

Regular Board of Education Meeting

Monday, October 16, 2017 6:00 PM

City of Gering Council Chambers
1025 P Street
Gering, NE 69341



Minutes

1. **Signature of Notification**
Absent: Brian Copsey, Josh Lacy, **Present:** Brent Holliday, B.J. Peters, Brady Shaul, Mary Winn.
2. **Call to Order, Pledge of Allegiance, Roll Call, Welcome Visitors**
 - 2.1. Acknowledge Open Meetings Law
 - 2.2. Notice of this meeting was published in the Gering Courier on October 12, 2017.
3. **Excuse Absent Board Members**
4. **Consent Agenda**
 - 4.1. Approval of Agenda/Amendment of Agenda Items
 - 4.2. Minutes From Previous Board Meeting
 - 4.3. Approval of Claims/Bills
 - 4.4. First Reading of Board Policies
 - 4.4.i. 504.12 - Regulated Electronic Devices
 - 4.4.ii. 504.13 - Use of Metal Detectors
 - 4.4.iii. 504.14 - Hazing, Initiation, Secret Societies or Gang Activities
 - 4.4.iv. 504.15 - Smoking, Drinking, Drugs
 - 4.4.v. 504.18 - Harassment by Students
 - 4.4.vi. 504.21 - Dating Violence Prevention
 - 4.4.vii. 504.22 - Student Contact by Non-School Persons
 - 4.4.viii. 504.23 - Suicide Awareness
 - 4.5. Second Reading of Board Policies

- 4.5.i. 508.1 - Student Health and Immunization Checkups
- 4.5.ii. 508.13 - Wellness
- 4.5.iii. 606.6 - Acceptable Use of Computers, Technology and the Internet
- 4.5.iv. 802.7 - School Food Procurement
- 4.5.v. 1005.12 - Title I Parent and Family Member Engagement
- 4.5.vi. 203.1 - Board Organizational Meeting
- 4.5.vii. 504.17 - Questioning of Students by Outside Agencies
- 4.5.viii. 504.16 - Searches, Seizures, and Arrests
- 4.5.ix. 403.8 - Employee Fundraising

4.6. Personnel Items

- 4.6.i. Contract Approvals
- 4.6.ii. Resignations

5. **Patron Comments**

6. **Reports and Discussions**

6.1. Building Report from Lincoln Elementary

Mrs. Barker, Lincoln Elementary Principal, introduced students from the student council. They presented a video made by the students and staff explaining why they love Lincoln Elementary School. Brent Holliday commented that he is proud of the student council participants.

6.2. Curriculum Committee Report

Mary Winn, a member of the Curriculum Committee, discussed the acceptance of the new science standards for K-12. These standards will focus more on hands-on learning instead of memorization. They also discussed the expenditures of Perkins Funds.

6.2.i. Student Recognitions

Mary Winn recognized the students who were award recipients for the month. The High School will be hosting monthly assemblies for student recognition and Positive Bulldog Referrals.

6.3. Facilities Committee Report

6.4. Business Committee Report

Brent Holliday, a member of the Business Committee, discussed meeting with Kim Bowman from Champion Realty. The committee has decided to list the

Cedar Canyon School building for \$189,000. They also discussed possibly tweaking the change order policies on the new facility allowing Mr. Hastings more flexibility during the building project.

- 6.4.i. Trial Balance Summary
- 6.4.ii. Fund Balances
- 6.4.iii. Schedule of Investments
- 6.4.iv. Financial Statements

6.5. Superintendent's Report

Mr. Hastings discussed the Committee of the Whole Goals Report. October 26th, 2017, ESU 13 will be holding a training for staff centered around learning teams and collaboration. On October 30th, 2017, Gering Public Schools will be hosting a visit from the Nebraska Public School Advantage to do a story about the Samsung Solve for Tomorrow contest. Dr. Larry Dlugosh, who led strategic planning in 2014, will be visiting to help bring closure to the goals and developing new goals for the district. He plans to attend the next Board of Education meeting. The second set of drawings from the building project have been received and an architectural meeting is set on October 19th which will go through the drawings in detail. There has been a six month agreement with Kim Bowman at Champion Realty for the listing of Cedar Canyon school building. State Education Conference will be on November 15th-17th.

7. **Action Items**

- 7.1. Discuss, consider, and take all necessary action related to the acceptance of the 2017 Nebraska College and Career Standards for Science
- 7.2. Discuss, consider, and take all necessary action regarding the approval of the updated VALTS Interlocal Cooperative Agreement

8. **Tentative Committee and Meeting Dates**

9. **Board Comments**

All the board members were very appreciative of the Lincoln Elementary Student Council and their presentation. Brady Shaul enjoys seeing students at the board meetings. Mary Winn is looking forward to going to the state convention. She also finds the high school monthly recognition assemblies to be a huge asset. BJ Peters believes this is a great time to be a Bulldog.

10. **Adjourn**

Adjourned at 6:45 p.m.

Budget Work Session
Monday, September 11, 2017 5:30 PM
Mountain

District Central Office, 1519 10th St, Gering
NE
1519 10th Street
Gering, NE 69341

Brian Copsey: Present
Brent Holliday: Present
Josh Lacy: Present
BJ Peters: Present
Brady Shaul: Present
Mary Winn: Present
Present: 6.

1. Call to Order

1.1. Acknowledge Open Meetings Law

2. Budget Workshop

Tim Meisner, Finance Director, presented information to the board on the proposed budget for the 2017-2018 school year.

3. Adjourn

Meeting adjourned at 5:56 p.m.

Budget Hearing
Monday, September 18, 2017 6:00 PM
Mountain

City of Gering Council Chambers
1025 P Street
Gering, NE 69341

Brian Copsey: Present
Brent Holliday: Present
Josh Lacy: Absent
BJ Peters: Present
Brady Shaul: Present
Mary Winn: Present
Present: 5, Absent: 1.

1. Attendance

2. Acknowledge Open Meetings Law

2.1. Notice of this hearing was published in the Gering Courier on September 14, 2017.

3. Budget Hearing

The Budget Hearing was opened at 6:00 p.m.

The board received public comment regarding the proposed budget from the following: None.

4. Adjournment

Meeting adjourned at 6:01 p.m.

Regular Board of Education Meeting
Monday, September 18, 2017 6:00 PM
Mountain

City of Gering Council Chambers
1025 P Street
Gering, NE 69341

Brian Copsey: Present
Brent Holliday: Present
Josh Lacy: Absent
BJ Peters: Present
Brady Shaul: Present
Mary Winn: Present
Present: 5, Absent: 1.

1. Signature of Notification

2. Call to Order, Pledge of Allegiance, Roll Call, Welcome Visitors

2.1. Acknowledge Open Meetings Law

2.2. Notice of this meeting was published in the Gering Courier on September 14, 2017.

3. Excuse Absent Board Members

Excuse the absence of Josh Lacy Passed with a motion by BJ Peters and a second by Mary Winn.

Josh Lacy: Absent, Brian Copsey: Yea, Brent Holliday: Yea, BJ Peters: Yea, Brady Shaul: Yea, Mary Winn: Yea

Yea: 5, Nay: 0, Absent: 1

4. Consent Agenda

Approval of the Consent Agenda Passed with a motion by Mary Winn and a second by BJ Peters.

Josh Lacy: Absent, Brian Copsey: Yea, Brent Holliday: Yea, BJ Peters: Yea, Brady Shaul: Yea, Mary Winn: Yea

Yea: 5, Nay: 0, Absent: 1

4.1. Approval of Agenda/Amendment of Agenda Items

4.2. Minutes From Previous Board Meeting

4.3. Approval of Claims/Bills

4.4. Policies

4.4.1. Policy 203.1 - Board Organizational Meeting

4.4.2. 403.8 - Employee Fundraising

4.4.3. 504.16 - Searches, Seizures, & Arrests

4.4.4. 504.17 - Questioning of Students by Outside Agencies

4.4.5. 508.1 - Student Health & Immunization Checkups

4.4.6. 508.13 - Wellness

4.4.7. 606.6 - Acceptable Use of Computers, Technology & the Internet

4.4.8. 802.7 - School Food Procurement

4.4.9. 1005.12 - Title I Parent & Family Member Engagement

4.5. Personnel Items

4.5.1. Contract Approvals

4.5.2. Resignations

5. Patron Comments

6. Reports and Discussions

6.1. Curriculum Committee Report

BJ Peters reported for the Curriculum Committee. The committee held a meeting at Northfield Elementary School and discussed implementing the NASB Whole Child Program. Staff have been utilizing "brain breaks", whole school movements, mentoring, and various other techniques to build emotional relationships with the students. Mary Winn discussed the student achievements in VALTS. Over 600 students have graduated from the VALTS program since the launching.

6.2. Facilities Committee Report

Mr. Hastings introduced Derek Young, an RB&B architect, that presented the High School renovation designs to the Board of Education. Derek and his staff have held numerous meetings regarding the design aspects with GPS. Over the next 6 months, RB&B will be going through the fine details of the design and will be supplying progress reports.

6.2.1. Report from RB+B Architect, Derek Young regarding progress of the GHS Project

6.3. Business Committee Report

Brian Copsey discussed the Business Committee Meeting which reviewed the tax levy, bond payment, budget discussion, and replacing a school suburban.

6.3.1. Trial Balance Summary

6.3.2. Fund Balances

6.3.3. Schedule of Investments

6.3.4. Financial Statements

6.4. Superintendent's Report

Mr. Hastings discussed the pleasure it has been working with RB&B Architects. He also discussed the potential to be invited to the GNAC and if GPS chooses to draft an application.

7. Action Items

7.1. Discuss, consider, and take all necessary action regarding the approval of the 2017-2018 Gering Public Schools Budget.

Approval of the 2017-2018 Gering Public Schools Budget as presented Passed with a motion by Mary Winn and a second by BJ Peters.

Josh Lacy: Absent, Brian Copsey: Yea, Brent Holliday: Yea, BJ Peters: Yea, Brady Shaul: Yea, Mary Winn: Yea

Yea: 5, Nay: 0, Absent: 1

7.2. Discuss, consider, and take all necessary action regarding 2017-2018 Gering Public Schools Tax Request

Approval of the tax request for the 2017-2018 school year as presented Passed with a motion by BJ Peters and a second by Brady Shaul.

Josh Lacy: Absent, Brian Copsey: Yea, Brent Holliday: Yea, BJ Peters: Yea, Brady Shaul: Yea, Mary Winn: Yea

Yea: 5, Nay: 0, Absent: 1

7.3. Discuss, consider, and take all necessary action regarding making application to join the Greater Nebraska Athletic Conference

Authorize the GPS administration to make application to join the Greater Nebraska Athletic Conference Passed with a motion by Brady Shaul and a second by BJ Peters.

Josh Lacy: Absent, Brian Copsey: Yea, Brent Holliday: Yea, BJ Peters: Yea, Brady Shaul: Yea, Mary Winn: Yea

Yea: 5, Nay: 0, Absent: 1

Mr. Koski, the Gering Public Schools Athletic Director, presented the advantages and disadvantages of possibly joining the Greater Nebraska Athletic Conference.

8. Tentative Committee and Meeting Dates

9. Board Comments

Mary Winn expressed her excitement about the Whole Child Project. She was thrilled with activities success. Brady Shaul agreed that the athletics are doing really well. He appreciated Derek Young presenting the renovation details. Bj Peters shared his enthusiasm of being a Gering Bulldog.

10. Adjourn

Meeting adjourned at 7:16 p.m.

Tax Request Hearing
Monday, September 18, 2017 6:00 PM
Mountain

City of Gering Council Chambers
1025 P Street
Gering, NE 69341

Brian Copsey: Present
Brent Holliday: Present
Josh Lacy: Absent
BJ Peters: Present
Brady Shaul: Present
Mary Winn: Present
Present: 5, Absent: 1.

1. Attendance

2. Acknowledge Open Meetings Law

2.1. Notice of this hearing was published in the Gering Courier on September 14, 2017.

2.2. Special Levy Hearing

The Levy Hearing was opened at 6:01 p.m.

Public comment regarding the proposed levy was received from the following: None.

2.3. Adjournment

The Levy Hearing was adjourned at 6:02 p.m.

Payee Name	Account Description Element	Check Date	Check Number	Amount	Fund
Candlewood Suites Kearney	Travel Exp/Prof Devel	9/15/2017	20	\$0.00	1
CenturyLink	Telephone	9/15/2017	21	\$62.15	1
NASB Alicap	Contracted Services/Repairs	9/15/2017	22	\$244,663.00	1
Sidney Oktoberfest	Dues & Fees	9/15/2017	23	\$45.00	1
Verizon Wireless	Telephone	9/15/2017	24	\$40.01	1
Black Hills Energy	Natural Gas Services	9/22/2017	25	\$1,949.76	1
Nebraska Fccla _5977	Travel Exp/Prof Devel	9/22/2017	26	\$10.00	1
Scottsbluff High School _15901	Dues & Fees	9/22/2017	27	\$125.00	1
TotalFunds By Hasler	Supplies	9/22/2017	28	\$1,000.00	1
Wal-Mart _18940	Furniture and Equipment	9/26/2017	29	\$1,686.05	1
VISA	Travel Exp/Prof Devel	9/26/2017	30	\$11,768.50	1
VISA	Supplies	9/27/2017	31	\$7,118.03	1
Cardmember Service	Supplies	9/27/2017	32	\$535.62	1
Action Communications	Contracted Services/Repairs	9/29/2017	33	\$285.00	1
Alpha Card Systems, Llc	Supplies	9/29/2017	34	\$105.43	1
Apperson Print Mgmt Svc, Inc.	Supplies	9/29/2017	35	\$475.97	1
Barker, Pam	Supplies	9/29/2017	36	\$268.65	1
Bio Company, Inc	Supplies	9/29/2017	37	\$139.65	1
Blick Art Materials	Supplies	9/29/2017	38	\$252.73	1
Bluffs Sanitary Supply, Inc.	Supplies	9/29/2017	39	\$9,930.00	1
Brown & Saenger, Inc.	Supplies	9/29/2017	40	\$101.85	1
Caleb Piano Tuning	Contracted Services/Repairs	9/29/2017	41	\$90.00	1
Capital Business Systems, Inc.-Texas	Copier Costs	9/29/2017	42	\$8,761.46	1
Capital Business Sytems, Inc.	Supplies	9/29/2017	43	\$19.94	1
Carolina Biological Supply	Supplies	9/29/2017	44	\$172.01	1
Cengage Learning Southwestern/Itp	Mathematics Materials	9/29/2017	45	\$2,113.00	1
Charter Communications	Internet Service	9/29/2017	46	\$135.00	1
City Of Gering	Electricity	9/29/2017	47	\$46,233.42	1
Computer Supply People, LLC	Furniture and Equipment	9/29/2017	48	\$1,376.00	1
Connell, Jamie	Mileage Reimbursement	9/29/2017	49	\$576.00	1
Crossroads Music	Contracted Services/Repairs	9/29/2017	50	\$2,299.20	1

Culligan of Scottsbluff	Supplies	9/29/2017	51	\$230.10	1
D & H Distributing	Supplies	9/29/2017	52	\$775.24	1
DAS State Accounting - Central Finance	Internet Service	9/29/2017	53	\$234.93	1
Daymark Solutions, Inc.	Contracted Services/Repairs	9/29/2017	54	\$120.00	1
Dell Marketing L.P.	Computer Software	9/29/2017	55	\$2,500.00	1
Dennis Supply Co. - Sb	Supplies	9/29/2017	56	\$82.04	1
Docu-Shred	Contracted Services/Repairs	9/29/2017	57	\$44.00	1
Esu #13 _5760	Contracted Services/Repairs	9/29/2017	58	\$86,976.80	1
ESU Coodinating Council	Supplies	9/29/2017	59	\$312.00	1
First Student	BUS/VAN	9/29/2017	60	\$28,027.38	1
Flinn Scientific	Supplies	9/29/2017	61	\$409.08	1
Follett School Solutions, Inc.	Contracted Services/Repairs	9/29/2017	62	\$727.50	1
Foos, Brandy	Mileage Reimbursement	9/29/2017	63	\$86.16	1
Fresh Foods Inc.	Supplies	9/29/2017	64	\$229.06	1
Gering Courier	Advertising & Printing	9/29/2017	65	\$352.25	1
GLYNLYON, INC.	Supplies	9/29/2017	66	\$7,750.00	1
Gopher	Supplies	9/29/2017	67	\$1,049.82	1
Grafton & Associates	Travel Exp/Prof Devel	9/29/2017	68	\$10.00	1
Grease N Go	Gas & Oil	9/29/2017	69	\$79.25	1
Greater Nebraska Schools Association	Dues & Fees	9/29/2017	70	\$250.00	1
Green, Keaton	Gas & Oil	9/29/2017	71	\$67.89	1
Hi Performance Car Wash-Blt, Inc.	Supplies	9/29/2017	72	\$2.99	1
Hillyard/Sioux Falls	District Stock	9/29/2017	73	\$6,053.30	1
Hobby Lobby	Supplies	9/29/2017	74	\$123.14	1
Holiday Inn Express - North Platte	Travel Exp/Prof Devel	9/29/2017	75	\$91.00	1
Houghton Mifflin Harcourt	Language Arts Materials	9/29/2017	76	\$6,540.00	1
Ideal Laundry & Cleaners, Inc.	Supplies	9/29/2017	77	\$443.24	1
Ingram Library Services	Library Books	9/29/2017	78	\$436.01	1
J.W. Pepper And Sons, Inc.	Supplies	9/29/2017	79	\$650.99	1
Johnson Cashway _8920	Supplies	9/29/2017	80	\$222.43	1
Johnson Controls, Inc.	Supplies	9/29/2017	81	\$2,446.68	1
Kriz-Davis	District Stock	9/29/2017	82	\$142.86	1
KSB School Law	Legal Services	9/29/2017	83	\$42.00	1

Lrp Publications	Supplies	9/29/2017	84	\$2,320.00	1
Martin, Terri	Travel Exp/Prof Devel	9/29/2017	85	\$151.89	1
McMurtry, Tiffany	Furniture and Equipment	9/29/2017	86	\$2.61	1
Menards	Supplies	9/29/2017	87	\$2,031.74	1
Midwest Tech Products	Supplies	9/29/2017	88	\$140.28	1
Mile Hi Water Tec, Inc	Supplies	9/29/2017	89	\$200.00	1
Money Wise Office Supply	Supplies	9/29/2017	90	\$200.10	1
Monument Physical Therapy	Other Agencies	9/29/2017	91	\$2,493.75	1
Moravek, Michael	Mileage Reimbursement	9/29/2017	92	\$31.46	1
Nagaki, Tim	Gas & Oil	9/29/2017	93	\$80.32	1
NASB	School Improvement	9/29/2017	94	\$388.00	1
Nasco	Supplies	9/29/2017	95	\$536.96	1
NCSA	Travel Exp/Prof Devel	9/29/2017	96	\$745.00	1
Nebraska Safety & Fire Equipment Inc.	Supplies	9/29/2017	97	\$90.00	1
Nebraska Scientific	Supplies	9/29/2017	98	\$66.70	1
NetFacilities, Inc.	Contracted Services/Repairs	9/29/2017	99	\$4,913.00	1
NSASSP - Region V	Dues & Fees	9/29/2017	100	\$60.00	1
One Source	Contracted Services/Repairs	9/29/2017	101	\$200.00	1
Outrider Services	Supplies	9/29/2017	102	\$350.00	1
Pearson Education Inc.	Achievement Tests	9/29/2017	103	\$2,475.00	1
Perry, Guthery, Haase & Gessford, P.C.,	Legal Services	9/29/2017	104	\$225.00	1
Petty Cash-Business Office	Supplies	9/29/2017	105	\$47.48	1
Petty Cash-Lincoln	Supplies	9/29/2017	106	\$97.86	1
Regional Care, Inc.	IRS 125 Plan	9/29/2017	107	\$255.00	1
Rice, Toni	Mileage Reimbursement	9/29/2017	108	\$14.18	1
Robinson Electric, Inc.	Supplies	9/29/2017	109	\$12,291.66	1
Roosevelt Public Power Dist.	Electricity	9/29/2017	110	\$423.68	1
Safety-Kleen Systems, Inc.	Contracted Services/Repairs	9/29/2017	111	\$506.89	1
Schuessler, Amelia	Mileage Reimbursement	9/29/2017	112	\$14.77	1
Scottsbluff Public Schools	Gas & Oil	9/29/2017	113	\$2,181.93	1
Snap-on Tools Incorporated	Supplies	9/29/2017	114	\$91.25	1
Snell Services, Inc.	Supplies	9/29/2017	115	\$839.00	1
Sra/Mcgraw-Hill	Language Arts Materials	9/29/2017	116	\$88.86	1

Stone Leaf Pottery Inc.	Supplies	9/29/2017	117	\$470.65	1
Supreme School Supply	Supplies	9/29/2017	118	\$194.47	1
Svoboda, Troy	Gas & Oil	9/29/2017	119	\$20.00	1
Teacher'S Discovery	Supplies	9/29/2017	120	\$77.65	1
Team Chevrolet	Tires & Parts	9/29/2017	121	\$449.99	1
The Rock Pile Of Paul Reed Constr & Supp	Supplies	9/29/2017	122	\$7.60	1
Thompson Glass, Inc.	Supplies	9/29/2017	123	\$402.50	1
Triarch, Inc.	Supplies	9/29/2017	124	\$124.00	1
Vernier	Supplies	9/29/2017	125	\$358.60	1
Ward's Science	Supplies	9/29/2017	126	\$589.25	1
Westco _16360	Supplies	9/29/2017	127	\$7.56	1
Wilson, Ashlee	Mileage Reimbursement	9/29/2017	128	\$34.24	1
Woodcraft of Loveland	Furniture and Equipment	9/29/2017	129	\$608.47	1
Woodworker'S Supply	Supplies	9/29/2017	130	\$409.10	1
WPCI	Contracted Services/Repairs	9/29/2017	131	\$951.00	1
Dell Marketing L.P.	Furniture and Equipment	9/29/2017	132	\$43,019.90	1
TAHER, Inc	Contracted Services/Repairs	9/7/2017	1100	\$70,000.00	6
Fresh Foods Inc.	Food Supplies	9/28/2017	1101	\$1,197.69	6
Gering Public Schools	Cafeteria Salaries	9/28/2017	1102	\$811.12	6
Western Nebraska Environmental Services	Contracted Services/Repairs	9/26/2017	1128	\$8,239.69	9
Platte Valley National Bank	Regular Salaries	9/5/2017	5012	\$3,900.00	8
Panhandle Geotechnical & Environmental,	BLDGS & BLDG IMPROVE.	9/26/2017	5013	\$6,187.00	8
Rb B Architects, Inc.	BLDGS & BLDG IMPROVE.	9/26/2017	5014	\$128,563.55	8
Ferguson, Keith E.	Officials	9/5/2017	6290	\$100.00	5
Aurora Public Schools	Entry Fees	9/7/2017	6291	\$100.00	5
Awards Unlimited	Supplies	9/7/2017	6292	\$495.83	5
Bates, Bethanie A.	Officials	9/7/2017	6293	\$355.00	5
Bridgeport High School	Entry Fees	9/7/2017	6294	\$40.00	5
Buchhammer, Mark	Officials	9/7/2017	6295	\$70.00	5
Chadron Public Schools	Entry Fees	9/7/2017	6296	\$50.00	5
Coley Jr., Norman	Officials	9/7/2017	6297	\$200.00	5
Dick, Lee	Officials	9/7/2017	6298	\$300.00	5
Duncan, Darren A.	Officials	9/7/2017	6299	\$140.00	5

Dunn, Jeff	Officials	9/7/2017	6300	\$80.00	5
Ferguson, Keith E.	Officials	9/7/2017	6301	\$180.00	5
Fundraising University	Activity Acct. Expenses	9/7/2017	6302	\$651.00	5
Garretson'S Sport Center	Activity Acct. Expenses	9/7/2017	6303	\$4,268.16	5
Hastings, Gary	Officials	9/7/2017	6304	\$300.00	5
Holdredge Public Schools	Entry Fees	9/7/2017	6305	\$75.00	5
Korn King Gourmet Popcorn	Activity Acct. Expenses	9/7/2017	6306	\$30.00	5
Lana, Dusty	Officials	9/7/2017	6307	\$80.00	5
Lexington High School	Entry Fees	9/7/2017	6308	\$85.00	5
Logoz LLC	Activity Acct. Expenses	9/7/2017	6309	\$2,245.00	5
Lou'S Sporting Goods	Furniture and Equipment	9/7/2017	6310	\$9,246.98	5
Marketing Consultants	Activity Acct. Expenses	9/7/2017	6311	\$187.00	5
Marky's Meat Market	Activity Acct. Expenses	9/7/2017	6312	\$258.94	5
Mccook High School	Entry Fees	9/7/2017	6313	\$200.00	5
Mitchell Public Schools	Entry Fees	9/7/2017	6314	\$30.00	5
Mitchell, Stacy _11378	Officials	9/7/2017	6315	\$180.00	5
North Platte High School	Entry Fees	9/7/2017	6316	\$135.00	5
Pepsi Cola of Western Nebraska	Activity Acct. Expenses	9/7/2017	6317	\$3,174.60	5
Pyramid paper Company	Furniture and Equipment	9/7/2017	6318	\$916.56	5
Scottsbluff High School _15901	Entry Fees	9/7/2017	6319	\$220.00	5
Scottsbluff Screenprinting _15980	Furniture and Equipment	9/7/2017	6320	\$603.55	5
Shultz, Ashley	Officials	9/7/2017	6321	\$400.00	5
Sidney Public Schools _16210	Entry Fees	9/7/2017	6322	\$40.00	5
Subway - Gering	Activity Acct. Expenses	9/7/2017	6323	\$315.78	5
Training Room Inc.	Supplies	9/7/2017	6324	\$552.61	5
UNK Athletics/HS Cross Country Meet	Entry Fees	9/7/2017	6325	\$160.00	5
Valley Ambulance Service	Contracted Services/Repairs	9/7/2017	6326	\$1,250.00	5
Wal-Mart _18940	Activity Acct. Expenses	9/7/2017	6327	\$50.32	5
Buchhammer, Mark	Officials	9/7/2017	6328	\$80.00	5
Duncan, Darren A.	Officials	9/7/2017	6329	\$80.00	5
Dunn, Jeff	Officials	9/7/2017	6330	\$70.00	5
Lana, Dusty	Officials	9/7/2017	6331	\$70.00	5
Buchhammer, Mark	Officials	9/11/2017	6332	\$55.00	5

Castillo, Richard P.	Officials	9/11/2017	6333	\$100.00	5
Duncan, Darren A.	Officials	9/11/2017	6334	\$55.00	5
Dunn, Jeff	Officials	9/11/2017	6335	\$55.00	5
Johnson Cashway _8920	Activity Acct. Expenses	9/11/2017	6336	\$23.94	5
Lana, Dusty	Officials	9/11/2017	6337	\$110.00	5
Music Theatre Intnl.	Activity Acct. Expenses	9/11/2017	6338	\$400.00	5
Shambaugh, Kathleen	Game Help	9/11/2017	6339	\$50.00	5
Shambaugh, Monica R.	Game Help	9/11/2017	6340	\$50.00	5
Varsity	Activity Acct. Expenses	9/11/2017	6341	\$5,800.15	5
Alliance Public Schools	Entry Fees	9/14/2017	6342	\$50.00	5
Awards Unlimited	Supplies	9/14/2017	6343	\$271.73	5
Chadron State College _2816	Entry Fees	9/14/2017	6344	\$75.00	5
Days Inn & Suites	LODGING	9/14/2017	6345	\$720.00	5
Derr, Brad	Officials	9/14/2017	6346	\$80.00	5
Domino's Pizza	Activity Acct. Expenses	9/14/2017	6347	\$237.49	5
Ferguson, Keith E.	Officials	9/14/2017	6348	\$100.00	5
Gering Bakery-Ahlers Baking Inc.	Activity Acct. Expenses	9/14/2017	6349	\$53.94	5
Greene, Lana	Officials	9/14/2017	6350	\$180.00	5
Hastings, Gary	Officials	9/14/2017	6351	\$270.00	5
Korn King Gourmet Popcorn	Activity Acct. Expenses	9/14/2017	6352	\$30.00	5
Koski, Glen	Mileage Reimbursement	9/14/2017	6353	\$112.70	5
Lana, Dusty	Officials	9/14/2017	6354	\$80.00	5
Lexington High School	Entry Fees	9/14/2017	6355	\$60.00	5
Long, Scott	Officials	9/14/2017	6356	\$80.00	5
Marky's Meat Market	Activity Acct. Expenses	9/14/2017	6357	\$96.08	5
Moffat, Curtis	Officials	9/14/2017	6358	\$385.00	5
Nebraska State Bar Foundation	Activity Acct. Expenses	9/14/2017	6359	\$70.00	5
Peters, BJ	Officials	9/14/2017	6360	\$80.00	5
Ross, Larry	Officials	9/14/2017	6361	\$100.00	5
Spectrum Photographics	Activity Acct. Expenses	9/14/2017	6362	\$500.00	5
Subway - Gering	Activity Acct. Expenses	9/14/2017	6363	\$498.75	5
Weborg 21 Centre	Student/Coaches Meals	9/14/2017	6364	\$300.00	5
Austin, Tod	Officials	9/19/2017	6368	\$40.00	5

Derr, Brad	Officials	9/19/2017	6369	\$40.00	5
Long, Dan	Officials	9/19/2017	6370	\$40.00	5
Wolfe, Jeff	Officials	9/19/2017	6371	\$40.00	5
308 Embroidery	Activity Acct. Expenses	9/21/2017	6372	\$723.50	5
Alliance Public Schools	Entry Fees	9/21/2017	6373	\$50.00	5
Buchhammer, Mark	Officials	9/21/2017	6374	\$110.00	5
Christensen, Roger	Activity Acct. Expenses	9/21/2017	6375	\$300.00	5
Cozad High School	Entry Fees	9/21/2017	6376	\$70.00	5
Culligan of Scottsbluff	Activity Acct. Expenses	9/21/2017	6377	\$36.00	5
Domino's Pizza	Activity Acct. Expenses	9/21/2017	6378	\$45.00	5
Duncan, Darren A.	Officials	9/21/2017	6379	\$80.00	5
Dunn, Jeff	Officials	9/21/2017	6380	\$55.00	5
Einfalt, Konni	Officials	9/21/2017	6381	\$90.00	5
Gering Bakery-Ahlers Baking Inc.	Activity Acct. Expenses	9/21/2017	6382	\$31.57	5
Gothenburg High School	Entry Fees	9/21/2017	6383	\$100.00	5
Greene, Lana	Officials	9/21/2017	6384	\$90.00	5
Kiwanis International	Activity Acct. Expenses	9/21/2017	6385	\$180.00	5
Korn King Gourmet Popcorn	Activity Acct. Expenses	9/21/2017	6386	\$30.00	5
Lana, Dusty	Officials	9/21/2017	6387	\$55.00	5
Lang, Scott	Activity Acct. Expenses	9/21/2017	6388	\$200.00	5
Logoz LLC	Activity Acct. Expenses	9/21/2017	6389	\$9,980.99	5
Long, Dan	Officials	9/21/2017	6390	\$55.00	5
Long, Scott	Officials	9/21/2017	6391	\$80.00	5
Lou'S Sporting Goods	Furniture and Equipment	9/21/2017	6392	\$280.68	5
Marky's Meat Market	Activity Acct. Expenses	9/21/2017	6393	\$138.77	5
Mitchell Public Schools	Entry Fees	9/21/2017	6394	\$40.00	5
Ogallala Public School	Entry Fees	9/21/2017	6395	\$60.00	5
Peters, BJ	Officials	9/21/2017	6396	\$160.00	5
Prairie Florist & Gifts	Activity Acct. Expenses	9/21/2017	6397	\$20.00	5
Rodeway Inn - Holdrege	LODGING	9/21/2017	6398	\$578.72	5
Scottsbluff High School _15901	Entry Fees	9/21/2017	6399	\$50.00	5
Scottsbluff Screenprinting _15980	Activity Acct. Expenses	9/21/2017	6400	\$618.00	5
Subway - Gering	Activity Acct. Expenses	9/21/2017	6401	\$392.54	5

Svoboda, Troy	Officials	9/21/2017	6402	\$55.00	5
Tanya's Hair Bows	Activity Acct. Expenses	9/21/2017	6403	\$240.00	5
Ferguson Signs, Inc.	Activity Acct. Expenses	9/22/2017	6404	\$18,125.00	5
Derr, Brad	Officials	9/26/2017	6405	\$40.00	5
Lana, Dusty	Officials	9/26/2017	6406	\$40.00	5
Long, Dan	Officials	9/26/2017	6407	\$40.00	5
Long, Scott	Officials	9/26/2017	6408	\$40.00	5
Wal-Mart _18940	Activity Acct. Expenses	9/26/2017	6409	\$123.41	5
VISA	Furniture and Equipment	9/26/2017	6410	\$5,617.72	5
Chubby Chico Charms LLC	Activity Acct. Expenses	9/28/2017	6411	\$162.51	5
Domino's Pizza	Activity Acct. Expenses	9/28/2017	6412	\$102.49	5
Einfalt, John _8490	Officials	9/28/2017	6413	\$350.00	5
Fresh Foods Inc.	Activity Acct. Expenses	9/28/2017	6414	\$295.58	5
Garretson'S Sport Center	Furniture and Equipment	9/28/2017	6415	\$4,726.81	5
Gering Bakery-Ahlers Baking Inc.	Activity Acct. Expenses	9/28/2017	6416	\$26.97	5
Logoz LLC	Activity Acct. Expenses	9/28/2017	6417	\$2,966.00	5
Mitchell, Stacy _11378	Officials	9/28/2017	6418	\$90.00	5
Quality Inn & Suites	LODGING	9/28/2017	6419	\$560.00	5
Shambaugh, Kathleen	Game Help	9/28/2017	6420	\$240.00	5
Shambaugh, Monica R.	Officials	9/28/2017	6421	\$240.00	5
Shultz, Ashley	Officials	9/28/2017	6422	\$90.00	5
Spectrum Photographics	Activity Acct. Expenses	9/28/2017	6423	\$70.00	5
Subway - Gering	Activity Acct. Expenses	9/28/2017	6424	\$254.13	5
Varsity	Activity Acct. Expenses	9/28/2017	6425	\$32.95	5

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE**

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal, written, or electronic harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical, written, or electronic harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d2000d7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

**POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE**

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE**

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal, written, or electronic harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical, written, or electronic harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d2000d7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

| Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE**

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal, written, or electronic harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
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- verbal, physical, written, or electronic harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d2000d7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

| Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

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The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE

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Legal References: 20 U.S.C. §§ 12211234i (1994)
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Cross References: 404.06 Harassment
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 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

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GERING PUBLIC SCHOOLS
GERING, NE

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| Approved: 05/17/10 Reviewed: 9/25/17

**POLICY 504.23
GERING PUBLIC SCHOOLS
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SUICIDE AWARENESS

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Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
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 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

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In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
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Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

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GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

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The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

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- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

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- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

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GERING PUBLIC SCHOOLS
GERING, NE

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- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
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- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical, written, or electronic harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d2000d7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal, written, or electronic harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
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The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

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It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
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 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
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 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

**POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE**

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

USE OF METAL DETECTORS

When the administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school or at school sponsored events, the administration shall be authorized to use stationary or mobile metal detectors in accordance with procedures approved by the Board.

Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
GERING PUBLIC SCHOOLS
GERING, NE**

HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

**POLICY 504.15
GERING PUBLIC SCHOOLS
GERING, NE**

SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE

HARASSMENT BY STUDENTS

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Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
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Legal References: 20 U.S.C. §§ 12211234i (1994)
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Cross References: 404.06 Harassment
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 507 Student Records

Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

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| Approved: 05/17/10 Reviewed: 9/25/17

**POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE**

SUICIDE AWARENESS

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It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

**POLICY 504.13
GERING PUBLIC SCHOOLS
GERING, NE**

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Any search of a student's person as a result of the activation of the detector shall be conducted in private in accordance with the policy on Searches, Seizures and Arrests.

Cross Reference: 504.16 Searches, Seizures and Arrests
 505 Student Discipline

| Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.14
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GERING, NE**

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Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

The Board of Education prohibits the organization of school- sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline
506 Student Activities

| Approved 05/17/10 Reviewed 8/22/16, 9/25/17 Revised 9/19/16

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GERING PUBLIC SCHOOLS
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SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Legal Reference: 34 C.F.R. Pt. 86 (1996).

Cross Reference: 504 Student Rights and Responsibilities
505 Student Discipline
508 Student Health and Well-Being

Approved: 05/17/10 Reviewed: 9/25/17 Revised:

**POLICY 504.18
GERING PUBLIC SCHOOLS
GERING, NE**

HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment prohibited by the school district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal, written, or electronic harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical, written, or electronic harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References: 20 U.S.C. §§ 12211234i (1994)
 20 U.S.C. § 1681 et seq.
 29 U.S.C. § 794 (1994)
 42 U.S.C. § 1983
 42 U.S.C. §§ 2000d2000d7 (1994).
 42 U.S.C. §§ 12101 et. seq. (1994).

Cross References: 404.06 Harassment
 504 Student Rights and Responsibilities
 505 Student Discipline
 507 Student Records

| Approved 05/17/10 Reviewed: 9/25/17 Revised: 10/16/17

**POLICY 504.21
GERING PUBLIC SCHOOLS
GERING, NE**

DATING VIOLENCE PREVENTION

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

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of the partner's sex, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

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

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

| Approved 05/17/10 Reviewed 11/23/15, 9/25/17 Revised 1/18/15

POLICY 504.22
GERING PUBLIC SCHOOLS
GERING, NE

STUDENT CONTACT BY NON-SCHOOL PERSONS

Any person, other than a school employee, who wishes to contact a pupil, either by telephone or in person, must first obtain permission from the building principal or other person in authority before so doing. Such permission shall not be granted unless the person making the request can present acceptable reasons for contacting the pupil.

Under no circumstances will permission be granted for taking a pupil from school unless the person making such request can prove to the building principal, his/her identity, relationship to the student, and adequate justification for the action.

| Approved: 05/17/10 Reviewed: 9/25/17

POLICY 504.23
GERING PUBLIC SCHOOLS
GERING, NE

SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger school community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent or his/her designee to implement and monitor this training.

Legal Reference: 2014 LB 923

| Approved: 8/17/15

Reviewed: 9/25/17

Revised:

POLICY 508.1
GERING PUBLIC SCHOOLS
GERING, NE
STUDENT HEALTH AND IMMUNIZATION CHECKUPS

Physical examinations & immunizations

~~Physical examinations for kindergarten (beginning grade) and seventh grade students, and proof of immunizations, are legal requirements. Districts offering a preschool program must also add a requirement for vaccination against influenza type B for children of ages 2 through 5. If the earliest enrollment grade is kindergarten, this is not required.~~

Students enrolling in kindergarten (or the beginning grade), students entering the seventh grade or students transferring to any grade in the district from out of state shall have a physical examination by a licensed physician within six months prior to entrance and provide proof of such an examination to the school district.

A certificate of health stating the results of a physical examination and signed by a physician, physician assistant, or an advance practice registered nurse shall be on file at the attendance center.

Students enrolling in the school district shall also submit proof of immunizations as required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission.

~~Students enrolling in the school district shall also submit proof of immunization against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and chicken pox (varicella) as required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission.~~

The superintendent shall annually file a report on behalf of the board by November 15 to the Department of Health and Human Services summarizing the immunization status of the district's students as required.

Visual evaluation

Visual evaluations for kindergarten (beginning grade) students and students transferring into the district from out of state are also legal requirements, effective with the 2006-2007 school year.

**POLICY 508.13
GERING PUBLIC SCHOOLS
GERING, NE**

SCHOOL WELLNESS

A mission of Gering Public Schools (“District”) is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

1. District Wellness Committee

Committee Role and Membership

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets regularly to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers

for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

School Meals

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
- Promote healthy food and beverage choices

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

The District will encourage all staff to ensure that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, subject to appropriate exceptions made by the superintendent or designee.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;

- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District's physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active

- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Classroom Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking.

5. Other Activities that Promote Student Wellness

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District’s curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

Approved:

Reviewed:

Revised:

POLICY 606.6
GERING PUBLIC SCHOOLS
GERING, NE

ACCEPTABLE USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

The Board supports the use of computers, technology and the Internet in the District's instructional program as a resource to educate and inform. The use of these resources shall be consistent with the curriculum adopted by the School District and shall be employed in an appropriate and responsible manner to meet the varied instructional needs, learning styles, abilities and developmental levels of students.

Technology resources of the district shall not be used for personal use unless the user has entered into an agreement with the district that makes such use compliant with the law.

Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for computer use and Internet access. Guidelines shall address teacher supervision of computer use, ethical use of electronic media, and the District's ownership and right of administrative review of electronic files and communications. The term "electronic media" includes, but is not limited to, the Internet, e-mail and other technological resources.

The guidelines shall prohibit utilization of networks for inappropriate or illegal activities, the intentional spreading of embedded messages (viruses) or the use of other programs with the potential of damaging or destroying programs, data or equipment. The guidelines will describe the District's limitation of liability and will establish that the use of computers, technology and the Internet is a privilege, not a right. Violation of the procedures and guidelines will result in cancellation of those privileges and appropriate disciplinary action.

Technology Protection Measure

The District will implement a technology protection measure that will block or filter Internet access to visual depictions that are obscene, pornographic or of a harmful nature to minors. Operation of this measure will be monitored and enforced during use of computers by minors.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

Participation in chat rooms is prohibited without specific prior approval by the system administrator. The Superintendent shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing prohibited materials. The process may include, but not be limited to:

1. Utilizing blocking/filtering software.
2. Turning off the "auto load images" feature of the Internet browser.
3. Using a proxy server to control accessible websites.

Appropriate Internet Behavior On Social Websites

The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Student Use

A written parental permission and agreement form will be required prior to the student being granted access to electronic media involving District technological resources. The form will specify acceptable uses, rules of on-line behavior, access privileges and penalties for procedural violations. It must be signed by the parent or legal guardian of minor students (under age 18) and by the student. This document will be kept on file as a legal, binding document. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

The district will obtain verifiable parental consent prior to allowing third parties to collect personal information online from students in compliance with the Children's Online Privacy Protection Act.

Staff Use

A written staff agreement form will be required for all employees having access to electronic media. Staff shall confine e-mail use to work-related purposes and a reasonable, appropriate and limited personal use that does not interfere with their district duties. The agreement form will refer to the procedures and guidelines for use of computers and the Internet, describe prohibitions and limitations on the use of these resources and state the employee's responsibility for the security of individual passwords.

Community Use

On recommendation of the Superintendent, the Board will determine the conditions and limits under which equipment and services will be made available to the community.

Upon request to the Building Principal, community members may have access to electronic resources and programs available through the District, provided they attend any required training and abide by the rules of usage established by the Superintendent. A written agreement form will be required for all community members having access to these resources indemnifying the District from claims by community users.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using computers, technology or the Internet and related resources.

Responsibility for Damages

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Legal Reference: 20 U.S.C. sec. 1232g (1988) (Family Educational Rights and Privacy Act)
 47 U.S.C. 201 et seq. (Communications Decency Act of 1995)
 Children's Internet Protection Act and Neighborhood CIPA of 2000
 Children's Online Privacy Protection Act of 1998 with revisions
 Nebraska Statutes 79-2104
 Nebraska Student Online Personal Protection Act (SOPPA), LB 512, 2017

Cross Reference: 102 Educational Philosophy of the District
 401 Guiding Principles for Employees
 504 Student Rights and Responsibilities
 507 Student Records
 603 Curriculum Development
 604 Instructional Curriculum
 1006 Use of District Facilities and Equipment

Approved 10/20/12 Reviewed: 8/22/16, 8/28/17 Revised: 9/19/16, 9/18/17

POLICY 802.7
GERING PUBLIC SCHOOLS
GERING, NE

SCHOOL FOOD PROCUREMENT

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and / or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$150,000 per year (per procurement event or in aggregate purchases) this District will follow the informal Small Purchase Procedure.
- When the annual total for food service program related items is greater than \$150,000 per year (per procurement event or in aggregate purchases) this District will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for a single purchase under \$3,500 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Procedures

For purchases made below the small purchase threshold, a Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this District will take the following steps:

1. Contact a minimum of three potential vendors
2. Document each vendor's quoted price
3. Select the company that provides the lowest, most responsive, and responsible bid
4. Inform all bidding companies in writing of the final decision made by the sponsor
5. Write contract for meal service between the sponsor and the winning bidder.

Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this District will take the following steps:

1. Prepare an IFB or RFP document specifically addressing the items to be procured
 - a. Include detailed specifications
 - b. Ensure price will be most heavily weighted

2. Publicly announce and advertise the bid/proposal at least 30 calendar days prior to bid opening
 - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
 - a. Responsive bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
4. Award the contract
 - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
 - b. At least two weeks before program operations begin
 - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the bid threshold established in the sponsor's procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

This District incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210.

A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]

B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. 2 CFR 200.319(a)(6)

C. Documentation: We shall maintain for the current year and the preceding three years all menus, production records, invitations to bid, bid results, bid tabulations or any other significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

E. Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with food service procurement process. This review shall be summarized in written form and kept with the other required program documentation.

F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]

G. General Requirements:

- Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
- Ensure compliance with Buy American Provision. [7 CFR 210.21(d)]
- A cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. [2 CFR 200.323(a)]
- Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]

H. Duties of Food Service Supervisor:

1. To work with staff and clients in developing acceptable menus for breakfast and lunch.
2. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).
3. To place and confirm orders with vendors, or make plans to purchase the required items.
4. To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.
5. To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.
6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
7. To work with vendors on a fair and equal basis.
8. To develop a list of acceptable brands. (multiple Brands per bid item when possible)
9. To conduct an in-house procurement review once per year

School Food Authority Code of Conduct

The District seeks to conduct all procurement procedures in compliance with state and federal regulations and to prohibit conflicts of interest with employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by Federal, State, or local funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

POLICY 1005.12
GERING PUBLIC SCHOOLS
GERING, NE

TITLE 1 PARENT AND FAMILY MEMBER ENGAGEMENT

The district commits to meeting all requirements of the No Child Left Behind Act of 2001 including Every Student Succeeds Act (ESSA) amendments as they apply to all Title 1 programs conducted within the District. For the purpose of this policy “parents and family members” means “parents and persons in a parental relation to the student.” This Policy will be distributed to all parents annually, in a language that parents can understand.

The District recognizes the unique needs of students who are being served through the Title 1 Program and stresses the importance of parent and family member involvement in the academic success of their children. Opportunities will be provided for parent and family member involvement in their child's education in the following manner:

1. Parents and family members will be involved in the planning, review, development and approval of the Parent and Family Member Engagement Policy through at least one annual meeting held at a convenient time during the first semester.
2. The District will strive to build the capacity for strong engagement of the school, parents and family members by developing School/Parent Compacts to strengthen communication between the home and school:
 - By providing annual meetings in Title 1 buildings to explain Title 1 to parents and family members;
 - By training parents and family members in how to help their children at home;
 - By sharing district standards, benchmarks, and assessments to parents and family members and explaining to them how to help monitor the progress of their children; and
 - By providing parent and family member resource centers at each site.
3. Parents and family members will be provided timely information regarding the District’s curriculum, academic assessments used, and proficiency levels expected of all students through the student handbook, parent/teacher conferences, report cards and progress reports along with other communications opportunities.
4. Parents and family members will be provided opportunities to participate, as appropriate, in decisions relating to the education of their children regarding such matters as curriculum, assessments and student performance standards through the School Improvement Plan, Title 1 reviews and plans, and other means as available.
5. The District will coordinate and integrate parent and family member engagement programs and activities with other community programs such as Head Start, Reading

First, Title III and Migrant programs, public libraries, public preschools, instructional support services and other federal, state and local programs.

6. Parents and family members will be provided assistance, opportunities, and/or materials to build their capacity for strong parent and family member engagement and help them understand the topics relating to their child's academic achievement. This will be done in a language they can understand including participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children.

7. The District will conduct an annual evaluation by written survey, telephone survey, or in person, of the content and effectiveness of the Title 1 Parent and Family Member Engagement Policy and its procedural elements. The survey will be used by the District to guide implementation of the Title 1 program, to determine if needs are being met, and reduce barriers to participation.

Legal Reference: Neb. Statute 79-530 to 533
Title 92, Chapter 51, Nebraska Administrative Code
No Child Left Behind, Title 1, Sec. 1118, P.L. 107-110
Every Student Succeeds Act (ESSA)

Approved 9/18/17

Reviewed _____ Revised _____

POLICY 203.1
GERING PUBLIC SCHOOLS
GERING, NE

BOARD ORGANIZATIONAL MEETING

An annual organizational board meeting shall be held at which all newly elected board members ~~will~~ assume their duties and take the oath of office. At the annual meeting, the board shall appoint all necessary board officers and committees for a term of one year or until the election of their successors.▪

The superintendent shall assume chairmanship of the meeting for the purpose of electing a board president. Ballots for ~~officers~~ ~~president~~ may be cast in secret but the total vote for each candidate shall be recorded by the secretary.

The board shall also appoint the superintendent or another qualified employee as the district's Non-Discrimination Compliance Coordinator for the year to meet federal Equal Employment Opportunity requirements.

The board shall pass a resolution for re-adoption of all existing policies, regulations, and handbooks for the governance of the district.

Legal Reference: Neb. Statute 79-724
 84-712
 84-1413

Cross Reference: 201.1 Board Powers and Responsibilities
 201.2 Board Membership - Elections/Appointment

Approved 1/20/03

Reviewed 1/13/15, 8/28/17

Revised 9/14/09, 9/18/17

POLICY 504.17
GERING PUBLIC SCHOOLS
GERING, NE

QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will determine as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes.

~~Students will not be taken from school without the consent of the principal and without proper warrant when applicable.~~

Legal Reference: Neb. Statute 79-294

Cross Reference: 403.02 Child Abuse Reporting
 504.16 Searches, Seizures and Arrests
 505 Student Discipline

Approved 05/17/10 Reviewed 8/28/17 Revised 9/18/17

POLICY 504.16
GERING PUBLIC SCHOOLS
GERING, NE

SEARCHES, SEIZURES AND ARRESTS

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes.

~~The superintendent or building principals may release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's~~

POLICY 403.8
GERING PUBLIC SCHOOLS
GERING, NE

EMPLOYEE FUNDRAISING

Any employee fundraising campaigns, including online fundraising such as crowdfunding campaigns, must have prior approval from the Superintendent before taking any actions when using the employee's position to raise funds. Any person or entity acting on behalf of the district and wishing to conduct a fundraising campaign for the benefit of the district must also begin the process by seeking prior approval from the Superintendent. All money raised through an approved fundraising campaign is subject to normal accounting procedures of the district and any additional procedures that may be required in the approval process. Any information or materials placed on fundraising websites are subject to the same district policies covering publication of materials on the district website.

Approval of requests shall depend on factors including, but not limited to:

- Compatibility with the district's educational program, mission, vision, core values, beliefs, and student achievement goals;
- The district's instructional priorities;
- The manner in which donations are collected and distributed by the fundraising process;
- Equity in funding; and
- Other factors deemed relevant or appropriate by the district.

If approved, the employee shall be responsible for preparing all materials and information related to the fundraising campaign and keeping district administration apprised of the status of the campaign. The employee shall not violate any district policy or guideline and must protect the confidentiality of all student information.

The employee is responsible for compliance with all state and federal laws and other relevant district policies and procedures. All items and money generated are subject to the same controls and regulations as other district property and shall be deposited or inventoried accordingly. No money raised or items purchased shall be distributed to individual employees.

POLICY 204.12
GERING PUBLIC SCHOOLS
GERING, NE

PUBLIC PARTICIPATION IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board shall set time aside for citizen participation, either at a specific time during the meeting or during the discussion of agenda items. The board has the discretion to limit the amount of time set aside for public participation.

If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice at a particular meeting. The board president will recognize these individuals to make their comments at the appropriate time. The orderly process of the board meeting shall not be interfered with or disrupted. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

Citizens wishing to address the board on a certain agenda item must notify the superintendent prior to the board meeting. Citizens wishing to present petitions to the board may do so at this time. However, the board will only receive the petitions and not act upon them or their contents.

Subjects for comment should involve areas within the board's proper responsibility. Discussion on unrelated matters is to be discouraged.

Individuals who have a complaint about employees may bring their complaint to the board only after they have followed board policy addressing citizens' complaints. Students who have a complaint may only bring their complaint to the board after they have followed board policy addressing students' complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting. This material will be transmitted to the members of the board for their consideration.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.7 School Board Liability
204.3 Public Hearings
204.10 Agenda
403.5 Public Complaints about Employees

Approved 1/20/03 Reviewed 2/23/15 Revised 9/14/09

THE MONTH ENDING SEPTEMBER 30, 2016
TRIAL BALANCE SUMMARY

		target \$650K	target \$750k						
	GENERAL	BUILDING	DEPREC'N	FEE	QUALIFIED CAPITAL	EMPL BEN	ACTIVITY	CAFETERIA	BOND
09/01/16 Balance	\$3,064,494.40	\$604,053.61	\$556,743.42	\$594.60	\$20,068.83	\$21,722.37	\$220,870.24	\$83,342.92	\$748,835.36
CD Deposit									
+									
MTD Receipts	\$3,242,952.94	\$24.70	\$0.24	\$0.00	\$0.08	\$10,000.08	\$72,371.10	\$56,112.81	\$192,662.46
+									
RECPT ADJ	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
=									
AVAILABLE FUNDS	\$6,307,447.34	\$604,078.31	\$556,743.66	\$594.60	\$20,068.91	\$31,722.45	\$293,241.34	\$139,455.73	\$941,497.82
-									
MTD EXPENSE	\$1,807,347.56	\$3,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,832.49	\$3,447.14	\$0.00
-									
EXPENSE ADJ	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00		
=									
RECEIPT-EXP BALANCES	\$4,500,099.78	\$600,178.31	\$556,743.66	\$594.60	\$20,068.91	\$31,722.45	\$222,258.85	\$136,008.59	\$941,497.82

IMPREST	\$18,052.51								
PAYROLL	\$25.00								
CASH AT COUNTY	\$2,126,680.09								\$184,574.46
+									
REGULAR CHECKING	(\$429,767.83)			\$594.60			\$28,550.06	\$7,141.10	\$682,545.54
+									
MMA ACCOUNT	\$3,021,545.37	\$600,178.31	\$14,459.85		\$20,068.91	\$21,722.45	\$153,693.22	\$128,867.49	\$74,377.82
+									
IMPREST SUSPENSE	\$9,168.06								
+									
DUE TO BUILDING									
DUE FROM BOND									
CD'S			\$542,283.81				\$40,015.57		
+ or -									
A/R or (A/P)	(\$245,603.42)								
=									
FUND BALANCES	\$4,500,099.78	\$600,178.31	\$556,743.66	\$594.60	\$20,068.91	\$21,722.45	\$222,258.85	\$136,008.59	\$941,497.82

THE MONTH ENDING SEPTEMBER 30, 2017
TRIAL BALANCE SUMMARY

		target \$650K	target \$750k						
	GENERAL	BUILDING	DEPREC'N	FEE	QUALIFIED CAPITAL	EMPL BEN	ACTIVITY	CAFETERIA	BOND
09/01/2017 Balance	\$3,384,348.15	\$26,683,448.33	\$580,961.53	\$0.00	\$18,663.11	\$14,857.18	\$95,162.48	\$137,506.05	\$928,574.50
CD Deposit									
+ MTD Receipts	\$3,357,884.38	\$241.69	\$189.32	\$0.00	\$0.07	\$0.06	\$102,505.28	\$54,515.47	\$202,338.41
+ RECPT ADJ	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
= AVAILABLE FUNDS	\$6,742,232.53	\$26,683,690.02	\$581,150.85	\$0.00	\$18,663.18	\$14,857.24	\$197,667.76	\$192,021.52	\$1,130,912.91
- MTD EXPENSE	\$1,911,157.41	\$128,220.05	\$0.00	\$0.00	\$8,239.69	\$0.00	\$87,773.57	\$72,008.81	\$0.00
- EXPENSE ADJ	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
= RECEIPT-EXP BALANCES	\$4,831,075.12	\$26,555,469.97	\$581,150.85	\$0.00	\$10,423.49	\$14,857.24	\$109,894.19	\$120,012.71	\$1,130,912.91

IMPREST	\$0.00								
PAYROLL	\$0.00								
CASH AT COUNTY	\$2,274,501.29								\$192,662.46
+ REGULAR CHECKING	\$73,625.23			\$0.00			\$0.00	\$8,819.94	\$790,032.06
+ MMA ACCOUNT	\$2,462,497.64	\$26,555,469.97	\$135,711.43		\$10,423.49	\$14,857.24	\$72,855.87	\$111,192.77	\$148,218.39
+ IMPREST SUSPENSE	\$20,450.96								
DUE TO BUILDING									
DUE FROM BOND									
CD'S + or - A/R or (A/P)			\$445,439.42				\$37,038.32		
= FUND BALANCES	\$4,831,075.12	\$26,555,469.97	\$581,150.85	\$0.00	\$10,423.49	\$14,857.24	\$109,894.19	\$120,012.71	\$1,130,912.91

Gering Public Schools Building Fund 9/30/2017		
Cash Balance	9/30/2017	\$26,657,668.81
Projected Revenue	10/01/17-08/31/18	
Taxes		\$ -
Interest		\$ 110,000.00
Total		\$ 110,000.00
Projected Expenses		\$ -
Admin Building		\$ 42,900.00
High School Project		\$10,000,000.00
Total		\$10,042,900.00
Cash Balance		\$16,724,768.81

Gering Public Schools Depreciation Fund 9/30/2017		
Cash Balance	9/30/2017	\$ 580,961.53
Projected Revenue	10/01/17-08/31/18	
Interest		\$ 1,200.00
Total		\$ -
		\$ 582,161.53
Projected Expenses		\$ -
		\$ -
		\$ -
Total		\$ -
Cash Balance		\$ 580,961.53

SCHEDULE OF INVESTMENTS HELD

AS OF SEPTEMBER 30, 2017

Depository	Number	Fund	Amount	Rate	Date of Issue	Date of Maturity
Valley Bank	1097688	Depreciation	\$323,934.27	.45%	11-26-08	11-26-17
Valley Bank	1097480	Depreciation	\$121,505.15	.35%	03-18-08	03-18-18
Valley Bank	1097261	Activity-Whitney Parr	\$29,600.37	.70%	08-16-07	08-16-17
US Bank	35050016148 3	Activity-Twyla Fulk	\$5,571.32	.45%		08-06-17

DATE: October 16, 2017
 To: Board of Education
 Re: September Financial Statements.

The Business Committee has reviewed the financial records for the month of September, 2017. Items found in the various bill lists needing further description are notated, if necessary, in the right-hand margin of the Schedule of Checks Written. The remainder of items are typical service or supply expenditures and are adequately defined in the descriptive columns.

General Fund revenue was \$3,357,884.38. General Fund expenditures were \$573,577.78 and the payroll for September totaled \$1,337,579.63. Total General Fund expenditures for September were \$1,911,157.41.

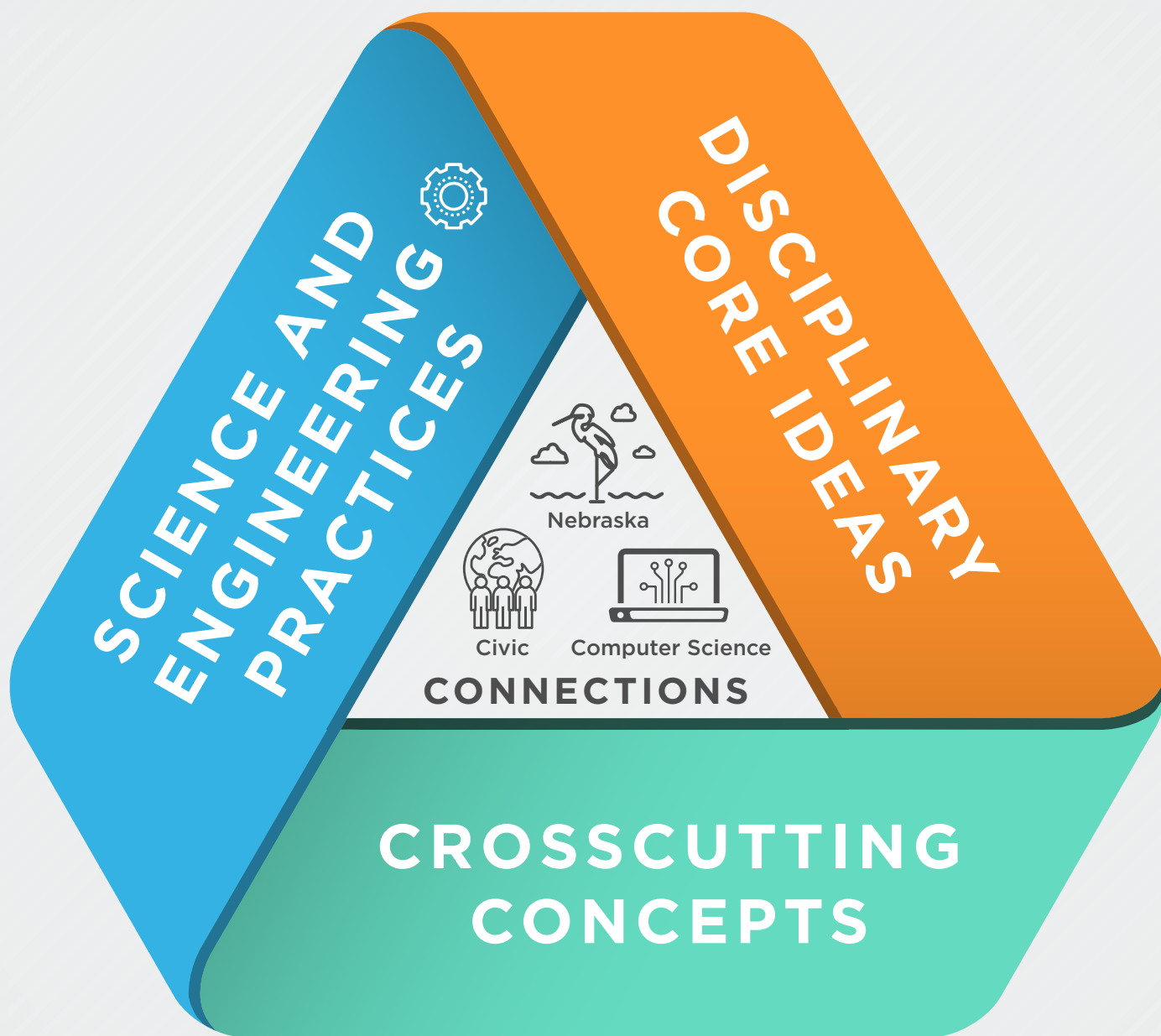
Building Fund revenue was \$241.69 and expenditures were \$128,220.05 the Depreciation Fund revenue was \$189.32 and expenditures were \$0.00, the Qualified Capital Fund revenue was \$.07 and expenditures were \$8,239.69; the Fee Fund revenue was \$0.00 and expenditures were \$0.00 and the Employee Benefit Fund revenue was \$.06 and expenditures were \$0.00.

The Activity Fund revenue was \$46,017.10. Activity Fund expenditures totaled \$41,577.40.

The Cafeteria Fund revenue was \$54,515.47 Cafeteria Fund expenditures were \$71,137.71 plus \$871.10 for payroll for a total of \$72,008.81: the Bond Fund revenue was \$202,338.41 and expenditures were \$0.00.

		EXPENSES	REVENUE
GENERAL FUND		\$573,577.78	\$701,410.37
	Payroll	\$1,337,579.63	
BUILDING		\$128,220.05	\$241.69
DEPRECIATION		\$0.00	\$189.32
QUALIFIED CAPITAL		\$8,239.69	\$0.07
EMPLOYEE BENEFIT		\$0.00	\$0.06
ACTIVITY		\$41,577.40	\$46,017.10
CAFETERIA		\$71,137.71	\$54,515.47
	Payroll	\$871.10	
FEE FUND		\$0.00	\$0.00
Bond Fund		\$0.00	\$202,338.41

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR SCIENCE



Nebraska's College and Career Ready Standards for Science 2017

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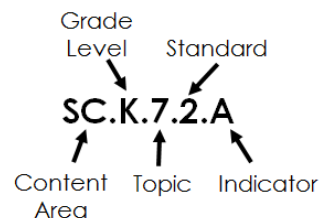
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Content Area Standards Structure

The overall structure of Nebraska's College and Career Ready Standards for Science (CCR-Science) reflects the two-tier structure common across all Nebraska content area standards. The two levels within the structure include **standards** and **indicators**. At the broadest level, **standards** include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. **Indicators** further describe what students must know and be able to do to meet the standard. These performance-based statements provide clear expectations related to student learning in each content area. Additionally, indicators provide guidance related to the assessment of student learning. This guidance is articulated by including assessment boundary statements.

The CCR-Science standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe what students are expected to know and be able to do, while the local curriculum describes how teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum used within a local school.

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



Organization and Structure of CCR-Science Standards

Nebraska's College and Career Ready Standards for Science (CCR-Science) are organized by grade level for grades K-8 and by grade span in high school. K-5 standards are organized to reflect the developmental nature of learning for elementary students and attend to the learning progressions that build foundational understandings of science. By the time students reach middle school (Grades 6-8), they build on this foundation in order to develop more sophisticated understandings of science concepts through high school. The topic progression for the CCR-Science standards is included in Appendix A.

Within each grade level/span the standards are organized around topics, and each standard addresses one topic. Each CCR-Science standard begins with the common stem: "Gather, analyze, and communicate..." This stem highlights long-term learning goals associated with rigorous science standards and provides guidance for high quality classroom instruction. To facilitate high-quality instruction, students actively gather evidence from multiple sources related to the science topics. This evidence is carefully analyzed in order to describe and explain natural phenomena, and then, students communicate their understanding of the content using a variety of tools and strategies. It is important to note that while topics are introduced in a spiraled model, they are connected; and deeper understanding at subsequent grade levels and spans requires foundational understanding of multiple topics.

The indicators reflect the three dimensions of science learning outlined in *A Framework for K-12 Science Education*¹. Each CCR-Science indicator includes a disciplinary core idea, a crosscutting concept (underline), and a **science and engineering practice** (bold).

The disciplinary core ideas are the focused, limited set of science ideas identified in the *Framework* as necessary for ALL students throughout their education and beyond their K-12 school years to achieve scientific literacy. The limited number of disciplinary core ideas allows more time for students and








teachers to engage in the science and engineering practices as they deeply explore science ideas. To allow students to continually build on and revise their knowledge and abilities, the disciplinary core ideas are built on developmental learning progressions (Appendix A).

The crosscutting concepts are used to organize and make sense of disciplinary core ideas. They serve as tools that bridge disciplinary boundaries and deepen understanding of science content. With grade-appropriate proficiency, students are expected to use patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change as they gather, analyze, and communicate scientific understanding. These crosscutting concepts provide structure for synthesizing knowledge from various fields into a coherent and scientifically based view of the world.

The **science and engineering practices** are used by students to demonstrate understanding of the disciplinary core ideas and crosscutting concepts. Engaging in the practices of science and engineering helps students understand the wide range of approaches used to investigate natural phenomena and develop solutions to challenges. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information as they gather, analyze, and communicate scientific information.

Each science indicator focuses on one crosscutting concept and one **science and engineering practice** as an *example* to guide assessment. Instruction aimed toward preparing students should use crosscutting concepts and **science and engineering practices** that go beyond what is stated in the indicator to better reflect authentic science practice.

The following table lists the disciplinary core ideas, crosscutting concepts, and **science and engineering practices**:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> • Asking Questions and Defining Problems • Developing and Using Models • Planning and Carrying Out Investigations • Analyzing and Interpreting Data • Using Mathematics and Computational Thinking • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information 	<p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <p>LS3: Heredity: Inheritance and Variation of Traits</p> <p>LS4: Biological Evolution: Unity & Diversity</p> <p>PS1: Matter and Its Interactions</p> <p>PS2: Motion and Stability: Forces and Interactions</p> <p>PS3: Energy</p> <p>PS4: Waves and Their Applications in Technologies for Information Transfer</p> <p>ESS1: Earth’s Place in the Universe</p> <p>ESS2: Earth’s Systems</p> <p>ESS3: Earth and Human Activity</p> <p>ETS1: Engineering Design</p>	<p> Patterns</p> <p> Cause and Effect</p> <p> Scale, Proportion, and Quantity</p> <p> Systems and System Models</p> <p> Energy and Matter</p> <p> Structure and Function</p> <p> Stability and Change</p>

Interdisciplinary Connections

The crosscutting concepts and **science and engineering practices** provide opportunities for developing strong interdisciplinary connections across all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.). Disciplinary core ideas can be a context for helping students master key competencies from other content areas while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

Nebraska Connections

Opportunities to teach science using topics directly relevant to our state (e.g. Ogallala Aquifer, agriculture, Nebraska-specific flora and fauna, Nebraska's rich geologic history, etc.) are listed throughout the CCR-Science standards as "Nebraska Connections." These connections allow educators to use local, regional, and state-specific contexts for teaching, learning, and assessment. Educators should use these as recommendations for investigation with students. Additionally, assessment developers have the opportunity to use the Nebraska contexts to develop Nebraska-specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Nebraska's natural environment and rich history and resources in engineering design and scientific research to support student learning.



Civic Science Connections

Within the CCR-Science standards, opportunities to create civic science connections have been identified. These connections are designed to call-out the importance for students to engage in the study of civic ideals, principles, and practices through participation in the act of "citizen science." Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing student engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data for real-world research studies. Citizen science in conjunction with the CCR-Science standards help bridge our K-12 students with stakeholders in the community, both locally and globally.



Computer Science Connections

Natural connections between science and computer science have been identified throughout the standards, especially in the middle level and in high school as students expand their ability to use computational thinking to develop complex models and simulations of natural and designed systems. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning.



Engineering, Technology, and Applications of Science Connections

Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. These connections highlight the interdependence of science, engineering, and technology that drives the research, innovation, and development cycle where discoveries in science lead to new technologies developed using the engineering design process. Additionally, these connections call attention to the effects of scientific and technological advances on society and the environment.



Engineering Design

Performance indicators for the engineering design process are intentionally embedded in all grade levels. These indicators allow students to demonstrate their ability to define problems, develop possible solutions, and improve designs. **These indicators should be reinforced whenever students are engaged in practicing engineering design during instruction.** Having students engage in the engineering design process will prepare them to solve challenges both in and out of the classroom.

Instructional Shifts

While each indicator incorporates the three dimensions, this alone does not drive student outcomes; ultimately, student learning depends on how the standards are translated to instructional practices.

3-Dimensional teaching and learning: Effective science teaching, learning, and assessment should integrate disciplinary core ideas, crosscutting concepts, and **science and engineering practices**. Integration of the three dimensions will allow students to explain scientific phenomena, design solutions to real-world challenges, and build a foundation upon which they can continue to learn and to apply science knowledge and skills within and outside the K-12 education arena.

Integrated science: Natural phenomena serve as the context for the work of both scientists and engineers. As students explain natural phenomena and design solutions to real-world challenges they connect ideas across science domains. The crosscutting concepts serve as tools that bridge domain boundaries and allow students to deepen their understanding of disciplinary core ideas while using **science and engineering practices** as they explore natural phenomena.

Interdisciplinary approaches: The overlapping skills included in the **science and engineering practices** and the intellectual tools provided by the crosscutting concepts build meaningful and substantive connections to interdisciplinary knowledge and skills in all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.) This affords all student equitable access to learning and ensures all students are prepared for college, career, and citizenship.

Implementation and Educator Support

To support educators while they explore and implement the CCR-Science standards, the Nebraska Department of Education is developing a five-year implementation plan that includes; exploration, initial implementation, scale up, deep implementation, and sustainability. Included in the implementation plan will be guidance related to systems alignment, professional learning, curriculum, instruction, resources, and assessment. A new statewide summative assessment aligned to these standards will be operational in 2021.

¹ *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press, 2012.

KINDERGARTEN

The Kindergarten standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens if you change how hard you push or pull an object?

Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

(including humans) need to survive and the relationship between their needs and where they live

What is the weather like today and how is it different from yesterday?

Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to, severe weather.

Where do animals live and why do they live there?

Students are also expected to develop understanding of what plants and animals

SC.K.1 Forces and Interactions: Pushes and Pulls

SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.K.1.1.A **Plan and conduct an investigation to compare** the effects of different strengths or different directions of pushes and pulls on the motion of an object. Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.



SC.K.1.1.B **Analyze data to determine if a design solution works as intended** to change the speed or direction of an object with a push or a pull. Assessment does not include friction as a mechanism for change in speed.

SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.K.7.2.A **Use observations to describe** patterns of what plants and animals (including humans) need to survive.



SC.K.7.2.B **Construct an argument supported by evidence for how** plants and animals (including humans) can change the environment to meet their needs.



SC.K.7.2.C **Use a model to represent** the relationship between the needs of different plants or animals (including humans) and the places they live.



NE plants and animals



SC.K.7.2.D **Communicate solutions** that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.



NE conservation organizations and agricultural practices

SC.K.12 Weather and Climate

SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.



SC.K.12.3.A **Use and share observations** of local weather conditions to describe patterns over time. Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.



SC.K.12.3.B **Ask questions to obtain information** about the purpose of weather forecasting to prepare for, and respond to, severe weather.



emphasis on blizzards, tornadoes, drought, and floods



SC.K.12.3.C **Make observations to determine** the effect of sunlight on Earth's surface.



SC.K.12.3.D **Use tools and materials to design and build a structure** that will reduce the warming effect of sunlight on an area.



SC.K.12.3.E **Ask questions, make observations, and gather information** about a situation people want to change to **define a simple problem that can be solved** through the development of a new or improved object or tool.

FIRST GRADE

The first grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens when materials vibrate?

Students are expected to develop understanding of the relationship between sound and vibrating materials.

Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how the behaviors of parents and offspring help offspring survive.

What happens when there is no light?

Students are expected to develop understanding of the relationship between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

How are parents and their children similar and different?

The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.

What are some ways plants and animals meet their needs so they can survive and grow?

What objects are in the sky and how do they seem to move?

Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

SC.1.2 Waves: Light and Sound

SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.



SC.1.2.1.A **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.



SC.1.2.1.B **Make observations to construct an** evidence-based account that objects can be seen only when illuminated.



SC.1.2.1.C **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light.

Assessment does not include the speed of light.



SC.1.2.1.D **Use tools and materials to design and build** a device that uses light or sound to solve the problem of communicating over a distance.

Assessment does not include technological details for how communication devices work.

SC.1.6 Structure, Function, and Information Processing

SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.



SC.1.6.2.A **Use materials to design a solution** to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.



NE plants and animals



SC.1.6.2.B **Develop a simple sketch, drawing, or physical model** to illustrate how the shape of an object helps it function as needed to solve a given problem.



SC.1.6.2.C **Read texts and use media to determine patterns** in a behavior of parents and offspring that help offspring survive.



NE plants and animals



SC.1.6.2.D **Make observations to construct an evidence-based account** that young plants and animals are like, but not exactly like, their parents.

Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.



NE plants and animals

SC.1.11 Space Systems: Patterns and Cycles

SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.



SC.1.11.3.A **Use observations** of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.



SC.1.11.3.B **Make observations** at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

SECOND GRADE

The second grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How are materials similar and different from one another and how do the properties of the materials relate to their use?

An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.

What do plants need to grow?

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

How many types of living things live in a place?

Students are expected to compare the diversity of life in different habitats.

How does land change and what causes it to change?

Students are able to apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

What are the different kinds of land and bodies of water?

Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

SC.2.3 Structure and Properties of Matter

SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.2.3.1.A **Plan and conduct an investigation to describe and classify** different kinds of materials by their observable properties.



Soil properties



SC.2.3.1.B **Analyze data obtained from testing different materials to determine** which materials have the properties that are best suited for an intended purpose. Assessment of quantitative measurements is limited to length and weight.



SC.2.3.1.C **Analyze data** from tests of two objects **designed to solve the same problem** to compare the strengths and weaknesses of how each performs.



SC.2.3.1.D **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object.



SC.2.3.1.E **Construct an argument with evidence** that some changes caused by heating or cooling can be reversed and some cannot.

SC.2.7 Interdependent Relationships in Ecosystems

SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.2.7.2.A **Plan and conduct an investigation to determine if** plants need sunlight and water to grow. Assessment is limited to testing one variable at a time.



SC.2.7.2.B **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants.



SC.2.7.2.C **Make observations** of plants and animals to **compare the diversity of life in different habitats**. Assessment does not include specific animal and plant names in specific habitats.



NE habitats

SC.2.13 Earth's Systems: Processes That Shape the Earth

SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.



SC.2.13.3.A **Use information from several sources to provide evidence** that Earth events can occur quickly or slowly. Assessment does not include quantitative measurements of timescales.



Flooding and tornadoes quickly cause change; wind slowly formed the Sandhills



SC.2.13.3.B **Compare multiple solutions designed to** slow or prevent wind or water from changing the shape of the land.



Soil conservation



SC.2.13.3.C **Develop a model to represent the** shapes and kinds of land and bodies of water in an area. Assessment does not include quantitative scaling in models.



Manmade dams, sandbagging, windbreaks, terracing



SC.2.13.3.D **Obtain information to identify** where water is found on Earth and that it can be solid or liquid.



NE water bodies

THIRD GRADE

The third grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do equal and unequal forces on an object affect the object?

Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.

How can magnets be used?

Students are able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

How do organisms vary in their traits?

Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. Students develop an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?

Students are expected to develop an understanding of types of organisms that lived long ago, and also about the nature of their environments.

What happens to organisms when their environment changes?

Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

What is typical weather in different parts of the world and during different times of the year?

Students are able to organize and use data to describe typical weather conditions expected during a particular season.

How can the impact of weather-related hazards be reduced?

By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

SC.3.1 Forces and Interactions: Motion and Stability

SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.3.1.1.A **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.



SC.3.1.1.B **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

Assessment does not include technical terms such as period and frequency.



SC.3.1.1.C **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions, are limited to static electricity.



SC.3.1.1.D **Define a simple design problem** that can be solved by applying scientific ideas about magnets.

SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.



SC.3.7.2.A **Construct an argument** that some animals form groups that help members survive.



NE animals



SC.3.7.2.B **Analyze and interpret data** from fossils to provide evidence of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.



NE fossils; NE geologic history



SC.3.7.2.C **Construct an argument** with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.



NE habitats



CS: SC.3.7.2.D **Make a claim about the merit of a solution to a problem** caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.



NE habitats



SC.3.7.2.E **Generate and compare multiple possible solutions to a problem** based on how well each is likely to meet the criteria and constraints of the problem.

SC.3.9 Inheritance and Variation: Life Cycles and Traits

SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.



SC.3.9.3.A **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.



NE plants and animals



SC.3.9.3.B Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.



NE plants and animals



SC.3.9.3.C Use evidence to support the explanation that traits can be influenced by the environment.



NE plants, animals, and habitats



SC.3.9.3.D Use evidence to construct an explanation for how the variation in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.



NE plants, animals, and habitats

SC.3.12 Weather and Climate

SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.



SC.3.12.4.A Represent data in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.

Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.



NE weather and climate



SC.3.12.4.B Obtain and combine information to describe climates in different regions of the world.



SC.3.12.4.C Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

FOURTH GRADE

The fourth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What are waves and what are some of the things they can do?

Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

What is energy and how is it related to motion?

Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.

How is energy transferred?

Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

How can energy be used to solve a problem?

They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, students describe that an object can be seen when light reflected from its surface enters the eye.

How can water, ice, wind and vegetation change the land?

Students are expected to develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.

What patterns of Earth's features can be determined with the use of maps?

In order to describe patterns of Earth's features, students analyze and interpret data from maps.

SC.4.2 Waves: Waves and Information

SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.



SC.4.2.1.A **Develop a model** of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.



SC.4.2.1.B **Generate and compare multiple solutions** that use patterns to transfer information.

SC.4.4 Energy: Conservation and Transfer

SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.



SC.4.4.2.A Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.



SC.4.4.2.B **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. Assessment does not include quantitative measurements of energy.



NE energy producers



SC.4.4.2.C **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. Assessment does not include quantitative measurements of energy.



SC.4.4.2.D Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.



SC.4.4.2.E **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved.



SC.4.4.2.F **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment.



NE ethanol production

SC.4.6 Structure, Function, and Information Processing

SC.4.6.3 Gather and analyze data to communicate an understanding of structure, function and information processing of living things.



SC.4.6.3.A **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.



SC.4.6.3.B **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Assessment is limited to macroscopic structures within plant and animal systems.



NE plants and animals



SC.4.6.3.C **Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

SC.4.13 Earth's Systems: Processes That Shape the Earth

SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.



SC.4.13.4.A **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over **time**. Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.



NE fossils and geologic history



SC.4.13.4.B **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Assessment is limited to a single form of weathering or erosion.



SC.4.13.4.C **Analyze and interpret data** from maps to describe patterns of Earth's features.



SC.4.13.4.D **Generate and compare multiple solutions** to reduce the impacts of natural Earth processes on humans. Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

FIFTH GRADE

The fifth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

When matter changes, does its weight (mass) change?

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.

Can new substances be created by combining other substances?

Students determine whether the mixing of two or more substances results in new substance.

How does matter cycle through ecosystems and where does the energy in food come from and what is it used for?

Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was

once energy from the sun.

How much water can be found in different places on Earth and how does water move through the Earth system?

Students describe and graph data to provide evidence about the distribution of water on Earth. Through the development of a model using an example students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. This model will also allow students to define a simple design problem that relates to the conservation of fresh water.

How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?

Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

SC.5.3 Structure and Properties of Matter

SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.



SC.5.3.1.A **Develop a model** to describe that matter is made of particles too small to be seen. Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.



SC.5.3.1.B **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Assessment does not include distinguishing mass and weight.



SC.5.3.1.C **Make observations and measurements** to identify materials based on their properties. Assessment does not include density or distinguishing mass and weight.



SC.5.3.1.D **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances.

SC.5.8 Matter and Energy in Organisms and Ecosystems

SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.



SC.5.8.2.A **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.



SC.5.8.2.B **Support an argument** that plants get the materials they need for growth chiefly from air and water.



SC.5.8.2.C **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.



NE ecosystems

SC.5.11 Space Systems: Earth's Stars and Solar System

SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.



SC.5.11.3.A **Support an argument** that the gravitational force exerted by Earth on objects is directed down. Assessment does not include mathematical representation of gravitational force.



SC.5.11.3.B **Support an argument** that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).



SC.5.11.3.C **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

SC.5.13 Earth's Systems

SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems.



SC.5.13.4.A **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Assessment is limited to the interactions of two systems at a time.



NE systems



SC.5.13.4.B **Describe and graph** the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice caps but does not include the atmosphere.



NE bodies of water



SC.5.13.4.C **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment.



NE conservation organizations



SC.5.13.4.D **Define a simple design problem** that can be solved by applying scientific ideas about the conservation of fresh water on Earth.



NE conservation organizations



SC.5.13.4.E **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

SIXTH GRADE

The sixth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can energy be transferred from one object or system to another?

Students are expected to know the difference between energy and temperature and begin to develop an understanding of the relationship between force and energy. Students are also expected to apply an understanding of design to the process of energy transfer.

How do the structures of organisms contribute to life's functions?

Students are expected to understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body.

How do organisms grow, develop, and reproduce?

Students are expected to explain how select

structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age.

What factors interact and influence weather and climate?

Students are expected to construct and use models to develop an understanding of the factors that determine weather and climate. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the oceans and atmosphere.

How does water move through Earth's systems?

Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.

SC.6.4 Energy

SC.6.4.1 Gather, analyze, and communicate evidence of energy.



SC.6.4.1.A Apply scientific principles to **design, construct, and test a device** that either minimizes or maximizes thermal energy transfer. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.B **Define the criteria and constraints of a design problem** with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.



SC.6.4.1.C **Plan an investigation** to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.D **Construct, use, and present arguments** to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.

SC.6.6 Structure and Function and Information Processing

SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.6.6.2.A **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.



SC.6.6.2.B **Develop and use a model** to describe the function of a cell as a whole and ways parts of cells contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.



SC.6.6.2.C **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.



SC.6.6.2.D **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. Assessment does not include mechanisms for the transmission of this information.

SC.6.9 Growth, Development, and Reproduction of Organisms

SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.6.9.3.A **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction.



monarchs/milkweed; seed dispersal in prairie grasses



SC.6.9.3.B **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms.

Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.



NE plants and animals



SC.6.9.3.C **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.6.12 Weather and Climate

SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.



SC.6.12.4.A **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.



NE weather conditions



SC.6.12.4.B **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Assessment does not include the dynamics of the Coriolis effect.



SC.6.12.4.C **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.

SC.6.12.4.D **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

SC.6.13 Earth's Systems

SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.6.13.5.A **Develop a model** to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

A quantitative understanding of the latent heats of vaporization and fusion is not assessed.



NE systems

7TH GRADE

The seventh grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How does thermal energy affect particles?

Students will be able to provide molecular level descriptions that explain states of matter and changes between states.

Why do different pure substances have different physical and chemical properties and how do those properties determine how substances are used?

Students are expected to understand what occurs at the atomic molecular scales.

What happens when new materials are formed?

Students are expected to provide molecular level descriptions to explain that chemical reactions involve regrouping of atoms to form new substances and that atoms rearrange during chemical reactions.

How do organisms obtain and use energy?

Students are expected to use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems.

How does matter and energy move through an ecosystem?

Students are expected to construct explanations for the cycling of matter in organisms and the

interaction of organisms to obtain matter and energy from an ecosystem to survive and grow.

How do organisms interact with other organisms in the physical environment to obtain matter and energy?

Students are expected to understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with non-living factors.

How do people figure out that Earth and life on Earth have changed over time?

Students are expected to examine geoscience data in order to understand the processes and events in Earth's history.

How do the materials in and on Earth's crust change over time?

Students are expected to understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems.

How do human activities affect Earth's systems?

Students are expected to understand the ways that human activities impact Earth's other systems.

SC.7.3 Structure and Properties of Matter

SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.7.3.1.A Develop models to describe the atomic composition of simple molecules. Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.



SC.7.3.1.B Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Assessment is limited to qualitative information.



SC.7.3.1.C **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

SC.7.5 Chemical Reactions

SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions.



SC.7.5.2.A **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.



SC.7.5.2.B **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.



SC.7.5.2.C **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.



SC.7.5.2.D **Analyze data from tests** to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

SC.7.7 Interdependent Relationships in Ecosystems

SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.7.7.3.A **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems.



NE ecosystems



SC.7.7.3.B **Evaluate competing design solutions** for maintaining biodiversity and ecosystem services.



NE endangered species and reintroduction of species



SC.7.7.3.C **Evaluate competing design solutions** using a systematic process to determine how well they meet the criteria and constraints of the problem.



SC.7.7.3.D Apply scientific principles to **design** a method for monitoring and increasing positive human impact on the environment.

SC.7.8 Matter and Energy in Organisms and Ecosystems

SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.7.8.4.A **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Assessment does not include the biochemical mechanisms of photosynthesis.



NE food webs



SC.7.8.4.B **Develop a model** to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. Assessment does not include details of the chemical reactions for photosynthesis or respiration.



SC.7.8.4.C **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.



NE plants and animals



SC.7.8.4.D **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Assessment does not include the use of chemical reactions to describe the processes.



NE ecosystems



SC.7.8.4.E **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations.



NE ecosystems

SC.7.13 Earth's Systems

SC.7.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.7.13.5.A **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. Assessment does not include the identification and naming of minerals.



SC.7.13.5.B **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.



NE resources



SC.7.13.5.C **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.



Food security and NE agriculture

SC.7.14 History of Earth

SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history.



SC.7.14.6.A **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.



NE geographic features



SC.7.14.6.B **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleomagnetic anomalies in oceanic and continental crust are not assessed.



SC.7.14.6.C **Analyze and interpret data** on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

8TH GRADE

The eighth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one describe physical interactions between objects and within systems of objects?

Students will be expected to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel.

How does the energy of an object change related to its mass, speed, and position in a system?

Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.

What are the characteristic properties of waves and how can they be used?

Students are expected to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

What factors cause genes to change and how does that affect the structure and

function of organisms?

Students are expected to understand the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.

How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?

Students are expected to analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation.

What is Earth's place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses?

Students are expected to examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons.

SC.8.1 Forces and Interactions

SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.8.1.1.A Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects. Assessment is limited to vertical or horizontal interactions in one dimension.



SC.8.1.1.B **Develop a model** to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.



SC.8.1.1.C **Plan an investigation** to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.



SC.8.1.1.D Ask questions about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.



SC.8.1.1.E Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.



SC.8.1.1.F Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

SC.8.2 Waves and Electromagnetic Radiation

SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation.



SC.8.2.2.A Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Assessment does not include electromagnetic waves and is limited to standard repeating waves.



SC.8.2.2.B Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.



SC.8.2.2.C Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

SC.8.4 Energy

SC.8.4.3 Gather, analyze, and communicate evidence of energy.



SC.8.4.3.A Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.



SC.8.4.3.B Develop a model to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system. Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

SC.8.9 Heredity: Inheritance and Variation of Traits

SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.8.9.4.A Develop and use a model to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.



SC.8.9.4.B Gather and synthesize information about technologies that have changed the way humans influence inheritance of desired traits in organisms.



NE agriculture practices

SC.8.10 Natural Selection and Adaptations

SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.



SC.8.10.5.A **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Assessment does not include the names of individual species or geological eras in the fossil record.



NE Geological History



SC.8.10.5.B **Apply scientific ideas to construct an explanation for the anatomical similarities and differences** among and between modern and fossil organisms to infer evolutionary relationships.



NE Geological History



SC.8.10.5.C **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.



SC.8.10.5.D **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Assessment does not include Hardy Weinberg calculations.



NE plants and animals

SC.8.11 Space Systems

SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space.



SC.8.11.6.A **Develop and use a model** of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.



SC.8.11.6.B **Develop and use a model to describe** the role of gravity in the motions within the galaxy and the solar system. Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of planets as viewed from Earth.



SC.8.11.6.C **Analyze and interpret data** to determine scale properties of objects in the solar system. Assessment does not include recalling facts about properties of the planets and other solar system bodies.

SC.8.14 History of Earth

SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history.



SC.8.14.7.A **Construct a scientific explanation** based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.



NE Geological history

HS Physical Sciences

The physical science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one explain the structure and properties of matter?

Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements.

How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?"

Students will be able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

How can one explain and predict interactions between objects and within systems of objects?

Students are expected to build an understanding of forces and interactions, total momentum of a

system of objects is conserved when there is no net force on the system, and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

How is energy transferred and conserved?

Students are expected to develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields.

How are waves used to transfer energy and send and store information?

Students are expected to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales.

SC.HS.1 Forces and Interactions

SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.HS.1.1.A **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.



SC.HS.1.1.B **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Assessment is limited to systems of two macroscopic bodies moving in one dimension.



NE roadside and highway safety



SC.HS.1.1.C Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Assessment is limited to qualitative evaluations and/or algebraic manipulations.



SC.HS.1.1.D Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Assessment is limited to systems with two objects.



SC.HS.1.1.E Plan and conduct an investigation to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. Assessment is limited to designing and conducting investigations with provided materials and tools.



NE energy producers

SC.HS.2 Waves and Electromagnetic Radiation

SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.



SC.HS.2.2.A Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Assessment is limited to algebraic relationships and describing those relationships qualitatively.



SC.HS.2.2.B Evaluate questions about the advantages of using digital transmission and storage of information.



SC.HS.2.2.C Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Assessment does not include using quantum theory.



SC.HS.2.2.D Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Assessment is limited to qualitative descriptions.



SC.HS.2.2.E Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Assessments are limited to qualitative information. Assessments do not include band theory.

SC.HS.3 Structure and Properties of Matter

SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.HS.3.3.A Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



NE Geology



SC.HS.3.3.B Plan and conduct an investigation to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Assessment does not include Raoult's law calculations of vapor pressure.



SC.HS.3.3.C Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.



NE Geologic history and nuclear power production



SC.HS.3.3.D Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. Assessment is limited to provided molecular structures of specific designed materials.



NE manufacturers

SC.HS.4 Energy

SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HS.4.4.A Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.



SC.HS.4.4.B Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).



SC.HS.4.4.C Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.



NE energy producers



SC.HS.4.4.D Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.



SC.HS.4.4.E Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Assessment is limited to investigations based on materials and tools provided to students.



SC.HS.4.4.F Develop and use a model of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Assessment is limited to systems containing two objects.

SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.



SC.HS.5.5.A **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.



NE energy and ethanol production



SC.HS.5.5.B **Develop a model** to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.



NE energy and ethanol production



SC.HS.5.5.C **Apply scientific principles** and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.



NE energy and ethanol production



SC.HS.5.5.D **Refine the design** of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.



NE energy and ethanol production



SC.HS.5.5.E **Design a solution** to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.



SC.HS.5.5.F **Use mathematical representations** to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Assessment does not include complex chemical reactions.



NE energy and ethanol production

HS Life Sciences

The life science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do the structures of organisms enable life's functions?

Students are expected to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students will demonstrate understanding of how systems of cells function together to support the life processes.

How are the characteristics from one generation related to the previous generation?

High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Ethical issues related to genetic modification of organisms and the nature of science can be described.

How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?

Students will be expected to develop understanding of organisms' interactions with each other and their physical environment, how

organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. Students will use mathematical concepts to construct explanations for the role of energy in the cycling of matter in organisms and ecosystems.

How do organisms interact with the living and non-living environment to obtain matter and energy?

Students will be expected to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students will develop increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems.

How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?

Students will be expected to demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution

SC.HS.6 Structure and Function

SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HS.6.1.A **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.



NE agricultural practices



SC.HS.6.1.B Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Assessment does not include interactions and functions at the molecular or chemical reaction level.



SC.HS.6.1.C Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Assessment does not include the cellular processes involved in the feedback mechanism.



NE agricultural practices



SC.HS.6.1.D Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

SC.HS.7 Interdependent Relationships in Ecosystems

SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HS.7.2.A Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Assessment does not include deriving mathematical equations to make comparisons.



SC.HS.7.2.B Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Assessment is limited to provided data.



SC.HS.7.2.C Evaluate the claims, evidence, and reasoning that the interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.



NE river systems and ecosystems



SC.HS.7.2.D Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.



SC.HS.7.2.E Design, evaluate, and refine a solution for increasing the positive impacts of human activities on the environment and biodiversity.



NE native species, conservation organizations, agriculture practices



SC.HS.7.2.F Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the **problem**. Assessment is limited to testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HS.8 Matter and Energy in Organisms and Ecosystems

SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.HS.8.3.A **Use a model to illustrate how** photosynthesis transforms light energy into stored chemical energy. Assessment does not include specific biochemical steps.



SC.HS.8.3.B **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. Assessment does not include the details of the specific chemical reactions or identification of macromolecules.



SC.HS.8.3.C **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net transfer of energy. Assessment should not include identification of the steps or specific processes involved in cellular respiration.



SC.HS.8.3.D **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.



NE ethanol production



SC.HS.8.3.E **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.



NE agricultural practices



SC.HS.8.3.F **Develop a model to illustrate the role** of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Assessment does not include the specific chemical steps of photosynthesis and respiration.

SC.HS.9 Heredity: Inheritance and Variation of Traits

SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HS.9.4.A. **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



NE agricultural practices



SC.HS.9.4.B **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



NE plants and animals



SC.HS.9.4.C **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Assessment does not include Hardy-Weinberg calculations.



NE plants and animals

SC.HS.10 Biological Evolution

SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HS.10.5.A **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.



NE fossil record



SC.HS.10.5.B **Construct an explanation** based on evidence that natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.



NE plants and animals



SC.HS.10.5.C **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.



NE plants and animals



SC.HS.10.5.D **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations.



SC.HS.10.5.E **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.



NE plants and animals

HS Earth and Space Sciences

The earth and space science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interests and current topics that may include but are not limited to:

What is the universe and what goes on in stars? What are the predictable patterns caused by Earth’s movement in the solar system?

Students examine the processes governing the formation, evolution, and workings of the solar system and universe in order to understand how matter in the universe formed and how short-term changes in the behavior of the sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing data that support theories of the formation of the solar system and universe.

How do people reconstruct and date events in Earth’s planetary history? Why do the continents move?

Students can construct explanations for the scales of time over which Earth processes operate. An important aspect of the earth and space sciences involves making inferences about events in Earth’s history based on a data record that is increasingly incomplete the farther one goes back in time.

How do the properties and movements of water shape Earth’s surface and affect its systems?

Students develop models and explanations for

the ways that feedbacks between different Earth systems control the appearance of Earth’s surface. Central to this is the tension between internal systems, which are largely responsible for creating and at Earth’s surface and the sun-driven surface systems that tear down land through weathering and erosion. Students understand the role water plays in affecting weather and understand chemical cycles in Earth’s systems.

What regulates weather and climate?

Students understand the system interactions that control weather and climate. Students can understand the analysis and interpretation of different kinds of geoscience data allow student to construct explanations for the many factors that drive climate change over a wide range of timescales.

How do humans depend on Earth’s resources? How do people model and predict the effects of human activities?

Students understand the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities.

SC.HS.11 Space Systems

SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.



SC.HS.11.1.A **Develop a model** based on evidence to illustrate the stages of stars, like the sun, and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun’s nuclear fusion.



SC.HS.11.1.B **Construct an explanation** of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.



SC.HS.11.1.C **Communicate scientific ideas** about the way stars, throughout their stellar stages, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.



SC.HS.11.1.D Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

SC.HS.12 Weather and Climate

SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.



SC.HS.12.2.A Construct an explanation based on evidence for how the sun's energy moves among Earth's systems.



SC.HS.12.2.B Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.



SC.HS.12.2.C Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes.



SC.HS.12.2.D Evaluate the validity and reliability of past and present models of Earth conditions to make projections of future climate trends and their impacts.

SC.HS.13 Earth's Systems

SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.



SC.HS.13.3.A Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.



SC.HS.13.3.B Develop a model based on evidence of Earth's interior to describe the cycling of matter.



SC.HS.13.3.C Construct an argument based on evidence to explain the multiple processes that cause Earth's plates to move.



SC.HS.13.3.D Plan and conduct an investigation of the properties of water and their effects on Earth materials, surface processes, and groundwater systems.



SC.HS.13.3.E Develop a quantitative model to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past.

SC.HS.14 History of Earth

SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.



SC.HS.14.4.A **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks.



SC.HS.14.4.B **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history.



SC.HS.14.4.C **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features. Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.



NE water systems and surface processes



SC.HS.14.4.D **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

SC.HS.15 Sustainability

SC.HS.15.5 **Gather, analyze, and communicate evidence** to describe the interactions between society, environment, and economy.



SC.HS.15.5.A **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.



NE historical events



SC.HS.15.5.B **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.



SC.HS.15.5.C **Create a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.



NE resource management



SC.HS.15.5.D **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems.



SC.HS.15.5.E **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.



SC.HS.15.5.F **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Plus Standards (Optional)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework.

Physics

SC.HSP.1 Forces, Interactions, and Motion

SC.HSP.1.1 Gather, analyze, and communicate evidence of forces, interactions, and motion.



SC.HSP.1.1.A Generate and interpret mathematical and graphical representations to describe the relationships between position, velocity, acceleration and time. Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to no acceleration and objects undergoing a constant acceleration, including projectile motion, free fall, and circular motion. Examples should also include both average and instantaneous velocities. Assessment is limited to one and two-dimensional motion and to objects moving at non-relativistic speeds.



SC.HSP.1.1.B Use mathematical and pictorial models as applied to Newton's second law of motion describing the relationship among the net force on a macroscopic object, its mass, and its acceleration. Examples include drawing and using free body diagrams to analyze the net force on the object and the resulting motion; vectors including decomposition and recomposition, addition and subtraction. Assessment is limited to two-dimensional motion.



SC.HSP.1.1.C Use mathematical representations of momentum to predict the outcome of a collision. Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. **Assessment is limited to quantitative analysis of systems of two macroscopic bodies moving in one-dimension and qualitative analysis of multiple macroscopic bodies moving in two or three-dimensions.**



SC.HSP.1.1.D Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. **Assessment is limited to qualitative evaluations and/or algebraic manipulations.**



SC.HSP.1.1.E Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.2 Waves, Electromagnetic Radiation, and Optics

SC.HSP.2.2 Gather, analyze, and communicate evidence of the interactions of waves and optics.



SC.HSP.2.2.A Use mathematical representations to describe the relationships among the frequency, wavelength, and speed of waves traveling in various media. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Examples also include descriptive changes in observed frequency based on relative motion of observer or source (Doppler effect). **Assessment is limited to algebraic relationships and describing those relationships qualitatively.**



SC.P.2.2.B Develop and use models to predict interactions of longitudinal and transverse waves in various media. Examples could include P, S and Surface seismic waves, water waves, and waves on a spring. Emphasis is on structure and function of waves.



SC.HSP.2.2.C Develop and use models to describe the behavior of light at the boundary of various media. Emphasis is on both geometric (ray diagrams) and algebraic models (mirror and thin lens equation, Snell's Law).



SC.HSP.2.2.D Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, photoelectric effect and the idea that photons associated with different frequencies of light have different energies. **Assessment includes qualitative and quantitative models of light.**



SC.HSP.2.2.E Use evidence to support explanations for causes of emission and absorption spectra of electromagnetic radiation. Emphasis is on the idea that photons associated with different frequencies of light have different energies. This could include the displacement and broadening of spectral lines (redshift and blueshift). Examples could include different elements absorb or emit specific frequencies of light. Assessment is limited to qualitative descriptions.



SC.HSP.2.2.F Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Examples could include solar cells capturing light and converting it to electricity; medical imaging; communications technology; lasers. **Assessments are limited to qualitative information. Assessments do not include band theory.**

SC.HSP.4 Energy: Physics

SC.HSP.4.3 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.3.A Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Emphasis is on explaining the meaning of mathematical expressions used in the model including the Work-Energy theorem. **Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.**



SC.HSP.4.3.B Plan and conduct an investigation to rate the power and efficiency used in performing work on a system. Emphasis is on the quantitative determination of power in interactions. Examples could include use of pulleys and electric motors.



SC.HSP.4.3.C Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators, heat engines and heat pumps. Examples of constraints could include use of renewable energy forms and efficiency. **Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.**



SC.HSP.4.3.D Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.



SC.HSP.4.3.E Plan and conduct an investigation to provide evidence for the transfer of thermal energy within a system based on the Laws of Thermodynamics. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually, such as changes in entropy of a system. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water, changes from kinetic to thermal energy, and heat engines and heat pumps. **Assessment is limited to investigations based on materials and tools provided to students.**



SC.HSP.4.3.F Develop and use a model of two objects interacting through gravitational, electric, or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other. **Assessment is limited to systems containing two objects.**

SC.HSP.16 Electricity and Magnetism

SC.HSP.16.4 Gather, analyze, and communicate evidence of electricity and magnetism.



SC.HSP.16.4.A Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**



SC.HSP.16.4.B Use models to visualize and describe gravitational, magnetic and electrical fields and predict resulting forces on nearby objects. Examples of fields include point charges, charged parallel plates/rings/spheres, and bar magnets. Also could include electromagnetic forces, such as the magnetic force acting on a moving charge. **Assessment is limited to descriptive analysis of the fields and the forces they produce.**



SC.HSP.16.4.C Use mathematical representations to provide evidence that describes and predicts relationships between power, current, voltage, and resistance. Emphasis is on insulators and conductors accounting for Ohm's Law, total resistance for combinations of resistors and $P=IV$.



SC.HSP.16.4.D Evaluate competing design solutions for construction and use of electrical consumer products accounting for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Examples could include efficiency of light bulbs (visible intensity vs. power) and thermal energy limits of wire.



SC.HSP.16.4.E Obtain and communicate technical information about how some technological devices use alternating current and others use direct current. Examples could include why public utilities use AC while many devices use DC and energy loss in transmission of electricity.



SC.HSP.16.4.F Design a solution to a problem using the fact that an electric current can produce a magnetic field and/or that a changing magnetic field can produce an electric current. Emphasis is on both quantitative and conceptual descriptions of electric and magnetic fields. Examples include designing a generator, motor or transformer. **Assessment is limited to systems with two objects.**



SC.HSP.16.4.G Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

Chemistry

SC.HSP.3 Structure and Properties of Matter

SC.HSP.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.HSP.3.1.A **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



SC.HSP.3.1.B **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole. **Assessment does not include Raoult's law calculations of vapor pressure.**



SC.HSP.3.1.C **Develop and use models** to predict and explain forces that are in and between molecules. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole.



SC.HSP.3.3.D **Evaluate a solution** to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Examples could include the effects of concentration of solutions on the freezing/boiling point (melting of ice on roadways), aspartame and caffeine in beverages, fluoride in drinking water.



SC.HSP.3.3.E **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. **Assessment is limited to alpha, beta, and gamma radioactive decays.**



SC.HSP.3.3.F **Develop and use models** to describe and predict mechanisms of the quantum mechanical model of the atom. Examples of representation include Aufbau Diagram, Hund's Rule, Pauli Exclusion, and orbital shapes, Hybridization of orbitals, and electron configuration.



SC.HSP.3.3.G **Evaluate the evidence** supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. Examples include using mathematical relationships to demonstrate the relationship between observed light spectrum, wavelength of light and emission spectrum.



SC.HSP.3.3.H **Use mathematical representations** to quantify matter through the analysis of patterns in chemical compounds at different scales. Emphasis is on the mole concept, empirical formula, molecular formula, percent composition, and law of constant composition.

SC.HSP.4 Energy: Chemistry

SC.HSP.4.2 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.2.A **Use statistical and mathematical techniques** to describe qualitative and quantitative thermodynamic relationships. Thermodynamic relationships may include: Enthalpy, Hess's Law, Heats of Formation. Examples of data displays or graphs could include energy diagrams to communicate bond energies of products or reactants. Lab investigations may include calorimetry.



SC.HSP.4.2.B **Plan and conduct an investigation** to gather evidence of how the Kinetic Molecular Theory and gas laws are related. Examples include Dalton's Law of particle pressures, Graham's Law of Diffusion and Effusion, and empirical gas laws.



SC.HSP.4.2.C Analyze and interpret data to explain changes in energy within a system and/or energy flows in and out of a system. Emphasis is on the use of mathematical expressions to describe the change in energy within the system. Investigations could include electrochemistry (electrolysis).



SC.HSP.4.2.D Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include alternative energies, carbon footprint, and crude oil refining process.

SC.HSP.5 Chemical Reactions

SC.HSP.5.3 Gather, analyze, and communicate evidence of chemical reactions.



SC.HSP.5.3.A Plan and conduct an investigation to generate evidence that answers scientific questions related to changes in solution chemistry. Examples include titrations, solubility, and Le Chatelier's Principle



SC.HSP.5.3.B Use a model to identify electron transfer and balance a redox reaction. Emphasis would be on using half reaction method for balancing equations and understanding electron transfer. Examples include electrochemical cells and electroplating.



SC.HSP.5.3.C Use mathematical and/or computational representations to predict and explain relationships within chemical systems. Examples include stoichiometric calculations, gas stoichiometry, limiting reactant, empirical formula/molecular formula calculations, % comp % yield.



SC.HSP.5.3.D Use mathematical representations to analyze the proportion and quantity of particles in solution. Emphasis is on molarity and developing net ionic equations.



SC.HSP.5.3.E Plan and conduct an investigation to predict the outcome of a chemical reaction based on patterns of chemical properties. Examples of reaction types could include single replacement, double replacement, etc. Examples of patterns could include the use of solubility rules, activity series.



SC.HS.5.3.F Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

Biology

SC.HSP.6 Structure and Function

SC.HSP.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HSP.6.1.A **Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.



SC.HSP.6.1.B **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. **Assessment does not include interactions and functions at the molecular level.**



SC.HSP.6.1.C **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.



SC.HSP.6.1.D **Use a model** to illustrate the role of cell signaling and cell communication in producing and maintaining cellular functions within organisms. Emphasis is on conceptual understanding of the types of cell signals, signal reception, signal transduction, and types of cellular responses.



SC.HSP.6.1.E **Construct an explanation** based on evidence that plants have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on plant structure, growth, and development, nutrient uptake and transport, plant reproduction, and plant responses to internal and external stimuli.



SC.HSP.6.1.F **Construct an explanation** based on evidence that animals have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on the basic principles of animal form and functions. Examples of basic principles could include animal nutrition, circulation, gas exchange, immunity, osmoregulation and excretion, hormonal and endocrine control, reproduction, development, neural control systems, and animal behavior.

SC.HSP.7 Interdependent Relationships in Ecosystems

SC.HSP.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HSP.7.2.A **Use mathematical and/or computational representations** to support explanations of factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets. **Assessment does not include deriving mathematical equations to make comparisons.**



SC.HSP.7.2.B **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.



SC.HSP.7.2.C Evaluate the claims, evidence, and reasoning related to the principle that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.



SC.HSP.7.2.D Design, evaluate, and refine a solution for increasing the positive impacts of human activities on the environment and biodiversity.

Examples of human activities can include habitat development and restoration, supporting native pollinators, reducing consumption, rotating crops, using integrated pest management.



SC.HSP.7.2.E Create or revise a simulation to test a solution to mitigate the impacts of human activity on biodiversity. Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.



SC.HSP.7.2.F Evaluate evidence for the role of behavior on individual and species' chances to survive and reproduce. Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of behaviors could include fixed action patterns, imprinting, kinesis, taxis, hibernation, estivation, habituation, spatial learning, associative learning, cognition, foraging behavior, agonistic behavior, altruism, social learning, flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

SC.HSP.8 Matter and Energy in Organisms and Ecosystems

SC.HSP.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.HSP.8.3.A Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models



SC.HSP.8.3.B Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form amino acids and/or other large carbon-based molecules. Emphasis is on using evidence from models and simulations to support explanations.



SC.HSP.8.3.C Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Emphasis is on the conceptual understanding of the steps or specific processes involved in cellular respiration.



SC.HSP.8.3.D Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Emphasis is on conceptual understanding of the role of metabolism in different environments.



SC.HSP.8.3.E Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem. **Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.**



SC.HSP.8.3.F **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Examples of models could include simulations and mathematical models.



SC.HSP.8.3.G **Use models** to illustrate how atomic structure and bonding impact the properties of water and their influence on biological systems. Emphasis is on atomic structure, types of chemical bonds, and properties of water and how those properties influence organisms and ecosystems.



SC.HSP.8.3.H **Construct an explanation** based on evidence for how ATP powers cellular work and for how enzymes affect the rate of and the amount of energy needed for metabolic reactions. Emphasis is on the structure of ATP and how ATP is used to power cellular work by coupling exergonic and endergonic reactions. Emphasis is on how enzymes speed up and/or lower the activation energy needed for metabolic reactions and how the regulation of enzyme activity helps control metabolism.

SC.HSP.9 Inheritance and Variation of Traits

SC.HSP.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HSP.9.4.A **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.



SC.HSP.9.4.B **Ask questions** to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.



SC.HSP.9.4.C **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Emphasis is on using data to support arguments for the way variation occurs.



SC.HSP.9.4.D **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits (examples could include Hardy-Weinberg calculations and chi-square calculations)



SC.HSP.9.4.E **Evaluate evidence** supporting claims that gene regulation can explain the variation and distribution of expressed traits in a population. Emphasis is on the differences in gene expression of multi-cellular organisms, leading to different cell types within organisms and the distribution of traits in a population.



SC.HSP.9.4.F **Construct an explanation** based on evidence for the role of biotechnology in the research and understanding of biological systems.

Emphasis is on the evolution of genomes, how biotechnology allows researchers to study the sequence, expression, and function of genes, and the practical applications of biotechnology

SC.HSP.10 Biological Evolution

SC.HSP.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HSP.10.5.A **Communicate scientific information** that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.



SC.HSP.10.5.B Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.



SC.HSP.10.5.C Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations. Examples of basic statistical and graphical analysis could include allele frequency calculations



SC.HSP.10.5.D Construct an explanation based on evidence for how natural selection leads to adaptation of populations. Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.



SC.HSP.10.5.E Evaluate evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.



SC.HSP.10.5.F Develop and use models to illustrate patterns in the evolutionary history of biological diversity. Emphasis is on how the structure and function of bacteria, archaea, protists, fungi, plants, and animals are used in are related in the tree of life.

Anatomy and Physiology

SC.HSP.6 Structure and Function: Anatomy & Physiology

SC.HSP.6.2 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *integumentary system*.



SC.HSP.6.2.A **Communicate scientific information** that explains the patterns of organization in the integumentary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.2.B **Ask questions** to clarify the role of various proteins and integumentary system function.



SC.HSP.6.2.C **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the integumentary system.



SC.HSP.6.2.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the integumentary system help maintain homeostasis.



SC.HSP.6.2.E **Construct a scientific explanation** based on evidence for the role of cell division in integumentary system dysfunction.



SC.HSP.6.2.F **Develop and use a model** to explain the relationship between the integumentary system and other body systems. Emphasis is on the endocrine system.



SC.HSP.6.2.G **Construct and revise an explanation** based on evidence for the role of the integumentary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.3 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *skeletal system*.



SC.HSP.6.3.A **Communicate scientific information** that explains the patterns of organization in the skeletal system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.3.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the skeletal system.



SC.HSP.6.3.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the skeletal system help maintain homeostasis.



SC.HSP.6.3.D **Develop and use a model** to explain the order of events necessary for bone formation.



SC.HSP.6.3.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the skeletal system. Evidence could include data obtained from case studies.



SC.HSP.6.3.F **Develop and use a model** to explain the relationship between the skeletal system and other body systems. Include the endocrine system.

SC.HSP.6.4 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *muscular system*.



SC.HSP.6.4.A **Communicate scientific information** that explains the patterns of organization in the muscular system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.4.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the muscular system.



SC.HSP.6.4.C **Construct an argument** based on evidence that muscle contraction is the result of biochemical reactions.



SC.HSP.6.4.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the muscular system help maintain homeostasis. Investigations could include micro stimulation of muscle tissues.



SC.HSP.6.4.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the muscular system. Evidence could include data obtained from case studies.



SC.HSP.6.4.F **Develop and use a model** to explain the relationship between the muscular system and other body systems. Include the endocrine system.



SC.HSP.6.4.G **Construct and revise an explanation** based on evidence for the role of the muscular system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *nervous system*.



SC.HSP.6.5.A **Communicate scientific information** that explains the patterns of organization in the nervous system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.5.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the nervous system.



SC.HSP.6.5.C **Construct an argument** based on evidence that production of a nerve impulse is the result of biochemical reactions.



SC.HSP.6.5.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the nervous system help maintain homeostasis.



SC.HSP.6.5.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the nervous system. Evidence could include data obtained from case studies.



SC.HSP.6.5.F **Develop and use a model** to explain the relationship between the nervous system and other body systems. Include the endocrine system.



SC.HSP.6.5.G **Construct and revise an explanation** based on evidence for the role of the nervous system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.6 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *cardiovascular/respiratory systems*.



SC.HSP.6.6.A **Communicate scientific information** that explains the patterns of organization in the cardiovascular/respiratory systems. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.6.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.



SC.HSP.6.6.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.



SC.HSP.6.6.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the cardiovascular/respiratory systems. Evidence could include data obtained from case studies.



SC.HSP.6.6.E **Develop and use a model** to explain the relationship between the cardiovascular/respiratory systems and other body systems. Include the endocrine and lymphatic systems.



SC.HSP.6.6.F **Construct and revise an explanation** based on evidence for the role of the cardiovascular/respiratory systems in the cycling of matter and flow of energy among body systems.

SC.HSP.6.7 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *digestive system*.



SC.HSP.6.7.A **Communicate scientific information** that explains the patterns of organization in the digestive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.7.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the digestive system.



SC.HSP.6.7.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the digestive system help maintain homeostasis.



SC.HSP.6.7.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the digestive system. Evidence could include data obtained from case studies.



SC.HSP.6.7.E **Develop and use a model** to explain the relationship between the digestive system and other body systems. Include the endocrine and lymphatic systems.



SC.HSP.6.7.F **Construct and revise an explanation** based on evidence for the role of the digestive system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.8 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *urinary system*.



SC.HSP.6.8.A **Communicate scientific information** that explains the patterns of organization in the urinary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.8.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the urinary system.



SC.HSP.6.8.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the urinary system help maintain homeostasis.



SC.HSP.6.8.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the urinary system. Evidence could include data obtained from case studies.



SC.HSP.6.8.E **Develop and use a model** to explain the relationship between the urinary system and other body systems. Include the endocrine and reproductive systems.



SC.HSP.6.8.F **Construct and revise an explanation** based on evidence for the role of the urinary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.9 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *reproductive system*.



SC.HSP.6.9.A **Communicate scientific information** that explains the patterns of organization in the reproductive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.9.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the reproductive system. Include spermatogenesis, oogenesis, and menstruation



SC.HSP.6.9.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the reproductive system help maintain homeostasis.



SC.HSP.6.9.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the reproductive system. Evidence could include data obtained from case studies.



SC.HSP.6.9.E **Develop and use a model** to explain the relationship between the reproductive system and other body systems. Include the endocrine and nervous systems.



SC.HSP.6.9.F **Construct and revise an explanation** based on evidence for the role of the reproductive system in the cycling of matter and flow of energy among body systems.

SC.HSP.17 Engineering in Health Sciences

SC.HSP.17.1 Gather, analyze, and communicate evidence of the connection between health science careers and engineering.



SC.HSP.17.1.A **Obtain, evaluate, and communicate information** related to health science careers. Examples include researcher, bio-medical engineer, medical professional, technician, manufacturer and distributor, administrator, and data storage and security professional.



SC.HSP.17.1.B **Design a solution** to a complex real-world problem affecting body systems that can be solved through engineering. Solutions could include prosthetics, mobility enhancement, engineered body parts, treatment processes, and disease control.



SC.HSP.17.1.C **Evaluate a solution** to a complex real-world human health problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Solutions could include the effects on the human body or solutions for environmental public health issues.

Appendix A: Topic Progression

Topic \ Grade	K	1	2	3	4	5	6	7	8	HS
1 Forces & Interactions	SC.K.1			SC.3.1					SC.8.1	SC.HS.1
2 Waves & Electro-magnetic Radiation		SC.1.2			SC.4.2				SC.8.2	SC.HS.2
3 Structure & Properties of Matter			SC.2.3			SC.5.3		SC.7.3		SC.HS.3
4 Energy					SC.4.4		SC.6.4		SC.8.4	SC.HS.4
5 Chemical Reactions								SC.7.5		SC.HS.5
6 Structure & Function		SC.1.6			SC.4.6		SC.6.7			SC.HS.6
7 Inter-dependent Relationships in Ecosystems	SC.K.7		SC.2.7	SC.3.7				SC.7.7		SC.HS.7
8 Matter & Energy in Organisms & Ecosystems						SC.5.8		SC.7.8		SC.HS.8
9 Heredity: Inheritance & Variation of Traits				SC.3.9			SC.6.9		SC.8.9	SC.HS.9
10 Biological Evolution									SC.8.10	SC.HS.10
11 Space Systems		SC.1.11				SC.5.11			SC.8.11	SC.HS.11
12 Weather & Climate	SC.K.12			SC.3.12			SC.6.12			SC.HS.12
13 Earth's Systems			SC.2.13		SC.4.13	SC.5.13	SC.6.13	SC.7.13		SC.HS.13
14 History of Earth								SC.7.14	SC.8.14	SC.HS.14
15 Sustainability										SC.HS.15

Appendix B: HS Integrated Science Course Model

NE Integrated Food, Energy, and Water Model Courses

NE's Food, Energy, and Water integrated, multidisciplinary courses are designed to provide a lens that focuses on NE-specific contexts and challenges while also preparing students for a global world. Developed in collaboration with UNL faculty associated with the IANR Science Literacy Initiative and the Food, Energy, & Water in Society undergraduate minor, the vision is to offer dual credit for courses in this pathway.

Course 1: Science Foundations seeks to lay a foundation for understanding the complexities of the biological and physical domains by deeply understanding the driving principles that allow matter to exist and function as it does in the universe. The topics in this course will be explored through the lens of the Nebraska Career Education Model.

Unit 1: Newtonian Forces	Unit 2: Gravity/ Electro- magnetism	Unit 3: Energy	Unit 4: Waves & Electromagnetic Radiation	Unit 5: Earth's Interior	Unit 6: Structure and Properties of Matter	Unit 7: Molecular Level Design	Unit 8: Space Exploration
HS.1.1.A HS.1.1.B HS.1.1.C	HS.1.1.D HS.1.1.E HS.4.4.F	HS.4.4.A HS.4.4.B HS.4.4.C HS.15.4.B	HS.2.2.A HS.2.2.B HS.2.2.C HS.2.2.D HS.2.2.E	HS.13.3.B HS.13.3.C	HS.3.3.A HS.3.3.C	HS.3.3.B HS.3.3.D	HS.11.5.A HS.11.5.B HS.11.5.C HS.11.5.D

Course 2: Water in Society begins by expanding upon what was learned in Course 1 by taking a deeper look into matter and energy through the lens of water. It includes general chemistry concepts as they relate to water and life processes & systems. The course then focuses on how organisms and global systems maintain stability, transfer energy, and cycle matter. The final focus is on the sustainability of water.

Unit 1: Introduction to Water	Unit 2: Chemistry Between Life & Water	Unit 3: Small Systems Equilibrium	Unit 4: Systems: Energy in Balance	Unit 5: Movement of Matter in Global Systems	Unit 6: Sustainability of Water
SC.HS.13.3.D SC.HS.5.5.A	SC.HS.8.3.A SC.HS.5.5.F SC.HS.8.3.B SC.HS.8.3.C SC.HS.5.5.B	SC.HS.8.3.E SC.HS.5.5.C SC.HS.5.5.D	SC.HS.6.1.C SC.HS.13.3.A SC.HS.4.4.E SC.HS.14.2.C SC.HS.12.1.B	SC.HS.13.3.E SC.HS.8.3.F	SC.HS.15.4.A SC.HS.12.1.C SC.HS.15.4.D

Course 3: Land, Food, and People expands upon what was learned in both Course 1 and 2 taking a deeper dive into the coevolution of Earth systems and organisms. It is designed to introduce students to information, ideas, and concepts about the interactions of people, land and the demands for food. Students will investigate the history of the Earth, biological adaptation, heredity, and interdependent relationships in ecosystems. At the end of the course, students will be able to analyze, synthesize and communicate information about the dynamic relationships of land, food, and people from ethical, civic and stewardship perspectives and explain the impacts of human decisions on renewable and non-renewable resources.

Unit 1: Earth's History	Unit 2: Biological Evolution	Unit 3: Heredity: Inheritance & Variation	Unit 4: Structure & Function	Unit 5: Interdependent Relationships in Organisms	Unit 6: Sustainability
SC.HS.14.2.A SC.HS.14.2.B HS.12.1.A HS.12.1.D SC.HS.14.2.D	SC.HS.10.5.A SC.HS.10.5.B SC.HS.10.5.C SC.HS.10.5.D SC.HS.10.5.E SC.HS.7.2.E	HS.9.4.A HS.9.4.B HS.9.4.C	HS.6.1.A HS.6.1.B HS.6.1.D	HS.7.2.A HS.7.2.B HS.7.2.C HS.8.3.D	HS.7.2.D HS.15.4.C HS.15.4.F HS.7.2.F

AMENDED

INTERLOCAL COOPERATIVE AGREEMENT

THIS AMENDED INTERLOCAL COOPERATIVE AGREEMENT made and entered into by and between Scottsbluff Public Schools District No. 79-0032, (hereinafter referred to as "Scottsbluff"), Gering Public Schools District No. 79-0016, (hereinafter referred to as "Gering"), Mitchell Public Schools No. 79-0031, (hereinafter referred to as "Mitchell"), Morrill Public School District No. 79-0011 (hereinafter referred to as "Morrill"), Minatare Public School District No. 79-0002 (hereinafter referred to as "Minatare"), Banner County Public School District No. 04-0001 (hereinafter referred to as "Banner County"), and does hereby further include Bridgeport Public School District No. 79-0063 (herein after referred to as "Bridgeport") Bayard Public School District No. 79-0021 (herein after referred to as "Bayard") and Kimball Public School District No. 79-0053 (herein after referred to as "Kimball") collectively referred to in this Interlocal Cooperative Agreement as the "parties".

RECITALS

WHEREAS, Scottsbluff, Gering, Mitchell, Morrill, Minatare, Kimball, Bridgeport, Bayard and Banner County are desirous to enter into an Interlocal Cooperative Agreement the purpose of which is to provide an alternative learning environment for students; and

WHEREAS, Scottsbluff, Gering, Mitchell, Morrill, Minatare, Kimball, Bridgeport, Bayard and Banner County are determined that the establishment of this Interlocal Cooperative Agreement will best serve the students of each respective school district and further shall provide the means of improving and facilitating the quality of education for said students and further shall provide a means of sharing instructional assignments, programs, activities, and functions thereby eliminating duplications of cost of providing such services.

NOW, THEREFORE, IT IS AGREED by and between the parties as follows:

1. NAME:

The name of the Interlocal Cooperative Agency hereby established shall be:
VALLEY ALTERNATIVE LEARNING TRANSITIONING SCHOOL

2. PURPOSE:

Scottsbluff, Gering, Mitchell, Morrill, Minatare, Kimball, Bridgeport, Bayard and Banner County hereby agree pursuant to the terms of this Interlocal Cooperative Agreement that there is hereby established an Interlocation Cooperative Agreement pursuant to Sec. 13-804 R.R.S. 1943 et seq. hereby establishing a separate entity for the purpose of providing for the general educational needs and providing educational services as identified and required by member school districts and further providing for economy, efficiency and cost effectiveness in the cooperative delivery of education services.

Subject to approval by the Board of Education of VALTS, the allocation of education slot for students attending VALTS shall be as follows:

Scottsbluff Public School District No. 32	=	8 slots;
Gering Public School District No. 16	=	16 slots;
Mitchell Public School District No. 31	=	7 slots;
Morrill Public School District No. 11	=	2 slots;
Minatare Public School District No. 2	=	2 slots;
Banner County Public School District No. 1	=	1 slot;
Kimball Public School District No. 53	=	2 slots;
Bridgeport Public School District No. 63	=	2 slots;
Bayard Public School District No. 21	=	2 slots;

Scottsbluff will also reduce to 5 slots, if and when other schools increase slots.

Any additional slots that any current or new school district chooses to add will be credited to Scottsbluff until they reach their desired level of 5. After Scottsbluff Public School District reaches five seats, additional slots for districts may be allowed if approved by VALTS/ESU #13 administration. Member districts

also have the option of transferring excess student slots. Any transfer must meet the following conditions:

1. Should a district assume such a slot, the cost of the slot will be the prevailing rate charged all member districts for that same year.
2. The district assuming the slot will pay for the slot on a quarterly basis until the student completes the VALTS program or until the end of the quarter that the student ceases to be a student of the district.

3. GOALS:

- A. To provide alternative ways for students to achieve high school graduation resulting in an increased graduation rate.
- B. To certify that, upon completion of a course, students will have reached or surpassed the district and state performance assessments which measure student progress.
- C. To develop innovative student performance assessments which measure student progress.
- D. To provide students and their families access to human assistance programs and counseling services.
- E. To provide a caring, diversified, learning environment where students will develop positive self-concepts, will increase their self-esteem, and will recognize and appreciate the correlation between education and success in the work place.
- F. To be accountable to the community and the home school district through quality student achievement.
- G. To provide opportunities for community involvement.
- H. To offer a school environment which is safe, disciplined, and drug free.
- I. To provide an alternative diversified environment where students can achieve success.

4. MISSION:

The mission of Valley Alternative Learning Transitioning School is to empower students to meet the challenges of our changing world. Our setting will create engaging and empowering learning opportunities.

5. PHILOSOPHY:

The philosophy is based upon the belief that students have a right to a free, appropriate education; and students, when offered the appropriate environment, can experience educational success. The traditional educational model, effective as it may be for the majority of our students, does not provide the right environment for some students. The Valley Alternative Learning Transitioning School will be student, rather than department, centered. Its curriculum will be built upon state and district mandated standards.

6. DURATION:

This Interlocal Cooperative Agreement shall remain in effect for thirty years from the date of signing this agreement by the last of the nine school districts unless otherwise extended by agreement of all parties to this agreement. This agreement may not be terminated within the first two years. This agreement may be terminated after the first two years by agreement of all parties.

7. NOTICE OF PARTICIPATION:

Unless a district notifies ESU 13 of its intent to withdraw from the VALTS program prior to March 1st of the current year, the district is committing to participate in VALTS for two years beyond the current year. Each member district agrees it shall budget and pay an assessed amount per slot as determined and agreed to each year by each member district. The "Superintendents" Advisory Council shall meet on an annual basis to discuss procedures to address shortfalls or excesses in the budget.

8. WITHDRAWAL OF PARTY:

Any party may withdraw from this agreement by giving written notification to the remaining parties by March 1st of the current year. Such withdrawal shall become effective two years from the end of the year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or otherwise dispose of assets of the Interlocal Cooperative Agency.

9. GENERAL POWERS:

Said Interlocal Cooperative Agency shall have all power authorized by the laws of the state of Nebraska including the power to acquire or dispose of real and personal property and shall constitute a separate public body corporate and politic of the state and shall have power (a) to sue and be sued; (b) to make and execute contracts and other instruments necessary and convenient to exercise of its power; (c) and from time to time to make, amend and repeal bylaws, rules and regulations not inconsistent with the Interlocal Cooperative Act and the agreement providing for its creation and to carry out and effectuate said powers and purposes.

10. GENERAL ORGANIZATION:

This Interlocal Cooperative Agency shall be governed by a Board of Education which shall be composed of three duly elected Board of Education members from the district that purchases the most slots, two duly elected Board of Education members from the district that purchases the second most slots, and two duly elected Board of Education member from the district that purchases the third most slots. In the event of a tie, the Superintendents' Advisory Council shall determine the appropriate district(s) to provide Board of Education members. Members of the board shall receive no compensation for their services but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties. The board shall elect from its members a President and a Vice President. The board will also appoint a Secretary and a Treasurer. The board may receive for purpose for which is made available any school district, county, state, or federal funds made available to it or funds or property received from any other source for operating expenses and for the purpose of matching any funds that may be made available to it on a matching basis by any state or federal agency. The board shall further have the power to contract for services connected with the operation of this Interlocal Cooperative Agency as needs and interest demand and shall establish fees and charges for services including the power to establish tuition rates for course of instruction offered and shall have the power to exercise any other powers, duties and responsibilities necessary to

carry out the purpose of the Interlocal Cooperative Agency authorized by the laws of the state of Nebraska.

A Superintendent Advisory Council shall be formed consisting of the Superintendent of each school district which is a party to this Amended Interlocal Cooperative Agreement. The Superintendent Advisory Council, in consultation with the ESU 13 administrator, will approve members of the faculty and other employees as may be necessary or appropriate and to fix their salaries and duties. The Superintendent Advisory Council may utilize such personnel or services that may lawfully be offered by any state or federal agency or governmental unit. The Council, in consultation with the ESU 13 administrator, will approve the recommended compensation of any administrator or service contractor that the board determines is necessary to fulfill the duties and responsibilities of VALTS. The Council will approve and administer the recommended budget funded by revenue from assessments of the participating school districts.

11. PURCHASING PROCEDURES:

The VALTS Board of Education recognizes the importance of a sound fiscal management program and expects VALTS to maintain an efficient and consistent procedure in purchasing materials and services for the school.

All purchasing for VALTS will adhere to an approved purchase process followed by Educational Service Unit #13.

The VALTS Principal shall have the authority to authorize purchases without competitive bids, for goods and services costing under \$1,500. 00. For purchases of goods and services between \$1,500 and \$10,000 the VALTS Principal shall obtain three price quotes. Any purchase greater than \$10,000.00 requires Board approval.

12. TERMINATION-DISPOSAL OF ASSETS:

Upon agreement of the participating parties (all parties other than a party who may have withdrawn) to terminate this Interlocal Cooperative Agreement, the

participating parties shall upon payment of all debts, distribute remaining assets on pro rata; i.e.:

Scottsbluff Public School District No. 32	= 20%
Gering Public School District No. 16	= 40%
Mitchell Public School District No. 31	= 18%
Morrill Public School District No. 11	= 4%
Minatare Public School District No. 2	= 4%
Banner County Public School District No. 1	= 2%
Bayard Public School District No. 21	= 4%
Kimball Public School District No. 53	= 4%
Bridgeport Public School District No. 63	= 4%
	<hr/>
	100%

THIS AGREEMENT shall be effective upon its approval by the Board of Education of Scottsbluff Public Schools District No. 32, the Board of Education of Gering Public Schools District No. 16, the Board of Education of Mitchell Public Schools District No. 31, the Board of Education of Morrill Public School District No. 11, the board of Education of Minatare Public School District No. 2, the Board of Education of Bayard Public School District No. 21, the Board of Education of Kimball Public School District No. 53, the Board of Education of Bridgeport Public School District No. 63 and the Board of Education of Banner County Public School District No. 1, and upon execution of such agreement by the presidents of such school districts.

SCOTTSBLUFF PUBLIC SCHOOLS
DISTRICT NO. 79-0032

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

GERING PUBLIC SCHOOLS
DISTRICT NO. 79-0016

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

MITCHELL PUBLIC SCHOOLS
DISTRICT NO. 79-0031

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

MORRILL PUBLIC SCHOOLS
DISTRICT NO. 79-0011

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

MINATARE PUBLIC SCHOOLS
DISTRICT NO. 79-0002

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

BANNER COUNTY PUBLIC SCHOOLS
DISTRICT NO. 04-0001

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

BAYARD PUBLIC SCHOOLS
DISTRICT NO. 79-0021

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

KIMBALL PUBLIC SCHOOLS
DISTRICT NO. 79-0053

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

BRIDGEPORT PUBLIC SCHOOLS
DISTRICT NO. 79-0063

Dated: _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board