility - Energy - 2-22-3-24-21		\$5,046.63
Sub Total					\$5,046.63
Voucher Number	Account Number	Check Number	Payee	Amount	Type

April 2021 - GF	031038968	54039	Cash-wa Distributing Co.	\$304.27	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Cash-wa Distributing Co.	12828215	01-2-02610-610-000-000	Custodial Supplies		\$39.71
Cash-wa Distributing Co.	12845634	01-2-02610-610-000-000	Custodial Supplies		\$237.21
Cash-wa Distributing Co.	12854977	01-2-02610-610-000-000	Custodial Supplies		\$27.35
Sub Total					\$304.27
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54040	Clipper Publishing Co., Inc.	\$2,052.30	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Clipper Publishing Co., Inc.	15	01-2-02190-890-001-000	PK, Central Services, Extra Curr. Misc, Newsletters, Stamp, Ads for PK		\$358.38
Clipper Publishing Co., Inc.	5-April 21	01-2-02310-540-000-000	Central Services Printing, Board Advertising Minutes		\$136.01
Clipper Publishing Co., Inc.	5-April 21	01-2-02530-550-000-000	Central Services Printing, Board Advertising Minutes		\$18.66
Clipper Publishing Co., Inc.	15	01-2-02530-550-000-000	PK, Central Services, Extra Curr. Misc, Newsletters, Stamp, Ads for PK		\$1,264.25
Clipper Publishing Co., Inc.	15	01-2-03540-610-002-000	PK, Central Services, Extra Curr. Misc, Newsletters, Stamp, Ads for PK		\$275.00
Sub Total					\$2,052.30
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54041	Computer Hardware, Inc.	\$2,199.12	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Computer Hardware, Inc.	139267	01-2-01100-650-001-000	Elem/Sec Tech - Google Chrome Management Licenses		\$1,099.56
Computer Hardware, Inc.	139267	01-2-01100-650-002-000	Elem/Sec Tech - Google Chrome Management Licenses		\$1,099.56
Sub Total					\$2,199.12
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54042	Culligan	\$43.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Culligan	57332	01-2-02620-431-000-000	RO System Rent w/Pump		\$43.00
Sub Total					\$43.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54043	DAS State Accounting - Central Finance	\$439.92	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
DAS State Accounting - Central Finance	1258449	01-2-01100-382-001-000	Distance Learning		\$439.92
Sub Total					\$439.92
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54044	Eakes Office Solutions	\$216.61	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount

Eakes Office Solutions	8215011-0	01-2-01100-610-001-000	Paper - Sec/Elem Teaching Supplies		\$84.97
Eakes Office Solutions	8214935-0	01-2-01100-610-001-000	Secondary Teaching Supplies		\$11.98
Eakes Office Solutions	8216774-0	01-2-01100-610-002-000	Elementary - Teaching Supplies		\$9.30
Eakes Office Solutions	8215011-0	01-2-01100-610-002-000	Paper - Sec/Elem Teaching Supplies		\$84.98
Eakes Office Solutions	8224442-0	01-2-01100-890-002-000	Elem Misc - Band-aids		\$25.38
Sub Total					\$216.61

Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54045	Educational Service Unit #10	\$20,578.62	Accounts Payable

Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Educational Service Unit #10	March Services	01-2-01100-650-001-000	OT,PT,Vision,SPED,Psych, Etc		\$196.88
Educational Service Unit #10	March Services	01-2-01100-650-002-000	OT,PT,Vision,SPED,Psych, Etc		\$196.87
Educational Service Unit #10	March Services	01-2-01200-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$1,347.50
Educational Service Unit #10	March Services	01-2-01291-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$124.80
Educational Service Unit #10	March Services	01-2-01292-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$124.79
Educational Service Unit #10	March Services	01-2-02141-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$2,445.96
Educational Service Unit #10	March Services	01-2-02142-591-002-000	OT,PT,Vision,SPED,Psych, Etc		\$305.74
Educational Service Unit #10	March Services	01-2-02143-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$305.75
Educational Service Unit #10	March Services	01-2-02151-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$10,793.68
Educational Service Unit #10	March Services	01-2-02152-591-002-000	OT,PT,Vision,SPED,Psych, Etc		\$2,156.81
Educational Service Unit #10	March Services	01-2-02153-591-002-000	OT,PT,Vision,SPED,Psych, Etc		\$644.95
Educational Service Unit #10	March Services	01-2-02161-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$1,132.32
Educational Service Unit #10	March Services	01-2-02162-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$141.54
Educational Service Unit #10	March Services	01-2-02163-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$141.54
Educational Service Unit #10	March Services	01-2-02171-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$347.44
Educational Service Unit #10	March Services	01-2-02172-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$43.43
Educational Service Unit #10	March Services	01-2-02173-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$43.43
Educational Service Unit #10	March Services	01-2-02183-591-000-000	OT,PT,Vision,SPED,Psych, Etc		\$85.19
Sub Total					\$20,578.62

Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54046	Egan Supply Co.	\$515.64	Accounts Payable

Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Egan Supply Co.	333517	01-2-02610-610-000-000	Custodial Supplies		\$515.64
Sub Total					\$515.64

Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54047	Grand Island Independent	\$32.38	Accounts Payable

Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Grand Island Independent	20611277	01-2-02530-550-000-000	Ad - Roofing Improvements		\$32.38
Sub Total					\$32.38

Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54048	Heartland Disposal, Inc.	\$289.00	Accounts Payable

Vendor	Invoice #	Account Code	Description	Issue Date	Amount
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Heartland Disposal, Inc.	88928	01-2-02610-420-000-000	Trash Removal		\$289.00
Sub Total					\$289.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54049	Payee Holmes Plbg & Htg Supply Co.	Amount \$731.58	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Holmes Plbg & Htg Supply Co.	259715	01-2-02610-610-000-000	Custodial Supplies		\$731.58
Sub Total					\$731.58
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54050	Payee Instrumentalist Awards, LLC	Amount \$73.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Instrumentalist Awards, LLC	2101	01-2-01100-610-001-196	Secondary Music - Sousa Combination		\$73.00
Sub Total					\$73.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54051	Payee J.W. Pepper & Son, Inc.	Amount \$23.97	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
J.W. Pepper & Son, Inc.	363310757	01-2-01100-610-001-196	Band - District Music		\$23.97
Sub Total					\$23.97
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54052	Payee Jostens, Inc.	Amount \$489.18	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Jostens, Inc.	25833063	01-2-02190-890-001-000	Extra Curc. Misc - Diploma/Covers		\$489.18
Sub Total					\$489.18
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54053	Payee K & K	Amount \$1,197.47	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
K & K	April 2021	01-2-02710-626-000-000	Transportation - Fuel/SPED		\$1,164.46
K & K	April 2021	01-2-02712-626-000-000	Transportation - Fuel/SPED		\$33.01
Sub Total					\$1,197.47
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54054	Payee Kearney Hub	Amount \$18.32	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Kearney Hub	03282021	01-2-02530-550-000-000	Ad for Bids Project		\$18.32
Sub Total					\$18.32
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54055	Payee Larry's Market	Amount \$178.44	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Larry's Market	April 2021	01-2-01100-610-000-190	HS Sped, Science, Art		\$14.95
Larry's Market	April 2021	01-2-01100-610-001-150	HS Sped, Science, Art		\$12.60

Larry's Market	April 2021	01-2-01200-610-001-000	HS Sped, Science, Art		\$150.89
Sub Total					\$178.44
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54056	Lee's Repair & Truck Sales	\$1,358.30	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Lee's Repair & Truck Sales	2040	01-2-02630-420-000-000	Snow Removal, Vehicle Inspection, Car Maintenance		\$400.00
Lee's Repair & Truck Sales	2040	01-2-02730-431-000-000	Snow Removal, Vehicle Inspection, Car Maintenance		\$958.30
Sub Total					\$1,358.30
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54057	M&K Electric	\$400.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
M&K Electric	2959	01-2-02620-431-000-000	Custodial Repair/Maintenance		\$400.00
Sub Total					\$400.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54058	Matheson Tri-Gas, Inc.	\$78.17	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Matheson Tri-Gas, Inc.	51773542	01-2-01100-610-001-180	Ag Supplies - Welding		\$78.17
Sub Total					\$78.17
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54059	MCI	\$63.84	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
MCI	Mar 2021	01-2-01100-530-001-000	Telephone		\$63.84
Sub Total					\$63.84
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54060	Menards - Grand Island	\$402.74	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Menards - Grand Island	18646	01-2-02610-610-000-000	Custodial Supplies - Sprinklers, Sconce, Paint, Caution Tape		\$402.74
Sub Total					\$402.74
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54061	Mid-Nebraska Aggregate, Inc.	\$153.60	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Mid-Nebraska Aggregate, Inc.	210167	01-2-02610-610-000-000	Custodial Supplies - Sand		\$153.60
Sub Total					\$153.60
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54062	Midwest Alarm Services	\$221.25	Accounts Payable

Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Midwest Alarm Services	346198	01-2-02620-431-000-000	Custodial Repair/Main - Service Call		\$221.25
Sub Total					\$221.25
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54063	NASB ALICAP	\$100.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
NASB ALICAP	INV-07724-Z0T7S2	01-2-02510-330-000-000	Dues - State Convention		\$100.00
Sub Total					\$100.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54064	Nature Gift Store	\$34.80	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Nature Gift Store	2103054	01-2-01190-610-002-000	Pre-K - Tadpoles/Frog		\$34.80
Sub Total					\$34.80
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54065	NE State Fire Marshal/Boiler Inspection Division	\$72.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
NE State Fire Marshal/Boiler Inspection Division	119882	01-2-02620-431-000-000	Custodial Repair/Maint - NE20481,NE20482		\$72.00
Sub Total					\$72.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54066	Nebraska Central Telephone Co	\$328.28	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Nebraska Central Telephone Co	10323349	01-2-01100-530-001-000	Telephone		\$328.28
Sub Total					\$328.28
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54067	Nebraska Public Power Dist.	\$3,662.84	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Nebraska Public Power Dist.	April 2021 - 8376	01-2-02610-621-000-000	Utility - Electricity		\$31.58
Nebraska Public Power Dist.	April 2021 - 8381	01-2-02610-621-000-000	Utility - Electricity		\$2,735.06
Nebraska Public Power Dist.	April 2021 - 8386	01-2-02610-621-000-000	Utility - Electricity		\$47.37
Nebraska Public Power Dist.	April 2021-9851	01-2-02610-621-000-000	Utility - Electricity		\$848.83
Sub Total					\$3,662.84
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54068	Optum	\$150.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Optum	10199053443	01-2-02310-520-000-000	FSA - Flex Plan		\$150.00
Sub Total					\$150.00

Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54069	Payee Popplers Music, Inc	Amount \$91.94	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Popplers Music, Inc	April 2021	01-2-01100-610-002-196	Music Elem - Disney		\$91.94
Sub Total					\$91.94
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54070	Payee Seth Jensen	Amount \$10.25	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Seth Jensen	April 21	01-2-02710-890-000-000	Reimbursement - Title for New Silver Van		\$10.25
Sub Total					\$10.25
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54071	Payee Shelton School Lunch Fund	Amount \$96.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Shelton School Lunch Fund	3-22-21	01-2-01100-890-001-000	Sec. Misc - Rolls for band & choir for Pops concert		\$35.00
Shelton School Lunch Fund	2-24-21	01-2-02310-890-000-000	Meals for DOE Budget Meeting		\$55.00
Shelton School Lunch Fund	3-18-21	01-2-03535-610-002-000	Elem Gifted - Snacks for 6th Grade Quiz Bowl		\$6.00
Sub Total					\$96.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54072	Payee Sherwin-Williams	Amount \$482.82	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Sherwin-Williams	3880-8	01-2-02610-610-000-000	Custodial Supplies		\$352.87
Sherwin-Williams	3962-4	01-2-02610-610-000-000	Custodial Supplies - Paint		\$129.95
Sub Total					\$482.82
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54073	Payee Siemens Industry, Inc	Amount \$959.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Siemens Industry, Inc	5446395801	01-2-02620-431-000-000	Custodial Main/Repair - IP Address Changed		\$959.00
Sub Total					\$959.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54074	Payee SiteOne Landscape Supply, LLC	Amount \$938.98	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
SiteOne Landscape Supply, LLC	106865407-001	01-2-02610-610-000-000	Custodial Supplies		\$938.98
Sub Total					\$938.98
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54075	Payee SPORT SAFE Testing Service, Inc.	Amount \$330.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount

SPORT SAFE Testing Service, Inc.	11479	01-2-02190-890-001-000	Extra Curricular - Random Drug Testing		\$330.00
Sub Total					\$330.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54076	Payee SYNCB/AMAZON	Amount \$97.55	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
SYNCB/AMAZON	April 2021	01-2-01190-610-002-000	PK Supplies, Admin Supplies		\$33.55
SYNCB/AMAZON	April 2021	01-2-02320-610-000-000	PK Supplies, Admin Supplies		\$64.00
Sub Total					\$97.55
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54077	Payee TPRS Books	Amount \$133.66	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
TPRS Books	19133	01-2-01100-610-001-000	Sec Teaching Supplies - Spanish		\$133.66
Sub Total					\$133.66
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54078	Payee TPRS Publishing, Inc.	Amount \$155.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
TPRS Publishing, Inc.	103883	01-2-01100-610-001-000	Sec Teaching Supplies - Spanish		\$155.00
Sub Total					\$155.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54079	Payee Village Of Shelton	Amount \$977.44	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Village Of Shelton	April 2021	01-2-02610-410-000-000	Water/Sewage		\$977.44
Sub Total					\$977.44
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54080	Payee Willis Repair, LLC	Amount \$18.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Willis Repair, LLC	97378	01-2-02610-610-000-000	Custodial Supplies		\$18.00
Sub Total					\$18.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54081	Payee Wood River High School	Amount \$200.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Wood River High School	April 2021	01-2-02190-810-001-000	District Music Contest - extra curricular dues & fees		\$200.00
Sub Total					\$200.00
Voucher Number April 2021 - GF	Account Number 031038968	Check Number 54082	Payee Woodward Disposal Service, Inc.	Amount \$25.00	Type Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Woodward Disposal Service, Inc.	8987-944	01-2-02610-420-000-000	Trash Removal - Document Destruction		\$25.00

Sub Total					\$25.00
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54083	Xerox Financial Services	\$630.48	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Xerox Financial Services	2539686	01-2-01100-440-001-000	Copy Lease		\$189.00
Xerox Financial Services	2553400	01-2-01100-440-001-000	Copy Machine Lease		\$126.24
Xerox Financial Services	2539686	01-2-01100-440-002-000	Copy Lease		\$189.00
Xerox Financial Services	2553400	01-2-01100-440-002-000	Copy Machine Lease		\$126.24
Sub Total					\$630.48
Voucher Number	Account Number	Check Number	Payee	Amount	Type
April 2021 - GF	031038968	54084	Yanda's Music	\$18.00	Accounts Payable
Vendor	Invoice #	Account Code	Description	Issue Date	Amount
Yanda's Music	517984	01-2-01100-610-001-196	Music Supplies		\$18.00
Sub Total					\$18.00
Grand Total					\$48,567.85

Shelton Public Schools

Check Listing Report

Accounting Cycle: FY20-21; Begin Date: 04/01/2021; End Date: 04/30/2021; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = "01") ; Created On: 4/9/2021 3:10:18 PM

Check Date	Check Number	Payee	Description	Type	Amount
04/12/2021	54033	Academic Hallmarks, Inc.	Elem Gifted - Quiz Bowl Questions	Accounts Payable	\$26.00
04/12/2021	54034	Achieve3000, Inc	Actively Learn ELA Plan	Accounts Payable	\$792.00
04/12/2021	54035	AcroMat	Custodial Supplies	Accounts Payable	\$405.38
04/12/2021	54036	Ask Supply Co., LLC	Custodial Supplies	Accounts Payable	\$218.63
04/12/2021	54036	Ask Supply Co., LLC	Custodial Supplies - Mats	Accounts Payable	\$233.20
04/12/2021	54037	Bancroft-Rosalie	District Speech Meet Fees	Accounts Payable	\$273.25
04/12/2021	54038	Black Hills Energy	Utility - Energy - 2-22-3-24-21	Accounts Payable	\$5,046.63
04/12/2021	54039	Cash-wa Distributing Co.	Custodial Supplies	Accounts Payable	\$39.71
04/12/2021	54039	Cash-wa Distributing Co.	Custodial Supplies	Accounts Payable	\$237.21
04/12/2021	54039	Cash-wa Distributing Co.	Custodial Supplies	Accounts Payable	\$27.35
04/12/2021	54040	Clipper Publishing Co., Inc.	PK, Central Services, Extra Curc. Misc - Newsletters, Stamp,Ads for PK	Accounts Payable	\$1,897.63
04/12/2021	54040	Clipper Publishing Co., Inc.	Central Services Printing, Board Advertising Minutes	Accounts Payable	\$154.67
04/12/2021	54041	Computer Hardware, Inc.	Elem/Sec Technology- Google Chrome Management Licenses	Accounts Payable	\$2,199.12
04/12/2021	54042	Culligan	RO System Rent w/Pump	Accounts Payable	\$43.00
04/12/2021	54043	DAS State Accounting - Central Finance	Distance Learning	Accounts Payable	\$439.92
04/12/2021	54044	Eakes Office Solutions	Secondary Teaching Supplies	Accounts Payable	\$11.98
04/12/2021	54044	Eakes Office Solutions	Paper - Sec/Elem Teaching Supplies	Accounts Payable	\$169.95
04/12/2021	54044	Eakes Office Solutions	Elementary - Teaching Supplies	Accounts Payable	\$9.30
04/12/2021	54044	Eakes Office Solutions	Elementary Misc - Band-aids	Accounts Payable	\$25.38
04/12/2021	54045	Educational Service Unit #10	OT,PT,Vision,SPED,Psych, Etc.	Accounts Payable	\$20,578.62
04/12/2021	54046	Egan Supply Co.	Custodial Supplies	Accounts Payable	\$515.64
04/12/2021	54047	Grand Island Independent	Ad - Roofing Improvements	Accounts Payable	\$32.38
04/12/2021	54048	Heartland Disposal, Inc.	Trash Removal	Accounts Payable	\$289.00
04/12/2021	54049	Holmes Plbg & Htg Supply Co.	Custodial Supplies	Accounts Payable	\$731.58
04/12/2021	54050	Instrumentalist Awards, LLC	Secondary Music - Sousa Combination	Accounts Payable	\$73.00
04/12/2021	54051	J.W. Pepper & Son, Inc.	Band - District Music	Accounts Payable	\$23.97
04/12/2021	54052	Jostens, Inc.	Extra Curc. Misc - Diploma/Covers	Accounts Payable	\$489.18
04/12/2021	54053	K & K	Transportation - Fuel/SPED	Accounts Payable	\$1,197.47
04/12/2021	54054	Kearney Hub	Ad for Bids Improvement	Accounts Payable	\$18.32
04/12/2021	54055	Larry's Market	HS Sped, Science, Art	Accounts Payable	\$178.44
04/12/2021	54056	Lee's Repair & Truck Sales	Snow Removal, Vehicle Inspection, Car Maint.	Accounts Payable	\$1,358.30
04/12/2021	54057	M&K Electric	Custodial Repair/Maintenance	Accounts Payable	\$400.00
04/12/2021	54058	Matheson Tri-Gas, Inc.	Ag Supplies - Welding	Accounts Payable	\$78.17
04/12/2021	54059	MCI	Telephone	Accounts Payable	\$63.84

04/12/2021	54060	Menards - Grand Island	Custodial Supplies - Sprinklers, Sconce, Paint, Caution Tape	Accounts Payable	\$402.74
04/12/2021	54061	Mid-Nebraska Aggregate, Inc.	Custodial Supplies - Sand	Accounts Payable	\$153.60
04/12/2021	54062	Midwest Alarm Services	Custodial Repair/Main - Service Call	Accounts Payable	\$221.25
04/12/2021	54063	NASB ALICAP	Dues - State Convention	Accounts Payable	\$100.00
04/12/2021	54064	Nature Gift Store	Pre-K - Tadpoles/Frog	Accounts Payable	\$34.80
04/12/2021	54065	NE State Fire Marshal/Boiler Inspection	Custodial Repair/Maint - NE20481,NE20482	Accounts Payable	\$72.00
04/12/2021	54066	Nebraska Central Telephone Co	Telephone	Accounts Payable	\$328.28
04/12/2021	54067	Nebraska Public Power Dist.	Utility - Electricity	Accounts Payable	\$31.58
04/12/2021	54067	Nebraska Public Power Dist.	Utility - Electricity	Accounts Payable	\$2,735.06
04/12/2021	54067	Nebraska Public Power Dist.	Utility - Electricity	Accounts Payable	\$47.37
04/12/2021	54067	Nebraska Public Power Dist.	Utility - Electricity	Accounts Payable	\$848.83
04/12/2021	54068	Optum	FSA - Flex Plain	Accounts Payable	\$150.00
04/12/2021	54069	Popplers Music, Inc	Music Elem - Disney	Accounts Payable	\$91.94
04/12/2021	54070	Seth Jensen	Reimbursement - Title for New Silver Van	Accounts Payable	\$10.25
04/12/2021	54071	Shelton School Lunch Fund	Meals for DOE Budget Meeting	Accounts Payable	\$55.00
04/12/2021	54071	Shelton School Lunch Fund	Elem Gifted - Snacks for 6th grade quiz bowl	Accounts Payable	\$6.00
04/12/2021	54071	Shelton School Lunch Fund	Sec. Misc - Rolls for band & choir for Pops concert	Accounts Payable	\$35.00
04/12/2021	54072	Sherwin-Williams	Custodial Supplies	Accounts Payable	\$352.87
04/12/2021	54072	Sherwin-Williams	Custodial Supplies - Paint	Accounts Payable	\$129.95
04/12/2021	54073	Siemens Industry, Inc	Custodial Main/Repair - IP Address Changed	Accounts Payable	\$959.00
04/12/2021	54074	SiteOne Landscape Supply, LLC	Custodial Supplies	Accounts Payable	\$938.98
04/12/2021	54075	SPORT SAFE Testing Service, Inc.	Extra Curricular - Random Drug Testing	Accounts Payable	\$330.00
04/12/2021	54076	SYNCB/AMAZON	PK Supplies, Admin Supplies	Accounts Payable	\$97.55
04/12/2021	54077	TPRS Books	Sec Teaching Supplies - Spanish	Accounts Payable	\$133.66
04/12/2021	54078	TPRS Publishing, Inc.	Sec Teaching Supplies - Spanish	Accounts Payable	\$155.00
04/12/2021	54079	Village Of Shelton	Water/Sewage	Accounts Payable	\$977.44
04/12/2021	54080	Willis Repair, LLC	Custodial Supplies	Accounts Payable	\$18.00
04/12/2021	54081	Wood River High School	District Music Contest - extra curricular dues & fees	Accounts Payable	\$200.00
04/12/2021	54082	Woodward Disposal Service, Inc.	Trash Removal - Document Destruction	Accounts Payable	\$25.00
04/12/2021	54083	Xerox Financial Services	Copy Lease	Accounts Payable	\$378.00
04/12/2021	54083	Xerox Financial Services	Copy Machine Lease	Accounts Payable	\$252.48
04/12/2021	54084	Yanda's Music	Music Supplies	Accounts Payable	\$18.00
Sub Total					\$48,567.85

Shelton Public Schools

Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 54033; End Check Number: 54105; Check Status: [All]; Created On: 4/9/2021 1:21:33 PM

Bank	Account Number				
Cornerstone Bank	031038968				
Paid Date	Check Number	Type	Vendor Name	Amount	Check Status
4/12/2021	54033	Accounts Payable	Academic Hallmarks, Inc.	\$26.00	Paid
4/12/2021	54034	Accounts Payable	Achieve3000, Inc	\$792.00	Paid
4/12/2021	54035	Accounts Payable	AcroMat	\$405.38	Paid
4/12/2021	54036	Accounts Payable	Ask Supply Co., LLC	\$451.83	Paid
4/12/2021	54037	Accounts Payable	Bancroft-Rosalie	\$273.25	Paid
4/12/2021	54038	Accounts Payable	Black Hills Energy	\$5,046.63	Paid
4/12/2021	54039	Accounts Payable	Cash-wa Distributing Co.	\$304.27	Paid
4/12/2021	54040	Accounts Payable	Clipper Publishing Co., Inc.	\$2,052.30	Paid
4/12/2021	54041	Accounts Payable	Computer Hardware, Inc.	\$2,199.12	Paid
4/12/2021	54042	Accounts Payable	Culligan	\$43.00	Paid
4/12/2021	54043	Accounts Payable	DAS State Accounting - Central Finance	\$439.92	Paid
4/12/2021	54044	Accounts Payable	Eakes Office Solutions	\$216.61	Paid
4/12/2021	54045	Accounts Payable	Educational Service Unit #10	\$20,578.62	Paid
4/12/2021	54046	Accounts Payable	Egan Supply Co.	\$515.64	Paid
4/12/2021	54047	Accounts Payable	Grand Island Independent	\$32.38	Paid
4/12/2021	54048	Accounts Payable	Heartland Disposal, Inc.	\$289.00	Paid
4/12/2021	54049	Accounts Payable	Holmes Plbg & Htg Supply Co.	\$731.58	Paid
4/12/2021	54050	Accounts Payable	Instrumentalist Awards, LLC	\$73.00	Paid
4/12/2021	54051	Accounts Payable	J.W. Pepper & Son, Inc.	\$23.97	Paid
4/12/2021	54052	Accounts Payable	Jostens, Inc.	\$489.18	Paid
4/12/2021	54053	Accounts Payable	K & K	\$1,197.47	Paid
4/12/2021	54054	Accounts Payable	Kearney Hub	\$18.32	Paid
4/12/2021	54055	Accounts Payable	Larry's Market	\$178.44	Paid
4/12/2021	54056	Accounts Payable	Lee's Repair & Truck Sales	\$1,358.30	Paid
4/12/2021	54057	Accounts Payable	Todd C. Sutton	\$400.00	Paid
4/12/2021	54058	Accounts Payable	Matheson Tri-Gas, Inc.	\$78.17	Paid
4/12/2021	54059	Accounts Payable	MCI	\$63.84	Paid
4/12/2021	54060	Accounts Payable	Menards - Grand Island	\$402.74	Paid
4/12/2021	54061	Accounts Payable	Mid-Nebraska Aggregate, Inc.	\$153.60	Paid
4/12/2021	54062	Accounts Payable	Midwest Alarm Servces	\$221.25	Paid
4/12/2021	54063	Accounts Payable	NASB ALICAP	\$100.00	Paid
4/12/2021	54064	Accounts Payable	Nature Gift Store	\$34.80	Paid
4/12/2021	54065	Accounts Payable	NE State Fire Marshal/Boiler Inspection Division	\$72.00	Paid
4/12/2021	54066	Accounts Payable	Nebraska Central Telephone Co	\$328.28	Paid
4/12/2021	54067	Accounts Payable	Nebraska Pubilc Power Dist.	\$3,662.84	Paid
4/12/2021	54068	Accounts Payable	Optum	\$150.00	Paid
4/12/2021	54069	Accounts Payable	Popplers Music, Inc	\$91.94	Paid
4/12/2021	54070	Accounts Payable	Seth Jensen	\$10.25	Paid
4/12/2021	54071	Accounts Payable	Shelton School Lunch Fund	\$96.00	Paid
4/12/2021	54072	Accounts Payable	Sherwin-Williams	\$482.82	Paid
4/12/2021	54073	Accounts Payable	Siemens Industry, Inc	\$959.00	Paid
4/12/2021	54074	Accounts Payable	SiteOne Landscape Supply, LLC	\$938.98	Paid
4/12/2021	54075	Accounts Payable	SPORT SAFE Testing Service, Inc.	\$330.00	Paid
4/12/2021	54076	Accounts Payable	SYNCB/AMAZON	\$97.55	Paid
4/12/2021	54077	Accounts Payable	TPRS Books	\$133.66	Paid
4/12/2021	54078	Accounts Payable	TPRS Publishing, Inc.	\$155.00	Paid
4/12/2021	54079	Accounts Payable	Village Of Shelton	\$977.44	Paid
4/12/2021	54080	Accounts Payable	Kevin Willis	\$18.00	Paid

4/12/2021	54081	Accounts Payable	Wood River High School	\$200.00	Paid
4/12/2021	54082	Accounts Payable	Woodward Disposal Service, Inc.	\$25.00	Paid
4/12/2021	54083	Accounts Payable	Xerox Financial Services	\$630.48	Paid
4/12/2021	54084	Accounts Payable	Yanda's Music	\$18.00	Paid
4/12/2021	54093	Payroll Liability	Principal Life Insurance Co	\$961.58	Paid
4/12/2021	54094	Payroll Liability	Aflac	\$2,265.87	Paid
4/12/2021	54095	Payroll Liability	Blue Cross Blue Shield	\$56,590.73	Paid
4/12/2021	54096	Payroll Liability	Colonial Life & Accident Insurance Co	\$39.75	Paid
4/12/2021	54097	Payroll Liability	Companion Insurance Company	\$115.50	Paid
4/12/2021	54098	Payroll Liability	Credit Management Services, Inc.	\$207.64	Paid
4/12/2021	54099	Payroll Liability	Dist. 19 Payroll Acct.	\$6,605.88	Paid
4/12/2021	54100	Payroll Liability	District 19 Payroll Acct.	\$45,351.49	Paid
4/12/2021	54101	Payroll Liability	Edward Jones	\$750.00	Paid
4/12/2021	54102	Payroll Liability	Horace Mann Life Insurance Co	\$450.00	Paid
4/12/2021	54103	Payroll Liability	Payroll Account - Dist 19	\$683.33	Paid
4/12/2021	54104	Payroll Liability	Shelton School Payroll Acct.	\$39,172.83	Paid
4/12/2021	54105	Payroll Liability	Vision Service Plan	\$511.29	Paid
Sub Total				\$202,273.74	
Grand Total				\$202,273.74	

DISTRICT 19 FINANCIAL STATUS AS OF March 31, 2021CASH RESERVES:

GENERAL FUND CASH RESERVE	\$63,069.14
SPECIAL BUILDING CASH RESERVE	\$25,455.55
TOTAL CASH RESERVE ACCOUNTS	\$88,524.69

CDs:

GENERAL FUND CR SAVINGS 5885	3/31/21 + Int 35.21	\$295,462.84 \$295,462.84
UNEMPLOYMENT SAVINGS 5891	3/31/21 + Int. 3.16	\$26,551.56
VEH/BUS ACQ. Savings #9457	3/31/21 + Int. 287.89	\$41,462.32
TECHNOLOGY ACQ SAVINGS # 5918	3/31/21 + Int. 6.10	\$51,186.91
PARKING LOT DEPR. SAVINGS #5909	3/31/21 + Int. 8.37	\$70,280.93
BAND UNIFORM SAVINGS #5900	3/31/21 + Int. 3.84	\$32,199.72
HVAC Savings #9475	3/31/21 + Int. 317.11	\$64,518.76
	TOTAL DEPRECIATION CDs	\$259,648.64
TOTAL SAVINGS		\$581,663.04
TOTAL OF DISTRICT FUNDS		\$670,187.73

TAXES:

	<u>GENERAL</u>	<u>BUILDING</u>
BUFFALO	\$113,111.04	\$2,423.55
HALL	\$1,727.59	\$11.73
ADAMS	\$942.35	\$22.48
KEARNEY	\$1,659.40	\$26.90
TOTAL TAXES	\$117,440.38	\$2,484.66

FUND TOTALS:

GENERAL	\$358,531.98
DEPRECIATION	\$259,648.64
LUNCH	\$16,694.06
SPECIAL BLDG	25,455.55

SHELTON PUBLIC SCHOOLS: GENERAL FUND MONTHLY COMPARISION

	2019-20	2020-21		2019-20	2020-21
Sept. Expenditures Reported @ Board Mtg	230,225.00	221,441.00	Mar. Expenditures Reported @ Board Mtg	206,760.00	202,274.00
Sept. Net Payroll	183,969.00	154,292.00	Mar. Net Payroll	152,173.00	151,673.00
Sept. EOM Expenditures	-	-	Mar. EOM Expenditures	-	-
Total Sept. Expenditures	\$ 414,194.00	\$ 375,733.00	Total Mar. Expenditures	358,933.00	353,947.00
Percent of Budget Spent	7.18%	6.25%	Accumulated Totals	\$ 2,631,004.00	\$ 2,559,255.00
Cash On Hand	\$ 782,971.00	\$ 1,279,562.89	Percent of Budget Spent	6.22%	5.88%
			Cash On Hand	\$ 750,055.00	\$ 670,187.00
Oct. Expenditures Reported @ Board Mtg	221,233.00	220,279.00			
Oct. Net Payroll	153,853.00	153,801.00	April Expenditures Reported @ Board Mtg	198,242.00	
Oct. EOM Expenditures			April Net Payroll	148,327.00	
Total Oct. Expenditures	375,086.00	374,080.00	April EOM Expenditures	-	-
Accumulated Totals	\$ 789,280.00	\$ 749,813.00	Total April Expenditures	346,569.00	-
Percent of Budget Spent	6.50%	6.22%	Accumulated Totals	\$ 2,977,573.00	\$ 2,559,255.00
Cash On Hand	\$ 1,196,928.00	\$ 1,238,265.00	Percent of Budget Spent	6.01%	0.00%
			Cash On Hand	\$ 621,213.00	
Nov. Expenditures Reported @ Board Mtg	219,196.00	225,593.00			
Nov. Net Payroll	154,729.00	157,908.00	May Expenditures Reported @ Board Mtg	193,631.00	
Nov. EOM Expenditures	-	-	May Net Payroll	144,085.00	
Total Nov. Expenditures	373,925.00	383,501.00	May EOM Expenditures	-	-
Accumulated Totals	\$ 1,163,205.00	\$ 1,133,314.00	Total May Expenditures	337,716.00	
Percent of Budget Spent	6.48%	6.38%	Accumulated Totals	\$ 3,315,289.00	\$ 2,559,255.00
Cash On Hand	\$ 1,259,187.00	\$ 946,507.90	Percent of Budget Spent	5.86%	0.00%
			Cash On Hand	\$ 604,084.00	
Dec. Expenditures Reported @ Board Mtg	233,418.00	217,069.00			
Dec. Net Payroll	155,981.00	152,404.00	June Expenditures Reported @ Board Mtg	181,012.00	
Dec. EOM Expenditures		-	June Net Payroll	150,883.00	
Total Dec. Expenditures	389,399.00	369,473.00	June EOM Expenditures	-	-
Accumulated Totals	\$ 1,552,604.00	\$ 1,502,787.00	Total June Expenditures	331,895.00	-
Percent of Budget Spent	6.75%	6.14%	Accumulated Totals	\$ 3,647,184.00	\$ 2,559,255.00
Cash On Hand	\$ 838,340.00	\$ 667,873.95	Percent of Budget Spent	5.76%	0.00%
			Cash On Hand	\$ 1,319,914.00	
Jan. Expenditures Reported @ Board Mtg	215,742.00	197,420.00			
Jan. Net Payroll	156,154.00	148,885.00	July Expenditures Reported @ Board Mtg	198,667.00	
Jan. EOM Expenditures	-	-	July Net Payroll	143,716.00	
Total Jan. Expenditures	371,896.00	346,305.00	July EOM Expenditures	-	-
Accumulated Totals	\$ 1,924,500.00	\$ 1,849,092.00	Total July Expenditures	342,383.00	
Percent of Budget Spent	6.45%	5.76%	Accumulated Totals	\$ 3,989,567.00	\$ 2,559,255.00
Cash On Hand	\$ 657,342.00	\$ 801,434.00	Percent of Budget Spent	5.94%	0.00%
			Cash On Hand	\$ 1,447,205.00	
Feb. Expenditures Reported @ Board Mtg	190,946.00	206,032.00			
Feb. Net Payroll	156,625.00	150,184.00	August Expenditures Reported @ Board Mtg	398,098.06	
Feb. EOM Expenditures	-	-	August Net Payroll	176,548.00	
Total Feb. Expenditures	347,571.00	356,216.00	August EOM Expenditures	-	
Accumulated Totals	\$ 2,272,071.00	\$ 2,205,308.00	Total August Expenditures	574,646.06	
Percent of Budget Spent	6.03%	5.92%	Accumulated Totals	\$ 4,564,213.06	
Cash On Hand	\$ 704,006.00	\$ 759,347.00	BUDGET	\$5,766,375.00	\$6,015,673.00
			TOTAL % OF BUDGET SPENT =	63.18%	
			Cash On Hand	\$ 785,764.00	
			Average Cash on Hand	\$873,858.00	

NEBRASKA

HEALTH EDUCATION

STANDARDS



Nebraska Health Education Standards

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Introduction

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

Content Area Standards Overview

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

Organization and Structure of Health Education Standards

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

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

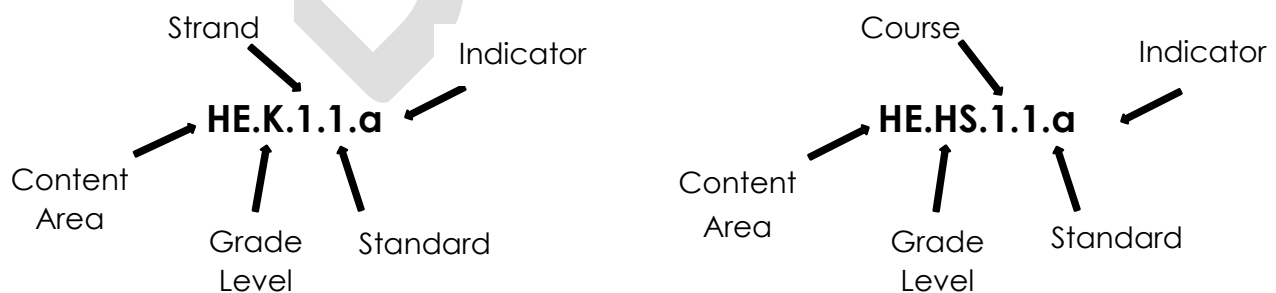
The eight content strands are described below:

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

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

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

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



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

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

DRAFT

Kindergarten

HE.K.1. Foundations of Personal Health

HE.K.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.
HE.K.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.K.1.2.a: Identify how family can help make healthy decisions.
	HE.K.1.2.b: Identify how the school can help make healthy decisions. (e.g. healthy food in cafeteria, rules, practices and procedures).
	HE.K.1.2.c: Explain the relationship between a decision and an outcome.
HE.K.1.3.	Students will focus on personal development and growth.
	HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.
	HE.K.1.3.b: Define goals and explain why setting goals is important.
	HE.K.1.3.c: Identify examples of things that make you feel frustrated, angry and nervous.
	HE.K.1.3.d: Demonstrate what one could do when feeling frustrated, angry and nervous.

HE.K.2. Nutrition & Physical Activity Promotion

HE.K.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.K.2.1.a: Identify nutrient-rich and less nutrient-rich food choices.
	HE.K.2.1.b: Identify the importance of eating a nutrient-rich breakfast every day.
	HE.K.2.1.c: Describe how much water someone should drink in a day.
	HE.K.2.1.d: Set a goal to eat breakfast every day.
HE.K.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.K.2.2.a: Describe how being physically active helps a person stay healthy.
	HE.K.2.2.b: Define physical activity and identify examples of active play opportunities outside of physical education.
HE.K.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.K.2.3.a: State how food gives us energy and helps us grow.

HE.K.3. Substance Abuse Prevention

HE.K.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.K.3.1.a: Explain why taking medications under the care of a trusted adults is important.

HE.K.4. Disease Prevention

HE.K.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.K.4.1.a: State examples of a healthy/well and unhealthy/ill person (e.g. fever, coughing, physically active, doctor visits, good hygiene).
	HE.K.4.1.b: Explain that germs can cause diseases.
	HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).

HE.K.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.K.4.2.a: State the importance of hand washing, mask wearing, coughing and sneezing etiquette to prevent the spread of germs.
	HE.K.4.2.b: Demonstrate how to properly wash one's hands.
	HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.
	HE.K.4.2.d: Describe ways to protect one's vision and hearing (e.g. routine exams, volume, sunglasses, hats, earbud use).
HE.K.5. Injury Prevention & Safety	
HE.K.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.
	HE.K.5.1.b: Identify fire exits, and how to safely evacuate a building in multiple situations.
	HE.K.5.1.c: Demonstrate safe practices (tornado/fire drills) with adults.
	HE.K.5.1.d: Identify injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).
	HE.K.5.1.e: Demonstrate stop, drop and roll.
HE.K.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.K.5.2.a: Identify behaviors or activities that could lead to harm (e.g. trampolines, swimming pools, sun safety, bicycling, riding in a car, crossing the street).
	HE.K.5.2.b: Explain how proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks) helps protect from injury.
	HE.K.5.2.c: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).
	HE.K.5.2.d: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).
	HE.K.5.2.e: Identify safety rules for home, school and community and describe why those rules are in place.
HE.K.6. Social, Emotional & Mental Health	
HE.K.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.K.6.1.a: Describe qualities of being a good friend.
	HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.
	HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.
HE.K.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.K.6.2.a: Practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).
	HE.K.6.2.b: Identify how different emotions feel and how the body reacts to those emotions (e.g. tantrum, sweaty palms, heart rate, breathing).
HE.K.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.K.6.3.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).

HE.K.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Practice what to say when talking to a trusted adult to manage feelings.
	HE.K.6.4.b: Analyze how different events impact how people feel (e.g. pandemic, sports, protests, leadership, peer interactions).
HE.K.7. Human Growth & Development	
HE.K.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.K.7.1.a: State medically accurate names for body parts including genitalia.
HE.K.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
	HE.K.7.2.b: Distinguish between safe and unsafe touch.
	HE.K.7.2.c: Define consent and identify how to clearly say no.
HE.K.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.K.7.3.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.
	HE.K.7.3.b: Explain that living things grow and mature.
HE.K.7.4.	Students will understand the structure and functions of body systems.
	HE.K.7.4.a: Name and describe the five senses.
HE.K.8. Consumer & Environmental Health	
HE.K.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.K.8.1.a: Classify products as harmful or safe (e.g. household products, food, pesticides, gardening/yard products, health products).
HE.K.8.2.	Students will recognize how the environment affects health.
	HE.K.8.2.a: Explain why seeking shelter during a storm (e.g. lightening, hail, tornado) is important.
	HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.
	HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).

Grade 1

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

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

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

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

Grade 2

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

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

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

	HE.2.6.4.c: Define and discuss examples of bias (e.g. stereotype, prejudice, stigma).
HE.2.7. Human Growth & Development	
HE.2.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.2.7.1.a: Recognize genitalia differences.
HE.2.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.2.7.2.a: Demonstrate how to clearly say no, leave a situation, and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
	HE.2.7.2.b: Identify healthy ways for friends to express feelings for each other, both physically and verbally.
	HE.2.7.2.c: Explain that if someone touches them in an unsafe way it is not their fault and they are not to blame.
	HE.2.7.2.d: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
HE.2.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.2.7.3.a: Explain that healthy bodies come in different shapes, sizes, and abilities.
	HE.2.7.3.b: Demonstrate healthy practices and behaviors (e.g. sleep, cleaning body, nutrition, physical activity) that maintain or improve healthy growth and development.
	HE.2.7.3.c: Discuss the human cycle of birth, aging, and death.
HE.2.7.4.	Students will understand the structure and functions of body systems.
	HE.2.7.4.a: Identify the major bones in the body and their location.
HE.2.8. Consumer & Environmental Health	
HE.2.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.2.8.2.	Students will recognize how the environment affects health.
	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO ₂ detectors, weather alarms).
	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).
	HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).

Grade 3

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

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

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

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

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

Grade 4

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

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

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

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

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

	HE.4.8.1.c: Investigate resources from home, school, and community that provide valid health information.
HE.4.8.2.	Students will recognize how the environment affects health.
	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).
	HE.4.8.2.b: Discuss strategies to protect the skin (e.g. bug spray, sun screen, protective gear, chemical exposure) when playing outdoors.
	HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).

Grade 5

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

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

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

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

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

Grade 6

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

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

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

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

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

Grade 7

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

	HE.7.2.2.f: Explain the relationship between self-expression and lifelong enjoyment through physical activity.
	HE.7.2.2.g: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.
HE.7.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.
	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.
	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.
	HE.7.2.3.d: Define disordered eating and eating disorders.
HE.7.3. Substance Abuse Prevention	
HE.7.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.7.3.1.a: Describe the possible progression of substance use, misuse, and abuse and the potential risks associated with each.
	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
HE.7.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.
	HE.7.3.2.b: Apply strategies to resist substance use that can lead to misuse and abuse.
	HE.7.3.2.c: Examine the reasons why people choose to use or not to use alcohol, tobacco and other drugs.
	HE.7.3.2.d: Define addiction and understand the need for professional intervention.
	HE.7.8.3.2.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.

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

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

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

Grade 8

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

	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day (e.g. lifetime sports, dance, aquatic, outdoor activity).
	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.
HE.8.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.
	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.
	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.
	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health. (e.g. eating disorders, diets, cultural).
	HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.
	HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.
	HE.8.2.3.g: Locate school and community resources for help and support with eating disorders.
	HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.
HE.8.3. Substance Abuse Prevention	
HE.8.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.3.1.a: Analyze the relationship of substance use, misuse, and abuse progression.
	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter and prescription medicines.
	HE.8.3.1.d: Investigate the risks associated with substance use, misuse, and abuse.
HE.8.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.
	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.
	HE.8.3.2.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other substances.
	HE.8.3.2.e: Demonstrate strategies, using factual information, to resist peer pressure with regards to substance use or misuse.
HE.8.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.8.3.3.a: Demonstrate strategies to avoid riding in a car with someone driving under the influence and find alternate transportation.
	HE.8.3.3.b: Make a pledge to be alcohol-, tobacco- and drug-free.

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

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

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

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

HE.HS.1. Foundations of Health Education

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

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

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

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

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

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

	HE.HS.1.22.f: Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
HE.HS.1.23.	Students will recognize how the environment affects health.
	HE.HS.1.23.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).
	HE.HS.1.23.b: Analyze the relationship between personal health and their effect on self, others, and society.
	HE.HS.1.23.c: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.d: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.
	HE.H1.8.23.e: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.f: Develop a plan to attain a personal health-related goal that addresses strengths, needs and risks.

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

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

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

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

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

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

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

Nebraska Health Education Standards – Draft #1

Public and accredited non-public schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools. The instructional programs are to have written guides, frameworks, or standards. Unlike reading, writing, mathematics, science, and social studies, public school districts and accredited non-public school systems are *not* required by law to adopt the state Nebraska Health Education Standards but are required to have standards in place for health education. The decision to utilize the Nebraska Health Education Standards, in whole or part, are determined by each local school district or school system.

The following national resources informed Draft #1 of the Nebraska Health Education Standards:

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Health Education Curriculum Analysis Tool (HECAT) Healthy Behavior Outcomes
- National Health Education Standards (NHES)
- American School Counseling Association - Mindsets and Behaviors for Student Success
- National Sex Education Standards: Core Content and Skills, K-12

The following Nebraska-specific resources informed Draft #1 of the Nebraska Health Education Standards:

- Nebraska Career Readiness Standards
- Nebraska English Language Arts Standards
- Nebraska Family & Consumer Science & Human Science Standards
- Nebraska K-12 Technology Scope & Sequence
- Nebraska Physical Education Standards
- Nebraska Science Standards
- Nebraska Social Studies Standards
- Nebraska's Birth to Five Learning and Development Standards

The following Nebraska-specific data sources informed Draft #1 of the Nebraska Health Education Standards:

- Nebraska Health Education Offering Survey
- Nebraska Risk and Protective Factors Survey (NRPFS)
- Nebraska School Health Profiles
- Youth Tobacco Survey
- Youth Risk Behavior Survey (YRBS)

Additionally, Health Education standards from other states were consulted, including the health education standards from:

- California
- Indiana
- Michigan
- North Carolina
- North Dakota
- Oklahoma
- Utah
- Washington
- Wyoming

The following Nebraska statutes and policies informed Draft #1 of the Nebraska Health Education Standards:

- Provisions for Bullying Prevention (Nebraska Revised Statute 79-2, 137)
- Provisions of the Lindsay Ann Burke Act (Nebraska Revised Statutes 79-2,138 to 79-2,142)
- Provisions for Fire Prevention Instruction (Nebraska Revised Statute 79-706)
- Provisions for Health Education (Nebraska Revised Statutes 79-712 to 79-714)
- Provisions for Multicultural Education (Nebraska Revised Statutes 79-719 to 79-723)
- Provisions for Character Education (Nebraska Revised Statutes 79-725 to 79-727)

- State Board of Education Position Statement: Nondiscrimination and Equitable Educational Opportunities in Schools (S1)
- State Board of Education Position Statement: Prevention of Dating Violence (S9)
- State Board of Education Position Statement: Coordinated School Health (S10)
- State Board of Education Equity Lens

The following educators contributed to the development of Draft #1 of the Nebraska Health Education Standards. **NOTE: The level of participation by each individual varies.**

Allison	Aldrich	Health & Physical Education (Grand Island/ Hastings)
David	Ashby	Health & Physical Education (Omaha)
Matt	Avey	Health & Physical Education - Curriculum Director (Lincoln)
Elizabeth	Bohrer	Health & Family and Consumer Science Education (Ralston)
Dawn	Brammer	Health & Physical Education Methods & Pedagogy (Chadron)
Steve	Bristol	Administrator (Ogallala)
Kathy	Burney	Health & Physical Education & Department Head (Elkhorn)
Julie	Cunningham	Health & Physical Education (Stanton)
Samantha	Hammond	Health & Physical Education (Lexington)
Brian	Hermelbracht	Health & Physical Education (East Butler)
Melissa	Jackson	Health & University Health Methods (Omaha, Kearney, Fremont)
Michelle	Johnson	Health & Physical Education (Alliance)
Josh	Lanik	Health & Physical Education (Thayer Central)
Kayla	Makovicka	Health & Physical Education & Adaptive PE (York)
Cathy	Mohlman	Health & Physical Education & Adaptive PE (Lincoln)
Wyatt	Morse	Health & Physical Education (Fremont)
Sharon	Rhodes	Health & Family and Consumer Science Education (Omaha)
Kimberly	Scarborough	Health & Family and Consumer Science Education (Neligh/Oakdale)
Carol	Tucker	Retired State School Nurse Consultant (Ashland)
James	Thompson	Health & Physical Education (Lincoln)
Mary	Yilk	Retired Administrator (Hastings)
Pamela	Young	Health & Physical Education (Omaha)

Comments and feedback for the writing team can be provided via email: nde.standardsinput@nebraska.gov.

The following subject matter experts were asked to provide feedback on the content included in the Draft #1 of the Nebraska Health Education Standards. **NOTE: Not all individuals provided feedback on the draft standards.**

First Name	Last Name	Role
Jeanne	Bietz, M.A.	Nebraska Department of Health & Human Services - Injury Prevention Program
Kathy	Burklund, MS, Ed.	Nebraska Department of Health & Human Services - Tobacco Free Nebraska
Jessie	Coffey, MS, RDN, LMNT	Nebraska Department of Education - Office of Coordinated Student Support Services
Jacqueline	D'Angelo, Ph.D.	University of Nebraska - Lincoln - Academy for Child and Family Wellbeing
Theresa	Deterding	Health Education - North Platte Public Schools
Danae	Dinkel, Ph.D.	University of Nebraska at Omaha - School of Health and Kinesiology
Liam	Heerten-Rodriguez, Ph.D., MSW, CSE	University of Nebraska at Omaha - School of Social Work
Julane	Hill	Nebraska Department of Education - Office of Teaching, Learning & Assessment (Retired)
Matthew	Hutt, Ph.D.	Clinical Psychologist
Chris	Junker	Nebraska Department of Education - Office of Coordinated Student Support Services
Jason	Kerkman	Nebraska Department of Health & Human Services - Injury Prevention Program
Kim	McClintick, MSN, RN	Children's Hospital - School Health Nurse Program
Kody	Moffatt, MD, FAAP, FACSM	Children's Hospital - Sports Medicine
Jolene	Palmer, Ph.D.	Nebraska Department of Education - Office of Coordinated Student Support Services
Bob	Rauner, M.D., MPH	Partnership for a Healthy Lincoln
Travis	Rhoden, MAM	Nebraska Department of Education - Office of Network Services
Zainab	Rida, RDN, Ph.D.	Nebraska Department of Education - Office of Coordinated Student Support Services
Andrea	Riley, RN, BSN, BA	Nebraska Department of Health & Human Services - Public Health
Natalie	Ronshaugen, M.D.	Children's Hospital - Sports Medicine
Lisa	Schulze, M.Ed, CSE	Women's Fund of Omaha
Judi	Scott, DO	Women's Methodist
Abbi	Swatsworth	Out Nebraska
Debra	Tomek, M.D.	Medical Profession/Public Health and/or Wellness
Alexandra	Trout, Ph.D.	University of Nebraska - Lincoln - Academy for Child and Family Wellbeing
Carol	Tucker, BSN, RN, NCSN	Nebraska Department of Health & Human Services - School Nurse Consultant (Retired)
Kerry	Waple, MEd, ATC, CSCS	Children's Hospital - Sports Medicine
Shana	Walsh, Ph.D.	Peru State College - Physical Education & Health Education
Brooke	Wolfe	South Heartland District Health Department - Chronic Disease Prevention

Comments and feedback for the advisory team can be provided via email: nde.standardsinput@nebraska.gov.

Superintendent Report for April 2021

School Finance

Capital Improvement Schedule Meeting

- Carl and I are working together on the agenda. It looks like this meeting may take around an hour rather than the 2 hours I originally planned.

ESSER (Cares) 2 Funds (\$118,000)-

- The application for ESSER II funds is due this month
- We have until September 2023 to spend the money
- The plan is to use ESSER II money on things we would have purchased out of our general or depreciations funds so that we can achieve some savings
- Priorities include new ELA curriculum resources, elementary staff computers, summer learning opportunities
 - I will bring these purchases to the board for approval and action once the ESSER II application is approved

Buildings and Grounds

The buildings and ground staff are working to prepare the outside grounds for the track meet hosted in Shelton on Thursday. Mr. Province has submitted a list of tasks for completion this week.

Nebraska Health Standards

A draft of the Nebraska Health Standards is up for public review. There has been some misinformation posted on social media. These are important talking points if you are approached by community members regarding the standards.

- A copy of the standards is available on the [Nebraska Department of Education website](#). Encourage people to go there for factual information. Encourage them to read the standards themselves rather than relying on interpretations of others.
- Remind patrons that anyone from the public may review the standards and submit feedback on the linked survey. But encourage them to read the standards on NDEs website not from social media before completing the survey.
- Finally if you hear any mention of graphic videos or photographs as part of the “curriculum” this is simply untrue and have been posted on social media falsely. The department of education never provides curriculum, videos, or photographs to be used during instruction for any content area.

Respectfully Submitted,
Dr. Gannon

To: Board of Education
From: Jeff Kenton
Date: April 12, 2021
Re: Board Report

- Current Enrollment: 282 Students
- Preschool Registration was held on Friday, March 19th.
 - Right now we have two full classes
 - 15 in the am and 15 in the pm
 - 3-year-olds class in the morning and 4-year-olds in the afternoon
- NSCAS English Language Arts, Math, and Science window opens on March 22nd and it will remain open until early May. The NSCAS ACT was on April 8th.
 - Mrs. Meyer took the Juniors to G.I. to bowl after they completed the ACT
- Shelton TeamMates bowling outing on April 9th from 5:30-8:30.
 - They went bowling in Cairo
 - Thank you to Ms. Hubbert and Mrs. Wiseman for organizing the event
- Makerspace Lab Trailer from ESU 10 reserved for 2 weeks, April 12-23. Russ had asked me to take some videos or pics of the labs and I will present those next month.
 - Branding and Marketing Lab
 - Electronics Lab
 - CNC Router Lab
 - Engineering Lab
 - UAV Programming Lab
 - Robotics Lab
 - Sustainable Smart Home Lab
 - Virtual Reality Lab
 - Pneumatic Lab
 - Welding Simulator Lab
- State FFA
 - Vet Science Team - 5th Place
 - Farm Management Team - 4th Place
 - Livestock Management Team - 5th Place
 - Jaylea Pope - 9th Place Individual Vet Science
 - Noah Summers - 10th Place Individual Livestock Evaluation
 - Jacob Snyder - 2nd Place Individual - Farm Management
 - Jacob also earned 1st place for his proficiency award in Grain Production, making him eligible to compete in the national competition in October!
- Scheduling Process Clarification
 - When Mrs. Burmood returns on April 19th she is planning on starting the student requests and running that through the PS Scheduler if we have any sections that are not very full then we will help the students find another alternative class.

- Several staff members questioned why the process has been changed for this year.
- In the past Mrs. Burmood's scheduling process:
 - build the schedule in a spreadsheet or whiteboard
 - Put the schedule into PS Scheduler
 - Give students' course request forms and run them through PS Scheduler
 - Then adjust the schedule accordingly
- This year the difference was that we asked staff for input on step one of building the schedule on a spreadsheet.

Respectfully Submitted, Jeff Kenton

Time	1	2	3	4	5	6	7	8	9					
Teacher	8:00-8:50	8:53-9:43	9:46-10:36	10:39-11:29	MS Luch 11:29-11:59 HS Class 11:32-12:22	HS Luch 12:22-12:52 MS Class 12:02-12:52	12:55-1:45	1:48-2:38	2:41-3:33					
Burmood	----	----	College & Career	----	----	----	---	Work Study	Work Study					
Held	Spanish I	Spanish II	Spanish III	Prep	Spanish III	LUNCH	Spanish II	Spanish I	Spanish IV					
Hellerich	Prep	Art 1	Art III/IV	Art II	Art 1	LUNCH	EL	EL	Art 7 & 8					
Horak	Prep	Plant Science	Agribusiness Ag Sales	Ag const / Weld	Veterinary Science	LUNCH	Ag 8	Intro to Ag	Intro to Ag					
Kropp	Prep	English 10	English 11	English 12	English 12	LUNCH	English 10	English 11	Journalism					
Lowe	7-12 Band	9-12 Choir	5/6 Band	Prep	LUNCH	EL	EL	---	----					
Potter	Trig / Pre-Calc	Alg II	Geometry	Alg II	Geometry	LUNCH	Prep	Trig / Pre-Calc	Probability and Statistics (1st semester) ACT Prep (second semester)??					
Province	Tech	Accounting 1-1st Sem Accounting 2-2nd Sem	Personal Finance / Economics	Business Math	LUNCH	7th Keyboarding / Computers-1st Sem Career Exploration 2nd Sem	AD	AD	AD					
Rabbe	7th grade study skills	Math 7	Math 8	Science 7	LUNCH	Science 8	Algebra I	Prep	Algebra I					
Reutzel	American History	American History	Prep	World History	Government	LUNCH	Government	History 7	World History		Note from Tabi: Spanish IV can't be up against English 12 and Government			
Ropers	Biology	Physical Science	Physical Science	Anatomy	Prep	LUNCH	Chemistry	Physics	Biology					
Gegg	English 9/Speech	Prep	English 7	English 8	English 9/Speech	LUNCH	Media Specialist	Media Specialist	Media Specialist					
A Thober	S/C	Prep	S/C	S/C	S/C	LUNCH	P.E. 7	P.E. 8	P.E. 9					
Walter	Modern Problems	History 8	Prep	Geography	LUNCH	EL	EL	EL	Modern Problems					
Moore	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	LUNCH	Study Hall	Study Hall	Study Hall					
Pope	Possible courses: Computer Science, Multi-Media, Digital Media								Study Hall					

Sales Order Number: 21-S54257

Quote Number:

By: Mr. Rex Barker

Cust. Phone:

Cust.FAX:

**Original Family Owned and Operated
Manufacturers of Band Uniforms for Over 100
Years****Sold To:** Cust. Lookup: **19B-17865**Ms. Peggy Lowe
Shelton HS
210 9th St.
Shelton, NE 68876**Ship To:**Ms. Peggy Lowe
Shelton HS
210 9th St.
Shelton, NE 68876

Special Notes: Delivery will be up to 180 days. Due to Covid-19 and its effect on our suppliers, delivery is contingent on our ability to acquire the supplies to manufacture your custom garment in a timely fashion.

This Quote is good for 60 days from the date above

DATE	TERMS	F.O.B.	P.O. Number	SHIP VIA	WEIGHT
3/12/2021	NET 30 Days	Shelton, NE		Ground	0 lbs 0 oz

QTY	ITEM	Size	Color	DESCRIPTION	ETA	PRICE	AMOUNT
50	19B/17865REGCT/			REG BAND COAT 19B/17865		\$292.50	\$14,625.00
50	19B/17865REGBIB			REG BAND BIBBERS 19B/17865		\$132.13	\$6,606.50
50	19B/17865REGCAP			REG BAND CAPE 19B/17865		\$59.90	\$2,995.00
50	19B/17865REGSH			REG BAND SHAKO 19B/17865		\$68.92	\$3,446.00
50	19B/17865REGSH			REG BAND SHAKO WRAP		\$22.12	\$1,106.00
50	PL/12/F/U/BW/M		A	12 FRCH UP BLK W/ SILVER		\$25.50	\$1,275.00
50	HATBOX		A	BAYLY BOX		\$10.95	\$547.50
50	HNGR/BAR/17IN		A	17 IN HANGER W/ TRS BAR		\$1.95	\$97.50
50	GLV/BLK/CTN	Accessor	A	BLACK COTTON GLOVES		\$2.95	\$147.50
50	19B/17865GBAG/		A	GARMENT BAG 19B/17865		\$22.85	\$1,142.50
1	19B/17865DMCAP			DRUM MAJOR CAPE 19B/17865		\$220.00	\$220.00

Delivery is . Days after receipt of Purchase
Order or Deposit, Measurements, Sample, On a new
set of uniforms a Sample Approval is also Required.

Subtotal: \$32,208.50**Sales Tax: \$0.00**

4% convenience fee will be added to all credit card and
purchasing card orders. If taxes are applicable, add to total.

Thank you for your order! We appreciate your business, and hope
you will tell others about our company.
Customer Service

Total: \$32,208.50**PrePayments Received****Balance Due \$32,208.50****Thank You!**

M & K Electric

P.O. Box 402

Shelton, NE 68876

Estimate

Date	Estimate #
4/10/2021	1284

Name / Address
Shelton Public School P.O. Box 610 Shelton,Ne 68876

			Project
			HVAC UNITS
Description	Qty	Rate	Total
ESTIMATE INCLUDES ALL MATERIAL AND LABOR. WORK TO BE COMPLETED TO LOCAL, STATE, AND NATIONAL ELECTRICAL CODES.			
UNIT #9 ELEMENTARY HALLWAY HVAC UNIT ➤ REMOVE OLD 30 AMP CIRCUIT, CONDUIT, AND DISCONNECT ➤ INSTALL NEW 50 AMP CIRCUIT, CONDUIT, AND DISCONNECT	1	1,138.66	1,138.66
WEIGHT ROOM HVAC ➤INSTALL POWER AND CONDUIT FROM BOYS LOCKER ROOM CORRIDOR PANEL TO WEIGHT ROOM A/C UNITS ➤HOOK UP TWO A/C UNITS ➤HOOK UP TWO HEAT UNITS	1	1,715.93	1,715.93
#14 KITCHEN HVAC UNIT ➤ CHANGE 60 AMP NON FUSED DISCONNECT TO A 50 AMP FUSED DISCONNECT.	1	375.72	375.72
Estimate is active 30 days after issue date.		Total	\$3,230.31

Phone #
308-216-0447

E-mail
sandt@charter.net

Your Single Source Service Provider



Council Bluffs/Omaha | Sioux City | Kearney | Sturgis | Lincoln | Denver

April 9, 2021

QUOTE NUMBER: Q2101970

MATT HODGSON

Rasmussen Mechanical Services
7200 Gibbon Road
Gibbon, NE 68840

SHANNA GANNON

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, Nebraska
68876

Proposal

Subject: Kitchen (14) RTU replacement - Lennox

Shanna Gannon,

Rasmussen Mechanical Services is pleased to quote the following scope of work during normal working conditions unless specified otherwise in the scope below.

Inclusions:

Lennox 8 1/2 Ton RTU

- Hail Guards
- Economizer
- BAC NET cards
- Curb Adapter

Removal and discarding of old unit

Global Plasma Solutions Ionizer

Connection to existing duct

Connection to existing controls

Condensate drain

Crane and rigging

Labor to install

Price

Rasmussen Mechanical Services will furnish the Equipment, Materials, Tools, Labor, Supervision and Services as outlined in the above Scope of Work for the net sum of:

Twenty Four Thousand One Hundred Forty Six Dollars and 00/100....\$24,146.00

Terms and Conditions

- Note: This Proposal is valid for 30 days from date of submission.
- Sales Tax is not included in price.
- Invoices to be paid, Net 30 Days per Seller's Terms and Conditions, <https://www.rasmech.com/terms>

NOTICE: THIS PROPOSAL IS CONTINGENT ON A LACK OF IMPACT BY THE CORONAVIRUS NATIONAL EMERGENCY. Given the existence of the coronavirus pandemic, Rasmussen Mechanical Services will use its best efforts to staff and supply this project to be meet the scheduled completion date. However, Rasmussen Mechanical Services reserves its right to seek an excusable extension of time if Rasmussen Mechanical Services or its subcontractors and suppliers are unable to maintain planned crew sizes due to the illness, supply shortages or governmental restraints on business, travel and/or assembly. To the extent that the project is suspended pursuant to the terms of the proposed Rasmussen Mechanical Services, we intend to seek additional costs associated with the suspension.

Rasmussen Mechanical Services is grateful for the opportunity to be of service. Thank you for considering our Proposal and we look forward to working with you. If there are any question, please contact me.

Respectfully Submitted,



Matt Hodgson
HVAC Sales

Rasmussen Mechanical Services

Phone:

Mobile: +1 4022909893

Email: matt.hodgson@rasmech.com

Boiler Repair | Burner Services | HVAC | Industrial Air | Mechanical Construction | Temperature Controls

Confidentiality Note: This Proposal may contain confidential and/or private information. If you received this Proposal in error please delete and notify sender.

Buyer's Acceptance

Approved by Seller

Authorized Signature for: SHELTON
PUBLIC SCHOOL

Rasmussen Mechanical Services

Date of Acceptance

QUOTE NUMBER: Q2101970

Date of Acceptance

Your Single Source Service Provider



Council Bluffs/Omaha | Sioux City | Kearney | Sturgis | Lincoln | Denver

April 9, 2021

QUOTE NUMBER: Q2101981

MATT HODGSON

Rasmussen Mechanical Services
7200 Gibbon Road
Gibbon, NE 68840

SHANNA GANNON

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, Nebraska
68876

Proposal

Subject: Elementary Hall (9) RTU with Cooling- Lennox

Shanna Gannon,

Rasmussen Mechanical Services is pleased to quote the following scope of work during normal working conditions unless specified otherwise in the scope below.

Inclusions:

Lennox 8 1/2 Ton RTU

- Gas/ Elec
- Hail Guards
- Economizer
- Curb adapter
- BAC NET board

Removal and disposal of old RTU

Global plasma Solutions ionizer installation

Connection to existing duct

Connection to existing controls

Condensate drain

Crane and rigging

Labor to install

Clarifications:

Crane is planned to be sat on the basketball court area of the playground. Any damages to asphalt is not included.

Price

Rasmussen Mechanical Services will furnish the Equipment, Materials, Tools, Labor, Supervision and Services as outlined in the above Scope of Work for the net sum of:

Twenty Six Thousand Four Hundred Eighty Four Dollars and 00/100....\$26,484.00

Terms and Conditions

- Note: This Proposal is valid for 30 days from date of submission.
- Sales Tax is not included in price.
- Invoices to be paid, Net 30 Days per Seller's Terms and Conditions, <https://www.rasmech.com/terms>

NOTICE: THIS PROPOSAL IS CONTINGENT ON A LACK OF IMPACT BY THE CORONAVIRUS NATIONAL EMERGENCY. Given the existence of the coronavirus pandemic, Rasmussen Mechanical Services will use its best efforts to staff and supply this project to be meet the scheduled completion date. However, Rasmussen Mechanical Services reserves its right to seek an excusable extension of time if Rasmussen Mechanical Services or its subcontractors and suppliers are unable to maintain planned crew sizes due to the illness, supply shortages or governmental restraints on business, travel and/or assembly. To the extent that the project is suspended pursuant to the terms of the proposed Rasmussen Mechanical Services, we intend to seek additional costs associated with the suspension.

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Respectfully Submitted,



Matt Hodgson
HVAC Sales

Rasmussen Mechanical Services

Phone:

Mobile: +1 4022909893

Email: matt.hodgson@rasmech.com

Boiler Repair | Burner Services | HVAC | Industrial Air | Mechanical Construction | Temperature Controls

Confidentiality Note: This Proposal may contain confidential and/or private information. If you received this Proposal in error please delete and notify sender.

Buyer's Acceptance

Approved by Seller

Authorized Signature for: SHELTON
PUBLIC SCHOOL

Rasmussen Mechanical Services

Date of Acceptance

QUOTE NUMBER: Q2101981

Date of Acceptance

Your Single Source Service Provider



Council Bluffs/Omaha | Sioux City | Kearney | Sturgis | Lincoln | Denver

April 9, 2021

QUOTE NUMBER: Q2102073

MATT HODGSON

Rasmussen Mechanical Services
7200 Gibbon Road
Gibbon, NE 68840

SHANNA GANNON

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, Nebraska
68876

Proposal

Subject: Daikin Gym East side Quote

Shanna Gannon,

Rasmussen Mechanical Services is pleased to quote the following scope of work during normal working conditions unless specified otherwise in the scope below.

Inclusions:

Daikin Condensing unit

- R-410a refrigerant
- Dual circuit
- Low ambient controls to 45
- DX Coil (helps reduce humidity)

GPS Ionizer (air purification)

Refrigeration lines

Site glass, Solenoid Valve, Filter drier

Demo of existing

Crane and rigging

Connection to existing controls

Labor

Price

Rasmussen Mechanical Services will furnish the Equipment, Materials, Tools, Labor, Supervision and Services as outlined in the above Scope of Work for the net sum of:

Sixty Eight Thousand Eight Hundred Sixty Six Dollars and 00/100....\$68,866.00

Terms and Conditions

- Note: This Proposal is valid for 30 days from date of submission.
- Sales Tax is not included in price.
- Deposit Required with Contract - \$20,660
- Monthly payment request (progress billings), per progress schedule.
- Balance is due upon start-up or thirty (30) days after completion of installation or work performed (if start-up is delayed thru no fault of Seller).
- Invoices to be paid, Net 30 Days per Seller's Terms and Conditions, <https://www.rasmech.com/terms>
- Note: For your convenience, monthly payment request invoices will be submitted on or before the end of each month and will be submitted on Seller's Standard Payment Request Forms.

NOTICE: THIS PROPOSAL IS CONTINGENT ON A LACK OF IMPACT BY THE CORONAVIRUS NATIONAL EMERGENCY. Given the existence of the coronavirus pandemic, Rasmussen Mechanical Services will use its best efforts to staff and supply this project to be meet the scheduled completion date. However, Rasmussen Mechanical Services reserves its right to seek an excusable extension of time if Rasmussen Mechanical Services or its subcontractors and suppliers are unable to maintain planned crew sizes due to the illness, supply shortages or governmental restraints on business, travel and/or assembly. To the extent that the project is suspended pursuant to the terms of the proposed Rasmussen Mechanical Services, we intend to seek additional costs associated with the suspension.

Rasmussen Mechanical Services is grateful for the opportunity to be of service. Thank you for considering our Proposal and we look forward to working with you. If there are any question, please contact me.

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Buyer's Acceptance

Approved by Seller

Authorized Signature for: SHELTON
PUBLIC SCHOOL

Rasmussen Mechanical Services

Date of Acceptance

QUOTE NUMBER: Q2102073

Date of Acceptance

Your Single Source Service Provider



Council Bluffs/Omaha | Sioux City | Kearney | Sturgis | Lincoln | Denver

April 9, 2021

QUOTE NUMBER: Q2101520

MATT HODGSON

Rasmussen Mechanical Services
7200 Gibbon Road
Gibbon, NE 68840

SHANNA GANNON

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, Nebraska
68876

Proposal

Subject: Daikin Gym West side Quote

Shanna Gannon,

Rasmussen Mechanical Services is pleased to quote the following scope of work during normal working conditions unless specified otherwise in the scope below.

Inclusions:

Daikin Condensing unit

- R-410a refrigerant
- Dual circuit
- Low ambient controls to 45
- DX Coil (helps reduce humidity)

GPS Ionizer (air purification)

Refrigeration lines

Site glass, Solenoid Valve, Filter drier

Demo of existing

Crane and rigging

Connection to existing controls

Labor

Clarifications:

Crane is planned to be sat on the basketball court area of the playground. Any damages to asphalt is not included

Price

Rasmussen Mechanical Services will furnish the Equipment, Materials, Tools, Labor, Supervision and Services as outlined in the above Scope of Work for the net sum of:

Sixty Eight Thousand Eight Hundred Seventy Five Dollars and 00/100....\$68,875.00

Terms and Conditions

- Note: This Proposal is valid for 30 days from date of submission.
- Sales Tax is not included in price.
- Deposit Required with Contract - \$20,665
- Monthly payment request (progress billings), per progress schedule.
- Balance is due upon start-up or thirty (30) days after completion of installation or work performed (if start-up is delayed thru no fault of Seller).
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Buyer's Acceptance

Approved by Seller

Authorized Signature for: SHELTON
PUBLIC SCHOOL

Rasmussen Mechanical Services

Date of Acceptance

QUOTE NUMBER: Q2101520

Date of Acceptance

Shelton QCPUF

- Determine which bond firm we select to work with
 - Piper Sandler
 - First National Capital Markets
- Projects qualify for QCPUF according to the bond lawyers
 - Roof resurfacing project = \$340,157
 - Weight room HVAC = \$39,875
 - Old Gym West Side HVAC = \$68,875
 - Old Gym East Side HVAC = \$68,866
 - Elementary Hallway w/Cooling = \$26,484
 - Kitchen Unit = \$24,146
 - Total Cost = \$568,403

Your Single Source Service Provider



Council Bluffs/Omaha | Sioux City | Kearney | Sturgis | Lincoln | Denver

January 28, 2021

QUOTE NUMBER: Q2005170

MATT HODGSON

Rasmussen Mechanical Services
2120 Avenue N
Kearney, NE 68848

SHANNA GANNON

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, Nebraska
68876

Proposal

Subject: Weight Room HVAC with Fresh Air and Ionization

Shanna Gannon,

Rasmussen Mechanical Services is pleased to quote the following scope of work during normal working conditions unless specified otherwise in the scope below.

Inclusions:

2 - Lennox Gas furnaces

- 96% AFUE
- 2 Stage
- Variable speed ECM Motors

2 - Lennox Air Conditioners

- Single stage
- 3 Ton Capacity

EDA hot gas reheat coils for dehumidification

7 Day Programmable thermostats with locking covers

2 - Fresh air ventilation kits

2 - Global Plasma Solutions ionization generators (odor control and clean air)

Vent pipe and fittings

Gas connection

Refrigeration lines

Removal of old system and ductwork

Supply and return ductwork with insulation

Supply and return registers

BAC Net Controls

Labor

Exclusions:

Connection to any front end controls for the building.

Price

Rasmussen Mechanical Services will furnish the Equipment, Materials, Tools, Labor, Supervision and Services as outlined in the above Scope of Work for the net sum of:

Thirty Nine Thousand Eight Hundred Seventy Five Dollars and 00/100....\$39,875.00

Terms and Conditions

- Note: This Proposal is valid for 30 days from date of submission.
- Sales Tax is not included in price.
- Invoices to be paid, Net 30 Days per Seller's Terms and Conditions, <https://www.rasmech.com/terms>

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Rasmussen Mechanical Services is grateful for the opportunity to be of service. Thank you for considering our Proposal and we look forward to working with you. If there are any question, please contact me.

Respectfully Submitted,



Matt Hodgson

HVAC Sales

Rasmussen Mechanical Services

Phone:

Mobile: +1 4022909893

Email: matt.hodgson@rasmech.com

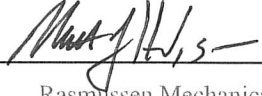
Boiler Repair | Burner Services | HVAC | Industrial Air | Mechanical Construction | Temperature Controls

Confidentiality Note: This Proposal may contain confidential and/or private information. If you received this Proposal in error please delete and notify sender.

Buyer's Acceptance

Approved by Seller

Authorized Signature for: SHELTON
PUBLIC SCHOOL



Rasmussen Mechanical Services

Date of Acceptance

QUOTE NUMBER: Q2005170

1-28-2021

Date of Acceptance

Shelton QCPUF

- Determine which bond firm we select to work with
 - Piper Sandler
 - First National Capital Markets
- Projects qualify for QCPUF according to the bond lawyers
 - Roof resurfacing project = \$340,157
 - Weight room HVAC = \$39,875
 - Old Gym West Side HVAC = \$68,875
 - Old Gym East Side HVAC = \$68,866
 - Elementary Hallway w/Cooling = \$26,484
 - Kitchen Unit = \$24,146
 - Total Cost = \$568,403

Leah Solko

221 Smith Ave, Minden, NE 68959 • (402) 660-0384 • leahmv2@gmail.com

March 31, 2021

Shelton Public Schools
210 9th Street
Shelton, NE 68876

Dear Dr. Gannon and the Shelton School Board:

This letter is to inform you that I will be resigning from my position as a teacher at Shelton Public Schools after the 2020-2021 school year.

This was not an easy decision to make. I have enjoyed working with students and fellow staff members for the past three years I have held a position here. I sincerely thank you for the opportunities you have provided me during my time here.

If I can be of any assistance during this transition time, please let me know.

Sincerely,



Leah Solko

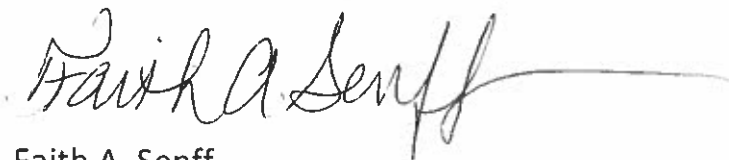
April 9, 2021

Dear Shelton Administration and Board of Education:

After dedicating 20 years to the community, parents, and students here at Shelton Public School, I would like to inform you that I will be retiring effective May 19, 2021.

I have had the pleasure of working with such a wide variety of students and have gained so much knowledge from that experience. I will miss the many students, parents, and professionals that I have worked with over the years and will take those memories with me in my heart.

Sincerely,

A handwritten signature in cursive script that reads "Faith A. Senff". The signature is written in dark ink and includes a long, horizontal flourish extending to the right.

Faith A. Senff

POLICY 3005: Use of School Property

1. Use of Specific Facilities by Application and Agreement

- a. The district permits non-commercial use of the following facilities by individual patrons for their personal health and wellness: weight room, track, and gymnasium. The district understands that it would not be feasible to require a patron to apply to use facilities like the weight room on every occurrence. The facility uses defined in this paragraph are an exception to the general facility use requirements contained in this policy for ease of administration and efficiency. All other facility uses must comply with the other provisions of this policy.
- b. These particular facilities may be used upon only one application and upon signing the district's written waiver and agreement.
- c. Use of these facilities is governed by this and other district policy and the agreement signed by the user. A copy of each agreement will be maintained in the district's central office.

2. General Facilities Use Guidelines

- a. School facilities may be used by various education and community organizations and individuals when it is in the interest of the general public.
- b. School facilities may not be used for personal profit and other commercial purposes. The district opens its facilities to district patrons for the benefit of the public, not commercial uses. Due to the complications created by groups or individuals using district facilities for commercial purposes, these uses are prohibited. Booster clubs and other organizations raising money purely for the support of student groups, as defined below, and not for personal profit are not considered commercial uses but must comply with the district's policies which apply to these groups.
- c. Any person or group using school facilities must assure that it will be responsible for maintaining order, protecting property, and providing security and safety.
- d. Only those organizations and persons who are known to school officials, who have financial resources sufficient to cover all rentals and possible damages, and who are willing to discharge such obligations shall be permitted to use the school facilities and equipment.
- e. The rental fees for school facilities shall be set by the board.
- f. Non-curricular student groups or non-student groups (as those terms are defined

below) that wish to use the facility must submit a facility use application which may be obtained from the district's central office. The application must be received by the superintendent prior to the approval of any facility use.

- g. The shop and weight room may not be used by students when school is not in session, unless supervised by a district staff member or a responsible adult upon approval of the superintendent. Use of the shop and weight room in violation of this provision may lead to the students being denied access to these facilities or other consequences permitted by board policy and Nebraska law.
- h. Any person or group using the school facilities, for any purpose, must comply with all of the district's policies, rules, and regulations.

3. Definitions

- a. "Curriculum-related student groups" shall mean students participating in school-sponsored activities, supervised by district staff, related to the curriculum, and recognized by the board.
- b. "Extracurricular student groups" shall mean students participating in an extracurricular activity, sponsored by the district, supervised by district staff, and recognized by the board, such as athletic teams and academic teams which are not otherwise categorized as "curriculum-related student groups."
- c. "Non-curriculum related student groups" shall mean all other groups comprised primarily of students who attend the district participating in activities such as Boy Scouts, Girl Scouts, 4-H, political groups, religious groups, and other similar youth groups.
- d. "Non-student group" shall mean all other groups or individuals who apply to use district facilities.
- e. "Superintendent" shall mean the superintendent of schools or his/her designee.

4. Use of School Property by Student Groups

- a. Curriculum-related and Extracurricular student groups
 - i.) Curriculum-related and Extracurricular student groups may use school facilities at no cost to the group, if they restore the facilities to their prior state after using them.
 - ii.) The district shall bear any costs associated with use by these groups (*e.g.*, the fee paid to a cook or a custodian required to be in attendance).

- iii.) Curriculum-related and Extracurricular student groups have priority over non-curriculum related student groups and non-student groups.

- b. Non-curriculum related student groups

- i. Non-curriculum related student groups may use the school building during non-instructional time. Such use shall be without charge.

- (1) Such uses shall occur while the building is normally open and there is a minimum of interference with custodians or other student and staff facility use.

- (2) These groups may use the school buildings in the evening for meetings if the group is sponsored by an adult and the adult (1) files the application to use the facilities on behalf of the group and (2) assumes responsibility for cleanup and placing the area back in the condition it was in prior to use.

- ii. Non-curriculum related student groups must apply for use of the facilities and secure the superintendent's permission before using school facilities.

- iii. Non-curriculum related student groups may meet only on school premises at times and places determined by the superintendent.

- iv. Non-curriculum related student groups must meet each of the following conditions to secure the superintendent's permission to use school facilities:

- (1) The facility use will occur during non-instructional time.

- (2) The district has facilities available to accommodate the group.

- (3) The use is voluntary and for the general benefit of the student participants.

- (4) The use will not substantially interfere with the orderly conduct of educational activities and other programs within the school.

- 1. Use of facilities by non-student groups

- a. The superintendent may authorize the use of any school facilities for non-school activities by non-student groups.

- b. In addition to the guidelines listed elsewhere in this policy and other board policies or administrative protocol, the superintendent will consider the following when making determinations regarding use of district facilities by non-student groups:

- i. The local education association may hold meetings when classes are not in session and

staff members are not on duty.

ii. Non-student groups which provide education-related programming and services for students and staff may be given priority of use over other outside groups. The superintendent has sole discretion in determining whether proposed uses relate sufficiently to the district's educational standards and programs.

iii. Non-student groups which provide programming and services for community members and others living within the district may be given priority of use over other outside groups.

b. Denial of access

i. The superintendent may limit or deny access to school buildings, grounds, and activities to any person whom the superintendent deems to be using the facilities inappropriately and contrary to the district's mission.

ii. Upon determining that a person or group has engaged in, or is engaging in conduct that constitutes grounds for exclusion under this policy, the superintendent shall take such action as he or she determines appropriate, including directing the person to cease engaging in the conduct or to leave the school premises or activity immediately. The superintendent may request assistance from law enforcement authorities to remove an offending person from the school grounds. A person who enters school premises in violation of these conditions shall be deemed to be trespassing.

iii. The superintendent shall have the authority to fix the time when, and the conditions under which, the offending person may return to school premises.

1. Students, staff, and community members may use or lease school equipment for non-school use only if they have received the prior permission of the superintendent.

2. Proof of Insurance

a. When any non-curriculum related or non-student group utilizes school district facilities, the group submitting the facility use application may be asked to provide proof of insurance up to the current tort claims limits applicable to political subdivision in the State of Nebraska. Currently, those limits are \$1,000,000 per person for any number of claims arising out of a single occurrence and \$5,000,000 for all claims arising out of a single occurrence.

b. The district may require the non-curriculum related or non-student group to include the district as an additional insured on any such policies and may refuse access to its facilities until proof of satisfaction of this requirement is submitted to the superintendent.

3. No Fees for Admission

a. Non-curriculum related and non-student groups may not charge a fee to participate in or be a spectator at any recreational activity, event, or other such gathering occurring on district grounds unless approved in advance by the superintendent.

b. If the district retains control over the area of the premises in which the non-curricular and non-student group desires to use, meaning the district provides supervision, staffing, custodial services, or otherwise maintains its control during the group's use of the facilities, the group may not charge a fee for admission under any circumstances.

c. Non-curricular and non-student groups may charge for parking or vehicle entry onto the premises unless otherwise prohibited by the superintendent.

Adopted on: 1/12/09

Revised on: 8/8/16

Reviewed on: _____

POLICY 3006: INVENTORY SYSTEM

The superintendent of schools, through use of appropriate staff, shall be responsible for maintaining an accurate inventory of materials and equipment in the school system. Principals of individual schools and directors of separate divisions shall make reports on all materials held and used in the operation of the school district.

A perpetual inventory and cataloging system should be developed to efficiently monitor the quantity and condition of all items purchased and in use by Shelton Public Schools.

Adopted on:

Revised on:

Reviewed on: 1/12/09

POLICY 3007: EMERGENCY CLOSING

The superintendent is empowered to close the district school(s) or to dismiss them early in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel.

In making the decision to close schools, the superintendent, or their designee, shall consider many factors, including the following:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual conditions or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous.
4. Inability of teaching and supervisory personnel to report for duty, which might result in inadequate supervision of students.

Shelton Public Schools recognizes the responsibility of parents in the matter of school attendance. It is the discretion and judgment of parents whether or not their children attend school during inclement weather as well as picking their children up at any time during the day.

Adopted on:

Revised on: 2/9/09

Reviewed on:

POLICY 3008: VANDALISM

Every citizen of the district, students, and members of the police department are urged by the Board of Education to cooperate in reporting any incidence of vandalism to property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known to them, if known, and the names of those responsible.

In the case of damages occurring as a result of vandalism it shall be the policy of Shelton Public Schools to strive for total restitution to include the replacement or repair of damaged items coupled with the recovery of all labor costs associated with such repair.

Adopted on:

Revised on: 2/9/09

Reviewed on:

POLICY 3009: TEXTBOOK MANAGEMENT

Every item of educational material issued shall bear the stamp of Shelton Public Schools and be subject to an appropriate inventory and control system.

Each teacher shall conduct regular book inspections. When a textbook is damaged beyond what would be considered from normal use, the student responsible shall be required to pay an appropriate assessment.

All books and equipment shall receive reasonable care. Pupils displaying neglect of school property of any type will be fined an amount sufficient to replace or to restore to original condition the article that is damaged, defaced or lost.

Adopted on:

Revised on:

Reviewed on: 2/9/09

POLICY 3011: Communicable Diseases

It is important to provide a safe environment for everyone at school while safeguarding the rights of all students, including those with high-risk communicable diseases. Students are entitled to an appropriate, free public education; and students, staff and visitors are entitled to a safe, healthy environment. The first consideration in making any decision regarding a student or staff member with a high-risk communicable disease must be the well-being of others in the school.

1. The district will monitor the information available through the Federal Centers for Disease Control and the Nebraska State Department of Health. These regulations and the procedures to implement them will be modified, if appropriate, based upon the best new medical information provided by the above sources.
2. A student who has been diagnosed as having a high-risk communicable disease shall be provided a program of services in accordance with state law and board policy. The decision regarding the student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations, and the superintendent's judgment.
3. Individuals with high-risk communicable disease shall be restricted only to the extent necessary to prevent the transmission of the disease, and to protect their health and rights of privacy.

Adopted on: 5/11/09

Revised on:

Reviewed on:

POLICY 3012: GENERAL GUIDELINES FOR HANDLING OF BODY FLUIDS

All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is routinely recommended if physical contact has been made with any child's blood or body fluids and whenever possible. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions and saliva.

Hand Washing

Hand washing is considered to be the most important procedure in preventing the spread of infections. Soap suspends easily-removable soil and micro-organisms, allowing them to be washed off.

The proper hand washing procedure is:

1. Wet hands with warm water.
2. Apply soap; lather hands and wrists.
3. Apply friction to all surfaces of fingers including between fingers and fingernails; apply friction to the rest of hands, keeping hands and fingers pointed down.
4. Rinse hands and wrists thoroughly with warm water, allowing water to flow from wrists to finger tips.
5. Dry hands well. **NOTE:** If paper towels are used, turn off faucet using paper towel to protect clean hands.
6. Discard paper towels.

Situations in which good personal hygiene must be practiced include:

1. Whenever your hands are soiled.
2. Before handling or preparing food products, utensils or equipment.
3. Before eating and/or drinking.
4. After blowing or wiping the nose.
5. Before and after use of the toilet/and assisting students in toileting.
6. After contact with body secretions such as blood, menses, mucus, saliva, drainage from wounds, urine or feces.
7. After handling soiled diapers, menstrual pads, garments or equipment.
8. After removing disposable gloves.

Sanitation aspects of classroom diaper change.

Place soiled material in a plastic bag and/or covered container, secure, and dispose of immediately. An approved disinfectant must be used on the floor area after material is removed. Disposable towels/items should be used whenever possible. Good hand washing should be used after any procedure is completed.

I. Child Diaper Change

- a. Use a changing pad on the area used for diaper changing.
- b. Wash pad after each change with soap and water. then use disinfectant mixture spray.
- c. Have a plastic bag or covered container available for disposal of all soiled diapers.
- d. A plastic bag is also useful for soiled clothing.
- e. Caregivers must wash hands with soap and water before and after diaper change.
- f. Store supplies for cleansing a child at the changing area, but out of the reach of children. Disposable gloves are recommended.
- g. Never leave any child unattended on a changing pad.

II. Storage of Cleansing Agent.

Store all cleansing agents in cabinets inaccessible to children. It is mandatory to use gloves if the person has any open areas on skin, i.e., cuts, scrapes, and sores.

Sanitation aspects of dish care include:

In special areas where extra sanitation precautions must be taken, the following procedures should be followed:

I. Dishwashing.

- a. Dish pans must be used.
- b. Use hot soapy water.
- c. Rinse with hot water.
- d. Dip in disinfectant solution.
- e. Drain dry.

1. Contact with body fluids.

- a. If possible, avoid contact with body fluids. Students or staff may be allowed to clean their own injury. If this is not possible **it is recommended that gloves be worn** when direct hand contact with the body fluid is anticipated. (E.g., changing diapers, handling soiled clothing or cleaning mops used for cleaning vomit, blood, urine, and stool.) Gloves shall be discarded in a double lined bag or trash container. If gloves are not worn, hands must be washed vigorously with soap and water under a stream of running water for 15 to 20 seconds. Rinse under running water. Use a paper towel to turn off the faucet. Dry hands thoroughly with a paper towel. See hand washing.
- b. Clothing and other non-disposable items, which are soaked with body fluids, should be rinsed and placed in plastic bags. If presoaking is

required, use gloves to rinse or soak the item in cold water prior to bagging. Clothes contaminated with body fluids should be washed separately from other items. Wash as usual. If the item is bleachable add 1/2 cup of bleach to the wash cycle. If the item cannot be bleached add 1/2 cup of non-Clorox bleach to the wash cycle.

- c. Rugs, which are contaminated by body fluids, may be cleaned by applying a sanitary absorbent agent. Allow the agent to dry according to the directions; then vacuum. If needed, mechanically remove with a dustpan and broom, and then apply rug shampoo (containing a germicidal detergent) with a brush and re-vacuumed.

2. Disinfection of hard surfaces and care of equipment.

- a. Disinfectants should be used to clean surfaces contaminated with body fluids. These disinfectants should kill vegetative bacteria, fungi, tubercle bacillus and virus. These disinfectants should be registered with the U.S. Environmental Protection Agency for use as disinfectant in medical facilities and hospitals.

3. The following disinfectants may be used:

- a. Hypochlorite solutions (bleach) are preferred for objects which may be put in the mouth.
 - b. Ethyl or isopropyl alcohol (70%).
 - c. Phenolic germicidal detergent in a 1% aqueous solution (e.g., Lysol).
 - d. Sodium Hypochlorite with at least 100 ppm available chlorine (1/2 cup household bleach in 1 gallon water), solution needs to be freshly prepared daily.
 - e. Quaternary ammonium germicidal detergent in 2% aqueous solution (Triquat, Mytar or Sage).
 - f. Iodine germicidal detergent with 500 ppm available iodine (e.g., Wescodyne).
- Brand name examples only.

4. Cleaning of hard surfaces

- a. Remove soil off of the surface, and then apply disinfectant.
- b. Mops should be soaked in the disinfectant after use, and then washed in hot water prior to rinsing. Gloves shall be worn.
- c. Disposable equipment shall be double bagged and placed in a trash can.
- d. Non-disposable equipment (dust pans, baskets) shall be rinsed thoroughly in the disinfectant.
- e. Discard used solution promptly in drainpipe, rinse pail or container.
- f. Gloves are removed when all clean up is completed and placed in a double trash bag.

5. In classrooms where children might drool or mouth toys, special considerations may be given. Toys, which are used as educational tools, should be washed daily with a disinfectant solution. If a toy is transferred from one child to another, the toy must be disinfected before the transfer. Environmental surfaces such as mats and countertops should be washed daily (or between children using them) with a disinfectant solution.

Adopted on: 5/11/09

Revised on:

Reviewed on:

POLICY 3013: Denying Access to School Premises or Activities

The school district shall provide access to the district's buildings, grounds and activities to students, parents or guardians of students, and other persons who have legitimate reasons for being on school grounds. The superintendent of schools or his or her designee (referred to herein as the "administrator") may limit or deny access to school buildings, grounds, and activities to any person who:

1. Disrupts the educational environment;
2. Repeatedly fails or refuses to comply with the visitor protocol adopted by each building;
3. Is unreasonably boisterous;
4. Engages in violence, force, coercion, threats, intimidation, or similar conduct;
5. Causes or attempts to cause damage to school property or to the property of any student or school employee;
6. Causes or attempts to cause personal injury to any student, school employee or other person on school grounds or at a school activity on or off school grounds;
7. Uses vulgar, profane, or demeaning language; or
8. Uses fighting words;
9. Poses a danger to the safety and well being of students.

Upon determining that a person has engaged in, or is engaging in conduct that constitutes grounds for exclusion under this policy, the administrator shall take such action as he or she determines appropriate, including directing the person to cease engaging in the conduct or to leave the school premises or activity immediately. The administrator may request assistance from law enforcement authorities to remove an offending person from the school grounds.

The administrator shall have the authority to fix the time when, and the conditions under which, the offending person may return to school premises. A person who enters school premises in violation of these conditions shall be deemed to be trespassing. The administrator may summon law enforcement authorities to remove the person and request that criminal proceedings be initiated.

Adopted on: 6/8/09

Revised on: 8/8/16

Reviewed on: _____

POLICY 3014: SCHOOL CENSUS

The Board of Education shall establish a permanent and continuing census or enumeration of school children. The names of all children residing in the school district, from birth to twenty-one years, shall be maintained.

Adopted on:

Revised on:

Reviewed on: 7/13/09

POLICY 3015: Firearms and Weapons

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term “weapon” means any object, device, instrument, material, or substance, which is capable of causing injury in the manner it, is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term “firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle ***operated by a non student adult*** that are not loaded ***and*** are encased or are in a locked firearm rack that is on a motor vehicle; or
5. A handgun carried as a concealed handgun by non student adult who holds a valid permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

Definition of Encased. The term “encased” means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely

zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;
2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and
3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

Adopted on: 07/13/09

Revised on: 09/15/14

Reviewed on: _____

POLICY 3017: SELECTION AND DELETION OF MEDIA CENTER MATERIALS

Materials for the library media center should be chosen with consideration given to whether they will stimulate the growth of students' knowledge, enhance their appreciation of values and ethical standards, and enable them to cope with realities and make informed judgments.

The selection of materials will be based on the personal inspection and/or preview of the materials by the media specialist taking into account such considerations as the reputation and qualifications of the author, the recency of the content, the appropriateness of the material for the age and maturity of the intended audience, the enjoyment and entertainment of reading, and the correlation of the material with curricular objectives and teaching needs.

The removal of materials from the media center will be based on a review of the same considerations as are used for their selection. Any person who objects to materials will be asked to put the objection in writing. The media specialist will assess the objection initially. If the objection cannot be resolved, the media specialist will consult with the principal(s) and superintendent who may involve teachers with expertise in the curricular area or subject that is involved. The decision of the superintendent shall be final.

Adopted on: 7/13/09

Revised on:

Reviewed on:

POLICY 3018: Copyright Compliance

Copyrighted print, audio, video, digital, software and other media may be reproduced only when the use of the reproduction is a fair use in compliance with the Copyright Act or when the written permission for such use by reproduction has been obtained from the copyright holder. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, non-renewal, or termination of the employee's employment. Any student who violates this policy will face disciplinary action up to and including expulsion, depending on the seriousness of the misconduct.

Adopted on: 10-19-15

Revised on: _____

Reviewed on: 10-19-15

POLICY 3010: CEREMONIES AND OBSERVANCES

Commemoration of special days and events shall be arranged.

Appropriate exercises may be held for the following: Veterans' Day, Martin Luther King Day, Presidents' Day, Flag Day, Memorial Day, and State Fire Day (the Friday before the Fire Recognition Day, which is the second Saturday in May). An educational program on the United States Constitution shall be held on September 17 every year or in the preceding or following week if September 17 falls on a weekend or a holiday.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Adopted on: 12/11/06

Revised on:

Reviewed on: 4/13/09



Our focus is on Serving you!

EDUCATIONAL SERVICE UNIT 10

76 Plaza Boulevard • PO Box 850

Kearney, NE 68848-0850

Ph. 308.237.5927 • Fax 308.237.5920

www.esu10.org

ESU 10 Teaching and Learning Department Mission:

"Our purpose is to provide expertise, leadership, and support to all stakeholders in order to continuously improve teaching and learning."

To: All ESU 10 Schools

From: ESU 10 Teaching and Learning Department

Date: March 23, 2021

Re: Intent to Consort ESSA Funds

Enclosed are forms to notify us of your intent to participate in the ESU 10 Consortia/Cooperatives of ESSA Funds. Please return these forms to Jill Eickhoff at ESU 10: jeickhoff@esu10.org, fax 308-237-5920, or U.S. Postal Service by **April 23, 2021**

Thank you,

ESU 10 ESSA Grant Coordinators

Denise O'Brien dobrien@esu10.org

Susan Evans suevans@esu10.org

Theresa Ritta-Olson theresa.rittaolson@esu10.org

2021-2022 ESU 10 Title IIA & Title IV Consortium Membership Benefits

ESSA Grant Application

- ESU 10 personnel completes the ESSA Grant Application in the NDE Grant Management System
- ESU 10 conducts an annual survey of consortium member administrators to guide the programing decisions and use of Title IIA & Title IV funding

National Experts

- ESU 10 is able to provide high quality training from national education experts due to the pooling of resources through the Title IIA & Title IV Consortiums

ESU 10 Title IIA Trainings & Benefits

- Reduced registration fee for all teachers and administrators (only charged for the cost of lunch)
- Schools receive substitute reimbursement of \$125 per day for every teacher that attends trainings during the school year
- Teachers receive contracted services pay of \$125 per day (Maximum of \$625) for attending summer workshops
- Schools may request reimbursement for **Conference Registrations** attended outside of ESU 10 by administrators, teachers, and paraprofessional up to 10% of the dollars consorted

ESU 10 Sponsored Title IV Trainings & Benefits

- Reduced registration fee for all teachers and administrators (only charged for the cost of lunch)
- Schools receive substitute reimbursement of \$125 per day for every teacher that attends trainings during the school year
- Teachers receive contracted services pay of \$150 per day (Maximum of \$1,500) for attending summer workshops
- Schools may request reimbursement for **Conference Registrations** attended outside of ESU 10 by administrators and teachers for Title IV approved professional learning.
- Schools may request reimbursement for **Title IV approved digital learning licenses** up to a maximum of \$3,000

Schools must consort 100% of their Title IIA & Title IV funding to be a member of the ESU 10 Consortium

Please direct any ESU 10 Title IIA & Title IV Consortium questions to:

Denise O'Brien

dobrien@esu10.org

Teaching and Learning Director

Title IIA Programming

Jill Eickhoff

jeickhoff@esu10.org

Teaching and Learning Financial Office Associate

Title IIA Financials

ESU 10 Title III Consortium Member Benefits, 2021-2022**Consortium Goal:**

- Support districts' efforts to improve English Learners' language acquisition and achievement in all content areas.

District Responsibilities:

- Submit an updated copy (print or electronic) of the district's ELD (English Language Development) Program Manual or ELD related policies. At minimum, the following must be submitted during the 2021-22 grant year:
 - An updated copy of a letter notifying parents that a child has been identified as an English Learner (EL) in an understandable language. (See Rule 15, Section 003.04)
 - A copy of the current EL Program Review written report. (See Rule 15, Section 008.04)
 - Additional documentation may be required.
 - The consortium will provide support for development of these items. Please contact Theresa Ritta-Olson (theresa.rittaolson@esu10.org) for assistance.
- Request reimbursement or payments for services and expenses that supplement local ELD programming according to Title III requirements. (Please note that these are typically approved on a case-by-case basis.)
- Districts are responsible for the Nebraska Rule 15 and Title III program requirements pursuant to federal formula grant guidelines. For a description of required and authorized activities, please visit the Nebraska Department of Education website: <https://www.education.ne.gov/natlorigin/>

ESU 10 Title III Consortium Services:

- Regional Coordinator and Bookkeeper
 - ESU 10 Title III Consortium districts will receive the services of the Title III Regional Coordinator for consultation, coordination, and bookkeeping.
 - These services include submission of the grant's consolidated application, payment documentation, reimbursement of expenditures, and professional development.
- ELD (English Language Development) Network
 - This is a forum for district personnel responsible for ELD programs and instruction to discuss pertinent issues, study pedagogy, share and explore resources, and network with colleagues.
- Professional Development
 - Relevant research-based workshops and trainings will be made available

Educational Service Unit 10
Kearney, NE

ESSA Title Funds
2021-2022 Consortium Participation Information

School District Shelton Public School
*Is there a non-public affiliated with your district? YES ___ NO ✓

Consortium Participation

☐ I do plan to consort 100% of funds in the following title programs:

- | | | |
|---|--------------|-------------|
| ➤ Title II-A (Teacher and Principal Training) | Yes <u>✓</u> | No ___ |
| ➤ Title III-EL (English Learner) | Yes <u>✓</u> | No ___ |
| ➤ Title IV | Yes ___ | No <u>✓</u> |

(Student Support & Academic Enrichment)

- Title IV NOTE: MINIMUM DISTRICT ALLOCATIONS REQUIREMENT: If this grant does receive funding, Districts cannot receive less than \$10,000. This means that consortiums may be formed in order to combine funds to jointly carry out local activities.

☐ I do not plan to consort any title funds with ESU 10.

Shanna Gaennen
Superintendent Signature

03-26-21
Date

Return by **April 23, 2021** to Jill Eickhoff, ESU 10

Educational Service Unit 10
76 Plaza Boulevard
PO Box 850
Kearney, NE 68848-0850
FAX: 308-237-5920

Educational Service Unit 10
PO Box 850
Kearney, NE 68848

ESSA Title I, Part A 2021-2022 Cooperative Agreement

Please complete and return by April 23, 2021 if your district plans to be a member of the 2021-2022 Title I Cooperative.

School District _____

(Superintendent's signature)

(Date)

☐ Yes. Our school district will participate in the 2021-22 ESU 10 Title I Cooperative. We understand that the administrative fee will not exceed 7% of our Title I Award.

Participation in the ESU 10 Title I Cooperative was authorized by our Board of Education and recorded in the minutes held on _____

☐ No. Our school district will not participate in the 2021-2022 ESU Title I Cooperative.

.....
In consideration for providing the ESSA Title I, Part A services described below, the District authorizes the ESU 10 Title I Cooperative to receive and disburse all Title I, Part A funds allocated to the District for the 2021-22 project year. In addition, the District authorizes the Cooperative to utilize up to 7% of the 2021-2022 total entitlement to provide administrative services as required by ESSA Title I, Part A as described below.

Educational Service Unit 10 will act as the administrative and fiscal agent for the District and the Cooperative will:

1. Furnish the administrative personnel to manage the ESU 10 Title I Cooperative.
2. Assume the responsibility of the financial accounting and record keeping.
3. Be responsible for gathering the required statistical data from the District, preparing the annual application and budget, meeting mandated requirements (including ESSA monitoring visits & program improvement), and evaluating and closing out the program, as required by ESSA Title I, Part A.
4. Coordinate the purchasing of materials and supplies for districts with available monies.
5. Provide two professional development meetings and conduct at least one visit (on-site, virtual or via phone) to the school district per year.

In consideration, the District will:

1. Assume the responsibility of hiring and evaluating Title I staff. Workmen's compensation and unemployment insurance will be the responsibility of the District.
2. Be responsible for the day-to-day operation of the program in the District. Services to be provided will be remedial reading and/or math. The Title I Cooperative teacher(s) contracted by the District will be responsible for the Student Needs Assessment and other data required by ESSA Title I, Part A to identify those students in most need of Title I services.
3. Assist the ESU 10 Title I Cooperative program coordinator in all aspects of the ESSA Title I, Part A program.
4. Provide release time for teachers to attend agreed upon and pre-scheduled staff meetings.
5. Conform to all rules and regulations for the ESSA Title I, Part A program as set forth by federal and/or state legislation.
6. Bear full responsibility for any loss of funds caused by unilateral action(s) taken, against the advice of the ESU 10 Title I Cooperative that would cause the District to incur audit exceptions. Should action on the part of the Cooperative cause audit exceptions, the ESU 10 Title I Cooperative will be responsible for the funds lost because of audit exceptions.
7. Provide the ESU 10 Title I Cooperative with one school year's written prior notice if the decision is made to withdraw from membership in the ESU 10 Title I Cooperative.
8. Be responsible for giving public notice, organizing, and conducting all parent advisory council meetings as required by ESSA Title I, Part A regulations.

The NDE Title I Office will provide program monitoring and consultation services to ESU 10 Title I Cooperative districts and the program coordinator.

All Title I funds granted or reallocated to the District by the NDE Title I Office will be expended solely for Title I service to the District.

On receipt of final budget authority, the District will be informed of amounts to set aside as line 319 of LEA Title I Budget for contracted services to Educational Service Unit 10 for administration of the 2021-22 ESU Title I Cooperative.