

Loup City Public Schools Board of Education

Loup City Central Office
800 N. 8th Street
Loup City, NE

Phone: (308) 745-0120
Fax: (308) 745-0130
www.loupcitypublicschools.org

Regular Session

Monday, August 9, 2021

7:30 PM

Loup City Public Schools Library Board Room

7:30 PM

1. Call Meeting To Order:
 - A. Pledge of Allegiance
 - B. Announce Open Meetings Act - Posted in Meeting Room
 - C. Publication of Meeting
 - D. Approval of Agenda:
2. Consent Agenda:
 - A. Reading and Approval of Minutes
 - B. Resignations: paraprofessional Mary Skibinski
3. Financial Report: Discuss, consider and take all necessary action to approve the financial Report and Payment of Invoices.
4. Superintendent's Report
5. Hearing of the Audience:
6. Parental Involvement Hearing
7. Student Bullying Hearing
8. Loup City Public Schools 2021-2022 Return to School Plan
9. Action Items:
 - A. Transfer of \$10,000 from the general fund to the ALC cooperative fund.
 - B. Approval of Girls' Wrestling as a sanctioned sport within the ALC cooperative agreement.
 - C. Approval of 2021-2022 Certified Staff Handbook
 - D. Hire an additional paraprofessional for the 2021-2022 school year.
10. Transportation Committee Reports
11. Future Meetings/Reminders: Regular School Board meeting on Monday, September 13, 2021 at 7:30pm. The NASB Area Membership meeting is in Kearney on September 8 at 4:30pm.
12. Shouts Outs!
13. Adjourn:

Note 1: The Board in its discretion may revise and consider any listed item at any time during the meeting.

Note 2: This agenda does not become final until 24 hours prior to the scheduled commencement of this meeting. All listed reports which are in writing are a part of the Agenda for this meeting and may contain action items or otherwise call for Board action on the subject matter(s) listed therein; complete copies of such reports, except for any legally confidential information are available upon request from the Office of the Superintendent of Schools as part of the agenda

Note 3: The Board of Education is empowered to act on any item listed on the Agenda at any time during the meeting, irrespective of the order listed. Further detail on agenda items may be obtained by speaking to the Superintendent. The Board of Education by the approval of all consent items is also approving, authorizing and directing the Board President, Board Secretary, the Superintendent or their designees to take or cause to be taken all necessary action and sign all documents necessary or appropriate to complete the matter or transaction as approved.

Note 4: The Open Meetings Act requires that agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The Board releases its agenda well in advance of most meetings and desires that all interested persons are fully informed. Any interested person who has a question about a report or needs

clarification about the sufficiency of any item on which action could be taken at this meeting should contact the Office of the Superintendent of Schools.

Note 5: The Board of Education reserves the right to go into closed session at its discretion, but will only do so for the prevention of needless injury to a person's reputation or for the protection of the public interest.

Public Notice for July 26, 2021

The Board of Education of Loup City Public Schools will meet for a Board Planning Session on **July 26, 2021**, at 7:00 PM in the Loup City Public Schools Library Board Room, 800 North 8th Street, Loup City, NE 68853-0628. An agenda for the meeting, which shall be kept continually current, is readily available for public inspection at the Superintendent's office during normal business hours. The current meeting agenda is also available on our district website:
<http://www.loupcitypublicschools.org>.

Public Notice for August 9, 2021

The Board of Education of Loup City Public Schools will meet in regular session on **August 9, 2021**, at 7:30 PM in the Loup City Public Schools Library Board Room, 800 North 8th Street, Loup City, NE 68853-0628. An agenda for the meeting, which shall be kept continually current, is readily available for public inspection at the Superintendent's office during normal business hours. The current meeting agenda is also available on our district website:
<http://www.loupcitypublicschools.org>.

Loup City Public Schools Board of
Education Work Session
Monday, July 26, 2021 7:00 PM Central

Loup City Public Schools Library Board Room
800 North 8th Street
Loup City, NE 68853-0628

Cindy Ericson: Present, Scott Friesen: Present, Michael Kaminski: Present, Wayne Klein: Present, Eric Kowalski: Present, Kyle Kowalski: Present, Janelle Krzycki: Absent, Jamie Lewandowski: Present, Tina Treffer: Present. Present: 8, Absent: 1. Eric and Mike verified notification. Janelle Krzycki: Present. Present: 9. Eric and Mike verified notification. Janelle joined the meeting at 7:10pm.

1. Call the Meeting to Order

1.A. Notice of the Open Meetings Act

1.B. Publication Notice

2. Pledge of Allegiance

3. Financial Report: Discuss, consider and take all necessary action to approve the Payment of Invoices.

Motion by Jamie Lewandowski, seconded by Eric Kowalski, to recommend the payment of invoices.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki: Absent, Lewandowski: Yes, Treffer: Yes

Yes: 8, No: 0, Absent: 1

4. Action Items: Discuss, consider and take all necessary action to approve the revision of the 2021-2022 Loup City Public Schools calendar.

Motion by Kyle Kowalski, seconded by Tina Treffer, to recommend the the adoption of the revised 2021-2022 Loup City Public Schools calendar.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: No, Kowalski: Yes, Kowalski: Yes, Krzycki: Yes, Lewandowski: Yes, Treffer: Yes

Yes: 8, No: 1

5. Work Session facilitated by NRCSA Consultants Rob Hanger and Cindy Huff.

6. Future Meetings: The next regular LCPS Board meeting will be on Monday, August 9, 2021 at 7:30pm in the Library Board Room.

Motion by Jamie Lewandowski, seconded by Eric Kowalski, to Meeting was adjourned 8:58pm.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki: Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

7. Adjourn

Loup City Public Schools Board of
Education Regular Session
Monday, July 12, 2021 7:30 PM Central

Loup City Public Schools Library Board Room
800 North 8th Street
Loup City, NE 68853-0628

Cindy Ericson: Present, Scott Friesen: Present, Michael Kaminski: Present, Wayne Klein:
Present, Eric Kowalski: Present, Kyle Kowalski: Present, Janelle Krzycki: Present, Jamie
Lewandowski: Absent, Tina Treffer: Present. Present: 8, Absent: 1. Jamie Lewandowski: Present.
Present: 9.

1. Call Meeting To Order:

1.A. Pledge of Allegiance

1.B. Announce Open Meetings Act - Posted in Meeting Room

1.C. Publication of Meeting

Scott Friesen and Eric Kowalski-- Publication of Mtg.

1.D. Approval of Agenda:

Change minutes from 6/14/21 to motion by Wayne and 2nd by Scott to approve Agenda.

Motion by Jamie Lewandowski, seconded by Scott Friesen, to approve the agenda as presented..

Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki:
Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

2. Consent Agenda:

2.A. Reading and Approval of Minutes

Motion by Janelle Krzycki, seconded by Wayne Klein, to Item 1, D in last month's agenda was
not recorded pro.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki:
Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

2.B. Approve Contract for Mary Lee, Dietary Aide/Cook

3. Financial Report: Discuss, consider and take all necessary action to approve the financial
Report and Payment of Invoices.

Motion by Wayne Klein, seconded by Eric Kowalski, to Motion to approve the financial report
as presented,.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki:
Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

4. Hearing of the Audience:

Mary Johnson

Flyer from NE Right to Life

NDE--Health Standards

Read Health Standards for Human growth development curriculum

Provide input to NDE
Fall 2021 implement standards
Accept standards will be consequences with Kids behavior
Instill beliefs in Children

Loraine Panowicz
NE Health Standards
Spoke with School Nurses from Larger School Dist
Concerns with Health Standards
LC Dist is not the time or place for these standards
Know what's in the Standards before Adoption

Scott Pop

Mr. Ashe-- Participation in an Activity by Students is 85%
Voted for Every Member on Board
Better detail and communication with the community
Will do his part to participate in Board Meetings

5. Discussion Items: Update on draft of proposed Nebraska State Health Standards.
The Nebraska Department of Education (NDE) is in the process of revising its first draft of Health Education standards. It was noted that there are no actionable Health Standards for the Loup City Public School Board to approve or reject. The NDE only has a second draft in development, which citizens are encouraged to submit feedback on to the NDE. Implementation of state health standards is a local control issue. It is not expected that the state will have their standards completed for school districts to review until later in Fall 2021.

Mr. Tickle was asked to review the curriculum adoption timetable and determine when the Health Standards Curriculum is due for review at LCPS.

6. Action Items: Discuss, consider and take all necessary action to approve the lease of a Bobcat from Central Nebraska Bobcat or Kubota from Grand Kubota from Grand Island.

Approve Cent NE Bobcat Lease for 4,000/YR

Motion by Wayne Klein, seconded by Michael Kaminski, to Motion to lease Bobcat for \$4,000..

Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki: Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

7. Committee Reports: Update on Transportation

Mr. Tickle report on LCPS Transportation, mileage totals for the year and the structure of future reports.

8. Superintendent's Report...a few words on Critical Race Theory.

Mr. Tickle addressed the idea of Critical Race Theory and its impact on PK-12 schools. It was noted that this theory, while part of the national discussion currently, has been in existence for decades and holds no more of a prominent place in today's curriculum than it did 10 years ago. It is a theory that is periodically studied in upper level courses in college and generally at the college professor's discretion. .

9. Future Meetings/Reminders: Transition Meeting with NRCSA, July 26, 7:00 PM

The next regular LCPS Board meeting will be August 9 at 7:30pm in the LCPS Library Board Room.

Committee Meetings--Schedule forthcoming

10. Shouts Outs!

11. Executive Session:

12. Adjourn:

Adjourn at 8:34pm

Motion by Jamie Lewandowski, seconded by Eric Kowalski, to to adjourn at 8:34pm.. Motion Carried

Ericson: Yes, Friesen: Yes, Kaminski: Yes, Klein: Yes, Kowalski: Yes, Kowalski: Yes, Krzycki: Yes, Lewandowski: Yes, Treffer: Yes

Yes: 9, No: 0

AUGUST 2021 BOARD BILLS

<u>VENDOR NAME</u>	<u>DESCRIPTION</u>	<u>INVOICE AMT\$</u>
ACELLUS LEARNING SERVICES	ACELLUS LICENSE (2020-2021)	\$700.00
ALMQUIST MALTZAHN GALLOWAY & LUTH	125 PLAN ADMIN	\$155.00
AMAZON	SUPPLIES	\$40.89
BARNHILL PIANO SERVICE	PIANO TUNING	\$300.00
BLACK HILLS ENERGY	SERVICE	\$765.51
BOCHART HEATING COOLING	MARQUEE SIGN ELECTRIC WORK	\$1,614.00
BUSINESS TELECOMMUNICATION SYSTEMS	PHONE SYSTEM SVC	\$213.00
CNCAP	PRESCHOOL 4TH QTR	\$18,873.87
CENTURY LINK	SIXPENCE 4TH QTR	\$39,958.61
CHEMSEARCH	SERVICE	\$464.76
CITIZENS BANK	CUSTODIAL SUPPLIES	\$685.55
CORPORATE PAYMENT SYSTEMS	SAFE DEPOSIT BOX RENTAL	\$40.00
CULLIGAN	SUPPLIES/TECH CONF	\$687.84
CYBR SCHOOL LLC	SALT	\$256.50
DAS STATE ACCOUNTING	ACELLUS LICENSE (2021-2022)	\$3,000.00
E S U #10	SERVICE	\$232.49
EAKES OFFICE	TEACH & LEARN WRKSHOP/IPAD REPAIR	\$190.00
ERICSON FORD, INC.	SUPPLIES	\$184.95
ESU COORDINATING COUNCIL	EXPEDITION REPAIR	\$64.00
ETHAB ENTERPRISES	MOVIE SITE LICENSE (2021-2022)	\$330.00
FUN EXPRESS LLC	WORLD BOOK POWER PACK	\$170.50
HOME DEPOT PRO	PE SUPPLIES	\$98.40
HOMETOWN LEASING	ELEM SUPPLIES	\$248.96
INNOVATIVE OFFICE SOLUTIONS, LLC	CUSTODIAL SUPPLIES	\$858.61
JOURNEYED.COM INC.	BOBCAT LEASE	\$4,000.00
JW PEPPER & SON, INC.	SUPPLIES	\$2,117.46
KUSZAK CONSTRUCTION	ADOBE LICENSE	\$500.00
KUSZAK HARDWARE & VARIETY	BAND SUPPLIES	\$593.79
LOUP CITY AUTO PARTS	SIDEWALK CONCRETE	\$855.00
MASCHKA'S BUILDING CENTER	SUPPLIES	\$239.77
MATHESON TRI-GAS, INC.	MAINT SUPPLIES	\$32.87
MCGRAW-HILL SCHOOL EDUCATION	ELEM SUPPLIES	\$104.99
MCI	IND TECH SUPPLIES	\$69.21
MCKESSON MEDICAL--SURGICAL	WONDERS READING PRACTICE BOOKS	\$1,701.44
MENARD'S	SERVICE	\$68.51
MIDLAND TELECOM INC	NURSE SUPPLIES	\$140.47
MIDTOWN TIRE & AUTO LLC	SUPPLIES	\$605.58
MIDWEST FLOOR SPECIALIST INC	TOWER RENT	\$504.00
NASCO	CUSTODIAL CART TIRE REPAIR	\$22.30
NATIONAL ART & SCHOOL SUPPLIES	REFINISH NORTH GYM	\$3,640.00
NEBRAKSA RURAL COMM SCHOOLS ASSN.	ART SUPPLIES	\$53.20
NPPD	SUPPLIES	\$603.92
ONE SOURCE	SUPT SEARCH CONSULT MILEAGE	\$191.52
PITNEY BOWES	SERVICE	\$5,069.57
PRESTO-X COMPANY	BACKGROUND CHECKS	\$20.00
PYGRAPHICS, INC.	POSTAGE	\$200.00
PYRAMID SCHOOL PRODUCTS	SERVICE	\$147.00
RASMUSSEN MECHANICAL SERVICES	BAND SUPPLIES	\$624.00
REALLY GOOD STUFF, LLC	SUPPLIES	\$496.46
SCHOOL DATEBOOKS, INC.	SUPT A/C REPAIR	\$147.03
SCHOOL HEALTH CORPORATION	ELEM SUPPLIES	\$645.07
SHERMAN COUNTY TIMES	ELEM PLANNERS	\$239.78
SYSCO	PE SUPPLIES	\$373.96
TELEPHONE SYSTEMS OF NE, INC.	ADVERTISING	\$209.40
TOLEDO PHYSICAL EDUCATION SUPPLY	HS SUPPLIES	\$15.93
TROTTER FERTILIZER	CAMERA HARD DRIVE/KEY CARDS	\$779.00
VERIZON WIRELESS	PE SUPPLIES	\$231.84
	ROUND-UP	\$71.08
	SERVICE	\$59.82

WARD'S SCIENCE	SCIENCE SUPPLIES	\$245.04
WELLS FARGO VENDOR FIN SERV	COPIER LEASE	\$722.05
WHOA AND GO	FUEL	\$170.09
WOODWIND & BRASSWIND	BAND SUPPLIES	\$862.10
YANDA'S MUSIC	BAND SUPPLIES	\$48.56
TOTAL		<u>\$97,555.25</u>
PAYROLL		<u>\$327,661.16</u>
		<u>\$425,216.41</u>
LUNCH PAYROLL	\$9,487.23	



U.S. BANK
P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER 4485 5945 5562 1299
STATEMENT DATE 07-15-2021
AMOUNT DUE \$2,925.40
NEW BALANCE \$2,925.40
PAYMENT DUE ON RECEIPT

000005850 01 SP 0.560 106481367209491 P
LOUP CITY PUBLIC SCHOOLS
ATTN MAKENZI WOOLLEN
800 NORTH 8TH STREET
BOX 628
LOUP CITY NE 68853-0628

AMOUNT ENCLOSED
\$

Please make check payable to
U.S. BANK

U.S. BANK
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

4485594555621299 000292540 000292540

Please tear payment coupon at perforation.

ACCOUNT MESSAGES

Your account is past due \$2,187.56. Past due amount is included in the minimum payment. Please remit immediately.

CORPORATE ACCOUNT SUMMARY									
LOUP CITY PUBLIC SCH 4485 5945 5562 1299	Previous Balance	Purchases And Other + Charges	Cash Advances +	Cash Advance Fees +	Late Payment Charges	- Credits	- Payments	New Balance	
Company Total	\$5,978.75	\$737.84	\$0.00	\$0.00	\$0.00	\$0.00	\$3,791.19	\$2,925.40	

CORPORATE ACCOUNT ACTIVITY					
LOUP CITY PUBLIC SCHOOLS 4485-5945-5562-1299					TOTAL CORPORATE ACTIVITY \$3,791.19CR
Post Date	Tran Date	Reference Number	Transaction Description		Amount
06-21	06-19	74798261172000000000167	PAYMENT - THANK YOU 00000 C		3,791.19 PY

NEW ACTIVITY				
TOM KULIGOWSKI 4485-5910-0247-7929	CREDITS \$0.00	PURCHASES \$28.82	CASH ADV \$0.00	TOTAL ACTIVITY \$28.82

CUSTOMER SERVICE CALL 800-344-5696	ACCOUNT NUMBER 4485-5945-5562-1299		ACCOUNT SUMMARY	
	STATEMENT DATE 07/15/21		DISPUTED AMOUNT .00	PREVIOUS BALANCE 5,978.75
SEND BILLING INQUIRIES TO: U.S. BANK P.O. Box 6335 Fargo, ND 58125-6335		AMOUNT DUE 2,925.40	CASH ADVANCES	.00
			CASH ADVANCE FEES	.00
			LATE PAYMENT CHARGES	.00
			CREDITS	.00
			PAYMENTS	3,791.19
			ACCOUNT BALANCE	2,925.40



Company Name: LOUP CITY PUBLIC SCHOOLS
Corporate Account Number: 4485 5945 5562 1299
Statement Date: 07-15-2021

NEW ACTIVITY					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-22	06-20	24707801172030038450926	TRADE WINDS MARINA, INC. LOUP CITY NE	28.82	
BONNIE SEKUTERA			CREDITS	PURCHASES	CASH ADV
4485-5930-0015-0441			\$0.00	\$50.00	\$0.00
				TOTAL ACTIVITY	\$50.00
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-18	06-17	24492151168852688979259	PAYPAL *NEBRASKASCH 402-935-7733 CA	50.00	
ANGELA SIMPSON			CREDITS	PURCHASES	CASH ADV
4485-5910-0256-0468			\$0.00	\$605.40	\$0.00
				TOTAL ACTIVITY	\$605.40
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-17	06-16	24011341167000051932311	CANVA* 03088-24786115 HTTPSCANVA.CO DE	119.40	
06-17	06-16	24492151167717070719848	PLANBOOK.COM 888-205-5528 IL	486.00	
MAKENZI WOOLLEN			CREDITS	PURCHASES	CASH ADV
4485-5933-0014-9044			\$0.00	\$53.62	\$0.00
				TOTAL ACTIVITY	\$53.62
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-25	06-24	24492151175717793544499	EB GREAT PLAINS SUMMI 801-413-7200 CA	53.62	

Department: 0000 Total: \$737.84
 Division: 0000 Total: \$737.84

DENISE M KULIGOWSKI
TOM KULIGOWSKI
PO BOX 465
LOUP CITY, NE 68853

1309

76-338/1049

August 5-21
Date

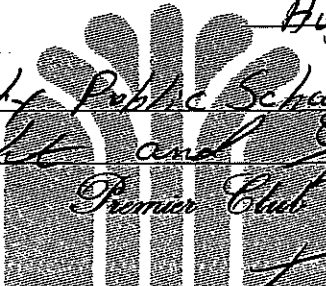
Pay to the
Order of

Loup City Public Schools \$ 28,837.00
Twenty eight thousand eight hundred and thirty seven and 00/100
Dollars

Photo
Safe
Deposit
Details on back



Heritage Bank
Loup City, Nebraska 68853
(308) 745-1500



For

[Redacted signature area]

Tom Kuligowski

1309

NSNA 2021 Virtual Conference Registration Form
June 29, 2021 10 am-1:30 pm
July ?, 2021 TBA 10 am-1:30 pm
August-May monthly communications from NSNA

Please print clearly, complete all information and use one copy per person. Make copies as needed.

NSNA Membership # (Required) _____
First name, Last Name Bonnie Sekutera
School/District/Company/Organization Leup City Public
Mailing address 800 Nth 8th
City/State/Zip Leup City, NE 68853

Circle NSNA District: 1 2 3 (4) 5 6 8

Preferred Email Address: bonnie.sekutera@lepublic.org

Registration Fees:

Member: X \$50.00

Non Member: _____ \$75.00

Please have postmarked by June 21, 2021

Make checks payable to: Nebraska School Nutrition Association

Mail to: Nebraska School Nutrition Association, PO box 94921, Lincoln, NE 68509-4921

*Paid with
credit card
Thanks*

MENU



Nebraska School Nutrition Association

- \$50.00

June 17, 2021

Payment

Paid with

Visa

\$50.00

VISA Credit Card x-0441

You'll see "PAYPAL *NEBRASKASCH" on your card statement.

Ship to

Bonnie Sekutera

800 North 8th Street,

Loup City, NE 68853-8020

United States

Transaction ID

2N768340NT458134T

Seller info

Nebraska School Nutrition Association

Purchase details

Pay for Conference (Enter amount only, i.e. 150)

\$50.00

Total

\$50.00

Need help?

If there's a problem, make sure to contact the seller through PayPal by **December 16, 2021**



We use cookies to improve and customize your experience on our site. If you accept cookies, we'll also use them to show you personalized PayPal ads when you visit other sites. [Manage cookies and learn more](#)

Accept

Loup City Public Schools

800 N 8th Street PO Box 628
 Loup City, NE 68853
 Phone: (308) 745-0120
 Fax: (308) 745-0130



PURCHASE ORDER

4278

DATE: 4-15

VENDOR

[Company Name]
 [Street Address]
 [City, ST ZIP]
 Phone: (000) 000-0000
 Fax: (000) 000-0000

SHIP TO

Loup City Public Schools
 Attn:
 800 North 8th Street
 Loup City, NE 68853

Bonnie Sekutery

ITEM #	DESCRIPTION	QTY	UNIT PRICE	TOTAL	BUDGET LINE
	<i>SNA Conference</i>				<i>200.00</i>
				SUBTOTAL	\$0.00
				S & H	
				TOTAL	\$0.00

Rationale and Reasoning for Allowance:

Superintendent

Date

If you have any questions about this purchase order, please contact Becky Mroczek- (308)745-0120 ext 100

For LCPS Use Only:

REQUISITION	Approved	Not Approved	Principals Initials

Teacher Innovations, Inc.
P.O. Box 549
Yorkville, IL 60560



Josh Asche
Loup City Public Schools
800 N 8th Street, Box 628
Loup City, NE 68853

INVOICE #759277
June 16, 2021

DESCRIPTION	AMOUNT
12-month subscription to planbook.com for 36 teacher/administrator accounts Includes a 10% discount for school/district purchase Email Support: support@planbook.com Telephone Support: (888) 205-5528 Accounts will expire on August 31, 2022 Invoice paid June 16, 2021 - Credit Card ...0468	\$486.00
TOTAL	\$486.00

Payment is due upon receipt.

To pay via Credit Card, please call us at (888) 205-5528, or pay online at planbook.com/payinvoice

Make all checks payable to **Teacher Innovations, Inc.**

If you have any questions concerning this invoice, contact us at (888) 205-5528 or support@planbook.com

Thank you for your business!

Loup City Public Schools

800 N 8th Street PO Box 628

Loup City, NE 68853

Phone: (308) 745-0120

Fax: (308) 745-0130

PURCHASE ORDER

DIST-4336-JK

DATE: 6/16/2021

SHIP TO

Janet Kuszak
 Loup City Public Schools
 800 N 8th Street
 Loup City, NE 68853
 (308) 745-0120

ITEM #	DESCRIPTION	QTY	UNIT PRICE	TOTAL
	Great Patins Summit July 13 & 14 virtual	1	49.00	49.00
	4485 5933 0014 9044			
	Order # 1769692241			

SUBTOTAL \$49.00
 S & H 4.62
TOTAL \$49.00
 \$53.62

Other Comments or Special Instructions
 Virtual Conference July 13 & 14, 2021

Janet Kuszak
 Employee's Signature

[Signature] 6/16/21
 Authorized By (Superintendent/Principal Sign: D:

2580 330
 Pay From

If you have any questions about this purchase order, please contact (308)745-0120



Thanks for your order!

eventbrite

YOU'RE GOING TO

Great Plains Summit 2021 - Virtual

ORGANIZER MESSAGE

Thanks for registering for the 2021 Great Plains Virtual Summit! Please watch our web site: <http://GPSummit.org> for additional information in early July! Use your early summer to relax and refresh then we'll join each other for a couple of great days of learning July 13-14!

1 TICKET SENT TO

jkuszak@lcpublic.org
[Change](#)

DATE

ORDER

1769692241

ONLINE EVENT

You will receive the link to the event content in your order confirmation email, and in a reminder email before the event starts.

[View Online Content](#)

[View Tickets](#)



Fund: 01 General Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	LOCAL DISTRICT TAXES	0.00	25,072.57	3,872,336.22	0.00	(3,872,336.22)
01 1125	MOTOR VEHICLE TAX	0.00	14,951.92	181,330.54	0.00	(181,330.54)
01 1140	PENALTIES AND INTEREST	0.00	591.81	9,572.65	0.00	(9,572.65)
01 1510	INTEREST ON INVESTMENTS	0.00	193.63	4,800.17	0.00	(4,800.17)
01 1911	LOCAL LICENSE FEES	0.00	0.00	1,595.00	0.00	(1,595.00)
01 1941	TEXTBOOK SALES	0.00	368.35	368.35	0.00	(368.35)
01 1990	OTHER LOCAL RECEIPTS	0.00	0.00	2,086.20	0.00	(2,086.20)
Subtotal: LOCAL RECIEPTS		0.00	41,178.28	4,072,089.13	0.00	(4,072,089.13)
01 2110	COUNTY FINES/LICENSE FEES	0.00	621.53	17,721.62	0.00	(17,721.62)
01 2210	ESU RECEIPTS	0.00	11,825.00	15,200.00	0.00	(15,200.00)
Subtotal: COUNTY AND ESU RECEIPTS		0.00	12,446.53	32,921.62	0.00	(32,921.62)
01 3110	STATE AID	0.00	0.00	27,531.00	0.00	(27,531.00)
01 3120	SPED PROGRAMS (SCHOOL AGE)	0.00	0.00	212,703.00	0.00	(212,703.00)
01 3125	SPED TRANSPORTATION (SCHOOL AGE)	0.00	0.00	18.00	0.00	(18.00)
01 3130	HOMESTEAD EXEMPTION	0.00	8,620.29	43,029.28	0.00	(43,029.28)
01 3131	PROPERTY TAX CREDIT	0.00	49.20	407,445.92	0.00	(407,445.92)
01 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	955.00	0.00	(955.00)
01 3134	PERS PROP TAX CREDIT--RAILRD/PUB SVC	0.00	0.00	4.30	0.00	(4.30)
01 3180	PRO-RATE MOTOR VEHICLE	0.00	2,406.60	9,646.36	0.00	(9,646.36)
01 3400	STATE APPORTIONMENT	0.00	0.00	41,575.70	0.00	(41,575.70)
01 3535	HIGH ABILITY LEARNERS GRANT	0.00	0.00	4,277.00	0.00	(4,277.00)
01 3541	EARLY CHILDHOOD ENDOWMENT GRANT	0.00	40,206.00	205,571.00	0.00	(205,571.00)
Subtotal: STATE RECEIPTS		0.00	51,282.09	952,756.56	0.00	(952,756.56)
01 4310	REAP	0.00	0.00	25,537.00	0.00	(25,537.00)
01 4506	TITLE I, ACCOUNTABILITY	0.00	62,480.00	62,480.00	0.00	(62,480.00)
01 4516	IDEA PRESCHOOL(619) BASE ALLOCATION	0.00	0.00	1,523.00	0.00	(1,523.00)
01 4518	IDEA PART B (611) BASE & POVERTY ALLOC	0.00	0.00	20,162.00	0.00	(20,162.00)
01 4531	TITLE IV, PART B ESSA - 21ST CENT COMM	0.00	0.00	34,441.00	0.00	(34,441.00)
01 4708	MEDICAID REIMBURSEMENT (MIPS)	0.00	0.00	19,728.55	0.00	(19,728.55)
01 4709	MAAPS MEDICAID AMIN ACTIVITY	0.00	0.00	2,905.62	0.00	(2,905.62)
Subtotal: FEDERAL RECEIPTS		0.00	62,480.00	166,777.17	0.00	(166,777.17)
01 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	400.00	4,081.90	0.00	(4,081.90)
Subtotal: 5000		0.00	400.00	4,081.90	0.00	(4,081.90)
Fund Total:		0.00	167,786.90	5,228,626.38	0.00	(5,228,626.38)

Fund: 02 Depreciation Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INTEREST	0.00	112.32	1,122.18	0.00	(1,122.18)
	Subtotal: LOCAL RECIEPTS	0.00	112.32	1,122.18	0.00	(1,122.18)
02 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	125,000.00	0.00	(125,000.00)
02 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	2,629.55	0.00	(2,629.55)
	Subtotal: 5000	0.00	0.00	127,629.55	0.00	(127,629.55)
	Fund Total:	0.00	112.32	128,751.73	0.00	(128,751.73)

Fund: 03 Unemployment Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 1510	INTEREST	0.00	13.87	418.47	0.00	(418.47)
	Subtotal: LOCAL RECIEPTS	0.00	13.87	418.47	0.00	(418.47)
	Fund Total:	0.00	13.87	418.47	0.00	(418.47)

Fund: 05

Activity Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1510	INTEREST	0.00	21.77	191.05	0.00	(191.05)
05 1710 0200	GENERAL ACTIVITIES REVENUE	0.00	25.00	12,130.93	0.00	(12,130.93)
05 1710 0201	RED RAIDER DRAMA REVENUE	0.00	0.00	8,964.79	0.00	(8,964.79)
05 1710 0202	RED RAIDER SPEECH REVENUE	0.00	200.00	2,906.93	0.00	(2,906.93)
05 1710 0281	CHEERLEADERS REVENUE	0.00	0.00	3,425.85	0.00	(3,425.85)
05 1710 0284	GIRLS BASKETBALL REVENUE	0.00	0.00	495.00	0.00	(495.00)
05 1710 0288	TRACK REVENUE	0.00	0.00	300.00	0.00	(300.00)
05 1710 0289	VOLLEYBALL REVENUE	0.00	805.00	6,888.15	0.00	(6,888.15)
05 1710 0300	FFA REVENUE	0.00	0.00	25,822.20	0.00	(25,822.20)
05 1710 0303	DANCE TEAM REVENUE	0.00	0.00	1,126.75	0.00	(1,126.75)
05 1710 0308	ANNUAL STAFF REVENUE	0.00	0.00	3,141.00	0.00	(3,141.00)
05 1710 0310	STUDENT COUNCIL REVENUE	0.00	0.00	5,995.41	0.00	(5,995.41)
05 1710 0312	FCCLA REVENUE	0.00	0.00	265.50	0.00	(265.50)
05 1710 0332	CLASS OF 2021 REVENUE	0.00	0.00	306.00	0.00	(306.00)
05 1710 0333	CLASS OF 2022 REVENUE	0.00	0.00	1,896.20	0.00	(1,896.20)
05 1710 0335	CLASS OF 2023 REVENUE	0.00	0.00	1,065.50	0.00	(1,065.50)
05 1710 0336	CLASS OF 2024 REVENUE	0.00	0.00	636.70	0.00	(636.70)
05 1710 0337	CLASS OF 2025 REVENUE	0.00	0.00	34.00	0.00	(34.00)
05 1710 0338	CLASS OF 2026 REVENUE	0.00	0.00	35.00	0.00	(35.00)
05 1710 0500	SPECIAL PROJECTS REVENUE	0.00	0.00	19,400.00	0.00	(19,400.00)
05 1710 0600	TECHNOLOGY FEES REVENUE	0.00	124.00	1,564.55	0.00	(1,564.55)
05 1710 0902	LCPS WELLNESS REVENUE	0.00	0.00	5,660.00	0.00	(5,660.00)
05 1710 0904	HS PRINCIPAL REVENUE	0.00	0.00	785.50	0.00	(785.50)
05 1710 0905	ELEM PRINCIPAL REVENUE	0.00	0.00	709.63	0.00	(709.63)
05 1710 0906	LCPS FINES REVENUE	0.00	0.00	151.53	0.00	(151.53)
05 1710 0907	FBLA REVENUE	0.00	0.00	1,793.00	0.00	(1,793.00)
05 1710 0908	CIRCLE OF FRIENDS REVENUE	0.00	300.00	300.00	0.00	(300.00)
05 1710 0910	FAMILY & CONSUMER SCIENCE REVENUE	0.00	0.00	120.00	0.00	(120.00)
Subtotal: LOCAL RECIEPTS		0.00	1,475.77	106,111.17	0.00	(106,111.17)
05 5200	TRANSFERS FROM OTHER FUNDS OF DIST	0.00	0.00	60,000.00	0.00	(60,000.00)
Subtotal: 5000		0.00	0.00	60,000.00	0.00	(60,000.00)
Fund Total:		0.00	1,475.77	166,111.17	0.00	(166,111.17)

Fund: 06 Lunch Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	INTEREST	0.00	6.66	39.88	0.00	(39.88)
06 1611	DAILY SALES--SCHOOL LUNCH PROGRAM	0.00	0.00	3,666.65	0.00	(3,666.65)
06 1620	DAILY SALES--NON REIMB. ADULTS/GUESTS	0.00	240.00	16,352.16	0.00	(16,352.16)
06 1920	LUNCH PROGM CONTRIBUTIONS & DONATIONS	0.00	0.00	830.00	0.00	(830.00)
06 1990	OTHER LOCAL RECEIPTS	0.00	193.11	18,857.16	0.00	(18,857.16)
	Subtotal: LOCAL RECIEPTS	0.00	439.77	39,745.85	0.00	(39,745.85)
06 3150	STATE REIMBURSEMENT	0.00	16,255.43	252,039.05	0.00	(252,039.05)
	Subtotal: STATE RECEIPTS	0.00	16,255.43	252,039.05	0.00	(252,039.05)
06 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	173.80	0.00	(173.80)
	Subtotal: 5000	0.00	0.00	173.80	0.00	(173.80)
	Fund Total:	0.00	16,695.20	291,958.70	0.00	(291,958.70)

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL DISTRICT TAXES	0.00	0.00	2.84	0.00	(2.84)
07 1140	PENALTIES AND INTEREST	0.00	0.00	2.11	0.00	(2.11)
07 1510	INTEREST	0.00	1.09	11.77	0.00	(11.77)
Subtotal: LOCAL RECIEPTS		0.00	1.09	16.72	0.00	(16.72)
Fund Total:		0.00	1.09	16.72	0.00	(16.72)

Fund: 08 Special Building Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL DIST TAXES	0.00	933.49	136,047.65	0.00	(136,047.65)
08 1140	PENALTIES AND INTEREST	0.00	13.12	246.29	0.00	(246.29)
08 1510	INTEREST	0.00	43.35	4,553.75	0.00	(4,553.75)
	Subtotal: LOCAL RECIEPTS	0.00	989.96	140,847.69	0.00	(140,847.69)
08 3130	HOMESTEAD EXEMPTION	0.00	337.31	1,683.73	0.00	(1,683.73)
08 3131	PROPERTY TAX CREDIT	0.00	1.92	15,842.92	0.00	(15,842.92)
08 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	37.37	0.00	(37.37)
08 3134	PERS PROP TAX CREDIT--RAILRD/PUB SVC	0.00	0.00	0.17	0.00	(0.17)
08 3180	PRO RATE MOTOR VEHICLE	0.00	99.77	367.85	0.00	(367.85)
	Subtotal: STATE RECEIPTS	0.00	439.00	17,932.04	0.00	(17,932.04)
	Fund Total:	0.00	1,428.96	158,779.73	0.00	(158,779.73)

Fund: 15 Arcadia Activity Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
15 1510	INTEREST	0.00	0.00	3.37	0.00	(3.37)
15 1990 0100	GENERAL REVENUE	0.00	0.00	18,890.00	0.00	(18,890.00)
15 1990 0250	BASKETBALL REVENUE	0.00	0.00	5,940.76	0.00	(5,940.76)
15 1990 0282	CROSS COUNTRY REVENUE	0.00	0.00	852.00	0.00	(852.00)
15 1990 0283	FOOTBALL REVENUE	0.00	0.00	9,873.20	0.00	(9,873.20)
15 1990 0285	GOLF REVENUE	0.00	0.00	528.00	0.00	(528.00)
15 1990 0288	TRACK REVENUE	0.00	0.00	6,259.00	0.00	(6,259.00)
15 1990 0289	VOLLEYBALL REVENUE	0.00	0.00	4,745.52	0.00	(4,745.52)
15 1990 0290	WRESTLING REVENUE	0.00	0.00	37.44	0.00	(37.44)
Subtotal: LOCAL RECIEPTS		0.00	0.00	47,129.29	0.00	(47,129.29)
15 5200	TRANSFERS FROM OTHER FUNDS OF DIST	0.00	0.00	7,500.00	0.00	(7,500.00)
Subtotal: 5000		0.00	0.00	7,500.00	0.00	(7,500.00)
Fund Total:		0.00	0.00	54,629.29	0.00	(54,629.29)

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
38 1510	INTEREST	0.00	2.80	30.31	0.00	(30.31)
	Subtotal: LOCAL RECIEPTS	0.00	2.80	30.31	0.00	(30.31)
38 5690	OTHER NON-REVENUE RECEIPTS	0.00	4,630.86	51,938.46	0.00	(51,938.46)
	Subtotal: 5000	0.00	4,630.86	51,938.46	0.00	(51,938.46)
	Fund Total:	0.00	4,633.66	51,968.77	0.00	(51,968.77)

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
39 1510	INTEREST	0.00	1.11	11.94	0.00	(11.94)
	Subtotal: LOCAL RECIEPTS	0.00	1.11	11.94	0.00	(11.94)
	Fund Total:	0.00	1.11	11.94	0.00	(11.94)

Revenue Summary Report
Processing Month: 07/2021

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	192,148.88	6,081,272.90	0.00	(6,081,272.90)

Expenditure Report by Function/Object - Summary

08/06/2021 06:19 PM

User ID: DOT

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	General Fund								
1100	REGULAR INSTRUCT PROGMS	2,425,832.77	175,480.36	1,943,460.06	80.12	482,372.71	0.00	0.00	482,372.71
1160	POVERTY PROGRAMS	139,536.00	7,483.50	90,002.89	64.50	49,533.11	0.00	0.00	49,533.11
1200	SPEC ED INSTRUCT PROGMS	438,615.00	21,268.46	307,968.80	70.21	130,646.20	0.00	0.00	130,646.20
1291	SPEC ED INSTRUCT PROGM AGE 3-5	3,591.00	153.74	615.62	17.14	2,975.38	0.00	0.00	2,975.38
1292	SPEC ED INSTRUCT PROGM AGE 0-2	0.00	153.76	615.63	0.00	(615.63)	0.00	0.00	(615.63)
1300	SUMMER SCHOOL	11,234.70	2,570.79	2,968.33	26.42	8,266.37	0.00	0.00	8,266.37
2120	GUIDANCE SERVICES	126,300.60	8,128.44	94,633.92	74.93	31,666.68	0.00	0.00	31,666.68
2130	HEALTH SERVICES	75,205.80	2,556.09	68,450.94	91.02	6,754.86	0.00	0.00	6,754.86
2141	PSYCHOLOGICAL SVCS SPED	43,092.00	2,975.02	9,137.00	21.20	33,955.00	0.00	0.00	33,955.00
2142	PSYCH SVCS SPED AGE 3-5	4,104.00	371.87	1,142.12	27.83	2,961.88	0.00	0.00	2,961.88
2143	PSYCH SVCS SPED AGE 0-2	0.00	371.89	1,142.13	0.00	(1,142.13)	0.00	0.00	(1,142.13)
2151	SPEECH PATH/AUDIO SVCS SPED	146,205.00	10,778.81	101,208.54	69.22	44,996.46	0.00	0.00	44,996.46
2152	SPEECH PATH/AUDIO SVCS SPED AGE 3-5	12,312.00	1,575.47	4,677.35	37.99	7,634.65	0.00	0.00	7,634.65
2153	SPEECH PATH/AUDIO SVCS SPED AGE 0-2	0.00	10.27	31.18	0.00	(31.18)	0.00	0.00	(31.18)
2161	OT SVCS SPED	19,494.00	1,380.28	4,218.72	21.64	15,275.28	0.00	0.00	15,275.28
2162	OT SVCS SPED AGE 3-5	3,283.20	172.54	527.35	16.06	2,755.85	0.00	0.00	2,755.85
2163	OT SVCS SPED AGE 0-2	0.00	172.55	527.34	0.00	(527.34)	0.00	0.00	(527.34)
2171	PT SVCS SPED	12,312.00	792.00	1,917.36	15.57	10,394.64	0.00	0.00	10,394.64
2172	PT SVCS SPED AGE 3-5	3,078.00	99.01	270.43	8.79	2,807.57	0.00	0.00	2,807.57
2173	PT SVCS SPED AGE 0-2	0.00	99.01	270.43	0.00	(270.43)	0.00	0.00	(270.43)
2190	OTHER PUPIL SUPPORT SERVICES	120,083.63	7,884.75	113,376.28	94.41	6,707.35	0.00	0.00	6,707.35
2213	INSTRUCTIONAL STAFF TRAINING	24,726.60	1,000.00	2,603.02	10.53	22,123.58	0.00	0.00	22,123.58
2220	LIBRARY/MEDIA SERVICES	55,506.60	2,921.80	35,080.61	63.20	20,425.99	0.00	0.00	20,425.99
2310	BOARD OF EDUCATION	93,366.00	325.00	94,659.66	101.39	(1,293.66)	0.00	0.00	(1,293.66)
2320	EXECUTIVE ADMINISTRATION	178,831.80	13,488.98	156,313.72	87.41	22,518.08	0.00	0.00	22,518.08
2330	DIST LEGAL SERVICES	12,312.00	512.00	15,778.65	128.16	(3,466.65)	0.00	0.00	(3,466.65)
2410	OFFICE OF PRINCIPAL	353,457.00	27,386.47	301,669.76	85.35	51,787.24	0.00	0.00	51,787.24
2510	FISCAL SERVICES	88,954.20	14,576.77	79,407.30	89.27	9,546.90	0.00	0.00	9,546.90
2570	PERSONNEL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2580	ADMIN TECH SERVICES	270,043.20	11,556.83	101,148.11	37.46	168,895.09	0.00	0.00	168,895.09
2610	OPERATION OF BLDGS	371,617.20	20,845.61	274,464.67	73.86	97,152.53	0.00	0.00	97,152.53
2620	MAINTENANCE OF BLDGS	623,295.00	17,675.37	250,941.11	40.26	372,353.89	0.00	0.00	372,353.89
2630	CARE AND UPKEEP OF GROUNDS	11,491.20	21.00	3,271.13	28.47	8,220.07	0.00	0.00	8,220.07
2640	CARE AND UPKEEP OF EQUIPMENT	102.60	538.44	538.44	524.80	(435.84)	0.00	0.00	(435.84)
2650	VEHICLE OPERATION, MAINT, & PURCHASING	0.00	64.00	399.89	0.00	(399.89)	0.00	0.00	(399.89)
2660	SECURITY	9,234.00	0.00	1,040.00	11.26	8,194.00	0.00	0.00	8,194.00
2670	SAFETY	1,026.00	0.00	4,525.00	441.03	(3,499.00)	0.00	0.00	(3,499.00)
2710	VEHICLE OPERATION	292,820.40	4,152.23	142,953.77	48.82	149,866.63	0.00	0.00	149,866.63
2712	SCHOOL AGE SPEC ED TRANSPORT	82,080.00	0.00	0.00	0.00	82,080.00	0.00	0.00	82,080.00
2730	VEHICLE SERV AND MAINTENANCE	33,858.00	19,154.47	34,919.44	103.13	(1,061.44)	0.00	0.00	(1,061.44)
2792	STU TRANSPORT SVCS SCHOOL AGE SPED	0.00	0.00	3.21	0.00	(3.21)	0.00	0.00	(3.21)
2900	OTHER SUPPORT SERVICES	0.00	0.00	7,500.00	0.00	(7,500.00)	0.00	0.00	(7,500.00)
3535	HIGH ABILITY LEARNERS	12,517.20	633.17	9,401.82	75.11	3,115.38	0.00	0.00	3,115.38
3540	STATE EARLY CHILDHOOD	85,055.40	0.00	61,080.88	71.81	23,974.52	0.00	0.00	23,974.52
3541	ERLY CHILDHOOD ENDOWMNT GRANT	208,278.00	0.00	119,291.39	57.28	88,986.61	0.00	0.00	88,986.61
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I PART A ESSA	79,002.00	8,427.62	93,054.17	117.79	(14,052.17)	0.00	0.00	(14,052.17)
6210	TITLE I ACCOUNTABILITY ESSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6404	IDEA PART B (611) BASE ALLOC 0 TO 4	33,858.00	0.00	0.00	0.00	33,858.00	0.00	0.00	33,858.00
6406	IDEA PRESCHOOL (619) BASE ALLOC	5,130.00	0.00	1,536.00	29.94	3,594.00	0.00	0.00	3,594.00
6408	IDEA PART B (611) BASE & POVERTY 0 TO 21	0.00	0.00	101,327.00	0.00	(101,327.00)	0.00	0.00	(101,327.00)
6410	IDEA ENROLLMENT/POVERTY (611)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	3,046.00	0.00	(3,046.00)	0.00	0.00	(3,046.00)

Expenditure Report by Function/Object -
Summary

08/06/2021 06:19 PM

User ID: DOT

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
6968	TITLE IV, PART B 21ST CENT COMM LRNING	87,004.80	6,787.23	33,819.52	38.87	53,185.28	0.00	0.00	53,185.28
6997	ESSER II	0.00	16,437.76	144,280.81	0.00	(144,280.81)	0.00	0.00	(144,280.81)
6998	ESSER III	0.00	0.00	13,469.44	0.00	(13,469.44)	0.00	0.00	(13,469.44)
8000	TRANSFERS (OUTGOING)	0.00	0.00	60,000.00	0.00	(60,000.00)	0.00	0.00	(60,000.00)
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	General Fund	6,597,846.90	410,983.36	4,894,686.94	74.19	1,703,159.96	0.00	0.00	1,703,159.96

ACTIVITY FUND BALANCES		
July 31, 2021		
	FUND BALANCE	906.61
200	GENERAL ACTIVITIES	76,670.84
201	RED RAIDER DRAMA	3,984.48
202	RED RAIDER SPEECH	7,284.94
203	DISTRICT EVENTS	737.26
281	CHEERLEADERS	(198.15)
282	CROSS COUNTRY	281.04
284	GIRLS BASKETBALL	0.00
288	TRACK	480.52
289	VOLLEYBALL	756.63
300	FFA	11,157.99
303	DANCE TEAM	(496.67)
306	BAND RESALE	73.71
307	BAND FUNDRAISER	2,662.68
308	ANNUAL STAFF	2,907.66
310	STUDENT COUNCIL	5,031.69
312	FCCLA	3,268.99
330	FCA	1,992.46
332	CLASS OF 2021	(154.83)
333	CLASS OF 2022	3,720.50
335	CLASS OF 2023	1,255.65
336	CLASS OF 2024	1,774.56
337	CLASS OF 2025	139.00
338	CLASS OF 2026	75.00
402	SCHOLARSHIP FUND	4,153.00
500	SPECIAL PROJECTS	0.00
600	TECHNOLOGY FEES	14,826.58
800	COURTSEY FUND	89.00
900	SHOP CLASS	317.20
901	AFTER SCHOOL PROGRAM	575.33
902	LCPS WELLNESS	1,521.45
903	LOCAL TO LUNCH	(1,742.86)
904	HS PRINCIPAL	1,044.35
905	ELEM PRINCIPAL	765.50
906	LCPS FINES	545.13
907	FBLA	1,174.80
908	CIRCLE OF FRIENDS	334.16
909	PERSONAL FINANCE	10,000.00
910	FAMILY & CONSUMER SCIENCE	120.00

CO-OP EXPENDITURES	
July 31, 2021	
General	\$1,100.41
Basketball	
Cross Country	
Football	
Golf	\$241.16
Track	\$1,076.80
Volleyball	
Wrestling	
	\$2,418.37

CO-OP REVENUES	
Arcadia Transfer	
Loup City Transfer	
General	\$2,500.00
Basketball	\$45.00
Cross Country	
Football	
Golf	
Track	\$20.00
Volleyball	
Wrestling	
	\$2,565.00

NEBRASKA

HEALTH EDUCATION

STANDARDS



The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins. The same principle has been adopted by the United States Congress ([20 U.S.C. 1701](#)). Additionally, the Nebraska Legislature has declared that it shall be an unfair or discriminatory practice for any educational institution to discriminate on the basis of sex in any program or activity ([Neb. Rev. Stat. § 79-2, 115](#)). Lastly, the [Nebraska Equity Lens](#), approved by the Nebraska State Board of Education in 2019, can be utilized to help school districts/school systems consider the groups and individuals impacted by local health education programs.

Introduction

School-based health education programs create a framework to help every student acquire the health-related knowledge and skills necessary to maintain and improve lifelong health. This includes motivating students to maintain and improve their health, advocating for themselves and others, preventing disease and injuries, forming healthy relationships, and avoiding or reducing health-related risk behaviors. School-based health education programs, developed in partnership with families and communities, teach students “health literacy” – the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one’s own health and the health of others (SHAPE America, 2021). This ability seeks to ensure that all students develop a positive attitude towards a lifetime of health and wellbeing.

In Nebraska, school districts/school systems should also consider the statutory requirements connected to health education and seek to integrate the requirements into local programs. Those requirements include:

- [Provisions for Bullying Prevention](#) Neb. Rev. Stat. § 79-2,137
- [Provisions for Dating Violence Prevention](#) Neb. Rev. Stat. §§ 79-2,138 to 79-2,142
- [Provisions for Fire Prevention Instruction](#) Neb. Rev. Stat. § 79-706
- [Provisions for Health Education](#) Neb. Rev. Stat. §§ 79-712 to 79-714
- [Provisions for Multicultural Education](#) Neb. Rev. Stat. §§ 79-719 to 79-723
- [Provisions for Character Education](#) Neb. Rev. Stat. §§ 79-725 to 79-727

Parent, Guardian, and Family Involvement

Parents, guardians, and families share in the responsibility of helping students learn the health-related knowledge and skills needed to maintain and improve lifelong health. As such, the content included in the Nebraska Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators. Local school districts/school systems should provide resources for parents,

guardians, and families so they can help their students become healthy, responsible, and engaged while promoting inclusive health education. The partnership between educators and families will positively contribute to students' ability to achieve health and wellness throughout their lives. School-based health education programs should create opportunities to build connectedness between the school, students, and their families. This includes making regular contact with parents/guardians in their preferred language, providing information to parents/guardians regarding the content delivered in the classroom, and developing strategies to involve parents, guardians, and families in the skills and lessons students learn in health education.

Nebraska Health Education Standards

The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education. These standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders. Public and accredited non-public schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools, and the instructional programs are to have written guides, frameworks, or standards for school-based health education. When requested, local health education guides, frameworks, or standards, along with curricula, textbooks, and/or instructional materials, should be made available to parents/guardians and other community stakeholders.

The Nebraska Health Education Standards identify eight content strands across kindergarten through 12th grade. The eight content strands are as follows:

1. **Foundations of Personal Health:** Foundations of Personal Health assists students with acquiring basic health concepts and functional knowledge and skills, providing a foundation for promoting health-enhancing behaviors.
2. **Nutrition & Physical Activity Promotion:** The Nutrition & Physical Activity strand promotes healthy lifestyle choices through knowledge and skills related to properly fueling the body. Students learn the importance of movement and dietary choices along with their effects on academics and overall health and wellness.
3. **Substance Abuse Prevention:** The Substance Abuse Prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance use, misuse, and abuse.

4. **Disease Prevention:** The Disease Prevention strand promotes hygiene and safety practices so that students learn and adopt behaviors to maintain and enhance overall health and prevent and reduce the risk of diseases and conditions.
5. **Injury Prevention & Safety:** The Injury Prevention & Safety strand assists students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury as well as recognizing and appropriately responding to injuries or emergency situations.
6. **Social, Emotional, & Mental Health:** The Social, Emotional, & Mental Health strand helps students recognize the impact mental, emotional, and social wellness has on one's overall health and the health of others.
7. **Human Growth & Development:** The Human Growth & Development strand teaches students the structures and functions of human body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation. Students learn the characteristics of healthy relationships and develop knowledge and skills to promote body safety.
8. **Consumer & Environmental Health:** The Consumer & Environmental Health strand teaches students how to identify and access valid consumer products, services, and resources for a healthy lifestyle as well as recognize how the setting around them plays a role in overall wellbeing.

In addition to the content included in the Nebraska Health Education Standards, local school districts/school systems should consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered. Locally-determined content in sex education should be developmentally appropriate and medically accurate. The content should be affirming and protective in order to provide inclusive, equitable, and safe learning environments for every student. The content should align with school, family, and community priorities and include resources that create lines of communication between parents/guardians and teachers so there is an understanding and knowledge of what content is being delivered in the classroom.

STRAND 1: Foundations of Personal Health

Standard 1: Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.	HE.1.1.1.a: Identify how healthy behaviors affect personal health (e.g. brushing teeth, using crosswalk, physical activity).	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.	HE.6.1.1.a: Distinguish between the multiple dimensions of health.	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.	HE.HS.2.1.a: Analyze the interrelationships between the dimensions of health and their impact on society.
	HE.1.1.1.b: Identify the multiple dimensions of health.		HE.3.1.1.b: Define hygiene and identify ways to practice proper hygiene.	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.	HE.6.1.1.b: Analyze the influence of media and technology on personal and family health.	HE.7.1.1.b: Analyze the physical, emotional, mental, and social importance related to proper hygiene	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the multiple dimensions of health.	HE.HS.1.1.b: Examine the dimensions of health and the impact on society, family, school, environmental stressors and social determinants on personal health.	
			HE.3.1.1.c: Explain the importance of practicing proper hygiene.	HE.4.1.1.c: Describe values that promote personal health.						

Standard 2: Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.2.a: Identify parent/guardian/trusted adults who can help make healthy decisions.	HE.1.1.2.a: Identify how family can help make healthy decisions.	HE.2.1.2.a: Demonstrate the steps of the decision-making process.	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health (e.g. likes, friends, family).	HE.4.1.2.a: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.	HE.5.1.2.a: Analyze a variety of internal and external factors that influence decisions and behaviors (e.g. culture, family, biases, values, peers, community views).	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.8.1.2.a: Apply the steps of the decision-making process.	HE.HS.1.2.a: Apply the decision-making process in health-related situations.	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
HE.K.1.2.b: Identify how the school can help make healthy decisions (e.g. healthy food in cafeteria, rules, practices and procedures).	HE.1.1.2.b: Explain how to make a good, health-related decision and how all decisions can affect self or others.	HE.2.1.2.b: Recognize when help is needed in making a decision.	HE.3.1.2.b: Describe how choices can have positive and negative consequences.	HE.4.1.2.b: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.	HE.6.1.2.b: Predict the positive and negative consequences of a decision.		HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.HS.1.2.b: Analyze how peers influence health-related behaviors.	
HE.K.1.2.c: Explain the relationship between a decision and an outcome.			HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.		HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	HE.6.1.2.c: Describe how relevant influences of media and technology affect health-related decisions and behaviors.		HE.8.1.2.c: Assess the positive and negative impacts of a decision.	HS.HS.1.2.c: Identify personal health-related decisions and examine the internal and external influences.	
					HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.				HE.HS.1.2.d: Justify when individual or collaborative decision-making is appropriate.	

Standard 3: Students will focus on personal development and growth.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.	HE.1.1.3.a: Describe personal health goals and determine who can assist in achieving them.	HE.2.1.3.a: Describe ways you are different and unique.	HE.3.1.3.a: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).	HE.4.1.3.a: Prioritize healthy choices for self while being influenced by others.	HE.5.1.3.a: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
HE.K.1.3.b: Define goals and explain why setting goals is important.		HE.2.1.3.b: Discuss how to handle tasks and challenges in a positive way (e.g. refraining from negative comments, engaging in positive self-talk).	HE.3.1.3.b: Describe passive, aggressive, and assertive communication styles.	HE.4.1.3.b: Set a specific and measurable short-term, health-related goal and track the progress.	HE.5.1.3.b: Demonstrate strategies to reduce stress (e.g. talking to a friend or parent/guardian/trusted adult, considering what led to these feelings, exercise).	HE.6.1.3.b: Implement strategies to manage responsibilities and deadlines.	HE.7.1.3.b: Identify influences on personal development and advocate for self.	HE.8.1.3.b: Analyze how influences impact personal development.	HE.HS.1.3.b: Analyze how time management can contribute to stress reduction and a healthier life.	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
			HE.3.1.3.c: Respond positively to constructive feedback.	HE.4.1.3.c: Define positive and negative stress and identify stressors in oneself and others.		HE.6.1.3.c: Identify positive and negative results of stress and appropriate ways of dealing with each.	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.	HE.HS.1.3.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.	HE.HS.2.3.c: Select and apply a health skill to improve personal and community safety and health.
			HE.3.1.3.d: Create strategies to manage responsibilities and deadlines.	HE.4.1.3.d: Identify physical and emotional reactions to stress.			HE.7.1.3.d: Describe common stressors and how stress effects one's health.	HE.8.1.3.d: Apply strategies to reduce stress.	HE.HS.1.3.d: Develop a plan to attain a personal, health-related goal that addresses strengths, needs, and risks.	

				HE.4.1.3.e: Discuss strategies to manage stressors.			HE.7.1.3.e: Practice strategies for dealing with stress (e.g. deep breathing, guided visualization, exercise, time management).			
							HE.7.1.3.f: Describe how time management might contribute to stress reduction.			

DRAFT

STRAND 2: Nutrition & Physical Activity Promotion

Standard 1: Students will be able to make healthy food choices based on dietary recommendations.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.1.a: Identify nutrient-rich food choices.	HE.1.2.1.a: Identify foods from each food group.	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.	HE.5.2.1.a: Define a calorie and describe how it is used by the body.	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.K.2.1.b: Identify the importance of eating breakfast every day.	HE.1.2.1.b: Describe the health benefits of water, compared to other beverages.	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.	HE.3.2.1.b: Identify the recommended servings for each food group.	HE.4.2.1.b: Set a short-term goal to choose nutrient-rich foods for snacks and meals.	HE.5.2.1.b: Explore food choices from different cultures.	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings for ones age and physical activity levels.	HE.7.2.1.b: Analyze nutritional information to enhance food choices.	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.	
HE.K.2.1.c: Describe the amount of water someone should drink in a day.	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.	HE.2.2.1.c: Set a goal to drink the recommended amount of water each day.	HE.3.2.1.c: Identify what food-borne illness is.	HE.4.2.1.c: Differentiate between portion and serving sizes.	HE.5.2.1.c: Identify strategies that can be used to consume recommended servings of food to meet individual nutrient needs.	HE.6.2.1.c: Identify the nutritional value for various foods.	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.	HE.HS.1.4.c: Compare and contrast food labels and product information.	

	HE.1.2.1.d: Recognize that family and culture influence food choices.	HE.2.2.1.d: Demonstrate making nutrient-rich snack choices at school and at home.	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.	HE.4.2.1.d: Identify food with labels and locate key nutrition items.	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.	HE.6.2.1.d: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.	HE.8.2.1.d: Identify foods and beverages that contain each of the six essential nutrients.		
			HE.3.2.1.e: Discuss how family, friends, and media influence food choices.	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.	HE.6.2.1.e: Explain the importance of eating a nutrient-rich breakfast every day.	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices.	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.		
				HE.4.2.1.f: Describe safe food handling and preparation practices.	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, fat, and sodium.	HE.6.2.1.f: Analyze how advertising and marketing techniques used for food and beverages affect choices.		HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.		
				HE.4.2.1.g: Practice asking family members for nutrient-rich food options.				HE.8.2.1.g: Explain how to select healthy foods when dining out.		
								HE.8.2.1.h: Summarize the benefits of limiting the consumption of fat, added sugar, and sodium.		

Standard 2: Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.2.a: Recognize how being physically active helps a person stay healthy.	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activities to enhance fitness.	HE.4.2.2.a: Identify the components of health-related fitness (e.g. cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.	HE.5.2.2.a: Describe and demonstrate the skill-related components of fitness.	HE.6.2.2.a: Identify ways to strengthen each skill- and health-related component of fitness.	HE.7.2.2.a: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.	HE.HS.1.5.a: Analyze the amount and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.	HE.HS.2.5.a: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.K.2.2.b: Identify examples of active play opportunities outside of physical education.	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.	HE.2.2.2.b: State the purpose of a warm-up and cool-down when performing physical activities.	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.	HE.5.2.2.b: Develop a personal plan to be physically active.	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.	HE.7.2.2.b: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome.	HE.HS.2.5.b: Evaluate the community and school environments for safe and effective physical activity opportunities.
		HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.	HE.3.2.2.c: Discuss the importance of the muscular system on movement.	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, activity, cool-down).	HE.5.2.2.c: Track progress towards achieving a personal physical activity goal.	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.	HE.7.2.2.c: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.		

		HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.		HE.5.2.2.d: Discuss the role of weight or resistance training prior to puberty.	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.	HE.7.2.2.d: Explain the relationship between self-expression and lifelong enjoyment through physical activity.	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day.		
						HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.	HE.7.2.2.e: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.		
						HE.6.2.2.f: Discuss the importance of proper technique while performing muscular strength exercises.				

Standard 3: Students will recognize the effects of nutritional and physical activity choices on overall health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.3.a: State how food gives us energy and helps us grow.	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.	HE.4.2.3.a: Discuss the importance of hydration for physical activity.	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.	HE.6.2.3.a: Define caloric intake and expenditure.	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.	HE.HS.1.6.a: Describe the relationship between poor eating habits or lack of physical activity on chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.	HE.HS.2.6.a: Evaluate the effects of dietary supplement use, popular fad diets and weight loss products have on the community.
		HE.2.2.3.b: Discuss how physical activity can make one feel better.	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and health.	HE.5.2.3.b: Describe the social benefits gained from participating in physical activity.	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.	
			HE.3.2.3.c: Define nutrients and their role within the body.	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.	HE.5.2.3.c: Identify the role of physical activity and healthy eating in prevention of chronic disease.	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.	HE.HS.1.6.c: Classify the effects of eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).	

			HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.			HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	HE.7.2.3.d: Define disordered eating and eating disorders.	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health (e.g. eating disorders, diets, cultural).	HE.HS.1.6.d: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.	
						HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.		HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.		
								HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.		
								HE.8.2.3.g: Locate valid and reliable school and community resources for help and support with eating disorders.		
								HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.		

STRAND 3: Substance Abuse Prevention

Standard 1: Students will understand the differences between harmful and helpful use of substances.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.3.1.a: Discuss that medications should only be taken under the care of a parent/guardian/trusted adult.	HE.1.3.1.a: Explain why only taking medications under the care of a parent/guardian/trusted adult is important.	HE.2.3.1.a: Describe how to use medications correctly while under the supervision of a parent/guardian/trusted adult (e.g. use according to the label, use only when necessary).	HE.3.3.1.a: Discuss with a parent/guardian/trusted adult rules for safe use of medicines and household products.	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.	HE.7.3.1.a: Describe the progression of substance use, misuse, and abuse and the potential risks associated with each.	HE.8.3.1.a: Analyze the progression of substance use, misuse, and abuse.	HE.HS.1.7.a: Evaluate the use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements on health.	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
		HE.2.3.1.b: Identify a variety of tobacco products.		HE.4.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.	HE.5.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.	HE.HS.2.7.b: Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.

				HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).		HE.6.3.1.c: Access valid and reliable information about a variety of substances.	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter (OTC) and prescription medicines.	HE.HS.1.7.c: Identify how prescription medications, over-the-counter (OTC) medications, and herbal or dietary supplements are more addictive than others.	
				HE.4.3.1.d: Access valid and reliable sources of accurate information about tobacco, alcohol and medications.					HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.	
				HE.4.3.1.e: Identify products that contain alcohol.						

Standard 2: Students will recognize positive and negative influences and effects of substance use, misuse and abuse.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products.	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a parent/guardian/trusted adult (e.g. firmly saying no and walking away).	HE.3.3.2.a: Identify family, school and community rules about substance use.	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse.	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse.	HE.HS.1.8.a: Practice methods to resist peer pressure with regards to alcohol, tobacco, and other substances, including the misuse of prescription drugs.	HE.HS.2.8.a: Analyze the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
			HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drug use.	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.	HE.6.3.2.b: Identify the potential effects of substance use.	HE.7.3.2.b: Apply strategies to resist the use of substances that prevent misuse and abuse.	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.	HE.HS.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.	HE.HS.2.8.b: Locate and evaluate community or regional resources available to support individuals impacted by substance abuse and addiction.
			HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.	HE.4.3.2.c: Identify valid and reliable information about the benefits of not using alcohol, tobacco or other drugs.	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.	HE.6.3.2.c: Demonstrate strategies to resist the use of substances that can lead to misuse and abuse.	HE.7.3.2.c: Examine the reasons why people choose to use or not use alcohol, tobacco and other drugs.	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.	HE.HS.1.8.c: Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	HE.HS.2.8.c: Examine the influence of culture and society on substance use, misuse and abuse in school, sports, or entertainment.

			HE.3.3.2.d: Encourage peers to be alcohol and tobacco free.	HE.4.3.2.f: Describe the impact of using substances and how that they can be addictive (e.g. tobacco, alcohol, medications, caffeine).	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.	HE.6.3.2.d: Identify healthy alternatives to alcohol, tobacco, nicotine, and other harmful substances (e.g. physical activity, healthy eating, reading, recreation).	HE.7.3.2.d: Define addiction and understand the need for professional intervention.	HE.8.3.2.d: Compare and contrast how media/marketing tactics positively or negatively influence substance use and/or misuse.	HE.HS.1.8.d: Analyze media and marketing tactics used to promote substance use.	HE.HS.2.8.d: Educate others about the dangers of substance use, misuse and abuse.
					HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.		HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.	HE.8.3.2.e: Demonstrate strategies to resist peer pressure with regards to substance use or misuse.	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	HE.HS.2.8.e: Advocate for self and others about the dangers of substance use, misuse and abuse.
										HE.HS.2.8.f Analyze the influence of alcohol and other drug use on personal, family, and community safety.

Standard 3: Students will identify health risks associated with substance use, misuse and abuse in relation to one's physical, mental/emotional and social health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.3.a: Identify the harmful effects of tobacco smoke (first and second hand smoke).	HE.2.3.3.a: Describe the short and long term effects of experimenting with and/or using tobacco, including addiction.	HE.3.3.3.a: Describe the short and long term effects of experimenting with and/or using alcohol, including addiction.	HE.4.3.3.a: Examine the affects to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).	HE.5.3.3.a: Describe the benefits of abstaining from or discontinuing substance use or misuse.	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.	HE.8.3.3.a: Make a pledge to be alcohol-, tobacco- and drug-free.	HE.HS.1.9.a: Investigate consequences of alcohol, tobacco, and other drug use (e.g. physical, mental and emotional, social, legal, financial, addiction).	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
		HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	HE.4.3.3.b: Examine the affects to the brain and body when harmful substances are ingested (e.g. household products, medications, alcohol, illicit drugs).	HE.5.3.3.b: Explain addiction and recovery.	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health.	HE.8.3.3.b: Describe the health risks between substance use and misuse.	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.	HE.HS.2.9.b: Research the legal consequences of driving under the influence of alcohol and other substances.
				HE.4.3.3.c: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.	HE.5.3.3.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.	HE.6.3.3.c: Locate school policies and community laws about alcohol, tobacco and other drug use.	HE.7.3.3.c: Evaluate how the use of substances can cause illness, injury and complications with growth and development.	HE.8.3.3.c: Apply refusal skills to minimize exposure and/or influences to substance use.	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.	HE.HS.2.9.c: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.

						HE.6.3.3.d: Summarize the short and long term effects of marijuana use.	HE.7.3.3.d: Describe the health risks of using weight loss drugs.	HE.8.3.3.d: Describe the health risks of using performance-enhancing drugs.	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.	HE.HS.2.9.d: Analyze the validity and reliability of resources and services available for substance use, misuse and abuse as well as prevention.
							HE.7.3.3.e: Encourage others to be tobacco-, alcohol- and drug-free.	HE.8.3.3.e: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks (e.g. unintentional injuries, violence, suicide, sexual activity, and tobacco use).	HE.HS.2.9.e: Create awareness of substance use, misuse and abuse using valid and reliable community resources.

STRAND 4: Disease Prevention

Standard 1: Students will recognize what a disease is and how it is spread or acquired.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.1.a: State examples of a healthy (well) and unhealthy (ill) person.	HE.1.2.1.a Define diseases.	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.	HE.5.4.1.a: Discuss pathogens (germs) and common types of pathogens.	HE.6.4.1.a: Examine pathogens and the diseases they cause.	HE.7.4.1.a: Differentiate between communicable and non-communicable diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).	HE.8.4.1.a: Compare and contrast communicable, non-communicable, acute and chronic diseases.	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of communicable diseases.	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
HE.K.4.1.b: Explain that germs can make one sick.	HE.1.4.1.b: Classify diseases into 2 categories: "can spread" and "cannot spread".	HE.2.4.1.b: Recognize that bacteria and viruses are types of germs.	HE.3.4.1.b: Identify common childhood chronic diseases or conditions (e.g. asthma, allergies, diabetes, and epilepsy).	HE.4.4.1.b: Describe when it is important to seek health care treatment of communicable (infectious) and non-communicable (non-infectious) diseases.	HE.5.4.1.b: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.	HE.6.4.1.b: Identify how diseases affect the body systems.	HE.7.4.1.b: Identify blood borne pathogens and methods to prevent disease transmission.	HE.8.4.1.b: Research how health disparities and environment can increase or decrease risk of acquiring disease.	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).			HE.3.4.1.c: Describe symptoms that occur when a person is sick.	HE.4.4.1.c: Identify the most common symptoms of a communicable (infectious) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).	HE.5.4.1.c: Locate valid and reliable information about common chronic health conditions (e.g. asthma, diabetes, allergies, anaphylaxis, seizures).	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, environment).	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.		HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.	HE.HS.2.10.c: Research how historical public health crisis had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.

									HE.HS.1.10.d: Assess how the body defends itself against pathogens and disease.	
									HE.HS.1.10.e: Analyze treatment options for bacterial, viral, fungal and parasitic infections.	
									HE.HS.1.10.f: Analyze how Sexually Transmitted Infections spread and affect the body.	
									HE.HS.1.10.g: Examine the causes and progression of non-communicable diseases and their treatment.	

Standard 2: Students will identify ways to protect from and reduce the risk of diseases and conditions.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.2.a: State the importance of hand washing, coughing and sneezing etiquette to prevent the spread of germs.	HE.1.4.2.a: Describe when one should wash their hands.	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).	HE.4.4.2.a: Demonstrate how to locate sources of valid and reliable information for disease prevention.	HE.5.4.2.a: Name alternatives to unhealthy behaviors that may cause disease.	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions.	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
HE.K.4.2.b: Demonstrate how to properly wash one's hands	HE.1.4.2.b: Explain why proper hygiene is important to stay healthy (e.g. oral, washing body, clean clothes).	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye doctor).	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood illnesses or conditions.	HE.5.4.2.b: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.	HE.7.4.2.b: Summarize how health behaviors prevent the spread of communicable diseases.	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.	HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.
HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common communicable (infectious) and communicable (non-infectious) diseases.	HE.4.4.2.c: Locate professional health services in the community.	HE.5.4.2.c: Discuss how social determinants and health disparities can impact health.	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices).	HE.HS.1.11.c: Analyze the different ways that communicable diseases spread to others.	HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.

	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.	HE.3.4.2.d: Summarize the benefits of personal health care practices for disease prevention (e.g. tooth brushing and flossing, skin care and bathing regularly).	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).			HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.	HE.8.4.2.d: Define standard precautions in regards to body fluids.	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.	HE.2.4.2.e: Seek help from a parent/guardian/trusted adult when not feeling well.	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.					HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection (e.g. sleep patterns, nutrition, exercise).	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
			HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.						HE.HS.1.11.f: Identify and compile resources for testing and treatment of Sexually Transmitted Infections (STI) and Sexually Transmitted Diseases (STD).	

STRAND 5: Injury Prevention & Safety

Standard 1: Students will recognize and respond to an injury or emergency situation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.	HE.1.5.1.a: Demonstrate ways to ask a parent/guardian/trusted adult for help when an emergency or injury occurs.	HE.2.5.1.a: Explain protective factors to use when approached personally or on the internet by strangers.	HE.3.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.	HE.4.5.1.a: Describe the signs and symptoms of someone who is seriously ill or injured and needs immediate medical attention.	HE.5.5.1.a: Demonstrate how to obtain or offer assistance to others in harmful situations.	HE.6.5.1.a: Assess the severity of an injury or emergency and respond appropriately.	HE.7.5.1.a: Explain climate-related physical conditions that affect personal safety (e.g. heat exhaustion, heat stroke, sunburn and hypothermia).	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and the appropriate response.	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.	HE.HS.2.12.a: Examine ways to offer assistance to injury or emergency situations in the community.
HE.K.5.1.b: Identify fire exits and how to safely evacuate a building in multiple situations.	HE.1.5.1.b: Demonstrate the procedure for calling 911 and when it is appropriate to do so.	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.	HE.3.5.1.b: Locate fire exits and demonstrate how to safely evacuate a building in multiple situations.	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.	HE.5.5.1.b: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including harassment.	HE.6.5.1.b: Locate emergency preparedness plans for school.	HE.7.5.1.b: Interpret emergency preparedness plans for home, school, and community.	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.	

HE.K.5.1.c: Demonstrate safe practices in regards to school safety procedures with a trusted adult.	HE.1.5.1.c: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).	HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).	HE.4.5.1.c: Explain the importance of telling an adult if someone is in danger.		HE.6.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.		HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).	HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies (e.g. CPR, AED, first aid, and control of bleeding).	
HE.K.5.1.d: Identify injuries and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).		HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.	HE.3.5.1.d: Demonstrate how one should react to an injury or emergency and promptly report to a parent/guardian/trusted adult or emergency service.					HE.8.5.1.d: Demonstrate how to help or contact the appropriate emergency resources for different situations (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line).	HE.HS.1.12.d: Interpret when a natural disaster could occur and how to respond for personal safety.	

HE.K.5.1.e: Communicate with a parent/guardian/trusted adult at home on how to respond to a fire and/or tornado.		HE.2.5.1.e: Identify examples of safe places one might go if feeling personally threatened.	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning.						HE.HS.1.12.e: Locate valid and reliable resources and/or other sources of support for someone who is self harming, being harassed, abused, assaulted, exploited or trafficked.	
HE.K.5.1.f: Demonstrate stop, drop and roll.										
Standard 2: Students will understand and learn specific behaviors that promote injury prevention and personal safety.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.2.a: Explain how proper use of safety equipment helps protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks).	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).	HE.2.5.2.a: State how emotions can influence safety related behaviors.	HE.3.5.2.a: Identify at-risk situations that may require assistance from a parent/guardian/trusted adult.	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm.	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted and/or impaired driver, use of safety restraints in motor vehicles, and use of safety equipment).	HE.8.5.2.a: Demonstrate advocacy skills to support others to be safe at home, school and the community.	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.

HE.K.5.2.b: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).	HE.1.5.2.b: Demonstrate proper use of safety equipment to help protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs).	HE.2.5.2.b: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).	HE.3.5.2.b: Identify how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.	HE.4.5.2.b: Examine ways to be a safe pedestrian.	HE.5.5.2.b: Identify ways to reduce risk of injury from animal and insect bites and stings.	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.	HE.8.5.2.b: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).	HE.HS.1.13.b: Assess safety strategies in the home, school, and community (e.g. working, carbon/smoke alarms, gun safety, swimming, internet safety).	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
HE.K.5.2.c: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).	HE.2.5.2.c: List personal behaviors that contribute to safe or unsafe use of technology.	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger, distracted and/or impaired driving).	HE.4.5.2.c: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.	HE.5.5.2.c: Explain a variety of healthy behaviors that promote injury prevention and personal safety (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety).	HE.6.5.2.c: Describe ways to reduce risk of injury from firearms.	HE.7.5.2.c: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.	HE.8.5.2.c: Evaluate the potential consequences of personal risky behaviors.	HE.HS.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.

HE.K.5.2.d: Identify safety rules for home, school and community and describe why those rules are in place.	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).	HE.2.5.2.d: Define child abuse (e.g. sexual, physical, and emotional) and identify behaviors that would be considered abusive.	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and relate to safety rules at home, school, and in the community.	HE.4.5.2.d: Identify the potential consequences of risky behaviors.	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.	HE.6.5.2.d: Identify strategies that sex traffickers/exploiters employ to recruit youth.	HE.7.5.2.d: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle		HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication, and technology.	HE.HS.2.13.d: Describe Nebraska laws, policies, and regulations regarding cyberbullying, bullying, dating violence, gang activity, driving, graduated driving, social media, and sexting.
HE.K.5.2.e: Demonstrate how to safely cross the street.	HE.1.5.2.e: Apply strategies to prevent fires and burns.		HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.	HE.4.5.2.e: Explain why abusive behaviors are harmful and their potential impact.	HE.5.5.2.e: Define sex trafficking and human trafficking.	HE.6.5.2.e: Identify key components of digital citizenship.	HE.7.5.2.e: Develop a personal plan for safe and responsible technology use.		HE.HS.1.13.e: Practice digital citizenship.	HE.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.		HE.3.5.2.f: Analyze environments to determine whether they are safe.	HE.4.5.2.f: Describe the potential risks and dangers associated with online communication.	HE.5.5.2.f: Explain the potential risks associated with sharing personal information (e.g. pictures, sexting, names, address, technology).				HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.	HE.HS.2.13.f: Analyze community resources for disaster preparedness.

	<p>HE.1.5.2.g: Describe situations that may be uncomfortable or unsafe that need to be reported to a parent/guardian/trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).</p>		<p>HE.3.5.2.g: Describe safety guidelines for internet and social media use.</p>	<p>HE.4.5.2.g: Explain responsible uses of technology/digital information and the potential consequences of inappropriate use.</p>	<p>HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.</p>				<p>HE.HS.1.13.g: Persuade others to avoid driving distracted or while under the influence of substances.</p>	
			<p>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).</p>							

STRAND 6: Social, Emotional & Mental Health

Standard 1: Students will develop social skills and understand how to positively interact with others.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.1.a: Describe qualities of being a good friend.	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).	HE.3.6.1.a: Demonstrate effective verbal and non-verbal communication skills.	HE.4.6.1.a: Develop strategies for interacting effectively with others who are different from oneself.	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a parent/guardian/trusted adult for assistance.	HE.6.6.1.a: Exchange ideas and solutions to resolve conflicts, seeking support when needed.	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.	HE.8.6.1.a: Apply conflict resolution skills to real or hypothetical situations involving peers.	HE.HS.1.14.a: Demonstrate competency in active listening skills.	HE.HS.2.14.a: Analyze how social skills impact socioeconomic status.
HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.	HE.1.6.1.b: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.	HE.3.6.1.b: Define conflicts and identify strategies for conflict resolution.	HE.4.6.1.b: Describe ways to express forgiveness.	HE.5.6.1.b: Recognize non-verbal communication cues and potential impacts (e.g. hand gestures, facial expressions, body language).	HE.6.6.1.b: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.	HE.7.6.1.b: Demonstrate the use of resistance/refusal skills in managing conflicts.	HE.8.6.1.b: Utilize strategies to manage social pressures associated with social and digital media.	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.	HE.HS.2.14.b: Demonstrate appropriate online conflict resolution skills.
HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.	HE.1.6.1.c: Explain the importance of personal space and boundaries.	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.	HE.3.6.1.c: Provide examples of conflict that might occur with friends, siblings, or others.	HE.4.6.1.c: Explain how positive and negative peer pressure can influence a friendship.	HE.5.6.1.c: Explain how one's own behavior might affect the feelings of others.	HE.6.6.1.c: Summarize how technology, including social media, can impact friendships and relationships.	HE.7.6.1.c: Describe how power and control differences in relationships can contribute to aggression, violence, bullying, and harassment.	HE.8.6.1.c: Examine how social and digital media can potentially impact one's reputation and relationships.	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.	

HE.K.6.1.d: Demonstrate graciousness in winning and losing.	HE.1.6.1.d: Practice telling someone they are entering your personal space and identify when to ask a parent/guardian/trusted adult for help.	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.	HE.3.6.1.d: Explain how resolving a conflict with a friend could strengthen the friendship.	HE.4.6.1.d: Identify assertive, passive and aggressive behaviors that lead to conflict resolution.	HE.5.6.1.d: Recognize how a situation would make one feel and treat others accordingly.	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.	HE.7.6.1.d: Discuss the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber).	HE.8.6.1.d: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.	
HE.K.6.1.e: Discuss the importance of asking permission and accepting no.	HE.1.6.1.e: Define bullying and teasing and why it is wrong to bully or tease others.	HE.2.6.1.e: Demonstrate how to clearly say no, leave a situation, and talk with a parent/guardian/trusted adult when feeling uncomfortable, afraid, or unsafe.	HE.3.6.1.e: Demonstrate how to support students who are left out.	HE.4.6.1.e: Identify strategies one could use to intervene safely when someone is being bullied or teased.	HE.5.6.1.e: Differentiate between bullying and harassment.			HE.8.6.1.e: Demonstrate respect for human dignity virtually and in-person.	HE.HS.1.14.e: Evaluate how social media and technology effects one's current and future interactions, reputation, relationships, and socialization.	
HE.K.6.1.f: Show how to treat others with kindness and respect.	HE.1.6.1.f: Explain the difference between tattling and reporting and why it is important to tell a parent/guardian/trusted adult when they or someone they know is feeling threatened or harmed.	HE.3.6.1.f: Describe that people from different cultural and social groups share many things in common.	HE.3.6.1.f: Discuss what is positive and negative peer pressure.	HE.4.6.1.f: Explain different ways of dealing with conflict.	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.			HE.8.6.1.f: Analyze how positive or negative stereotypes of an individual or group can impact one's social, emotional and mental health.	HE.HS.1.14.f: Demonstrate effective non-verbal communication skills for various situations.	

		HE.3.6.1.g: Describe ways to show dignity and respect for all people.	HE.3.6.1.g: Identify characteristics of those involved in a bullying situation.	HE.4.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).	HE.5.6.1.g: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.			HE.8.6.1.g: Apply empathy practices through understanding of others' feelings and acknowledgment of their perspective.	HE.HS.1.14.g: Examine the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber) and potential legal implications.	
			HE.3.6.1.h: Identify the advantages and disadvantages of intervening or being a spectator in a bullying situation.	HE.4.6.1.h: Define empathy and practice demonstrating empathy with peers.	HE.5.6.1.h: Demonstrate ways to express gratitude.				HE.HS.1.14.h: Compare and contrast face to face interaction and interactions via electronic devices.	
			HE.3.6.1.i: Discuss different types of bullying.	HE.4.6.1.i: Identify strategies for dealing with cyber bullying.	HE.5.6.1.i: Explain positive and negative interactions on social and digital media.					
			HE.3.6.1.j: Explain why it is wrong to tease or bully others based on personal characteristics	HE.4.6.1.j: Demonstrate ways to show dignity and respect for all people.	HE.5.6.1.j: Discuss stereotyping and potential impact on others.					

Standard 2: Students will identify and manage feelings, emotions, and behaviors in a healthy manner.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.2.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).	HE.1.6.2.a: Identify the causes of different feelings and emotions.	HE.2.6.2.a: Identify situations that cause different emotions.	HE.3.6.2.a: Identify strategies for coping with upsetting situations, including talking with a parent/guardian/trusted adult.	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.	HE.5.6.2.a: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).	HE.6.6.2.a: Demonstrate the ability to use appropriate strategies to manage strong feelings.	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and their causes.	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.
HE.K.6.2.b: Identify how different emotions feel and practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).	HE.1.6.2.b: Discuss the influence of peers, media, and family on feelings and emotions.	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.	HE.3.6.2.b: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.	HE.5.6.2.b: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.	HE.6.6.2.b: Identify, recognize and name personal complex emotions.	HE.7.6.2.b: Apply skills to manage strong feelings.	HE.8.6.2.b: Demonstrate basic self-advocacy, academically and socially.	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.	HE.HS.2.15.b: Analyze how community resources can impact emotional feelings and behaviors.
HE.K.6.2.c: Discuss how different events impact how people feel.	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.	HE.2.6.2.c: Explain the influence of peers, media, technology, and family on feelings and emotions.	HE.3.6.2.c: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.	HE.4.6.2.c: Utilize "I-statements" to express various emotions.	HE.5.6.2.c: Discuss how current events could cause various emotions.	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.	

	HE.1.6.2.d: State that sharing feelings is a healthy action.	HE.2.6.2.d: Practice the use of positive self talk to regulate emotions.	HE.3.6.2.d: Explain that anger is a normal emotion and identify non-violent ways to manage anger.	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify their causes.		HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.	HE.7.6.2.d: Explore common life changes and list healthy coping strategies.		HE.HS.1.15.d: Develop a list of parents/guardians/trusted adults at home, school, or community that can be contacted in times of emotional distress.	
	HE.1.6.2.e: Discuss the emotions of loneliness and worry and how it may make one feel.	HE.2.6.2.e: Explain the importance of talking with a parent/guardian/trusted adult about feelings and emotions.		HE.4.6.3.e: Recognize that using resources and strategies, including talking to someone to manage feelings is a healthy action.			HE.7.6.2.e: Summarize the benefits of talking with parents/guardians and other trusted adults about feelings.		HE.HS.1.15.e: Analyze how internal and external factors help shape mental, emotional and social health.	
		HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.		HE.4.6.2.f: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a parent/guardian/trusted adult.						
		HE.2.6.2.g: Identify feelings associated with disappointment, loss and grief and how to express the feelings in a healthy way.								

Standard 3: Students will develop skills to support one's mental wellness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.3.a: Identify parents/guardians/trusted adults to talk to when having strong emotions.	HE.1.6.3.a: Apply communication skills to find out how others are feeling.	HE.2.6.3.a: Define mental health and understand what it means to be mentally healthy.	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.	HE.4.6.3.a: Describe how a parent/guardian/trusted adult can provide academic, social or emotional support or assistance for self and others.	HE.5.6.3.a: Demonstrate how to get help from a parent/guardian/trusted adult when someone is in danger of hurting themselves or others.	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.	HE.HS.1.16.a: Summarize how mental health conditions develop.	HE.HS.2.16.a: Assess community resources available for support of common mental health conditions.
		HE.2.6.3.b: Discuss how various support systems could be used for personal mental health needs.	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings.	HE.4.6.3.b: Identify stigmas of mental health.	HE.5.6.3.b: Advocate to eliminate stigmas regarding mental health.	HE.6.6.3.b: Identify risk factors for mental illnesses and challenges.	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.	
			HE.3.6.3.c: Discuss that everyone has mental health and that it is okay to seek support when needed.		HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.	HE.6.6.3.c: Research school and community mental health resources to assist with mental illnesses or challenges.	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community.	HE.8.6.3.c: Examine how negative perceptions and stigmas affect accessing help or assistance with mental or emotional challenges.	HE.HS.1.16.c: Locate valid and reliable school and community resources to encourage positive mental health practices.	

						HE.6.6.3.d: Locate appropriate school processes for reporting unsafe behaviors or situations for self and others.	HE.7.6.3.d: Demonstrate how to ask parents/guardians/trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.	
						HE.6.6.3.e: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).		HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.	HE.HS.1.16.e: Analyze and explain how social media can lead to the development of mental health conditions.	

									HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).		
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STRAND 7: Human Growth & Development

Standard 1: Students will learn characteristics relating to healthy relationships and how to respond to unhealthy relationships.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.1.a Identify safe & unsafe touch.	HE.1.7.1.a: Distinguish between safe and unsafe touch.	HE.2.7.1.a: Identify healthy ways for friends to express feelings for each other.	HE.3.7.1.a: Describe characteristics of healthy relationships.	HE.4.7.1.a: Demonstrate refusal skills to protect personal boundaries.	HE.5.7.1.a: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.	HE.6.7.1.a: Describe the similarities and differences between friendships and romantic relationships.	HE.7.7.1.a: Analyze the similarities and differences between friendships and romantic relationships.	HE.8.7.1.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.	HE.HS.1.16.a: Formulate ways to establish and maintain healthy relationships.	HE.HS.2.16.a: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.1.7.1.b: Discuss ways to respond to unsafe touches.	HE.2.7.1.b: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.	HE.3.7.1.b: Explain the relationship between personal boundaries and bodily autonomy.	HE.4.7.1.b: Compare positive and negative ways friends, peers and media can influence relationships.	HE.5.7.1.b: Describe steps a person can take when they are being or have been sexually abused.	HE.6.7.1.b: Demonstrate communication skills that will support healthy relationships.	HE.7.7.1.b: Demonstrate effective refusal skills when pressured to participate in unwanted behavior.	HE.8.7.1.b: Describe strategies one might use to end an unhealthy relationship, including involving a parent/guardian/trusted adult who can help.	HE.HS.1.18.b: Access valid and reliable information & resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.	HE.HS.2.18.b: Analyze state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.
			HE.3.7.1.c: Explain that inappropriate touches should be reported to a parent/guardian/trusted adult.	HE.4.7.1.c: Demonstrate the use of healthy and respectful words and actions to express friendship and affection.	HE.5.7.1.c: Explain the importance of continuing to tell a parent/guardian/trusted adult about unhealthy relationships until an adult takes action.		HE.7.7.1.c: Compare & contrast characteristics of healthy and unhealthy relationships.	HE.8.7.1.c: Demonstrate personal refusal skills and describe how and when to use those skills.	HE.HS.1.16.c: Determine when professional health services may be beneficial for an unhealthy relationship.	

				HE.4.7.1.d: Describe how to end unhealthy relationships.	HE.5.7.1.d: Explain that the victim is not to blame for sexual abuse or harassment.		HE.7.7.1.d: Examine the impact of technology, including social media, has on friendships and relationships.	HE.8.7.1.d: Define sexual abuse, sexual harassment, and domestic/dating violence and explain their potential impacts.	HE.HS.1.16.d: Explain why a person who has been raped or sexually abused is not at fault.	
							HE.7.7.1.e: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.		HE.HS.1.16.e: Demonstrate refusal skills, personal boundaries, and affirmative consent.	
							HE.7.7.1.f: Discuss state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.		HE.HS.1.16.f: Describe how pornography and sexting can impact relationships.	
							HE.7.7.1.g: Differentiate between flirting and harassment.		HE.HS.1.16.g: Describe state and federal laws regarding age of consent and disclosure of STDs, including HIV.	
							HE.7.7.1.h: Recognize that healthy relationships share common characteristics yet can look different.			

Standard 2: Students will recognize and manage the changes during development and maturation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.2.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.1.7.2.a: Explain why sleep and rest are important for proper growth and good health.	HE.2.7.3.a: Demonstrate healthy practices and behaviors that maintain or improve healthy growth and development (e.g. sleep, hygiene, nutrition, physical activity).	HE.3.7.2.a: Describe physical changes that occur during development.	HE.4.7.2.a: Explain ways to manage the physical and emotional changes associated with puberty.	HE.5.7.2.a: Develop self-assessment skills to identify feelings and personal changes that are part of puberty.	HE.6.7.2.a: Discuss the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.	HE.7.7.2.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.	HE.8.7.2.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence.	HE.HS.1.17.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.	HE.HS.2.17.a: Evaluate valid and reliable information in the community/region on preventative health, including mammograms, pap smears, prostate and testicular health.
HE.K.7.2.b: Recognize that there are different kinds of play that help one develop and learn.		HE.2.7.2.b: Discuss the human life cycle.	HE.3.7.2.b: Identify resources that can provide accurate information about puberty (e.g. parents/guardians/trusted adults and health care professionals).	HE.4.7.2.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/guardians/trusted adults).	HE.5.7.2.b: Identify personal hygiene, health and safety practices, and products related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).	HE.6.7.2.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.7.7.2.b: Create a sleep plan to get at least 8 hours of sleep each night by reducing disruptive behaviors.	HE.8.7.2.b: Access valid and reliable sources of information about puberty and adolescent development.	HE.HS.1.17.b: Examine developmental progression and regression of different stages in the life cycle.	

			HE.3.7.2.c: Discuss the importance of good hygiene practices during growth and development.	HE.4.7.2.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.5.7.2.c: Explain how external factors influence perceptions about body image, gender roles, and attractiveness.	HE.6.7.2.c: Locate valid and reliable sources of information and discuss with parents/guardians/trusted adults about puberty and adolescent development.	HE.7.7.2.c: Identify parents/guardians/trusted adults of whom students can ask questions about puberty and adolescent health issues.	HE.8.7.2.c: Evaluate the health and safety issues related to personal hygiene practices.	HE.HS.1.17.c: Identify preventative care examinations available and where to access them (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam).	
			HE.3.7.2.d: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.4.7.2.d: Demonstrate how to ask a parent/guardian/trusted adult questions about puberty and adolescence.	HE.5.7.2.d: Describe how puberty prepares human bodies for the potential to reproduce.	HE.6.7.2.d: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain proper hygiene during maturation.	HE.7.7.2.d: Recognize that biological sex and gender identity may or may not differ.	HE.8.7.2.d: Explain the importance of having a parent/guardian/trusted adult to ask questions about puberty and adolescent health issues.	HE.HS.1.17.d: Analyze influences around sleep habits.	
				HE.4.7.2.e: Discuss the role of hormones during development.			HE.7.7.2.e: Analyze how puberty prepares human bodies for the potential to reproduce.	HE.8.7.2.e: Recognize that the naturally occurring appearance of body parts may vary.	HE.HS.1.17.e: Describe how fertilization, fetal development, and the birth process.	
Standard 3: Students will understand the structure and functions of body systems										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.3.a: Name and describe the five senses.	HE.1.7.3.a: Explain how the heart and lungs work.	HE.2.7.3.a: Identify the major bones in the body and their location.	HE.3.7.3.a: Describe the muscular system and the basic functions.	HE.4.7.3.a: Describe the respiratory and cardiovascular system and the basic functions.	HE.5.7.3.a: Describe the digestive system and the basic functions.	HE.6.7.3.a: List the basic interactions of the human body systems.	HE.7.7.3.a: Examine the different body systems and the major functions.	HE.8.7.3.a: Connect how diseases affect the structures and functions of the body systems.	HE.HS.1.18.a: Summarize the structures and functions of body systems.	NOT TAUGHT IN THIS COURSE

HE.K.7.3.b: State accurate names for body parts.					HE.5.7.3.b: Identify the building blocks of the human body (e.g. cells, tissues, organs, organ system, organisms).	HE.6.7.3.b: Describe the immune system and the basic functions.		HE.8.7.3.b: Analyze how the different body systems work together to function.	HE.HS.1.18.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.	
HE.K.7.3.c: Differentiate between areas of the body that are private and not private.					HE.5.7.3.c: Use accurate vocabulary for all body parts.					
					HE.5.7.3.d: Describe the human reproductive systems and the basic functions.					

STRAND 8: Consumer & Environmental Safety

Standard 1: Students will identify and access valid and reliable consumer products, services and resources for a healthy lifestyle.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL.	NOT TAUGHT AT THIS GRADE LEVEL.	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.3.8.1.a: Describe how family, community, peers, and media can positively and/or negatively influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).	HE.4.8.1.a: Locate parents/guardians/trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).	HE.5.8.1.a: Demonstrate how to positively influence consumer health choices and behaviors of family, peers and community (e.g. . nutritional foods, hygiene, products, community opportunities).	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.	HE.8.8.1.a: Identify situations that may require professional health services.	HE.HS.1.19.a: Apply criteria to evaluate the validity and reliability of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).	HE.HS.2.19.a: Outline where and how students can access valid and reliable health information, products, and services.
			HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.4.8.1.b: Identify characteristics of valid and reliable health information, products and services.	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.		HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.	HE.HS.1.19.b: Identify and evaluate valid and reliable health resources from home, school, and community that protect and inform consumers.	HE.HS.2.19.b: Analyze situations when health services needed.

				HE.4.8.1.c: Investigate resources from home, school, and community that provide valid and reliable health information.				HE.8.8.1.c: Access valid and reliable health information from home, school, and community.	HE.HS.1.19.c: Explain the procedures for making an appointment, health screenings, checkups, and other early detection measures.	HE.HS.2.19.c: Explain how HIPAA relates to the health industry (e.g. HSA, Co-insurance, out-of-pocket minimum, HMO, PPO, POS).
								HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity and reliability of those claims.	HE.HS.1.19.d: Describe the terms and phrases related to health insurance. (e.g. deductibles, premium, co-payment, benefits).	HE.HS.2.19.f: Summarize the procedures, local and state resources, and benefits of transplants and donations.
									HE.HS.1.19.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).	HE.HS.2.19.e: Assess how different communities have access to health services.
									HE.HS.1.19.f: Evaluate the importance of regular medical and dental checkups, and examinations.	HE.HS.2.19.f: Adapt health messages and communication techniques to a specific target audience.

										HE.HS.2.19.g: Utilize societal norms to develop messages that enhance public health.
Standard 2: Students will recognize how the environment affects health.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.8.2.a: Explain why seeking shelter during a storm is important.	HE.1.8.2.a: Explain various rules, signs and signals necessary for staying safe around traffic (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk, railroad crossing).	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO ₂ detectors, weather alarms).	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).	HE.5.8.2.a: State how different industries can positively and/or negatively impact the environment and one's health (e.g. water and air quality, pesticides).	HE.6.8.2.a: Identify environmental factors that can affect health.	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).	HE.HS.1.20.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).	HE.HS.2.20.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. health departments, EPA).
HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.	HE.1.8.2.b: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds.	HE.4.8.2.b: Discuss strategies to protect the skin when playing outdoors (e.g. bug spray, sun screen, protective gear, chemical exposure).	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.	HE.6.8.2.b: Identify ways you could improve the environment to promote safety/health (e.g. become a crossing guard, keep your block clean from litter).		HE.8.8.2.b: Explain how one can help the environment and how these practices can impact one's health.	HE.HS.1.20.b: Formulate an accurate and effective environmental message to improve personal health.	HE.HS.2.20.b: Examine how environment-related government regulations can impact a person's health.

<p>HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).</p>	<p>HE.1.8.2.c: Illustrate proper clothing to wear for each type of weather (e.g. snow/cold, rain, sunny/hot, warm, cool).</p>	<p>HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).</p>	<p>HE.3.8.2.c: Discuss how family, community, peers, and media can positively and/or negatively influence personal health practices and behaviors.</p>	<p>HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).</p>	<p>HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.</p>	<p>HE.6.8.2.c: Identify common causes of noise-induced hearing loss.</p>		<p>HE.8.8.2.c: Demonstrate the importance of protecting the soil and water supply for personal health.</p>	<p>HS.HS.1.20.c: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.</p>	
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Glossary of Terms

Abuse	Violent behaviors that cause physical, emotional, sexual, or financial harm to another.
Acute diseases	A disease that occurs and resolves quickly.
Advocacy	Taking action in support for an individual or cause.
Aerobic	Using Oxygen to break down energy for use in muscles.
Affirmative Consent	Is a standard that makes clear there must be voluntary knowing, mutual, verbally and explicitly communicated consent to engage in sexual activity.
Anaerobic	Activities so intense that your body cannot supply adequate oxygen to sustain it for a long period of time.
Anaphylaxis	Allergic response in which fluid fills the lungs and air passages narrow, restricting breathing.
Assault	An intentional threat or use of physical force to injure another person.
Bodily Autonomy	An individual's right to make decisions regarding one's own body.
Bullying	Unwanted aggressive behavior repeated over time intended to hurt someone physically, verbally, emotionally, or electronically exposing an imbalance of power socially, physically or emotionally.
Calorie	A unit for measuring the energy produced by food when it's metabolized in the body.
Carbohydrate	Major source of energy for the body; found in fruits, vegetables, grains and milk products.
Chronic diseases	A disease that has a long duration or frequent recurrence.
Coercion	The practice of persuading someone to do something by using force or threats.

Communicable Disease	Condition someone can develop after coming into contact with living things or objects infected with the disease.
Consent	A direct, verbal, non-coerced agreement from someone who is capable of making an informed decision.
Culture	The set of shared attitudes, values, goals, and practices that characterizes an institution, group or organization.
Dating Violence	A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse, to control his or her dating partner. (Referenced: <i>Neb. Rev. Stat. § 79-2,140</i>)
Diabetes	Disease resulting from the body's inability to regulate glucose.
Dietary Supplement	A product that can be ingested to give a person's body more of a specific nutrient; can be harmful when used in excess.
Dimensions of Health	The environmental, mental, intellectual, occupational, emotional, and spiritual dimensions of health that interact together to help determine one's overall state of wellness.
Distracted Driving	Risky driving actions; including texting, talking on the phone, and driving with one or more passengers under 18 years of age.
Domestic Violence	Physically, mentally or emotionally abusive behavior that occurs within a romantic relationship.
Epidemic	An outbreak of a disease that occurs in unexpectedly large numbers over a geographic area.
Fat	A nutrient that's the body's second major source of energy and the preferred means of storing energy.
F.I.T.T.	An acronym used to focus on the key fitness factors of frequency, intensity, time and type.
Food-borne Illness	Food poisoning, refers to illnesses transmitted by foods.
Gender Identity	Internal, deeply held thoughts and feelings about gender.
Gender Roles	Attitudes and behaviors that a society considers "appropriate" for males or females.

Graduated Driving	A license that allows young drivers to safely gain experience before obtaining full driving privileges.
Harassment	Is verbal or physical conduct that denigrates or shows hostility or aversion toward a person on bases of their personal identity, such as race, sex, gender, religion, national origin, ethnicity, disability, age, sexual orientation, marital status, socioeconomic status, or political affiliation. (Referenced: <i>Neb. Rev. Stat. § 28-311</i>)
Health Disparities	Differences in health status between people that are related to social or demographic factors such as race, gender, income or geographic region,
Health Literacy	Person's ability to locate, evaluate, apply, and communicate information as it relates to health.
Hereditary	Inheritance of traits and potentialities from one's ancestors.
Human Immunodeficiency Virus (HIV)	Blood borne virus that infects and kills white blood cells, weakening the immune system.
Human Trafficking	Form of modern slavery in which people are forced or pressured to perform some type of labor or service against their will. (Referenced: <i>Neb. Rev. Stat. § 28-830</i>)
Mental Health	A state of well-being which includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
Metabolism	The process by which the body uses food to release energy and uses the energy to build and repair body tissues.
Noncommunicable Disease	Conditions that cannot be spread among living things and objects, but develop as a result of hereditary, environment, and lifestyle factors.

Pandemic	A widespread epidemic that affects an enormous number of people and spreads between countries and across the world.
Parasitic	Caused by or resulting from the effects of parasites.
Pathogens	Microorganisms that cause communicable diseases.
Perceived Norms	Social pressure one feels to perform or not perform a particular behavior.
Physical Activity	Any activity in which the body uses energy.
Portion Size	The amount of food you choose to eat at one time.
Prophylaxis	The prevention of disease or control of its possible spread.
Protein	Nutrient the body uses to build and maintain all of its cells and tissues.
Protective Factors	Aspects of people's lives that reduce risk and increase the likelihood of optimal health.
Puberty	Stage of life when the body reaches sexual maturity.
Resting Heart Rate	The number of times your heart beats per minute while you are at rest.
Risk Factors	Aspects of people's lives that increase the chance of a disease, injury or decline in health.
Self-Efficacy	The belief in one's capability to learn and/or perform specific tasks to achieve desired goals and that influence events that affect their life.
Self-harm	When a person hurts their own body on purpose.
Serving Size	The amount of food listed on a product's nutrition facts label.
Sexting	Use of a cell phone or other electronic device to distribute pictures or videos of sexually explicit images; text messages of a sexual nature.
Sexual Abuse	Sexual activity to which one person does not or cannot consent and/or causing another person to engage in a sexual act by threatening or placing that other person in fear.

	(Referenced: 18 U.S.C. § 2242)
Sexual Assault	The act of forcing someone into sexual activity that he or she does not want. Particular definitions vary based on the degree of assault. (Referenced: <i>Neb. Rev. Stat.</i> §§ 28-319 to 28-320)
Sexual Exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (Referenced: 18 U.S.C § 2251)
Sexual Harassment	Verbal or nonverbal sexual attention that occurs without consent. It includes but is not limited to sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome. (Referenced: <i>Neb. Rev. Stat.</i> § 48-1102 & 20 U.S.C. §§ 1681 - 1688)
Sex Trafficking	The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. (Referenced: <i>Neb. Rev. Stat.</i> § 28-318)
Sexually Transmitted Diseases (STD)	Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.
Sexually Transmitted Infections (STI)	Communicable diseases spread from one person to another during sexual activity.
S.M.A.R.T. (Goal)	An acronym used to guide goal setting; stands for specific, measurable, achievable, relevant and timely.
Social Determinants of Health (SDOH)	The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and

	risks. The five domains of SDOH include: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context.
Stereotype	A widely held but fixed and oversimplified image or idea about an individual or members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment.
Stressor	Any factors that cause stress.
Trusted Adult	A person to whom a student can turn to in a time of need who can offer support and guidance.

Loup City Public Schools

Superintendent's Report

August 9, 2021

State Health Standards: The second draft of the Nebraska Department of Education sanctioned Health Standards have been released and are now open for public comment. I believe that citizens around the state have spoken very clearly about what subjects they consider to be under the purview of the family and what should be covered in a school health curriculum. This is still in a draft format and public comment is being sought and welcomed on the second draft. I have published the three ways that the NDE is accepting public comment.

The health standards are not mandated as required curriculum, merely as a guideline. There is no state assessment in the area of health education. The final determination as to what Loup City Public Schools provides in its health classes is completely under local control.

Return to School Plan: the development of recommendations for this plan is changing by the day. Some schools in Nebraska (mainly metro Omaha and Lincoln areas) are mandating masks for elementary students and faculty/staff. The environment in our part of Nebraska is much different. Visiting with area superintendents, I sense no real movement toward mask mandates. One superintendent asked, "...what is the endgame?" I've heard the comment, "Follow the science," which seems to be ever evolving. Our plan is attached and open to public input.

Back to school: A "back to school" plan is in place and being distributed to teachers. Packets are going out to parents and information is on the website.

Thursday, August 12: new teacher orientation, welcome back BBQ with Board/faculty and staff at Jenner's Park starting at 6:30pm.

Friday, August 13: Faculty/Staff report for in-service

Monday, August 16, Faculty/Staff in-service, Open House for students/parents from 6:00pm – 7:30pm

Tuesday, August 17, Faculty/Staff work day

Wednesday, August 18, First day of classes

We are planning on a budget hearing on Tuesday, Sept. 7. Budget committee meeting will be set once we have valuation numbers from the counties.

5019
Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing, either through communication from the school or through parental access to the district's student information system. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail, electronic communication, telephone calls, by personal contact or other appropriate method. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school. By providing the school district with their telephone number(s), parents agree to receive notifications from the school district's automatic notification system.

Adopted on: February 8, 2021

Revised on: _____

Reviewed on: _____

5054 Student Bullying

Definition of Bullying. Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The school district’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district’s anonymous report form on the website to make this report. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district’s day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district’s antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district’s student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: February 8, 2021

Revised on: _____

Reviewed on: _____

Loup City Public Schools

Return To School Plan 2021-22 (draft)

Schools across the nation are expected to receive federal funding through the American Rescue Plan Act, ESSER III. A REQUIREMENT to receive this funding is the development of a shared plan of school operations and the collection of feedback from the community on the district's efforts to return to school. The plan must include 9 components, listed under Maintaining Health and Safety. This feedback can be based on last year's plan, a draft of this year's plan, or a combination of both. A survey for input must be shared and posted by August 10, 2021. A draft of this year's plan is below that includes a link to public comment survey questions that will be open until the end of the month. Last year's plan can be accessed on the school website under Parent Resources.

The purpose of this document is to outline the protocols Loup City Public Schools will follow for in-person learning in the 2021-22 school year. The return to school protocols were created to create a safe and predictable environment that can be used by parents, students, staff, and community during the COVID-19 pandemic. The Loup City Public Schools recognizes that while it is best practice to have responses planned and to be prepared for a wide range of scenarios, individual's health situations are unique and private information. The Loup City Public Schools will work with staff, students, and families to develop the best possible response in regards to the scenarios that occur and reserve the right to act in the best interest of the health of all students and staff of the Loup City Public Schools. The district realizes that COVID-19 is unpredictable and as a result, these protocols may need to be modified as needed to ensure the safety of all staff, students, and patrons.

Participants in the focus group used to develop the 2020-21 Return to School Plan included school administrators, guidance counselors, school staff members, school board members, and community members.

Maintaining Health and Safety

Mitigation strategies listed below are required in the District's plan. By checking the box before each time, Loup City Public Schools agrees to include information in the plan to address the components listed below:

- ✓ Universal and correct wearing of masks
- ✓ Modifying facilities to allow for physical distancing (e.g., including using of cohorts/podding)
- ✓ Handwashing and respiratory etiquette
- ✓ Cleaning and maintaining healthy facilities, including improving ventilation
- ✓ Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments
- ✓ Diagnostic and screening tests
- ✓ Efforts to provide vaccinations to school communities
- ✓ Appropriate accommodations for children with disabilities with respect to health and safety policies
- ✓ Coordination with state and local health officials. Including the needs for support and technical assistance to implement strategies consistent to the greatest extent possible, with relevant CDC guidance.

Universal and Correct Wearing of Masks

Green, yellow, and red will be based on the current health status of the District with information provided by the Loup Basin Health Department. Plans are to start school in the Green Zone and it is our hope that we will remain in the Green Zone for the 2021-22 school year. Zone information will be reviewed based on current cases in our community.

In the green zone, students and staff are not required to wear masks but may do so if they choose.	In the yellow zone, students and staff will be encouraged to wear masks, but not required.	In the red zone, students and staff may be required to wear masks at all times in school and at school activities unless participating in a sporting event.
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Modifying Facilities to Allow For Physical Distancing

Students will not be cohorted or socially distanced unless there is a significant increase of COVID-19 cases in our area.

In the green zone, students and staff will not be required to socially distance.	In the yellow zone, students and staff will be encouraged to maintain social distance when eating food, singing, or while not wearing masks.	In the red zone, students and staff will be encouraged to maintain social distance when eating food or singing if unmasked.
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Handwashing and Respiratory Etiquette


In the green zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms and common areas.	In the yellow zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms, common areas, and as students enter the building.	In the red zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms, common areas, and as students enter the building.
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Cleaning and Maintaining Healthy Facilities

In the green zone, staff will have access to disinfectant spray in the classroom to clean and sanitize classroom furniture and materials as needed.	In the yellow zone, staff will disinfect desks and other high touch surfaces between classes. Custodians will spray classrooms with the disinfectant sprayer daily.	In the red zone, staff will disinfect desks and other high touch surfaces between classes. Custodians will spray classrooms with the disinfectant sprayer daily.
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Contact Tracing And Quarantine (Isolation)

Loup City Public Schools will work with local health departments to assist with contact tracing as needed. Students and staff testing positive for COVID-19 will use the following protocol:

Quarantine										Return to School
Day 1 First day of experiencing symptoms	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10 Fever free without fever reducing medications	Day 11 

Diagnostic and Screening Testing

Loup City Public Schools will not provide or conduct testing for COVID-19.

Appropriate Accommodations For Children With Disabilities

Students' IEP teams will determine appropriate accommodations for students with disabilities and communicate those to the students' educational team as appropriate.

Efforts To Provide Vaccinations to School Communities

Loup City Public Schools will work with local health departments to provide a location for health departments to administer COVID-19 vaccinations as well as use district communication platforms to share information regarding vaccine clinics to the school community. Students and staff will not be required to be vaccinated.

Coordination With State and Local Health Officials

Loup City Public Schools will work in cooperation with state and local health officials. The superintendent will attend webinars put on by the Governor, Education Commissioner, and Loup Basin Health Department to stay abreast of current information.

Ensuring Continuity of Services

Loup City Public Schools will ensure continuity of services by providing in person instruction. The school calendar will continue to serve as a guide to indicate when school is in session. Students will be expected to attend school in-person on the days when school is in session unless they are home due to illness.

In addition, Loup City Public Schools has developed a plan for instructional materials that offer virtual access for students who need to learn from home at any point during the school year. All students will have equitable access to rigorous grade level content.

Beginning in the fall of the 2021-22 school year, 7th and 8th graders will complete a success skills course that not only supports their transition to secondary education, but also teaches them important study and reading skills. The purpose of this course is to give students the necessary skills to be well organized, prepared to ask questions in class, study in effective ways, develop and accelerate reading skills, and have ownership of their progress and learning.

Students' health needs will be met by offering all students a free breakfast every morning, free lunches throughout the school year, as well as free meals offered during the summer months. In addition, students will receive guidance counseling services that support stress and anxiety management on a weekly basis by the school guidance counselor.

Staff and students' emotional and mental health needs will be met through the district Student and Employee Assistance Program (EAP), which offers free sessions of various mental health services. Students and staff may access these services as needed throughout the year. Some of the services offered include counseling, stress and anxiety management, and holistic wellness services.

Public Comment Requirements

In August of 2021, a parent survey will be conducted to gather input on the return to school plan. The feedback to the survey will be used to make adjustments to the return to school plan as needed. Both the survey and any revisions to the back to school program will be documented and will be retained for future reference. Please click [HERE](#) to access the survey.

Uniform Format

Loup City Public Schools ensures this plan is in an understandable and uniform format by using the template provided by the Nebraska Department of Education. This plan will be posted on the website in English to ensure that it is easy for all parents and students to access. This plan can be translated if requested. Any parent who wishes to have the plan explained to them verbally may schedule a meeting with district administrators.

FAQs for girls wrestling now that it is sanctioned

- Q. Can a school have one coach that coaches both the boys and the girls?
- A. Yes. similar to cross country where a school will have the same coach for the boys and the girls even though they are separate teams
- Q. Can the girls and the boys practice together?
- A. They can practice at the same time. However, they are now separate teams and **cannot practice against each other.**
- Q. If a school does not register for girls wrestling, can girls wrestle on the boys team?
- A. Yes, the NSAA bylaws allow girls to participate on the boys team if a school does not register for girls wrestling. However, girls on a boys team cannot compete in a girls tournament or a girls division of a tournament. Because they are on the boys team, they must compete against other boys teams.
- Q. Can schools coop in girls wrestling?
- A. Yes, schools can enter into a cooperative agreement to compete as a single team. A cooperative agreement can have no more than 4 schools.
- Q. If a school is in a current co-op for boys wrestling, will girls wrestling fall under that same cooperative agreement?
- A. No. Each cooperative agreement specifically lists the sports that are included. Therefore, any girls coop would require new paperwork.
- Q. Will entering into a coop for girls wrestling affect the classification of the boys team?
- A. No, Now that girls wrestling is a sanctioned sport, any coop for wrestling will be based on the respective program (girls or boys). Girls wrestling will be one class. Therefore, coops in girls wrestling will not affect classification.
- Q. What is the deadline for registering or entering into a coop for girls wrestling?
- A. The deadline for all winter sports registration and coop paperwork is September 1.
- Q. Is the registration process and cost for girls wrestling the same as boys?
- A. Yes, registration for girls wrestling will include a \$150 Trackwrestling fee. With that each will receive the following:
- \$30 membership to the National Wrestling Coaches Association which allows us to utilize their weight management program - OPC (required by the NSAA)
 - \$50 access to the Trackwrestling stats program
 - Free access for all high schools in Nebraska to run competitions at any HS level with the Trackwrestling software. Average cost is \$115-\$125/tournament.

Q. Can a girl from our school participate in the girls district & state tournaments if we do not have a separate girls program (if they practice & compete with the boys during the season)?

A. No.

Q. Is there a minimum number of competitions that a team needs in order to compete in the girls postseason?

A. The bylaws state that in order to be eligible for district and state competitions, a team must participate in a minimum of five varsity contests.

In all athletic activities, teams wishing to enter a sub-district, district, or state contest shall have participated in a minimum of five interschool varsity contests prior to the sub-district, district, or state contest.

Creating Opportunities

2018-19 State Participation Data
2019-20 Growth Updates

Joan Fulp & Andrea Yamamoto
USA Wrestling Girls High School Development Committee



NFHS* Participation Data

For Girls High School Wrestling

<i>Year</i>	<i>Athletes</i>	<i># Increase</i>	<i>% Growth</i>
2013	8,727	492	+6.0%
2014	9,904	1,177	+13.5%
2015	11,496	1,592	+16.1%
2016	13,496	2,000	+17.4%
2017	14,587	1,091	+8.1%
2018	16,562	1,975	+13.5%
2019	21,124	4,562	+27.5%

*Eight states did not report separate numbers for girls to the NFHS for 2019:

Alabama, Mississippi, North Carolina, Ohio, Pennsylvania, South Carolina, West Virginia, Wisconsin

NOTE:
NWCA's WEIGHT HYDRATION NUMBERS for 2020 are over 28,000. An increase of 30% or 6,000 girls.

NWCA - National Wrestling Coaches Association.

USA Wrestling Participation Data

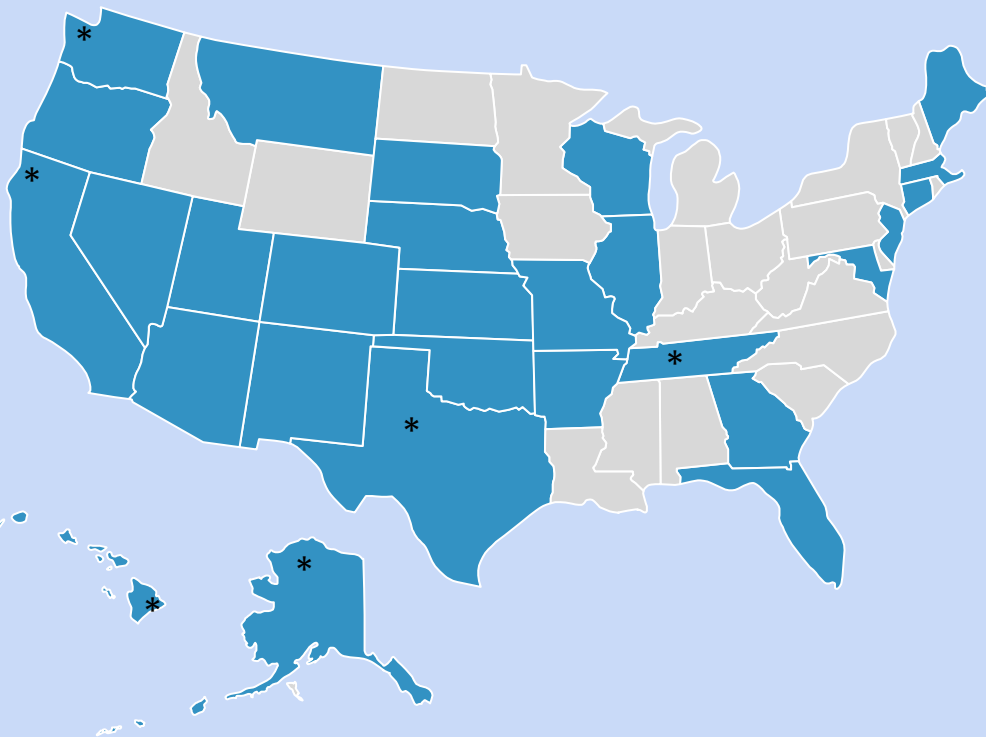
For All Age Groups

<i>Year</i>	<i>Athletes</i>	<i># Increase</i>	<i>% Growth</i>
2013	5,640	916	+19.4%
2014	8,040	2,400	+42.6%
2015	9,765	1,725	+21.5%
2016	11,582	1,817	+18.6%
2017	13,338	1,756	+15.16%
2018	16,112	2,774	+20.8%
2019	18,901	2,789	+17.3%

We are on the forefront of
a ***dramatic increase in
opportunities***
for girls wrestling

85 colleges now offer
girls wrestling

28 STATES Strong 6/2020



Georgia, Oregon, Missouri, Maine
Massachusetts, & New Jersey 2018-19. Kansas,
Maryland, Arkansas & New Mexico 2019-20.
Arizona, Colorado, Oklahoma, Utah, Montana,
Nevada & South Dakota 2020-21.




Florida, Illinois & Wisconsin approved an official
championship for 2021-22

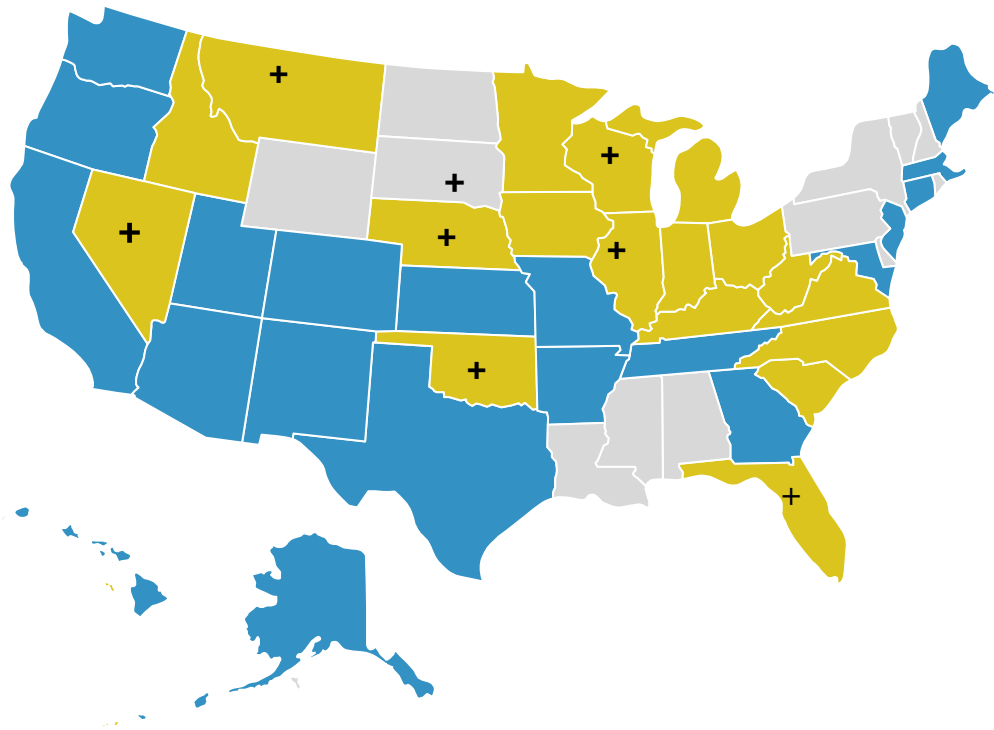
Nebraska voted emerging sport status 2020.

Connecticut held a Girls Wrestling Invitational
for 2019-20.

*Original 6 Sanctioned states - 1998-2015

2019-20 States Building Programs toward Championship Status

-  States holding an girls state championship run by HS Coaches, Coaches and Officials Associations, or combinations of organizations.
-  States associations that have voted to run a girls championship or are presently in pilot or emerging sport status.
-  States that voted to recognize girls wrestling in the Spring of 2020.



<i>State</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>Increase over 2 yrs</i>	<i>Year of 1st Championship</i>	<i>Source*</i>	Growth is Real! <i>*Source:</i> We thank the National Wrestling Coaches Association (NWCA) for providing our committee with the Optimal Performance Calculations for weight hydration for each state. <i>*C & O = COACHES & OFFICIALS</i> USA Wrestling Girls High School Development Committee 7/2020
Missouri	169	910	1425	1256	2018 -19	NWCA/OPC Data	
Kansas	215	376	972	757	2019-20	State Office	
Arizona	286	543	891	605	Emerging 2 yrs	NWCA/OPC Data	
New Jersey	124	445	695	571	2018-19	NWCA/OPC Data	
Georgia	238	516	650	412	2018-19	NWCA/OPC Data	
<i>Below 100 Participants</i>							
Iowa	96	189	571	475	*C & O 2018-20	NWCA/OPC Data	
Oklahoma	84	87	309	225	Exhibition 2020	NWCA/OPC Data	
Arkansas	44	58	165	121	2019-20	NWCA/OPC Data	
Montana	24	32	40	16	2020-21	NFHS	
South Dakota	39	35	36	0	2020-21	NFHS	

Examples of Growth as Programs Develop

Hydration #

2017 112

2018 234

2019 376

2020 972

KANSAS*

Girls High School Events

2017 4

2018 9

2019 15

2020 30-40

Kansas (Coaches Run) Girls State Tournament

2017 36 schools 56 girls competing

2018 57 schools 145 girls competing

2019 80 Schools 220 girls competing

***2020 - KSHSAA held 2 regional qualifiers**

***2020 - KSHSAA State - 12 girls in 11 wt classes**

*Kansas voted in April 2019 to hold their first official KSHSAA girls state in 2020.

2018-19 Girls State Championship Weights

STATES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Maine (66)	106	113	120	132	145	160	182	220							
Massachusetts (80)	105	113	120	125	135	145	152	170	205						
Alaska (347)	103	112	119	125	130	135	145	160	189	235					
Texas (3291)	95	102	110	119	128	138	148	165	185	215	Texas holds two divisions				
Arizona (543)	101	110	118	125	130	135	145	160	185	225					
Colorado (253)	100	105	111	118	127	136	147	161	185	215					
New Jersey (445)	100	105	111	118	127	136	147	161	185	225					
Georgia (516)	95	106	116	126	136	146	156	166	176	225					
Tennessee (359)	103	112	119	125	132	140	150	160	170	190	215				
Missouri (910)	103	110	116	121	126	131	136	143	152	167	187	235			
Oregon (639)	100	105	110	115	120	125	130	135	140	145	155	170	190	235	
California (5,926)	101	106	111	116	121	126	131	137	143	150	160	170	189	235	
Washington (1994)	100	105	110	115	120	125	130	135	140	145	155	170	190	235	
Hawaii. (553)	97	102	107	112	117	122	127	132	138	145	155	168	184	225	
USAW Junior	100	106	112	117	122	127	132	138	144	152	164	180	200	225	
WCWA/NAIA College	101	109	116	123	130	136	143	155	170	191	Women's Collegiate Wrestling Association				

The number in parenthesis is the OPC/Weight Hydration Number for 2018-19 season or the participation number reported by a state's interscholastic office.

NFHS Section 5 Midwest: Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

**National Data
for Girls HS
Wrestling
using NFHS
2018-19
Participation
Totals**

Year of 1st Championship	State	NFHS 2018-2019	NFHS 2017-2018	NFHS 2016-2017	NFHS 2015-2016	NFHS 2014-2015
2020	Kansas	276	215	112	111	77
2019	Missouri	956	169 ¹⁴	123	94	74
	Minnesota	20	20	19	19	
	Nebraska	168	125	131	144	130
	North Dakota	27	20	24	14	6
	South Dakota	36	35	39	73	31

	State	College/University	Division
1	Kansas	Baker University	NAIA
2	Kansas	Central Christian College	NAIA
3	Kansas	Ottawa University	NAIA
4	Kansas	Southwestern College	NAIA

The full report can be requested by emailing Joanfulp@gmail.com

3	Kansas	Ottawa University	NAIA
4	Kansas	Southwestern College	NAIA
5	Kansas	University of Saint Mary	NAIA
6	Missouri	Central Methodist	NAIA
7	Missouri	Fontbonne University	NCAA Div. III
8	Missouri	Lindenwood University	NCAA Div. II
9	Missouri	Missouri Baptist University	NAIA
10	Missouri	Missouri Valley College	NAIA
11	Missouri	Westminster College	NCAA Div. III
12	Minnesota	Augsburg University	NCAA Div III
13	Nebraska	Hastings College (Fall 2020 or 2021)	NAIA
14	Nebraska	Midland University	NAIA
15	Nebraska	York College	NAIA
16	North Dakota	University of Jamestown	NAIA

Continuation of colleges in NFHS Section 5

The full report can be
requested by emailing
Joanfulp@gmail.com

¹⁴ NFHS participation numbers are not available for this state and year. All data in blue represents the NWCA Optimal Performance Calculator girls' hydration numbers for that state and year.

**“ The true measure of a girls’ success or failure should not be judged by whether or not she can beat a guy.
She needs to establish Her sense of value by competing against other girls”**

Lee Allen 1/12/2000
1980 USA Greco Roman Olympic Coach
2X Olympian (Freestyle & Greco Roman)

Thank You

Your leadership has and will make the difference.

We celebrate your willingness to create new possibilities for girls high school wrestling.

Joan Fulp B.S. M.Ed
joanfulp@gmail.com

Elementary Physical Educator
2017 National Wrestling Hall of Fame
California Chapter Inductee

Andrea Yamamoto B.A.
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World Team Member, 1995
Chiawana HS Girls Coach (WA) 2013-18
USAW Cadet Pan Am Coach 2017

Certificated Handbook 2021-2022



Loup City Public Schools

Table of Contents

Table of Contents

Foreword	1
Section 1: Intent of Handbook	1
Section 2: District Goals	1
Section 3: School Mission Statement	1
Section 5: Confidentiality	2
Section 6: Chain of Command	2
Section 7: Students' Educational Interests	2
Article I – School Days	3
Section 1: Work Day	3
Section 2: Contract Days	3
Section 3: Make-Up Days	3
Section 4: Calendar of School Events	3
Section 5: Severe Weather and School Cancellations	3
Article II – Employment, Compensation, and Benefits	4
Section 1: Employment	4
Section 2: Assignments	4
Section 3: Personnel File	4
Section 4: Grievances and Complaints	4
Section 5: Compensation	5
Section 6: Initial Hiring and Briefing	6
Section 7: Stipends and Extended Duty Pay	6
Section 8: Benefits	6
Section 9: Payroll and Payroll Deductions	7
Section 10: Expense Reimbursement	7
Section 11: Salary Reduction Agreement	7
Section 12: Overtime	7
Section 13: Health Insurance Benefits	8
Section 14: Liability Insurance Coverage	8
Section 15: Worker's Compensation Insurance	8
Section 16: Long-Term Disability Insurance	8
Section 17: Activity Tickets	8
Section 18: Reduction in Force (RIF) Policy for Certified Employees	
8	
Article III – Absences From Work	
Section 1: Sick and Personal Leaves	9
Section 2: Sick Leave Bank	10
Section 3: Payroll Deductions for Absences in Excess of Paid Leave	10
Section 4: Extended Leaves of Absence Without Pay	11
Section 5: Jury Duty	11
Section 6: Military Leave	11
Section 7: Family and Medical Leave Act	12
Section 8: Retirement	12
Section 9: Inclement Weather and School Closings	12
Section 10: Breaks – Meals and Rest	12
Section 11: In-School Substitutes	12
Article IV – Duties and Responsibilities	13
Section 1: Hours of Work, Duties, and Meetings	13
Section 2: Duty Day	13
Section 3: Leaving School	13

Table of Contents

Section 4: Lesson Plans	13
Section 5: Daily Class Record Book	13
Section 6: Classroom and School Procedures	13
Section 7: Supervision of Students	15
Section 8: Managing Student Conduct	16
Section 9: Dispensing Medication	16
Section 10: Reporting Child Abuse	16
Section 11: Role of Paraprofessionals	17
Section V – Personal and Professional Conduct	18
Section 1: Ethics Standards	18
Section 2: Evaluations	19
Section 3: Role Model	20
Section 4: Relationships	20
Section 5: Attire	20
Section 6: Private Tutoring	20
Section 7: Outside Employment	20
Section 8: Medical Examinations	20
Section 9: Teacher’s Professional Growth	20
Section 10: Professional Boundaries Between Employees and Students	22
Article VI – Academic Matters	23
Section 1: Purpose and Goals of Academic Achievement	23
Section 2: Teaching to Student Understanding to Assure Learning	23
Section 3: Instruction in the Curriculum	23
Section 4: Measuring and Reporting Academic Achievement	23
Section 5: Parent-Teacher Conferences	25
Section 6: K-12 Curriculum Study Cycle	25
Section 7: District Teacher Committees	25
Section 8: School Improvement Committees	25
Section 9: Multicultural Education	25
Section 10: Special Services	25
Section 11: Student Assistance Team (SAT)	25
Section 12: Multi-Disciplinary Team (MDT)	26
Section 13: Individual Education Plan (IEP)	26
Section 14: Assessments	26
Section 15: Activity Sponsorship	26
Article VII – Use of School Facilities and Equipment	28
Section 1: Drug-Free Workplace	28
Section 2: Smoke and Nicotine-Free Workplace	28
Section 3: Weapon-Free Workplace	28
Section 4: Use of District Computer Network and Internet	29
Section 5: Use of School Facilities	31
Section 6: Care of School Property	32
Section 7: Use of Telephone	32
Section 8: Visitors	33
Section 9: Salespersons	33
Section 10: Security of Desks, Lockers, Etc.	33
Section 11: Video Surveillance	33
Section 12: Bulletins, Announcements, Displays	33
Section 13: District Website and Social Media	33
Section 14: Copyright and Fair Use Policy	34
Section 15: Lost and Found	34

Table of Contents

Section 16: Safety	34
Section 17: Asbestos Notification	36
Section 18: Transportation	37
Section 19: Use of School Vehicles	41
Section 20: Cell Phone Use in School Vehicles	42
Article VIII – State and Federal Programs	43
Section 1: Notice of Nondiscrimination	43
Section 2: Designation of Coordinators	43
Section 3: Anti-Discrimination and Harassment Policy	43
Section 4: Grievance Procedures for Persons with a Disability	46
Section 5: Confidentiality of Student Records (FERPA)	46
Section 6: Disclosure of Student Information	47
Section 7: Disclosure of Staff Qualifications	48
Section 8: Student Privacy Protection	48
Section 9: Parental Involvement	48
Section 10: Homeless Students	49
Section 11: Breakfast and Lunch Programs	49
Section 12: Confidentiality of Protected Health Information	49
Acknowledgment of Receipt Form	53

Foreword

2021-2022 Teacher Handbook Loup City Public Schools

Section 1 - Intent of Handbook: Welcome to Loup City Public Schools. This handbook is intended to be used by certified employees to provide general information about Loup City Public Schools and to serve as a guide to the District's policies, rules and regulations, benefits of employment, and performance expectations.

All employees are also expected to know and adhere to the Loup City Public Schools Parent-Student Handbook.

Each employee is responsible for becoming familiar with the handbook and knowing the information contained in it. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Loup City Public Schools and the Loup City Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict may exist, state or federal law, the negotiated agreement, and Board policies and regulations will prevail.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2021-2022 school year and subsequent school years unless replaced by a later edition.

Section 2 – District Goals:

1. Academic Excellence – To become a school system that inspires, challenges, and supports the highest level of excellence for all our students. We believe an intellectually rigorous educational experience will develop graduates who will advance into the next phase of their lives prepared to function effectively in the world of the 21st Century, and who understand the importance of living as informed, responsible citizens.
2. Safe and Orderly Schools – The District and community will work together to provide a safe learning environment.
3. Community Schools – Establish public trust and confidence through open, honest communications and positive relationships.
4. High Quality Workforce – Recruit, retain, and professionally develop a high quality workforce.

Section 3 – School Mission Statement: Empowering Continual Success

Section 5 – Confidentiality: Employees should not discuss school matters outside the job, nor discuss confidential or personal information about students or staff. Requests from anyone, other than certificated building staff, for personal information about students should be referred to the administration.

Section 6 – Chain of Command: Responsibility and supervision shall flow simply and clearly from students to teachers and staff to the administration to the Board of Education. Employees are required to use the chain of command beginning with their supervisor in resolving conflicts and seeking solutions and answers to problems or disagreements.

Foreword

Addressing the Board of Education: The Board desires to maintain open communication channels between itself and the employees. The basic line of communication will be through the superintendent utilizing the aforementioned "Chain of Command". The superintendent will develop and recommend to the Board processes for communications between the Board and District employees.

Communication or reports to the Board or Board committee from any employee should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district. All official communications, policies, and directives of employee interest and concern will be communicated to employees through the superintendent. The superintendent will communicate as appropriate to keep employees fully informed.

Section 7 -Students' Educational Interest: Although the ultimate decision relative to individual decisions is based upon several considerations, the prime consideration is that of the welfare of the students in the school system.

Article I – School Days

Section 1 - Work Day: The work day for certificated employees shall begin each day of the school year at a time established by the superintendent.

Section 2 – Contract Days: Teachers are contracted for 185 days (hereinafter referred to as the “contract year”). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 3 – Make-Up Days: In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Section 4 – Calendar of School Events: A master list of all school activities is kept updated and current in the Junior-Senior High School office. All school activities must be recorded on this calendar.

Section 5 – Severe Weather and School Cancellations: The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent’s staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. In case of severe weather employees will be notified by the district’s mass notification system. Closing information will also be disseminated using broadcast and social media.

Decision to Close Schools: A decision to close school is made when forecasts by the weather service, departments of roads, and civil defense officials indicate that it would be unwise for students to go to school. School officials will make periodic assessments of conditions during the night and will decide early in the morning to close school. In any case, an announcement will be made by the methods stated above when schools will be closed. In some instances, schools will be open, but certain services may be cancelled (bus transportation, student activities). Some staff may be designated as being required to come to school even in the event of a school closing.

After School Starts: Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable. In these cases, as much advance notice as possible will be given. If school is closed during the day, staff will be notified and parents will be notified (see above). Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions: Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Teachers should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will only be permitted to leave the school with parental permission.

Emergency Conditions: Loup City Public Schools has a procedure which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit System, Tornado Warning System, and Critical Incident Response. School officials are not permitted to release students from the school building during a tornado warning. In the event of an emergency exit alert or tornado warning, you should implement the school’s established safety procedures.

Article I – School Days

Section 1 – Employment: A teacher is employed by Loup City Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

A certificated employee may not be required to accept employment for the next school year prior to March 15. The contracts, after being signed by at least one board member, shall be kept on file in the administration offices.

Contracts entered into with certificated employees, other than an administrator, will continue from year to year unless the contract states otherwise, is modified by mutual agreement between the board and the employee, or the contract is terminated by the board.

The first three years of a continuing contract issued to a newly employed certificated employee shall be considered a probationary period. In the event of termination of the employee's contract during this period, the board shall afford the certificated employee appropriate due process. The action of the board will be final. Certificated employees whose contracts will be recommended for termination, amendment or nonrenewal by the board will receive notice prior to April 15. The superintendent shall make a recommendation to the board for the termination of the certificated employee's contract.

Certificated employees who wish to resign, to be released from a contract, or to retire must comply with board policies and contract language in those areas.

Section 2 – Assignments: The professional duties and responsibilities to be performed by an employee with the District shall be subject to assignment by the Superintendent of the District. An employee will be expected to devote full time during days of school to their assigned position and to diligently and faithfully perform the assigned duties to the best of their ability. Job descriptions, where available, provide additional information about the position duties. Employees may apply for transfer to another building or reassignment within their building. The superintendent reserves the right to reassign or transfer any employee at any time. If the change results in a promotion to a higher level job, the employee is moved to a rate of pay within the new level which is at least equal to the rate of pay the employee was receiving prior to the reassignment or transfer.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

All extra duties, such as coaching or sponsoring extracurricular activities, are assigned at-will, and may be terminated, non-renewed, suspended or amended by the board at the recommendation of the superintendent without cause

Section 3 – Personnel Files: Personnel files contain pertinent employee data relative to employment. The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109. It is the employee's responsibility to make sure that accurate and up-to-date college transcripts are included for all credits claimed for compensation.

Employees are to notify the office of any changes in contact information as soon as possible. For a name change, provide your new social security card. Employees may contact the administration to request a review of their personnel file.

Article I – School Days

Section 4 – Grievances and Complaints: Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement.

Section 5 – Compensation: Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the “negotiated agreement”), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement: Changes in an employee’s placement on the salary schedule shall be governed by the provisions of the negotiated agreement or individual contract. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 – or after negotiations are completed if after September 1 - of the school year in which such hours are to be credited for the teacher’s placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Salary Payments (“Payday”): Teacher’s salary is payable over twelve equal installments. Since all salaries are not divisible by 12, the odd cents will be added to one check during the year. Employees will be paid on the 15th of the month by direct deposit, or the last preceding work day, if the 15th falls on a weekend or holiday. Payment by direct deposit is mandatory, and all staff will be required to supply the necessary bank account numbers and information to receive payment. The first paycheck is issued September 15. If certified employees do not have their teaching certificate registered in the Superintendent’s office, their paycheck can be held until a registered copy is presented to the Superintendent’s office. Teachers who resign during the school year will receive the unpaid portion of their earned salary on the next payment date after resignation.

“Pay stubs” will be sent to all employees via email. Any request for payroll changes (deductions, exemptions, etc.) MUST be made in the Superintendent’s office prior to the first day of the month. Deductions for absences will be taken from the pay period in which they occur, whenever possible. Upon separation of an employee’s employment, or upon fulfillment of the contract, the employee may, at the option of the Board, be paid all salary due in one lump sum. Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Teacher’s Salary Schedule Movement: The salary schedule is constructed so that salary increments are given for professional training beyond the bachelor’s degree. All such hours must be graduate hours from an accredited college in the teacher’s teaching field or education, and hours must have been earned subsequent to the last degree acquired and subsequent to the last granting of an increment for advanced education. All such hours also have to be approved by the Superintendent.

Each school year, or by MAY 1st, teachers shall notify the Superintendent’s office of the general intent to advance on the salary schedule due to college courses so that expenses can be provided in the annual budget of the next year.

To receive proper credit on the salary schedule, teachers must request, prior to taking any course and on a form provided by the Superintendent’s office, approval for the specific course. Teachers must also certify to the Superintendent’s office, courses successfully completed and the credits received by September 1st of each year. Failure to certify credit earned by a grade report, letter from the instructor, or a transcript will cause potential forfeiture of the salary advancement payment.

Complete transcripts of all college credit earned by each teacher which are pertinent to the teacher’s placement on the salary schedule or pertinent to meeting state accreditation standards shall be on file in the Superintendent’s office. This

Article I – School Days

is a responsibility of each teacher. Credits earned after the opening day of school will not be counted toward the salary schedule until the next contract year.

All steps for salary “advancement” are the responsibility of the certified staff member wishing to make such movement per language in the latest Negotiated Agreement. Movement on the salary schedule is not processed without the aforementioned paperwork.

Section 6 – Initial Hiring and Briefing: Employees reporting to work for the first time upon being hired will be provided with the following:

1. The names of fellow teachers, the office clerk, cafeteria personnel, custodians and other special staff personnel who will come to the building.
2. Location and use of physical facilities of building: classrooms, cafeteria, library, teachers' lounge, and lavatories.
3. Teaching materials: Courses of study, guidebooks, textbooks, and supplementary materials for grade or subject.
4. Method of ordering books and supplies, securing audiovisual equipment, methods of getting material duplicated, disposing of lost and found articles.
5. Schedule and meaning of all bell signals.
6. Regulations for pupils in building and on school grounds; uses of entrances, exits, lavatories, playground areas, equipment and activities; regulations for pupils during, before and after school hours.
7. Directions regarding building meetings, in-service training meetings, other meetings, assignments to school committees, fire drill regulations, policies concerning teachers' absence, attendance dismissal, excuse of pupils from school, etc.
8. The goals and aspirations of our schools.
9. School system policies and regulations.

Also upon being hired, each employee must complete the I-9 Employment Eligibility Verification form which is kept on file in the Superintendent's Office. Prior to receiving a paycheck, each eligible employee must have the below list on file in the Superintendent's Office:

- W-4 Employee's Withholding Allowance Certificate
- Nebraska Retirement form (if eligible)
- Health and major medical enrollment forms (if participating)
- Cobra Notification Form
- Drug/Alcohol-Free Workplace Policy form
- Employment Agreement
- Direct Deposit Form
- 125 Plan Election Form

Failure to provide any of the above documents within the specified time may result in the withholding of the employee's paycheck until such documents are provided by the employee.

Section 7 - Stipends & Extended Duty Pay: Stipends for unique or special duties that obligate employees beyond normal hours will be allowed. Stipends are the exception to the normal payment process or duties performed, requiring approval by the Board. Extended duty for any teacher beyond the number of contract days shall be established by the Board of Education.

Section 8 – Benefits: Employees are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Employees shall make annual fringe

Article I – School Days

benefit elections by September 1 of each school year. Each employee is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 9 – Payroll and Payroll Deductions: Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement, including taxes and retirement.

Section 10 – Expense Reimbursements: Reimbursement for authorized mileage will be paid to employees required to drive their own vehicles during their regular scheduled working hours between two or more work sites only if school transportation was not available. Poor planning on an employee's part does not guarantee reimbursement by the District. Pre Approval by the Superintendent may be necessary. Claims for reimbursement should be submitted to the Superintendent. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Reimbursement for purchase of materials or for meals or other expenses related to District-required travel must be submitted to and approved by the administration. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

IRS Determination on Reimbursable Meals - According to the IRS and the District's auditor, the following is a clarification on reimbursable meals:

Only meals after 6 p.m., while on school directed business, are considered "reimbursable meals" and are not required to be run through payroll. If the employer chooses to reimburse employees for any other meals, they must be run through payroll and be taxed. Such reimbursement will show up on the employee's W2 form. Meals of this type will be reimbursed to the maximum limit set annually by the Board of Education on the Fee & Rate Schedule. If an employee is requesting reimbursement of any type, a receipt must be presented. The Board will adopt a formal policy regarding this procedure, at the recommendation of the District's auditor.

Employee use of the District's credit card should be done for educational expenses only. Unauthorized purchases shall be reimbursed by the employee.

Section 11 – Salary Reduction Agreements: The District will cooperate with any employee who chooses to participate in a tax sheltered annuity investment program under a Internal Revenue Code. For example, teachers may participate under Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered in to a "Service Provider

Article I – School Days

Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

125 Cafeteria Plan: A Section 125 Cafeteria Plan is available through the school for all interested staff. The plan is administered in accordance with Federal and State Revenue Codes and allows employees to make payroll deductions before taxes for: 1) health related insurance premium, 2) out of pocket medical expenses, and 3) dependent care expenses. The plan year for this program runs from September 1 to August 31. You must enroll each August. New employees have 30 days to enroll. Check at the Superintendent's office for details.

Section 12 – Overtime: Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). Teaching professionals are classified as exempt from overtime under the FLSA. The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime. A publication provided by the federal government which provides more information about the FLSA is available in the Superintendent's Office.

Section 13 - Health Insurance Benefits: Certificated employees are provided health insurance based on their full or part-time status with the District, in accordance with the Patient Protection and Affordable Care (PPACA) regulations. Employees who do not qualify for district provided insurance may apply for coverage under the district's policy. The employee(s) will have a payroll deduction for the monthly premium. If an employee's earnings are not sufficient to allow for a payroll deduction for insurance, the employee must submit the premium amount due to the school district on a monthly basis.

Waiting periods will be waived for pre-existing health conditions for anyone enrolling within 30 days of employment. If an employee (and/or family members of the employee) enroll after the open enrollment period is over, the employee (and/or family members) are not guaranteed coverage and if coverage is granted the covered individuals will be subject to a 365 day waiting period. It is the employee's responsibility to notify the office immediately of any changes resulting in "loss of dependent status" such as marriage, divorce, dependent child's age, etc. Employees are required to contact the Office for any changes in health insurance coverage within 31 days.

Employees may choose family dental coverage with the difference being paid by payroll deduction.

Section 14 - Liability Insurance Coverage: The district protects its employees through a comprehensive liability insurance program. The district shall hold harmless and defend any district employee from claims for damages caused or alleged to have been caused, in whole or in part, by that employee while performing assigned duties as an employee of the district, to the extent such claims are covered by, and to the extent permitted by, the liability policy. Under the provisions of the district's liability policy, employees who separate from the district are protected for incidents which happened while they were carrying out the duties of their job description for the district. The liability policy provides that the district shall not be obligated to assume any costs or judgments held against the employee when such damages are proven to be due to the employee's willful negligence, violation of law, or criminal act, as determined by a court of law.

Section 15 - Worker's Compensation Insurance: All employees of the district are covered by liability and indemnity insurance for any injury occurring during the course of employment and are entitled to benefits provided by the Worker's Compensation Law. A report of every accident occurring on the job must be filed with the administration within 24 hours of the accident. While on leave due to a valid Worker's Compensation claim, employees may use portions of their available leave to compensate for lost wages. In no instance may the hours of paid leave requested plus the amount received from Workers Compensation (2/3rd of gross pay) total more than a normal day's wages.

Article I – School Days

Section 16 - Long-Term Disability Insurance: Long term disability income protection for certificated employees who work a minimum of twenty (20) hours per week is made available to interested employees. Income protection insurance becomes effective on the 91st day of disability.

Section 17 - Activity Tickets: Employees are issued a Loup City Public Schools workers pass for home athletic events. These passes are not transferable to other parties.

Section 18 - Reduction in Force (RIF) Policy for Certified Employees: Reductions-in-force of certificated staff members may be necessitated by decreasing enrollments, changes in financial support or expenditures, budget restrictions, changing programs, school district contracting, school district reorganization, or other changes in circumstances. If such changes occur and a reduction of certificated staff is necessary, the Superintendent (or his designee) shall recommend to the Board of Education those certificated employees to be reduced under the reduction-in-force provisions of the continuing contract laws and Board policy; Notice to the certificated employee and other procedures employed in regard to reductions in force shall comply with applicable law.

The selection of personnel to be reduced shall be made consistent with Board Policy 408.05

Article III – Absences From Work

Section 1 - Personal Leaves: Employees are provided with personal leave in accordance with the employee's individual contract or negotiated agreement, if any. During such paid leaves, employees shall continue to receive all wages/salary and fringe benefits called for by the individual contract or negotiated agreement, if any. The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated. Personal leave is to be used for unavoidable absences due to personal illness or injury.

Employees must complete a leave request on the ODIE system order prior to any absence to receive approval for any days they may miss. In case of illness, the request must be turned in the day the employee returns to work. Appropriate planning and measures should be taken by employees in case of emergency leave (i.e. teachers having effective lesson plans and materials prepared and readily available for the substitute, etc.). An employee who becomes ill and is unable to work is to contact the building secretary or supervisor at the earliest possible time. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, notification should be made as soon as possible to indicate whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make such advance report of need for leave as soon as possible.

Personal leave requests immediately before or after a holiday and/or a scheduled school vacation period may be granted based on a case-by-case basis at the sole discretion of the superintendent. Employees are expected to be present the first and last day of school.

Personal leave requests for the first or last scheduled week of school, will not be granted-unless an emergency exists.

Personal leave requests for parent teacher conferences or professional development days will not be granted unless an emergency exists.

Upon return from leave, employees are to review information supplied by the substitute as to progress made and any concerns. The substitute should be contacted directly if the written information supplied is not adequate.

All employees who are absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the administration or supervisor from the employee's physician or health care provider stating that the employee is physically able to return to duty. This statement is to be presented in person before the employee returns to duty in order that the present stage of convalescence can be observed and discussed.

Paid Leave. Teachers will be granted 10 days of unspecified days of leave each year for whatever purpose the teacher needs them. These purposes could include, but are not limited to, sick, bereavement, personal, and professional leave that is not assigned by the district. While an explanation will not be required on ODIE, it would be beneficial for the teacher to indicate the reason for the leave request.

Sick Leave. Teachers that do not use all of their unspecified leave days will be allowed to carry them over to sick leave the following year, up to a maximum of 30 sick leave days. Sick leave will include leave for personal illness, family illness, or bereavement leave. All unspecified leave days must be used up before accumulated sick leave can be used/requested.

Article III – Absences From Work

Payment for Unused Leave: Staff members that have reached the 30 day maximum for accumulated sick leave will be offered \$30/day for any unused unspecified leave days at the end of the school year, to be paid out during the June payroll period.

Other Leave Rules: Administration reserves the right to deny any absence request based on the number of staff already gone and the availability of substitute teachers.

Leave days must be approved before teachers are excused for those days. If the teacher's request has not been approved, it is the teacher's responsibility to check with their administrator before being absent.

Leave days (i.e. sick, personal, professional), will be tabulated in eighth (1/8) day increments, not by the hour or minute. The (8) eight-hour day will be divided into eight (1) hour blocks, and leave charged accordingly. Official district leave records will be maintained through the ODIE system.

Leave days taken on a Friday, snow early dismissal, or scheduled early dismissal are tabulated as full days.

Section 3 - Payroll Deductions for Absences in Excess of Paid Leave: Should an employee be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the individual contract or negotiated agreement, the employee's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day(s) or work missed. For teachers and other salaried employees, the deduction shall be calculated on a per diem basis using the number of days missed as the numerator and the number of total contract days for the school years as the denominator (e.g. one day missed / 185 contract days of total salary and fringe benefits).

Section 4 - Extended Leave of Absence Without Pay: An employee may apply to the Board of Education for an extended leave of absence. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. A request for leave of absence due to personal illness must be accomplished by written verification and recommendation from the attending physician. All leaves of absence shall be without pay, except for the payment of health insurance benefits as may be required under applicable state or federal laws. During such leave, an employee does not receive credit toward advancement of the salary schedule, and the time is not included in years of service for the purpose of accumulation credit toward retirement unless the absence is one-half year or less.

Section 5 - Jury Duty: Any employee who is summoned to serve on jury or election board duty, or who is subpoenaed to provide testimony, shall not be subject to discharge from employment, loss of pay, loss of sick leave, loss of vacation time, or any other form of penalty, as a result of his or her absence from work due to such service provided the employee submits a copy of the summons, in advance, to the employee's supervisor.

Teachers will receive their pay for any day missed for jury duty. Any payment for jury duty shall be paid to the school district. The employee will report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

Section 6 - Military and Family Military Leave: Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Article III – Absences From Work

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Employees who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, “reserves”), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Employees who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Employees who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the employee’s regular annual leave.

When the governor of this state declares that a state of emergency exists, and any employee who is a member of the reserves is ordered to active service of the state, the employee shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The employee shall receive normal salary or compensation minus the state active duty base pay the employee receives in active service of the state.

Section 7 - Family and Medical Leave Act: The Family and Medical Leave Act (FMLA) provides for 12 weeks of job-protected unpaid leave in a 12 month period to eligible employees in specified circumstances. Specific details of this act are available in section 410.03 of Board Policy

If you need to take an FMLA leave, or have any questions regarding an FMLA leave, you should contact the Superintendent.

Section 8 – Retirement: District employees who are over age 21 and employed fifteen (15) or more hours per week must participate in the Public Retirement System of the State of Nebraska. The cost of participation is set by the Legislature and is deducted from the monthly payroll check. The district and the state also make contributions for each eligible employee. Upon termination of employment, an employee may apply to the Retirement Office, PO Box 94816, Lincoln, NE 68509, for return of the employee’s contributions made to the Nebraska School Employees Retirement System. However, the employee also may leave the money in his/her account. The methods for determining retirement benefits have been revised periodically by the Nebraska Legislature; therefore, each employee is encouraged to contact the Nebraska Retirement System to verify years of experience and to determine his/her particular benefits. For information, write to: Director, Nebraska Retirement System, PO Box 94816, Lincoln, NE 68509.

Section 9 - Inclement Weather & School Closings: If teachers are not required to work on days that the school is closed due to inclement weather, make-up days may be required by the administration.

Section 10 - Breaks --- Meal & Rest: All teachers will be provided with a 30 minute, duty-free lunch period each work day.

Article III – Absences From Work

Section 11 - In-School Substitutes: Every effort is made to employ a substitute teacher when a teacher will be absent, but occasionally there are no substitute teachers available because of lack of notice or the circumstances lend to better service provided in-house. In such cases, teachers may be asked to cover another class. A record is kept by the office and turned in to the Superintendent's Secretary at the end of each semester. Payment for substituting is then added to the January and June.

Section 1 - Hours of Work, Duties & Meetings: Regular, dependable attendance at work is an essential function for all employees.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend seven hours and 30 minutes on site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. Staff may leave the building earlier when called to a professional meeting or approved by the administration or supervisor.

Certificated employees are required to serve on the playground, lunchroom, restroom, and hall supervision as designated by the administration. The administration will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Employees shall attend meetings called by the administration, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 - Duty Day: Full-time teachers have a designated on-site work day. Teachers shall be expected to work an active day starting at 7:50 a.m. and ending at 3:50 p.m. unless otherwise stated by the administration. Early dismissals with the exception of holidays are designated for in-service and training needs. Teachers should not expect to leave early on those days. On early dismissal for holidays, staff may leave after all buses depart. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins.

Leaving the Classroom. Teachers should never leave the classroom/area when students are present.

Section 3 - Leaving School: Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the office.

Teachers may not leave school during duty hours without approval of the administration. If the absence has been approved, the teacher must check out with the office when leaving and check back in upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 - Lesson Plans: Teachers will prepare weekly written lesson plans as directed by their building principal(s). Emergency Lesson plans, class rosters, class procedures, etc. should be kept readily available in the teacher's absence. The district will provide each teacher with a Planbook.com account.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. Plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 - Daily Class Records Books: Every teacher is required to keep a complete and easily understandable

record of the achievement of every student on PowerSchool. This class record book must be kept current and included for parent access.

Section 6 - Classroom and School Procedures: Employees are expected to adhere to the following classroom and school procedures in the performance of their duties:

1. *Bulletin Boards/Displays:* Each teacher shall be responsible for maintaining appropriate bulletin board/display items in and around their areas in the school.
2. *Text Book and Room Inventory:* All school purchased materials must be inventoried with the bookkeeper. Textbooks are to be numbered and teachers should keep good records of who has which book. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.
3. *Cell Phones:* Teachers shall not use their cell phones for personal business during the school day, except for emergencies. Teachers may use their phones for educational purposes connected to their classrooms, to contact administration in urgent situations, or to take pictures of student work or activities in their room. Teachers in violation of this rule will be subject to disciplinary action up to, and including, termination.
4. *Student Aides:* Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are to supplement, not replace the teacher or responsible adult.
5. *Checking Out of Equipment:* All equipment must be properly checked out through the office or appropriate site. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a District employee. Employees who desire to use computer, audio-visual (A-V), or other specialized equipment shall be responsible for personally picking up and returning the needed equipment to its source (library, lab, another teacher's room, etc.). Students should not, for their own protection, be allowed to transport expensive equipment for employees UNLESS the employee has properly instructed the student in the proper and safe way to transport the equipment. Employees will assume responsibility of reporting any damage or malfunction of equipment so that the person responsible for that particular item can get repairs done. Employees who desire to keep certain equipment in their rooms may do so on the condition the equipment is available to the rest of the staff should they need it. Employees keeping such specialized equipment in their rooms will be responsible for seeing repairs are made as needed. The district media specialist may loan equipment to community organizations. Employees may take equipment home for school-related use with office approval.
6. *Requisition of Equipment and Supplies:* All orders for supplies and instructional materials must be approved by the administration, or the item(s) become the property of the staff member at their expense. Digital Purchase Order forms are used for this purpose and are available on each staff member's home directory. Books and supplies which are needed for instruction should be requested through the office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.
7. *Electronic Communication:* Use of the District's computer system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook. Teachers and related employees should check their various message systems at least once daily and regularly throughout the school day, including PowerSchool, e-mail, and voice messages. Employees also should timely respond to messages which require a response, but should avoid checking and responding during instructional time.
8. *Mail Box:* Each employee will be assigned a mailbox located in the office. Staff members should check for mail/messages each morning and also at the end of the work day. Mail boxes are not meant for storage. Students are not to be in the staff mail box area.
9. *Meetings:* All employees are expected to be present for meetings, unless they are excused by their supervisor. Class sponsors must lead and be present at all respective meetings.
10. *Record Keeping:* Employee duties often involve keeping detailed records. Records are to be completed as

directed.

11. *Planning Time:* Though all attempts will be made to provide one to each teacher, planning periods of any given amount of time are not guaranteed to any teacher. Secondary teachers generally have one planning period per day. Elementary teachers have planning time while music, physical education, and other specialists work with their students. In addition, sharing recess and noon supervision also allows planning time for elementary teachers.
12. *Substitute Teachers:* All teachers should have a Substitute Teacher folder in their room that includes any pertinent information for the substitute to know. This could include, but is not limited to, lesson plans, class lists, seating charts, safety plans, etc. Teachers should try as much as possible to continue the educational program in their room, even when they are gone. Please limit “work days/study halls”.
13. *Non-School Activity Times:* Wednesday nights and Sundays are designated for students to participate in non-school activities, including family, recreational, and church activities. If at all possible, no school activities should be scheduled during these times. Any exceptions to activities on Wednesday nights or Sundays must be approved by the administration.
14. *Late Starts & Early Dismissals:* Monday late starts are scheduled for providing professional development time. School Improvement, curriculum, or scheduled school wide in-service meetings are not to be missed by employees. The person missing the meeting is responsible for obtaining the information and handouts given at the meeting and completing any assignments made at the meeting.. In the event that there is contract time remaining in the day the Superintendent will notify staff of the scheduled leave time.
15. *Assemblies & Related Programs:* Assemblies and related programs that cause regularly scheduled classes to visit another area of the school require that teacher to attend with their assigned class when the assembly or program starts. Assemblies and programs may appear at various times during the school year. Time schedules for assemblies may involve an alteration of the regular schedule and will be announced in advance as soon as possible. Teachers MUST attend assemblies and programs with the student body. Supervision of students is imperative. Teachers are expected to sit with students throughout the seating area unless excused by the administration.
16. *Activities Calendar:* To aid staff in scheduling events, an activities calendar will be maintained by the Secondary Principal’s Secretary. Activity scheduling will be at the direction of the secondary principal, athletic and activities directors.
17. *Athletic Supervision Responsibilities:* All teachers will be assigned by the Athletic and Activities Directors to take tickets or assist in crowd control and/or hall duty supervision for home athletic events. Assignment sheets are sent out at the beginning of the school year. This duty is part of the normal responsibilities of all K-12 teachers and will be assigned on a rotating basis. Exact responsibilities are outlined by the Athletic and Activities Directors when the assignments are given.
18. *Detentions:* Teachers who wish to use detentions to enforce discipline should feel free to do so. The teacher who assigns the detention period should stay with the student. Detentions can be assigned before school or after school. If that is impossible, arrange for someone else to take care of the detention for you. Do not assign the student to an office detention. Detention time is set by the teacher and not by the student. Most detentions are thirty (30) minutes in length. A student who is given a detention has two (2) days to serve it. No detention should be allowed to be served beyond that point unless the instructor has other obligations that may interfere with the two-day limit. Riding a bus, going to practice, or having an after school job does not excuse a student from staying. Parents should be contacted by the teacher to explain the rule infraction and a plan to correct the behavior. Administration will provide support as needed.
19. *Staff Development:* Staff development activities are offered throughout the year. All staff are required to participate in professional development activities.
20. *Attendance:* Elementary teachers must take attendance at, or as near as possible to, 8:00 a.m., 10:00 a.m., 12:00 p.m., and 2:00 p.m. through their classroom attendance portal in PowerSchool every day. High school staff must take attendance each period, every day, through their classroom attendance portals in PowerSchool.
Tardies: The office will take care of tardies during first period. All other periods are at the discretion of the classroom teacher, though all teachers should have procedures in place to ensure students are getting to

class in a timely manner.

Section 7 - Supervision of Students: Proper supervision of students is an important responsibility for all employees. During class time, the teachers' main priority is to the students that are assigned to them at that particular time. This includes students that have been allowed to leave the room for any reason (to go to the restroom, library, to get breakfast, etc.). If a student is sent to the office or is allowed to go to another classroom, it is the teacher's responsibility to contact the appropriate staff members to ensure the student reaches their destination.

All employees are responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Staff members are expected to address issues that arise in their presence.

Teachers shall not use their cell phones for personal business or communication while in direct supervision of students, whether in or out of the classroom, except for emergency situations. The teacher may use their cell phones for activities directly tied to their classroom or to take photos and videos of the activities being conducted.

Contact the Office for Assistance: The administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student refusal to leave the classroom when directed
- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches: Administration should also be contacted before performing searches of students or their belongings. Employees may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights: Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 - Managing Student Conduct: Teachers are responsible for classroom and behavioral management. The most effective classroom management is having engaged students, therefore, the teachers should ensure that they are finding effective, enriching, and engaging activities in which the students can participate. Teachers shall also have classroom procedures and expectations in place to ensure that students are aware of their expectations. Classroom expectations and routines should be discussed and practiced with the students at the beginning of the year and teachers need to make sure that they follow through with their expectations. Classroom seating charts are strongly recommended. Paraprofessionals should not interject with their own methods of classroom management and shall defer all issues to the classroom teacher.

Staff should contact the office when students are refusing to leave the classroom when directed or when there is a substantial disruption in the educational process. Once students are sent to, or collected by, the administration, all decisions on the discipline needed will be determined by the administration.

Section 9 - Dispensing Medication: Employees are not permitted to give any medication to students unless trained

under state statute. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 - Reporting Child Abuse: Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- a) Placed in a situation that endangers his or her life or physical or mental health;
- b) Cruelly confined or cruelly punished;
- c) Deprived of necessary food, clothing, shelter, or care;
- d) Left unattended in a motor vehicle if such minor child is six years of age or younger;
- e) Sexually abused; or
- f) Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform their principal or supervisor in the event they become aware of child abuse or neglect.

School employees who have reasonable cause to suspect a child is a victim of abuse or neglect, or who observe conditions which reasonably would result in abuse or neglect, shall report such incidents to the proper authorities. The employee shall make an oral report to the local law enforcement agency by telephone, followed by a written report if necessary. The report will include all information required by law.

Nebraska Child Abuse/Neglect Hotline at 1-800-652-1999.

Section 11 - Role of Paraprofessionals: Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A Paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the Paraprofessional in a supportive role. Paraprofessionals may assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher. Paraprofessionals are scheduled and supervised by the building principal. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If a teacher requests a Paraprofessional to work hours other than the assigned work hours or assigned work day, the administration should be contacted for approval.

Section 1 - Ethics Standards: The Loup City Public Schools expects all its employees to adhere to high ethical standards.

Certificated employees must adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to “educator” shall include all certificated employees of the District.

Preamble

- A. The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.
- B. The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.
- C. The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the

- student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
 - C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
 - D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
 - E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
 - F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
 - G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public: The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession: In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification.

Principle V - Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 – Evaluations: Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise, or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration. Employee performance and/or actions which interfere with the District's goal to provide a positive and safe educational environment are not tolerated.

Section 3 - Role Model: Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner. All employees are in all respects to conduct themselves in a manner supportive of the mission of the school

Section 4 – Relationships: It is important for employees to maintain an effective working relationship with the administration and co-workers - including other teachers and support staff – as well as students, parents, and district patrons. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 – Attire: It is important for employees to project a professional, responsible, adult image to students, parents, and co-workers. Appropriate attire and grooming is one of the means of projecting such an image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the professional standard to be maintained. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. Employees should wear clothing which is safe and suitable for their work assignments; and avoid clothing which may be caught in machinery. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 - Private Tutoring: Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7 - Outside Employment: Employees shall not perform other work or duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Employees are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations, and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 - Medical Examinations: Medical examinations are not routinely required of all applicants or employees. However, certain minimum standards of health and physical ability are required of employees in some job categories. If the District requires a physical exam as a condition of employment, the exam will be conducted after an offer of employment has been made, will relate to job performance capabilities, and will be required for all new employees in the same category (Title I of ADA). Cost of these exams will be at District expense.

Special examinations or clinical tests may be necessary to determine an employee's fitness to return to work due to injury or illness. In such cases, the District will select the physician, make arrangements for the examination, and assume responsibility for the expenses. The District may also require reports from employees' own health care providers, at the expense of the employees. Since medical office hours are limited to the common work day, a supervisor may excuse an employee, without loss of pay or leave, to go for job-related examinations or tests which cannot be scheduled during the employee's off-duty hours.

Section 9 - Teacher's Professional Growth: As is the case with all teachers in the State of Nebraska, teachers in the Loup City Public Schools must show evidence of professional growth on an ongoing basis. The District requires that all teachers accumulate 24 points of professional growth during each six-year period to meet the minimum requirements. Teachers must use the form contained in the appendix when applying for professional growth points.

State Statute indicates that: "Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the school board, which may include, but are not limited to, educational travel, professional publications, or work on educational committees."

College Credit: Six (6) hours of college credit, graduate or undergraduate, earned during any professional growth period, shall be accepted as evidence of professional growth. Grade slips or a transcript of credits earned shall serve as evidence of credit earned; shall be filed with the Superintendent, and shall be maintained in the employee's personnel file.

Applicability to the Salary Schedule: Credit hours earned to complete professional growth requirement shall be applicable for movement on the salary schedule if such hours meet existing criteria for salary advancement.

Professional Growth Points and Cycle: Evidence of professional growth will be demonstrated by earning twenty-four (24) professional growth points per six (6) year period by completing any combination of activities as set forth below. The required twenty-four (24) points may be earned in a single year or over a period of six (6) years.

Professional Growth Activities: Listed below are the activities for which growth points may be earned. Beginning September 1, 1998, points can be any combination of formal classwork, professional meetings, and activities described below. No requirement of formal classwork exists.

- I. Formal Classwork
 - A. College or university credit (one semester hour equals four (4) points)
 - B. Technical community college credit (one semester hour equals four (4) points)
 - C. College credit earned in specialized areas; i.e., foreign language institutes, business schools, etc. (one semester equals four (4) growth points)
 - D. Auditing a college class (one semester hour equals two (2) points)

- II. Professional Meetings and Activities (To be earned in two or more areas)
 - A. Curriculum conferences and conventions (one (1) point per day)
 - B. Workshops either school district designed or externally sponsored (one (1) point per day)
 - C. TV, radio, or internet-based in-service programs (one (1) point for every six (6) hours)
 - D. Activities and conventions sponsored by NSEA of NCSA and/or state academic associations which are instructional in nature (one (1) point per day)
 - E. Service on district curriculum committees or board or administrative advisory committees (one (1) point per committee assignment -- two (2) points for chair)
 - F. Demonstration teaching and/or presenting in-service programs to colleagues within or without the district (one (1) point per half (1/2) day of in-service presentation)

- G. School visitation (one (1) point per day)
 - H. Supervision of student teacher (two (2) points per student teacher)
 - I. Teaching college, or adult education (two (2) points per semester class for college and adult education; four (4) points per credit for graduate courses)
 - J. State department evaluation team (one (1) point per day of visit)
 - K. Other -- other related activities deemed appropriate by Superintendent
- III. Other Activities as Approved: To receive a growth point credit for the items listed below, the employee shall submit a written proposal to the administration for prior approval. The employee and administrator shall agree on the follow-up activities and/or verification process and the number of points to be earned upon completion of the activity which may consist of but is not limited to:
- A. Research and Curricular Development: District or classroom related research, production of curriculum materials or learning packets.
 - B. Educational travel
 - C. Special voluntary school district activities and/or in-service programs which occur before or after the school day or school year.

Approval and Verification of Professional Growth Activities Other Than College Hours: At least five (5) days prior to attending or participating in a professional growth activity, the employee shall notify the principal of the employee's intent to participate in that activity by completing a "Professional Growth Activity Form" Unless notified to the contrary, prior to the start of the activity, the activity as set forth on the form will qualify for professional growth as provided for in this policy. Following approval, the "professional growth activity form" is then sent to the Superintendent's office for official record purposes. Absence from school during school or contract day shall be governed by professional and personal leave policies of the District.

Review of Professional Growth Status: The Superintendent's office keeps professional growth records for teachers and notifies them of their point status one year before their professional growth period ends. The necessary forms are available from the building principal or Superintendent's office. Staff not meeting the professional growth standards shall be frozen on the salary schedule for the contract year and may be placed on probationary status or subject to other discipline.

Section 10 - Professional Boundaries Between Employees and Students: All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

Article VI – Academic Matters

Section 1 - Purpose and Goals of Academic Achievement: The Loup City Public Schools Board of Education is committed to providing a quality education for all Loup City Public Schools students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2- Teaching to Student Understanding to Assure Learning: Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 - Instruction in the Curriculum: Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Classroom Management & Instructional Use Time. Students that are expected to be active learners throughout the class period engage in less disruptive behavior. Therefore, all teachers – specifically in grades 7-12 - will be expected to provide approximately 15 minutes at the end or start of each class period for students to engage in "Guided Practice" or "Independent Practice". Depending on course syllabus and daily lesson plans, teachers may structure more or less time for these characteristics of the instructional process. This structured study time will allow teachers to adequately meet the modeling and checking for understanding steps of the teaching act as found in the Evaluation Phase.

Section 4 - Measuring and Reporting Academic Achievement:

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. It is recommended that the teacher record at least two grades per week. It is generally preferable to give numerical grades for tests, quizzes, and daily work. Grades must be recorded for all curricular areas.

Recording Grades. Each teacher shall record grades in the Daily Class Record utilizing the PowerSchool computer system. A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Keep consistent, complete, and updated records. Teachers must be able to support and justify the grades that each individual student earns. Teachers shall find a way to make sure that at least two grades are entered each week for each student in all of their classes. Grades shall not be changed after the deadline provided by the office for each grading period.

Grade Scales. Teachers are to use only the grading scales set forth by the District. Any deviation from the approved grade scales must be approved by the administration. The grade scales are expected to be used according to the following guidelines:

Article VI – Academic Matters

1. No other grade scales are to be used on official records or reports.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

Reconsideration of Grades/Marks. Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the administration. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference. Failure to resolve the issue will result in a second conference involving the administration and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the administration unless the administration determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. Late entry or a serious injury at an awkward point in the semester would be a couple of examples. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be noted in writing and be approved by the administration.

Transfer Grades. A student transferring into Loup City Public Schools at the 15-to 18-week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the administration.

Report of Possible Failing Grade to Parents. Teachers will be responsible for making personal contact with the parent of any child who is in danger of failing a final grading period at least 4 week prior to the end of the final grading period. This communication must be for the express purpose of informing them of the failing grade. Communication should be logged and shared with the building principal.

Reports to Parents. Grades and credit are assigned on a quarter (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, first semester, third quarter, and second semester. The grade reports are produced from information supplied by teachers and distributed to students or parents.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire 18 weeks.

Mid-Quarter Progress Reports To Parents. Mid-quarter progress reports may be prepared at or near the middle of each quarter. These reports will be mailed to all parents. Again, teachers are asked to comply with such communication practices as described in the aforementioned section.

Athletic Eligibility. The Down List, when developed, will be determined by the High School Principal and will be based on the students' current grade in each of their classes. Teachers will need to contact the Principal for any special considerations by 8:00 a.m. Friday. The Principal will make the final call on who is placed on the Down List and if they are placed as "Failing" or "About to Fail".

Article VI – Academic Matters

Students that are failing two class will be ineligible for all athletic activities the following week (Sunday-Saturday). Students that are failing two or more classes will be ineligible for all other activities (band, cheer, dance team, drama, speech, dances, etc.) for the following week.

Teachers should make their recommendations each week based on student work ethic, grades, and any other considerations they feel are necessary. All teachers need to keep their grades up to date and include 2-3 new grades each week.

Section 5 - Parent-Teacher Conferences: Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held once each semester during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences by the administration. Teachers are expected to be prepared for such conferences. Being prepared includes having completed and updated grades which include all student assignments, work or assessments completed at the time of the Parent-Teacher conference.

Section 6 - K-12 Curriculum Study Cycle: The chart below outlines the schedule for curriculum study and development. Each subject area goes through a two-year phase. The model allows for each area to assess and develop curriculum the first year, and then implement and monitor the curriculum the second year. The cycle renews itself over a five-year period. Some subject areas may need additional time to complete the cycle to reach the final activities.

Section 7 - District Teacher Committees

All staff members are assigned to District level and/or building level committees. These committees address curricular, departmental, or special building topics and meet as needed. The committees and members are updated by the administration.

Section 8 - School Improvement Committees: School Improvement Committees are organized and focus on school wide improvement goals. The committee memberships are slightly reorganized each year and meet throughout the year. The committees are an outcome of the school accreditation process and monitor progress through baseline data and an action plan.

Section 9 - Multicultural Education: The Loup City Public Schools is committed to implementing an effective Multicultural Education program into every area within the school system. It is the District's belief that it is very important to prepare students to live effectively and positively within a culturally pluralistic nation and world. Throughout their schooling, students will be provided with curricula which promote a view of at least the cultures of African Americans, Asian Americans, Hispanic Americans, and Native Americans. Teachers may also include any other cultures that fit into their curricula. Administrators will monitor each teacher's effort in meeting this goal.

Section 10 - Special Services: Educational Service Unit #10 assists in special education program services. The ESU is a co-op which contracts with other school districts to provide services for students with special needs. ESU #10 has psychologists, educational consultants, speech clinicians, and other educators who can help determine the capabilities of a child/student and develop the appropriate educational plan for each child/student. The Superintendent is the official director of Special Education services for the District, with the ESU utilized as a consultant and provider of specialists. Students who are observed to have difficulties and a possible need for special services should be discussed with building administrators.

Section 11 – Multi-Tier System of Supports(MTSS): The MTSS team is to be used as a way for regular education teachers to get ideas and strategies to use on a student before referring a student for special education testing. Interventions that are implemented, the results of that implementation, and a list of teachers involved on the MTSS team should be documented. This team is to be used as a problem-solving team whose main goal is to make adjustments and modifications in the regular education setting without involving the special education department.

Article VI – Academic Matters

MTSS members are listed on the school district's committee appointment list. If the team feels that all viable alternatives have been attempted, a referral for a multi-disciplinary team (MDT) evaluation should be completed and given to the special education department.

Attendance at MTSS meetings is required of all staff connected to the individual student. Administrative permission to be absent must be granted prior to any meeting. Academic meetings take precedence over athletic practices.

Section 12 - Multi-Disciplinary Team (MDT): The MDT is responsible for the evaluation, analysis, and documentation of abilities of each child referred to special education. The MDT makes all verification decisions. The MDT also is responsible for preparing a written report of the results of the evaluation. This report should include whether or not a child qualifies, the basis for making the determination, and a listing of the team members. If a member of the team does not agree with the rest of the team, then that team member must submit in writing a report stating his/her reasons for disagreeing with the team's decision. The MDT should include the child's regular education teachers, a special educator, a school psychologist, a school district administrator or designee, a representative of the school district, and a speech pathologist if speech/language verification is being done. This is a permanent team with the exception of the regular educators involved. This will vary depending upon which teachers are in daily instructional contact with the student.

Re-evaluation of special education students is to be conducted every three years. A MDT meeting is held at this time, also. The requirements for a MDT meeting are the same for the three-year reevaluation process.

Attendance at MDT meetings is required of all staff connected to the individual student. Administrative permission to be absent must be granted prior to any meeting. Academic meetings take precedence over athletic practices.

Section 13 - Individual Education Plan (IEP) Meetings: Every student that qualifies for special education is required to have a written Individual Education Plan (IEP). The IEP contains the student's current level of performance, goals, objectives to meet those goals, a statement concerning the student's participation in regular education classes, a list of individuals responsible for implementing the IEP, and other information concerning transition, transportation, etc. IEP meetings are to be held once a year. The following representatives are required to be at the IEP meeting: a school district representative, special education teacher, the student's teachers, an administrator, and the parents (unless they are unable to attend and documentation of attempted contact has been completed). Any teacher having contact with the student, in a teaching capacity, is required to attend.

Attendance at IEP meetings is required of all staff connected to the individual student. Administrative permission to be absent must be granted prior to any meeting. Academic meetings take precedence over athletic practices.

Section 14 – Assessments: Loup City Public Schools has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards. Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are expected to fully adhere to and carry out the District's policy on assessments, including the timetable and reports.

Section 15 - Activity Sponsorship (Head and/or Assistant Sponsors or Coaches): All school activities and functions are an extension of the school itself and, as such, all rules regarding student and personnel conduct remain in effect. Each student activity will be provided with a school sponsor. Each class will be assigned one or more sponsors. A sponsor must attend ALL meetings of the activity, class, or organizations he/she sponsors. Sponsors are responsible for the purchase of all items needed by the organization with a requisition for such purchases obtained from the office.

Any school function must be cleared with the Principal before it can be scheduled, no matter how small. The Principal must approve events and dates of activities before they are placed on the master calendar.

Article VI – Academic Matters

General Duties of the Sponsors:

1. The sponsor of any group or class should monitor that group at all times during the course of that group's meeting or activity. Teachers who fail to comply must assume full responsibility for the consequences. Head and/or Assistant Sponsors or Coaches are expected to be present for each and all of their respective activities. Absences MUST be discussed with the administration and appropriate leave measures taken.
2. The sponsor shall be responsible for guiding the group in the election of class officers, the determination of worthwhile group activities, and the coordination of the individuals in the group into a working unit.
3. The class meeting is the opportunity to practice democracy. The sponsor should set an example by insisting on an orderly, well-planned meeting, and one which follows some of the rules of parliamentary procedure.
4. At the first meeting of the year, the sponsor shall outline to the class or organization the following rules:
 - a. No meeting is to be held without the approval and attendance of the sponsor.
 - b. The year's activities are to be planned and dates selected if possible. Scheduling as soon as possible may prevent most conflicts.
 - c. No student is to order any supplies without the approval of the sponsor. A proper purchase order must be submitted.
5. All class projects and parties must be approved by the Principal in order to coordinate the various activities.
6. Money-raising activities must be approved by the building Principal.
7. Sponsors must pick up money earned by a class or organization the day the students earn the money. Said monies shall be turned into the office by the end of the same school day.
8. The student must pick up, complete, and return make-up slips prior to leaving on a school-sponsored activity. Sponsors of activities will need to exert all possible influence in securing the cooperation of their pupils toward regular classroom work. Furthermore, such classroom work has precedence over special activities. Overnight trips must be approved by the Principal and have written parental permission.
9. Personnel in charge of activities will stay with their pupils until they ALL have left the building. If the activity takes place before or after school or during the course of a weekend or break, the sponsor shall be responsible for turning out all lights, making certain that all windows and doors are locked properly, and activating the security alarm system.
10. It is the sponsor's responsibility to make certain that all facilities, buses, and equipment needed have been properly secured by request from the administration.
11. It shall be the responsibility of the sponsor to check on the eligibility of students participating in an activity.
12. Sponsors must ride the school's transportation with the students attending an activity, or have a staff member take the sponsor's place (Note: a parent cannot take the place of a sponsor on the bus; a school official is required to ride school transportation. Exceptions to this policy may be established by the Principal).
13. A sponsor should be monitoring student areas at all times (i.e. locker rooms, gyms, rooms, etc.).
14. A sponsor should be present during non-school time as well (i.e. fundraisers)

VII - Use of School Facilities and Equipment

Section 1 - Drug-Free Workplace: The district will implement regulations and practices which will insure compliance with the Federal Drug-Free Schools and Communities Act and with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Drugs and Alcohol Prohibited - Standards of Conduct for Employed Staff: The unlawful manufacture, possession, selling, dispensing, use or being under the influence of alcohol or any alcoholic beverage or alcoholic liquor in the workplace on school grounds or during an educational function, or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited. The possession, selling, dispensing, use or being under the influence of any controlled substance or drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant on school grounds, or during the educational function or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited. The possession, selling, dispensing, use or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes on school grounds or during and educational function, or event off school grounds, is prohibited.

The possession, selling, dispensing or use of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function, or event off school grounds, is prohibited.

Any prescription or non-prescription drug, medicine, vitamin or other chemical may not be taken unless authorized as stated in the next section on AUTHORIZED USE.

Employed Staff

1. Violation of this policy may result in disciplinary sanctions, including but not limited to, suspension, non-renewal, termination or cancellation of a certificated employee's contract pursuant to Neb. Rev. Stat. § 79-829 R.R.S., the suspension or termination of employment of a non-certificated employee, completion of an appropriate rehabilitation program, referral to law enforcement authorities for prosecution, and filing of a complaint with the Professional Practices Commission.
2. All employees shall be given a copy of the standards of conduct and disciplinary sanctions required, and notified that compliance with the standards of conduct is mandatory.

Section 2 - Smoke and Nicotine-Free Workplace: The use of nicotine products in the District's buildings and on school grounds, all owned or leased facilities and vehicles are prohibited.

Section 3 - Weapon-Free Workplace: The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sandclub, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by

VII - Use of School Facilities and Equipment

- hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
 8. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employer who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
 9. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
 10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession, as well as in an employee's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 - Use of District Computer Network and Internet Acceptable Use: The use of computers, technology and the Internet must be consistent with the educational objectives of the School District. All School District electronic resources must be used in a responsible, efficient, ethical and legal manner. Failure to adhere to these regulations will result in loss of user privileges, disciplinary action, dismissal and/or appropriate legal action.

Privileges: The use of the District's electronic networks is a privilege, not a right. The Building Principal will make all decisions regarding whether or not a user has violated this authorization and may deny, revoke, or suspend access at any time.

Unacceptable Use: The user is responsible for his or her actions and activities involving electronic resources. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law.
2. Unauthorized loading or downloading of software, games or files, regardless of whether they are copyrighted or devirused.
3. Downloading copyrighted material for other than personal use.
4. Commercial or for-profit uses.
5. Wastefully using resources, such as file space.
6. Destroying, modifying or abusing hardware or software.
7. Gaining unauthorized access to resources, files, passwords or other users' accounts.
8. Accessing the Internet from a School District access point using a nonschool district Internet account.
9. Accessing fee services via district technology without specific permission from the Building Principal.
10. Accessing, receiving, transmitting or re-transmitting material regarding students, parents/guardians or district employees that is protected by confidentiality laws. If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee and student records in accordance with School District policies and regulations.
11. Invading the privacy of individuals.
12. Disrupting the work of others.

VII - Use of School Facilities and Equipment

13. Posting material authorized or created by another without his/her consent.
14. Impersonation of another user, anonymity and pseudonyms.
15. Sending or accessing encrypted information.
16. Commercial or private advertising or political lobbying.
17. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, discriminatory, offensive, harassing, or illegal material.
18. Using or attempting to use the resources while access privileges are suspended or revoked.

No Expectation of Privacy: Use of the District's electronic resources, including e-mail, is not private. The District reserves the right to log, monitor, examine, evaluate, and disclose solely at its discretion, the contents of all files, communications, or other usage on or conducted through these resources despite any designation of privacy by either the sender or recipient.

No Warranties: The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the users' errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification: The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures. File: 606.06R2

Security: Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify appropriate personnel. Do not demonstrate the problem to other users. Users shall not reveal their passwords to other individuals. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to these resources.

Vandalism: Vandalism will result in cancellation of privileges and will be reported to the legal authorities for possible prosecution. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses

Limited Resource: Activities that are deemed by the network supervisor to cause unreasonable demand on network capacity or disruption of system operation are prohibited. Users shall not post chain letters or engage in "spamming". Spamming is sending unsolicited messages to a large number of people, or sending a large number of unsolicited messages to one or a few individuals

EMPLOYEE USE OF SOCIAL NETWORKS

The Superintendent and Administrative Team will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1. Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
2. Teachers may not list current students as "friends" on networking sites.
3. All e-contacts with students should be through the district's computer and telephone system, except emergency situations.
4. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the principal.

VII - Use of School Facilities and Equipment

5. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
6. Inappropriate contact via e-mail or phone is prohibited.
7. Inappropriateness of posting items with sexual content
8. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
9. Examples of inappropriate behavior from other districts, as behavior to avoid
10. Monitoring and penalties for improper use of district computers and technology
11. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

All online communication by District employees during the school day, using District resources, or on behalf of the District is subject to District policies. Employees shall maintain a standard of professional responsibility and conduct, realizing their online actions at work and at home represent the District. The network systems administrator may periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

GUIDELINES FOR EMPLOYEE USE OF SOCIAL NETWORKS

1. Know and follow District policies and regulations relating to online communications.
2. District employees are personally responsible for the content they publish on blogs, wikis or any other form of user-generated media. Remember that what you publish will be public for a long time—protect your privacy.
3. Anonymity or false screen names should only be used in personal, non-work related online communications. Identify yourself, and when relevant, your District, when you discuss professional matters. Write in the first person. You must make it clear that you are speaking for yourself and not on behalf of the District.
4. If you publish content to a website and it has something to do with work you do or subjects associated with your District, use a disclaimer such as this: "The postings on this site are my own and don't necessarily represent my District's positions, policies or practices."
5. Respect copyright, fair use and financial disclosure laws. When you do use material from others, where possible link back to the source.
6. Never provide confidential or other proprietary information about your District, your students, or your co-workers. Ask permission prior to publishing or reporting on conversations that are meant to be, or might be assumed to be, private or internal to the District and your work.
7. Be particularly aware of student privacy laws including FERPA.
8. Don't cite or reference fellow staff members, administrators, parents, volunteers, suppliers, or others associated with the District without their approval.
9. Always maintain professional standards. Absolutely never use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the workplace. You should also show proper consideration for others' privacy and for topics that may be considered objectionable or inflammatory—such as politics and religion.
10. Find out who else is blogging or publishing on the topic, and cite them.
11. Be aware of your professional responsibilities with online social networks. When you identify yourself as an educator, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and clients.
12. Don't pick fights, be the first to correct your own mistakes, and don't alter previous posts without indicating that you have done so.
13. Be thoughtful about everything published online. If you are angry or frustrated, it is best to avoid using online communications.

VII - Use of School Facilities and Equipment

14. Be very judicious in disclosing any personal details, as they will be available online for a long time.
15. Try to add value. Provide worthwhile information and perspective. The District is best represented by its people and what you publish will reflect on your District and your community.
16. Maintaining the trust of others with whom you communicate is critical. If you have a vested interest in something you are discussing, be the first to point it out. Nothing gains you more notice in the online social media environment than honesty—or dishonesty.
17. Blogs, wikis, virtual worlds, social networks, or other tools hosted outside of the District's protected Intranet environment should not be used for internal communications among fellow employees. It is fine for fellow employees to disagree, but don't use your external blog or other online social media to air your differences in an inappropriate manner.
18. When speaking about other districts or teachers at other districts, be careful about identifying them if the remark may be interpreted as being critical of them. You must make sure that what you say is factual and that it does not disparage others.
19. Avoid arguments. Don't try to settle scores or goad others into inflammatory debates.
20. There are always consequences to what you publish. If you're about to publish something that makes you even the slightest bit uncomfortable, review the suggestions above and think about why that is. If you're still unsure, and it is related to your work or the District, feel free to discuss it with your administrator. Ultimately, however, you have sole responsibility for what you post to your blog or publish in any form of online social media

Section 5 - Use of School Facilities --- Security, Keys, Valuables (Money): Employees and authorized personnel who are issued keys to the school are expected to not lose their keys and to not allow others to have access to or to use their keys. Employees shall never share their security codes or key cards with students. Employees are expected not to copy or possess unauthorized keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When employees leave the building, they are to close all windows, lock interior doors, make sure that the entry door(s) is fully closed and locked, and properly arm the building security alarm system. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage (i.e. outside of regular school hours). Security includes not only maintenance of a secure (locked) building but protection from fire hazards and faulty equipment, and as well as the safe practices in the use of electrical, plumbing, and heating equipment. Records and funds shall be kept in a safe place under lock and key.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Access to school buildings and grounds outside of regular school hours is endorsed on an organized basis. School grounds are available to be used as playgrounds for corresponding neighborhoods but supervision is only provided for LCPS students during school hours. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Adequate lighting is provided as one of the best safeguards against illegal entry and vandalism. Employees should be alert to strangers or suspicious activity on the school premises. Employees should not hesitate to ask for the name and business of any person found on the grounds or in the buildings. Questionable persons or activities should be reported to the supervisor or administration immediately. License numbers of unfamiliar cars on or near school grounds should also be reported. This aspect also applies to all employees with regard to any and all school property, whether during the school day, after school, or at night. Strangers or suspicious activity should be reported to the local police.

Employees are provided with a key fob that allows them access to the weight room. Employees may use the weight room during off hours and the summer at no charge. It is also requested that employees refrain from using

VII - Use of School Facilities and Equipment

the weight room during scheduled student time. Immediate family members of employees may also use the weight room. Children under the age of 19 must be accompanied by the employee. Students in elementary school may not use the weight room.

For the employee's own protection, no money should ever be left in classrooms. Collection of money for items purchased by students or for school-related aspects will be handled through the administrative offices. Proceeds from sale of concessions and/or fundraisers should be taken directly to the business manager or left in the bank night depository in a locked deposit bag. All funds need to be receipted and purchases paid by school check to comply with auditors recommended procedures.

Section 6 - Care of School Property: Employees are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the administration or supervisor. If you learn that a student or employee has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the administration or supervisor so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 - Use of Telephone: To enhance better communication between home and school, as well as internally within the school itself, each classroom is equipped with a phone. The use of the phones are not meant to disrupt instruction, so should be used at only appropriate times (planning time, breaks, noon, between classes, etc.). Personal telephone calls shall not be made during duty time except in the event of an emergency. All personal long distance calls must be made utilizing the employee's personal cell phone or calling card. Please use your own assigned security phone code number. Only long distance calls relating to Loup City Public Schools business should be made unless cleared by the office.

Long Distance calls can only be made from the K-3, 4-6, 7-12, or the Superintendent's offices. Local calls can be made from the classrooms. To make long distance calls within the 308 area code: dial 1-700-xxx-xxxx (Use 700 instead of 308); you will then hear a solid tone. Enter your assigned 3-digit code to complete the connection. For calls outside the 308 area code, dial the number with the proper area code and enter your personal code at the tone.

All faxes will be sent and received through the Elementary office. When you send a FAX, the call is long distance so it will be made on your calling code. The secretary will assist with all faxes.

Section 8 – Visitors: Employees are not to have visitors on school property except on a short-term basis and only with permission of the administration. Visitors should follow posted procedures for being on school property.

Section 9 – Salespersons: Employees need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the administration. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Employees shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the administration. Employees shall not use time for which they are on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 - Security of Desks and Lockers: Offices, desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school, are on property owned by the school, and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property

VII - Use of School Facilities and Equipment

kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse, or backpack.

The District is not responsible for any personal property employees may bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 - Video Surveillance: The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student, employee, or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student, employee, or other building user and may also be provided to law enforcement agencies.

Section 12 - Bulletins, Announcements, Displays: Employees are responsible for keeping current with daily/weekly announcements, bulletin updates, and electronic messages for administrative memos, announcements, and/or changes. Likewise, daily announcements must be submitted to the office by 2 p.m. the previous day.

Bulletin boards, display cases, doors, walls, hallways, windows, lockers, etc. are available for school-related and approved materials to be posted and displayed. All display items posted or materials for distribution in the school must be appropriate for school use, meeting the approval of the administration. The person or organization responsible for displaying or distributing the materials is responsible for cleanup after the event.

Section 13 - District Website and Social Media: The district website and other approved social media outlets provide means of discriminating information to the community about school events and classroom activities, and provide an effective line of communication between the community, staff and students. The superintendent's administrative assistant is responsible for implementing the web site regulations and posting materials to be published on the web site. All web pages on the web site will conform to this policy and the corresponding regulations.

Individual staff members may be granted rights to post information on the district's social media outlets. Staff members who post to social media should keep in mind the purpose, goals and high academic standards of the district when using social media.

Staff Web Pages: Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district. District employees, board members or guests may not establish personal webpages using district resources.

School or Class Web Pages: Schools or classes may establish web pages that present information about the school or class activities. The Building Principal will designate an individual to be responsible for managing the

VII - Use of School Facilities and Equipment

school web site under the supervision of the superintendent's administrative assistant. Teachers will be responsible for maintaining their class pages.

Extracurricular Organization Web Pages: Extracurricular organizations may establish web pages with the approval of the organization sponsor and the computer coordinator. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material.

Section 14 - Copyright and Fair Use Policy: It is the school's policy to follow the federal copyright law. Employees are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 15 - Lost and Found: Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. All lost and found items must be held until the public is notified that it will be donated to an appropriate agency.

Section 16 – Safety:

Safety Program and Safety Committee: The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained from the office. The District also has a safety committee to address employee accidents, injuries and workplace conditions. Representatives are appointed by the administration to serve on the committee. If you have a desire to serve on the committee, you should contact the administration or your supervisor. Employees can make suggestions and/or report concerns to the safety committee or the administration.

Safety Practices: Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.

VII - Use of School Facilities and Equipment

4. Be aware of your surroundings. Keep your work area/room clean and pick up clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete an accident report.
9. Wear seatbelts when in school vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the office.
11. Do not engage in "horseplay." Such conduct is a common cause of injuries and is not consistent with job duties.

As required by law, approved safety glasses will be required of every student and employee while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles: Employees who drive school vehicles must have a valid driver's license and proof of insurance. Employees will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Employees who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Employees are not to use cell phones while driving a school vehicle or while transporting children.

Accidents: Every accident which results in a personal injury must be reported to the office immediately. In the event the injury involves a student, the employee responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation: Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

District Crisis Team: Loup City Public Schools has a team of faculty and administrators organized should a crisis issue arise for the District (i.e. death of a student, death of a teacher, disaster, etc.). School operational guidelines and procedures have been developed and will be monitored by this committee. The committee is headed by the High School Guidance Counselor. Should a faculty member learn of a situation that may require the attention of the crisis team, they should alert the administration or the High School Guidance Counselor. Other faculty will be notified as conditions develop. Every teacher should be knowledgeable of the proper emergency procedures and instruct their students of such procedures, and have the District's "Emergency Procedures Guide" flipchart accessible for immediate reference.

District Exposure Control Plan: To safeguard the health and well-being of District employees and promote a safe work environment, the Loup City Public Schools has developed this "Exposure Control Plan" to reduce exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and other blood borne pathogens to which employees may be exposed in their workplace. Copies of the Exposure Control Plan are kept in the office of the Superintendent, 7-12 Principal's Office, and the Nurse's Office.

The employees of the Loup City Public Schools have the most important role in the blood borne pathogens compliance program, for the ultimate execution of much of the Exposure Control Plan rests in their hands. In this

VII - Use of School Facilities and Equipment

role the employees function as follows:

1. Know what tasks they perform that have occupational exposure.
2. Attend the blood borne pathogens training sessions applicable to their exposure/risk level.
3. Plan and conduct all activities in accordance with established work practice controls.
4. Develop and practice good personal hygiene habits.
5. Read the school's Exposure Control Plan and training handbooks (may be obtained from the administration or school nurse).

Personal Protective Equipment (PPE) Locations

<u>Types of PPE</u>	<u>Location(s)</u>
Disposable Gloves	Nurse's Office, School Offices Custodial Offices
Pocket/CPR Mask	Teacher Work Areas Nurse's Office School Offices
Gloves, CPR Mask & Sponges Utility Gloves/Dustpan & Broom	Elementary Buildings' Fanny Packs Custodian's Office

Emergency Protocol: The Board recognizes that emergencies may arise that justify the use of emergency response to life threatening asthma and systemic allergic reactions ("anaphylaxis"). To this end, the Board adopts the Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions Protocol ("Emergency Protocol") as required by state regulation and directs the administration to establish rules and procedures to implement the protocol.

Emergency Protocol –Students: The administration adopts the Emergency Protocol set forth in Nebraska Department of Regulation Rule 59, Appendix A, as such protocol may be amended from time to time. The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. The administration shall designate employees to be responsible for implementing the Emergency Protocol and will provide training to such designated employees.

For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 7:50 a.m. and ending at 3:50 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made in the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

Employee Indemnification for Emergency Protocol: The Board understands that employees may be reluctant to undertake the task of administering the Emergency Protocol due to the potential threat of personal liability. Accordingly, it shall be the policy of this District to indemnify and hold harmless those employees who take actions in accordance with and pursuant to the Emergency Protocol. This indemnification shall be secondary to and not replace any insurance coverage applicable to any claim against the employee. To receive such indemnification, the Board of Education shall by majority vote of a quorum of the Board determine that the employee had completed the training to administer the Emergency Protocol, did not intentionally fail to follow the Emergency Protocol or was not grossly negligent in the administration of the Emergency Protocol, and acted in good faith and in a manner

VII - Use of School Facilities and Equipment

which the employee reasonably believed to be in or not opposed to the best interests of the school district.

Section 17 - Asbestos Notification: The Loup City Public Schools is in compliance with all health laws and the Environment Protection Agency (EPA) in regard to asbestos in our school buildings. Asbestos has been identified in the following areas:

- Primary Building: Vinyl floor tile and flue insulation on boiler
- Original Middle School Structure: Vinyl floor tile

None of the above asbestos materials pose an immediate health problem to employees or students. The school will continue to periodically inspect and monitor these areas. Our Asbestos Management Plan is available for review at all buildings and the Office of the Superintendent, 800 North 8th Street, Loup City.

Section 18 - Transportation

Teachers wishing to schedule field trips or school business trips are to schedule them, with permission of the building principal, through the office. Bus transportation requests should be submitted to the office five school days prior to the trip. Coaches should hand in their transportation requests at the beginning of each season. Car, van, and SUV keys are to be requested at least five school days prior to the trip and can be picked up from the Transportation Director after administrative approval.

Students are expected to ride the bus to activities. The principal may be contacted by parents a day prior to an activity if adjustments in this policy are to be made. Such adjustments will be granted in rare instances. Students can only be released physically to a parent to ride home after an away activity. Each sponsor/coach/instructor shall have sign-off slips for parents to sign, as well as when releasing those students to their parents.

LCPS Activity Travel Procedures

Before Leaving

- Sponsors / coaches are to be sure that the contact list for your activity has been updated in PowerSchool / Power Announcement
- For each activity trip, sponsors/ coaches are to leave a complete and accurate list of students making the trip with the JSH secretary.

Before Leaving the Activity Site

- Coaches / sponsors are to update the student activity list-indicating any students who rode the bus to the activity, but will not be returning on the bus. Put the completed list in the glove box of the van/bus
- Sponsors/ coaches are to text the name(s) of students not returning on the bus to the activities director before departing

Buffalo Watch: We use the Buffalo Watch (www.buffalowatch.net) website to track weather conditions in the area where each activity bus travels. If we receive a warning of bad weather in the area, we will be in contact with individual bus drivers. In the event of a change in travel plans, we will notify parents via Power Announcement.

Loup City Public Schools Safe Pupil Transportation Plan: This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

1. Weapons - Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:
 - a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community

VII - Use of School Facilities and Equipment

- service agency, etc.
 - b. Pull the vehicle over to a safe and secure area.
 - c. Confiscate weapon (if it doesn't jeopardize student or driver safety).
 - d. Give description of weapon and participating parties to dispatch.
 - e. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
2. Pupil behavior - Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
- a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - b. First seek to resolve the incident through discussion with the student(s) involved.
 - c. Activate emergency flashers.
 - d. Bring the vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
 - e. Report and document discipline problems to the administration on a Bus Conduct Report/Incident Form.
3. Terrorist threats - A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:
- a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - b. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
 - c. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
 - d. Driver should wait for instructions from dispatch if possible.
4. Severe weather - Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:
- a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - b. Return to the school if less than five minutes away and follow the directions of the school administrator.
 - c. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
 - d. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
 - e. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
5. Hazardous materials - Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:
- a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.

VII - Use of School Facilities and Equipment

- b. Pull the vehicle over to a safe and secure area.
 - c. Give description of hazardous materials in question to dispatch.
 - d. Dispatch will immediately notify appropriate law enforcement and school administration.
 - e. Driver should wait for instructions from dispatch if possible.
6. Medical emergencies - Upon becoming aware of a medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:
 - a. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - b. Dispatch will immediately notify appropriate medical agencies and school administration.
 - c. Drivers should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
 - d. Only if necessary, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
 - e. Drivers should try to keep student passengers as calm as possible.
7. Procedures in the event of mechanical breakdowns of the vehicle - Upon becoming aware of a mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:
 - a. Pull vehicle over to safe and secure area if possible
 - b. Radio transportation dispatch and notify them of the situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - c. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in a secure area.
 - d. Drivers should try to keep student passengers as calm as possible.
 - e. Dispatch will arrange for assistance and a relief vehicle if needed.
8. Documentation under Safe Pupil Transportation Plan - Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.
9. Transportation of Unsafe Items - Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any times that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.
10. Supplemental Information - A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

EMERGENCY EVACUATION PROCEDURES: (For Students Being Transported in Small Vehicles—Cars & Vans)

In a vehicle accident or emergency situation, the driver must use his/her best judgment to decide what action shall be taken. As a driver, your primary responsibility is student safety. In an emergency, it may be necessary that the vehicle be evacuated.

VII - Use of School Facilities and Equipment

A Vehicle Must Be Evacuated In These Situations:

- The vehicle is on fire. It must be stopped and evacuated immediately. Passengers will move to a point 100 feet or more from the vehicle and remain there until the vehicle driver has determined that no danger remains. If a vehicle is unable to move and is close to existing fire or highly combustible materials, the danger of fire shall be assumed and all passengers must be evacuated.
- The vehicle is stopped in an unsafe location and is unable to proceed (e.g., due to an accident or weather conditions). The driver must determine immediately if it is safer for passengers to remain on the vehicle or to evacuate. For example, if the vehicle is in the path of any train, or on or closely adjacent to any railroad tracks.
- The vehicle could change position and increase the danger. For example, if a vehicle were to come to rest near a body of water or precipice where it could slide into the water or over a cliff, it must be evacuated.
- If there is danger of collision. Under normal traffic conditions, the vehicle should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered a reason for evacuation.

Important Factors In School Vehicle Evacuation: The safety of the pupils is of utmost importance and must be given first consideration. Prior to evacuation, the emergency brakes shall be set, ignition turned off, the transmission placed in an appropriate gear; and hazard flashers turned on to warn traffic. The driver should stay in the vehicle during evacuation to facilitate the evacuation procedures. The driver should be familiar with any extra equipment on the vehicle that would aid in an evacuation of a student with a disability and assure that the student is safely evacuated.

Students should be instructed to evacuate on the side of the vehicle away from the roadway—typically the passenger side. Evacuations shall be conducted with deliberate speed. A time interval of 1½ to 2 seconds per passenger has proven to be the safest and most efficient. A vehicle should be completely evacuated in 2 ½ minutes. To ensure a safe exit, passengers must have their hands free. They must leave personal belongings in the vehicle except those needed for their safety (coats, etc.). During an evacuation, passengers must be directed to a safe point at least 100 feet from the vehicle and remain there until given further directions.

Upon evacuation, the driver should attend to any injured students and immediately contact emergency service (call 911 and the school). Discuss the accident ONLY with police and school district officials. Do not leave the scene of an accident until the safe transportation of all students has been arranged by the student's parent, the school, or emergency personnel.

To assist the driver in evacuations (or to respond to situations where the driver is incapacitated), mature, responsible student(s) should be selected and trained to lead passengers to safety from each door utilized for evacuation. The selected student(s) should be trained to: • turn off ignition switches; • set emergency brakes; • summon help when and where needed (instructions and telephone numbers shall be available); • use windows for evacuation in emergencies; • set flags and reflectors or reflective triangles; • open and close service and emergency exit doors; • direct school vehicle evacuations; • perform other duties as directed by the driver.

Emergency Equipment: The driver should be familiar with and appropriately use emergency equipment during an evacuation. Emergency equipment for a small vehicle may include the following: • reflector kit; • vehicle-mounted hazard flashers; • body fluid clean-up kit; • first aid kits; • fire extinguishers; • triangle shaped reflectors.

Safe Driving Record Standard for Drivers: Any employee using a school vehicle or involved in transporting students will be required to complete the "Driver Certification" form. A check will be made of the employee's driving history at the District's expense.

VII - Use of School Facilities and Equipment

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person has a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. In the event the person has accumulated 3 or 4 points within the immediate prior 2 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. In the event the person has accumulated 3 or 4 points within the immediate prior 2 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 2 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

VII - Use of School Facilities and Equipment

Activity and/or Field Trips: Staff members are to follow the following guidelines when planning trips.

1. Activity trips will leave from the school no earlier than necessary to be on time for the activity.
2. The sponsors shall be responsible for distributing all necessary forms to the students, picking them up after they are signed, and returning them to the office prior to the departure on the trip.
3. Sponsors shall know the whereabouts of all students all the time.
4. Sponsors are reminded that the Loup City Public Schools Drug/Alcohol Free Workplace Policy is in effect on all trips.
5. Sponsors shall schedule the trip in a manner in which there are minimal periods of time that students are not involved in supervised activities.
6. All students and parents shall sign a document prior to leaving on an activity trip which indicates their understanding of the rules and agreement to abide by them and/or accept the consequences. Signing of the agreement is a condition of participation in the trip and the activity.
7. The meals eaten by the students will be at a place or places chosen by the sponsors. The sponsors will supervise these eating places while the students are present.
8. For any trip, Loup City Public Schools reserves the right to search any student's luggage, coolers, equipment, rooms, or any other place or possession as a condition of the student's trip participation.
9. The areas of prohibited conduct, as defined in the student handbook and the statutes of the State of Nebraska, shall be in effect during all school activities.
10. Violation of school rules concerning prohibited conduct will result in the student's parents being notified of the situation and removing the student.
11. Students are expected to participate in all planned activities while on the trip unless expressly excused by the sponsor.
12. When overnight trips are necessary, arrangements for accommodations will be made with administrative approval.
13. All students participating in an overnight activity will stay in accommodations provided by the school, until the activity or that student's part in it, is over, at which time the student may be released only to the parent/guardian of the student.
14. Sponsors will have a key to all rooms in which students under their supervision are staying.
15. Sponsors will prepare an itinerary for overnight trips. The name of the motel and the phone number of the motel will be included on the itinerary. A copy of the itinerary will be given to the administration and given/mailed to the parents/guardians of participating students.
16. Students will not be in rooms of members of the opposite gender, nor have members of the opposite gender in their rooms.
17. Students shall not be in rooms not under the direct supervision of Loup City Public Schools sponsors, nor shall they have persons in their rooms that are not answerable to their sponsors.
18. At least one of the sponsors will be of the same gender as the students participating.
19. Out-of-state trips are not allowed except by special approval of the Board of Education.

Section 19 – Use of School Vehicles: Whether the teacher is using the vehicle for student activity or business trips, the following procedures shall be followed:

Reservations: Teachers are required to fill out the transportation request form and submit it to the appropriate office at least five days before the scheduled trip. Teachers may request certain vehicles for their business trips, but are not guaranteed their first preference.

1. Practice Transportation will be arranged by the Athletic Director and Transportation Director.
2. Activities Director and Athletic Director will schedule transportation for events and meetings with the Transportation Director, including leave times from school.
3. Field trips, professional development trainings, meeting trips, and all other transportation shall be requested through the appropriate principal's office and will be arranged by the Principal and Transportation Director.

VII - Use of School Facilities and Equipment

Business Trips: The Transportation Director will provide the keys to the teacher through the Principal's Office. Only one vehicle will be sent to any particular meeting or training, unless the number of staff members attending necessitates another vehicle. Any staff that does not go with the assigned vehicles must take their own and will not be reimbursed for their travel.

Date of the trip: No matter the reason for the trip, the following procedures will be expected of all staff members using school vehicles:

1. Conduct a pre-trip inspection based on the list provided in each vehicle.
2. Write down the date, starting mileage, destination, and any issues noted in the pre-trip inspection on the vehicle log.
3. Upon return, write down the ending mileage, total mileage for the trip, and any other issues noted during the trip on the vehicle log.
4. Make sure that all garbage is picked up and the vehicle is clean before returning the keys.
5. Upon return, make sure that the vehicle is parked in the appropriate labeled spot.
6. If the vehicle has less than $\frac{1}{2}$ tank of gas, staff shall fill the tank before turning in the keys. Any time gas is added to the vehicle, write down the amount of gas added and the total cost on the vehicle form. The receipt for the gas shall also be left in the binder provided in each vehicle.

Section 20 – Cell Phone Use in School Vehicles: It is illegal for staff members to use cell phones while operating school vehicles. In the case of an emergency, the staff member needs to stop the vehicle safely and put it in park before answering their phone. Any violation of this policy will lead to disciplinary action up to, and including, termination.

Staff members that are riding in a school vehicle that is transporting students should refrain from using their cell phones. The number one priority of any staff member riding in a school vehicle is the supervision of students.

VII - Use of School Facilities and Equipment

Section 1 - Notice of Nondiscrimination: It is the policy of Loup City Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its education program, activities or employment policies and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dean Tickle, Superintendent
 800 N 8th Street
 Loup City, NE 68853
 308-745-0120
 dean.tickle@lcpublic.org

Complaints or concerns involving discrimination or needs for accommodations or access should be addressed to the above named employee. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact:

Office for Civil Rights
 601 East 12th Street, Room 353
 Kansas City, MO 64106
 1-800-368-1019 (phone)
 1-816-426-3686 (fax)
 1-800-537-7697 (telecommunications device for the deaf)
 ocr.kansascity@ed.gov

Section 2 - Designation of Coordinators: Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Loup City Public Schools, 800 N. 8th St, PO Box 628, Loup City, NE 68853-0628, (308) 745-0120.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 3 - Anti-discrimination & Harassment Policy

Elimination of Discrimination: The Loup City Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

VII - Use of School Facilities and Equipment

Preventing Harassment and Discrimination

Purpose: Loup City Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Loup City Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, gender, marital status, disability, religion or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

An individual who believes he/she has been abused shall notify Dean Tickle, the designated investigator. The alternate investigator is Roger Reikofski. The investigator may request that the individual complete the Abuse Complaint form. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint. The investigator shall have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

When abuse is reported, the investigator shall make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report shall not receive a copy of the report until the employee is initially interviewed.

The investigator shall use discretion in handling the information received regarding an investigation of abuse by

VII - Use of School Facilities and Equipment

an employee, and those persons involved in the investigation shall not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

The investigator shall notify the parent, guardian or legal custodian of a student of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The investigator shall interview the student as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The investigator may record the interview electronically.

It is the responsibility of the investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the investigator believes the employee committed a sex act with a student or sexually exploited a student, the investigator shall defer the investigation and immediately notify law enforcement officials, the superintendent, the student's parents and the person filing the report.

The designated investigator shall not interview the school employee named in a report of abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

If the investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the investigator shall provide notice of the impending interview of student witnesses or the student to their parent, guardian, or legal custodian prior to interviewing those students.

Within five days of receipt of an investigable report, the investigator shall complete an informal investigation. The informal investigation shall consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report.

Within fifteen days of receipt of the report, the investigator shall complete a written investigative report, unless the investigation was temporarily deferred. The written investigative report shall include:

1. The name, age, addresses and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
 - a. Unfounded. (It is not likely that an incident, as defined in district rules, took place), or
 - b. Founded. (It is likely that an incident took place.)
8. The applicability of exceptions to the investigated incident, or reason for the contact or force used.
9. A statement that, in the investigator's opinion, any physical contact that occurred was:
 - a. Appropriate. (Actions not requiring any disciplinary process), or
 - b. Inappropriate. (Actions invoking a disciplinary process as defined in district rules).
10. The disposition or current status of the investigation and recommendations regarding further

VII - Use of School Facilities and Equipment

investigation.

11. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
 - a. Contacting law enforcement officials.
 - b. Contacting private counsel for the purpose of filing a civil suit or complaint.
 - c. Filing a complaint with the Nebraska Professional Practices Commission if the employee is a certificated employee.

The investigator shall retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor, the superintendent and the student's parent or guardian. The person filing the report, if not the student's parent or guardian, shall be notified only that the investigation has been concluded and of the disposition or anticipated disposition of the case.

If the investigator's report or law enforcement officials conclude the case involved founded physical or sexual abuse by a certificated employee, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the investigator shall file a complaint on behalf of the district after obtaining the superintendent's signature with the Nebraska Professional Practices Commission. The investigator shall also arrange for counseling services for the student if the student or student's parents request counseling services. Information of unfounded abuse shall not be put in the employee's personnel file.

Section 4 - Grievance Procedure for Persons with a Disability: The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's division is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5 - Notification of Rights Under FERPA: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

VII - Use of School Facilities and Equipment

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants, and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible. The District forwards education records (may include academic, health, and discipline records) to schools that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

NOTICE CONCERNING DIRECTORY INFORMATION: The District may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous school attended. A parent or eligible student has the right to refuse to let the District designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows:

VII - Use of School Facilities and Equipment

two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

A form for students to participate in school public relations activities has been added to the last section of this handbook, as well as information related to the disclosure of student information as it pertains to the Nebraska School Activities Association (NSAA) in conjunction with the Loup City Public Schools as a member school of the NSAA.

Student Directory information will be released to the Loup City Booster Organization for the purpose of committee assignments, unless notified in writing.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION: The district's policy is for education records to be kept confidential except as permitted by the FERPA law, and the district does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit. The District designates the Sherman County Sheriff Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 6 - Disclosure of Student Information to Military Recruiters and Colleges: The No Child Left Behind Act of 2001 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 - Disclosure of Staff Qualifications: The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the NCLB.

Section 8 - Student Privacy Protection: The No Child Left Behind Act of 2001 requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the NCLB and related Board policy, as follows:

VII - Use of School Facilities and Equipment

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve “sensitive” matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to “opt-out” their child from the survey. Sensitive matters include:
 - a. Political affiliations or beliefs of the student or the student’s parent;
 - b. Mental or psychological problems of the student or the student’s parent;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating or demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the students or the student’s parent;
 - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as a part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

Section 9 - Parental Involvement: It is the policy of the district to provide full access to the parent of any student of the district to review textbooks, tests, curriculum and instructional materials, records of a student of any such parent, unless otherwise prohibited by law, and to any surveys of students done by the school district. Summary information regarding the district's curriculum, testing, and surveys will be provided at the beginning of each school year.

Requests for access to specific instructional materials should be addressed to the teacher or building principal.

Requests by parents to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the district to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the district not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the district to use only testing methods and testing instruments that are not of an experimental

VII - Use of School Facilities and Equipment

nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the district to notify parents of any standardized testing that may be scheduled within the school district.

It is the policy of the district to notify parents of any survey which may be scheduled and to conduct student surveys judiciously, with full consideration of the fact that parents may find items of the survey objectionable. The board will involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement.

Title I Parental Involvement: The District has a separate policy established pursuant to the No Child Left Behind Act of 2001 relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children be given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring – (A) that parents play an integral role in assisting their child’s learning; (B) that parents are encouraged to be actively involved in their child’s education at school; (C) that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 - Homeless Students: The No Child Left Behind Act of 2001 requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District’s designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 - Breakfast and Lunch Programs: The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write:

USDA, Director
Office of Civil Rights’
Room 326-W, Whitten Building
1400 Independence Ave, SW
Washington, DC 20250-9410

Or call (202) 720-5964 (voice and TDD)
USDA is an equal opportunity provider and employer.

Section 12 - Confidentiality of Protected Health Information: It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties

Loup City Public Schools

Receipt 2021-2022 Teacher Handbook

This signed receipt acknowledges receipt of the 2021-2022 Teacher Handbook of Loup City Public Schools. This receipt acknowledges that I understand that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract, and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus, the recent promulgation of expansive federal regulations, and other potential revisions to school policies and procedures, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

Teacher's Signature: _____

Date: _____

Return to:

Superintendent
Loup City Public Schools

Please return by: End of the Day on August 15, 2021

Loup City Public Schools

Transportation, Buildings and Grounds Committee

Friday, August 6, 2021

Meeting Agenda/Minutes

1. Carpet Installation update

- a. Midwest Flooring will be here Monday, August 9 to install hallways and offices. They will not install carpet in the three classrooms. The rebate dollar amount for that part of the bid is \$900.
- b. The three classrooms: recommendation is to repair any cuts, clean to the best of our ability and search for a company that can pull the carpet, potentially abate asbestos if tiles are damaged and install the carpet squares over the holiday break in December.

2. Safety Improvements

- a. Safety Straps for basketball hoops: I have a quote for two straps for \$1,546. This is just for the straps. We would need to install them ourselves.
- b. Stadium Seat Safety: CBS Constructors in McCook, NE is looking at the safety rails for the back bleachers at the football field.
- c. Handicap Accessible Door: Glass Edge in Gibbon, NE is coming up to look at our doors next week and give us a quote for retrofitting it with an ADA compliant door.

3. Summer Maintenance Project Report (Tom)

Tom reported on Chiller repair issues.

4. Other:

The removal of trees at the football field/track was discussed. Tom will contact area tree removal services to get bids on the work.

The Rasmussen Service Agreement is coming up for renewal. Nate from Rasmussen Heating and Air will be in Loup City on Monday, August 9 at 11:00am to review the agreement with Mr. Tickle. There was discussion about being able to a' la carte the agreement or is the agreement "all or nothing?"

There was discussion about the bus purchase schedule and what a timetable for rotating out the oldest bus would look like.

There was discussion about a replacement plan for the scoreboards in the gym and what other schools have done to help defray the cost.