



September 30, 2026

The Honorable Jim Pillen
Governor of Nebraska
P.O. Box 94848
Lincoln, NE 68509

The Honorable Brian Hardin
Members of the Health & Human Services Committee
Nebraska Legislature
P.O. Box 94604
Lincoln, NE 68509

Mr. Gene Cotter
Probation Administrator
State of Nebraska
P.O. Box 98910
Lincoln, NE 68509

Mr. Zac Ross
Nebraska Strengthening Families Act Committee
c/o Nebraska Children's Commission
1225 L Street, Suite 401
Lincoln, NE 68508

Subject: Normalcy plans & annual reports

Dear Governor Pillen, Chairman Hardin, Mr. Cotter and Mr. Ross:

Pursuant to Neb. Rev. Stat. § 43-4706, attached are normalcy plans for all childcare institutions currently under contract with the Department and all Youth Residential Treatment Centers (YRTC), as well as annual normalcy reports for all institutions that have accepted child placements. The institutions are as follows: Care-RIE, CEDARS Youth Services, Center for Independent Living of Central Nebraska (aka Independence Rising), Child Saving Institute (CSI), Community Action Partnership of Western Nebraska (CAPWIN), Boys Town (Father Flanagan's Boys' Home), Nebraska Neurobehavioral Services, Inc., Omaha Home for Boys (OHB), Rite of Passage (Uta Halee Academy), Women in Community Services (WIC), YRTC-Hastings, YRTC-Kearney, and YRTC-Lincoln.

The attached normalcy plans and reports are submitted directly by the institutions and are not modified by DHHS. These plans encapsulate what the provider wants to share and are not

strictly tied to state funded programming, as some efforts described are not supported by the Department. The information contained within the plans and reports is provided in accordance with statutory requirements.

Sincerely,



Alyssa Bish, Ph.D.
Director, Division of Children and Family Services

Attachments

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Care-RIE

Report Author:

Chrystol Spraling

Author's Title:

Executive Director

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Email Address:

care_riemae@yahoo.com

Contract Date:

07/01/2025 - 06/30/2027

Plan Date:

06/30/2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2027

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Implement a "Flex Shift Float Pool" to support spontaneous community outings and weekend activities.

- Create a Quick Trip Protocol empowering on-duty staff to take up to two youth on short, approved community-based outings without full administrative clearance.
- Launch Youth Weekend Choice Boards where youth vote weekly on a selected group activity. Provide each youth a Room Personalization Mini-Grant at intake to decorate and customize their space.
- Create an Affirmation Closet with inclusive clothing, hair care, and hygiene products reflecting diverse gender and cultural needs.
- Facilitate quarterly "Who Am I?" identity workshops focused on personal storytelling, expression, and emotional safety.

Partner with Big Brothers Big Sisters of the Midlands or other approved Girls Mentoring Program to provide long-term mentoring relationships.

Develop individualized "Progress Profiles" that reflect youth strengths beyond time-bound benchmarks.

- Integrate Youth-Guided Transition Coaching to ensure each discharge plan is youth-informed, not system-imposed.
- Offer Post-Placement Check-Ins (30/60/90 days) to support youth during critical transition

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

We prioritize safe and consistent family connections as a core aspect of emotional normalcy and belonging.

We equip all youth with safe, structured access to the tools and digital literacy they need to engage in school, employment, and social connection.

Academic success and social integration at school are protected through continuity, support, and advocacy.

All youth receive timely, trauma-informed healthcare while being taught to understand and advocate for their own needs.

We balance predictability with personal choice in our daily schedules, empowering youth to feel stable yet free.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Each youth completes a Normalcy Readiness and Interests Assessment within the first week of placement, administered by the assigned Case Manager.

The Case Manager leads an ISP meeting including the youth, assigned therapist, direct care staff, and DHHS CFS caseworker (when available). Family members are invited to participate if appropriate.

Weekly youth check-ins include progress updates on normalcy goals.

- Monthly case reviews document completed steps, current barriers, and any requested updates or adjustments.
- Plans are formally updated every 90 days during the scheduled ISP Review Meeting or sooner if the youth's interests, functioning, or placement changes.
- Youth are encouraged to bring input and written suggestions to their monthly check-ins and quarterly review.

All Case Managers and Direct Care Staff receive annual training on incorporating normalcy into ISP development.

- ISP templates include a dedicated "Normalcy Goals" section to ensure planning consistency.
- Documentation is maintained in the youth's physical and electronic case file, reviewed by the Program Director and Quality Assurance Consultant quarterly.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Care-RIE ensures that all age-appropriate activities take place under the guidance of trained, authorized personnel.

All youth activities are reviewed for age and developmental appropriateness. The agency balances flexibility with clear procedures for consent and documentation.

Youth are invited to help identify and initiate participation in activities through goal-setting, interest inventories, and monthly life skill sessions.

All staff receive annual training on age and developmentally appropriate activity

The Program Director reviews all activity-related incidents, permissions, and denied requests monthly to ensure staff are implementing policies fairly and consistently.

- Quarterly audits of youth service plans check for documentation of participation in normalized activities.
- Youth are surveyed semi-annually on their satisfaction and perceived fairness regarding activity participation.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Care-RIE uses a structured approach to curate a dynamic, youth-responsive list of normalcy activities.

This list is updated monthly and shared agency-wide.

- Youth interest surveys and suggestion boxes
- Staff-led brainstorming at monthly house meetings
- Community bulletin boards (libraries, churches, rec centers, nonprofits)
- Partnerships with schools, youth organizations, and cultural centers
- Seasonal events posted on city and county websites (e.g., Omaha Parks & Rec)
- Word-of-mouth from caregivers, clinicians, and school liaisons

The finalized list of approved and upcoming activities is:

- Posted in common areas (recreation room, kitchen, hallway bulletin board)
- Reviewed during weekly house meetings
- Integrated into ISP planning sessions
- Provided in welcome/intake packets for new youth
- Available on the Care-RIE Youth Info Board with event flyers, QR codes, sign-up sheets, and contact info

Youth may request additional activities for consideration at any time through their Case Manager, suggestion box, or by speaking to any staff member.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

At admission, every youth receives a comprehensive needs and ability screening. For youth with disabilities or special needs, Care-RIE conducts a Functional Access & Participation Review.

- Physical mobility considerations
- Communication needs (verbal/nonverbal, adaptive tech, etc.)
- Behavioral and emotional regulation supports
- Medication or health-related limitations
- Sensory preferences and sensitivities
- Assistive technology or device use

Care-RIE ensures all normalcy-related programs, events, and outings are reviewed through a universal design lens. Accommodations provided often exceed basic compliance and are customized based on the needs of the youth. ie. equipment access, transportation adaptations, and recreational needs

All direct care and supervisory staff receive annual specialized training on inclusion strategies and disability support.

Care-RIE will work closely with outside agencies and inclusive organizations to identify appropriate normalcy-based opportunities.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Upon admission, every youth undergoes a multi-domain assessment facilitated by a Case Manager and Clinical Supervisor.

Every ISP is collaboratively developed

The ISP is structured into individualized domains, each with youth-specific goals and action steps

Each youth has a dedicated care team that meets regularly to review progress, adjust interventions, and ensure goals remain aligned with evolving needs.

Youth receive access to trauma-informed mental health services

Care-RIE provides wraparound educational services tailored to each child's current school status

Care-RIE prioritizes cultural responsiveness and spiritual inclusion as a core part of identity development.

Each youth's behavioral plan is tailored to their developmental level, trauma history, and communication style.

- Youth meet monthly with their Case Manager for structured feedback and goal updates
- Youth may submit grievances or requests confidentially
- The Program Director reviews all complaints and ensures youth voice is factored into service delivery changes
- Staff are trained in strengths-based communication to ensure youth feel heard and validated

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

Upon intake, Care-RIE collects detailed information on the youth's racial, cultural, spiritual, and community background. Example: A Black youth expressed feeling isolated at previous placements. Upon admission to CareRIE, the youth was paired with a mentor of shared racial identity and supported in attending community based Black youth empowerment groups.

Care-RIE actively recruits, hires, and promotes racially and culturally diverse staff to reflect the demographics of the youth we serve. Example: A Latino youth was matched with a bilingual mentor and encouraged to maintain ties with extended family through weekly Spanish-language calls and culturally specific outings.

Care-RIE audits activity participation monthly to ensure equal access across race, gender, ability, and placement status. Staff are trained to recognize and remove barriers that might prevent youth of color from participating in social or enrichment opportunities.

Care-RIE tracks youth outcomes and collaborates with child welfare teams to reduce the risk of reentry for youth of color after discharge. Example: A Latina American youth preparing for discharge was linked with services, and culturally aligned foster family supports.

All behavioral interventions at Care-RIE are reviewed through an equity lens to prevent over disciplining of youth of color—a known driver of reentry and system distrust. A Black youth involved in a peer conflict was supported through a facilitated peer mediation

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Care-RIE Youth Voice Collective (YVC)

- Open to all current residents age 13+
- Voluntary participation; not tied to behavioral status or program incentives
- Minimum of 5 core members; rotating or ad hoc participation welcome
- Staff introduces the board during orientation and house meetings
- Youth may self-nominate or be nominated by peers
- Flyers posted in living areas and shared during monthly ISP meetings
- A designated Youth Liaison (non-clinical staff) serves as logistical support—not a board leader
- Meetings occur bi-weekly, with optional working subgroups in between
- Advising staff and leadership on youth experiences of fairness, freedom, and participation under the RPPS
- Promoting normalcy by identifying and advocating for activities youth want to access (e.g., sleepovers, job support, tech access, dating, sports)
- Discussing barriers to normalcy or youth rights, including discipline, access to family, and cultural expression
- Proposing solutions or policies related to outings, supervision, and permission processes
- Evaluating activity access trends to ensure all youth (regardless of identity, ability, or behavior history) have fair opportunity
- Youth board meetings are separate from programming, chores, or therapy
- Responding to every formal recommendation from the Youth Board within 14 business days

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

CEDARS Youth Services: Pioneers Center Emergency Shelter

Report Author:

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Author's Title:

Pioneers Center Program Director

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Contract Date:

7/1/2025-6/30/2026

Plan Date:

7/30/2025

Planning Period (fill in the dates):

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Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

CEDARS Youth Services works to ensure that every youth placed in Pioneers Center Emergency Shelter experiences safety, stability, and enduring family relationships. Staff training, program policies and procedures, and the physical space have all been designed to create a homelike atmosphere in the shelter (comfortable furnishings, bedrooms that can be decorated, access to a backyard with bicycles, green space, and a basketball court). Typically, CEDARS program structure provides opportunities to participate in education and extra-curricular activities at each youth's home school, join in family events, participate in recreation in the community, and work at a part-time job. Youth placed in Emergency Shelter can choose to check in any money they have or earn to staff for safe-keeping while placed in Shelter, or may choose to maintain possession of it. Youth have opportunities to go shopping in the community, which promotes normalcy. If a youth has a driver's license and their own vehicle (with required registration and insurance), they are allowed to keep their vehicle. If youth participate in school sports, clubs or activities, transportation is provided for youth to attend all practices, performances, games and rehearsals. Youth are also able to attend school activities such as dances and athletic events which is a normal experience for youth. Each youth in care has an individualized service plan that is designed in partnership with the youth to best meet their developmental and social and emotional needs and interests.

Youth are able to conduct visits with members of their support networks by utilizing technology or via on-campus visits. Additionally, all staff are trained on the Reasonable and Prudent Parenting Standard and apply the standard as applicable and appropriate to help youth pursue and experience normalcy. Existing barriers to normalcy include lack of parental engagement, challenges regarding school enrollment (particularly for youth from outside the Lincoln community, and youth experiencing frequent placement disruptions.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

CEDARS Pioneers Center Emergency Shelter offers a consistent routine and access to activities and services. Family engagement is a priority and youth in care can communicate with their families via telephone, on-site visits, or during home visits as outlined in each individualized service plan. Activities are planned and available for individual and group participation each day; youth are engaged in determining activities and schedules are posted throughout the Shelter. To assist youth with education, job searches, and entertainment, access to on-site technology includes computers with internet access, televisions, and video game systems with appropriate content restrictions in place. Typically, weekly visits are scheduled to the public library with access to books, magazines, and computers for social media engagement. Educational stability is maintained by providing transportation to a student's home school for those who are from the local area. Shelter staff, in tandem with CEDARS Education program, work to re-enroll any students not currently attending school or to develop a plan for the GED if appropriate. For youth suspended or expelled, homework support and tutoring is available so youth don't fall behind on their coursework. For youth involved in extra-curricular activities or employment, transportation is coordinated to allow them to continue while placed in Shelter. Youth are also provided with coaching and support to obtain or maintain employment while in care. Physical, dental, and mental health are all assessed at the time of intake. Immediate needs are addressed right away, and ongoing health needs are met as needed. CEDARS maintains working partnerships with medical and dental providers in the community to ensure these needs are met. Youth are provided with the necessary technology to ensure they can complete their homework, connect with their support networks, and to utilize for entertainment. Many youth get their physical, mental, and behavioral health needs met via telehealth services, when appropriate. Youth whose discharge plan is to independent living or older teens returning home are permitted to use their personal cell phones. Youth are also given the opportunity to engage in programming at the Youth Opportunity Center which include trainings and classes on independent living skills and job skills.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

CEDARS has clear policies and procedures that guide individualized assessment and case planning processes. CEDARS is accredited by the Council on Accreditation (COA), which provides guidance related to assessment and service planning practices. Emergency Shelter staff and case managers utilize SMART goals when working with clients on service plan goals. Beginning at the time of intake, youth are informed of the importance of their role in establishing goals, monitoring progress, and planning for their stay. The CEDARS Case Manager works with the youth and their family or DHHS Caseworker/Probation Officer (if applicable), teachers, therapist or counselor, and other supports to develop a plan built on the youth's strengths and needs. The individualized Service Plan goals for each youth are based upon identified needs and goals in the referral and any needs identified during the assessment process, which takes place within 24 hours of admission. The individualized Service Plan is created within five days of intake and is reviewed and updated on a biweekly basis to monitor progress and barriers, and to make any adjustments to goals or action steps as appropriate. Shelter staff engage each youth in daily conversations about their progress and any barriers to reaching their goals. CEDARS Case Managers arrange biweekly team meetings that include DHHS, Probation Officers, family members, attorneys, to review goals, progress on goals, behavioral needs, and updates on discharge plans. In addition to these team meetings, Pioneers Center Case Managers and leadership have weekly meetings reviewing youth progress, needs, and brainstorming additional strategies to engage the youth more effectively or services to advocate for the youth. Case Managers also meet with the CEDARS education team to review the educational needs and progress and to identify activities or services needed to support the youth in their educational experience while placed in shelter.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

CEDARS follows established policies and procedures on staffing and supervision. CEDARS utilizes the Reasonable and Prudent Parent Standard when giving permission and consent for age or developmentally appropriate activities.

In addition to 40 hours of training through the CEDARS New Employee Training program, new staff members also participate in 32 hours of training on Risking Connection, which is the trauma-informed model of care that CEDARS utilizes. Additionally, new staff participate in 40 hours of on-site shadowing with current staff members. All staff receive regular 1:1 supervision (monthly) with a supervisor, during which time additional coaching or support can be offered.

CEDARS Emergency shelter employs case managers within the shelter. Youth are assigned a CEDARS case manager who has regular contact with the youth. This case manager schedules and facilitates frequency team meetings, typically weekly, to ensure the youth can request permission to participate in any activities or schedule any visits with guardians and other decision makers on their teams.

Shelter is staffed at a staff/client ratio of 1:4 during awake hours. All staff members also receive training on the Reasonable and Prudent Parent Standard (RPPS). Clients are informed at the time of intake on the process for making a request to participate in age or developmentally appropriate activities, consistent with the Reasonable and Prudent Parent Standard. This process is posted in the Shelter, along with request forms that clients can complete. When a request form has been completed and turned in by a client, it is reviewed by Shelter management staff and the client is notified if their request was approved or denied, and why, if appropriate. Youth can also make a request verbally. Supervisors are on call 24/7 to assist staff in making RPPS determinations.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

We have long-standing relationships with community partners and donors which typically allows us to offer many community activities to youth. Some of the community activities that youth are typically able to participate in are: educational outings such as visiting museums, the State Capitol Building, nature centers, Lincoln Children's Zoo, Omaha Henry Doorly Zoo, or the Farmer's Market; volunteer opportunities such as picking up trash in a city park; recreational outings including Urban Air, bowling, going to the movie theater, Round 1 at the mall, Putt-Putt golfing, fishing, laser tag, visiting local parks, weekly ice cream outings, and having meals out at restaurants. Additionally, youth can go to the YMCA, the library, have shopping outings, and attend local sporting events.

On-site activities include basketball, volleyball, soccer, bike riding, gardening, playing music, TV, movies, video games, and reading. Youth can take walks on campus (if there are no restrictions from probation or DHHS), get a haircut, and make calls to friends who are approved contacts. Youth can access the canteen in the Shelter which has various snacks to choose from, in addition to scheduled daily meals and snacks. Art supplies are available for youth to use at their leisure or during structured arts and crafts groups, along with crochet and knitting supplies. Additional groups are available on-site, covering topics including nutrition, budgeting, healthy relationships, cooking, and meditation. Youth also have the opportunity to interact with a therapy dog, who visits the Emergency Shelter.

Staff has also begun to identify community activities that may be of interest to the youth. These activities are shared via our Slack communication platform which have included: back to school bash at the university, opportunities to read with therapy animals at the library, a new park made for teens in a nearby community, a screen printing activity at the library, a teen activity at The Bay, firework displays, and car shows. Youth are provided with this information and allowed to identify activities they want to attend.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

CEDARS Youth Services designed the physical space and programming of the Pioneers Center Emergency Shelter to be accessible to youth with a range of disabilities and special needs. The facility is ADA compliant, including an elevator and handicapped-accessible restroom and shower facilities. Staff receive training in understanding a range of communication styles and behavior patterns and provide support to youth based on their developmental level. Support is provided to each youth according to their individualized case plan and may include assistance with homework, personal care, or outdoor activities.

In August 2022, CEDARS Pioneers Center Shelter obtained training and consultation from the Brain Injury Alliance, an Occupational Therapist and Speech and Language Pathologist from Therapy Works to help identify accommodations that can be made to support youth with a variety of mental health and acquired injury needs. These accommodations have included adaptations to lighting, understanding of various auditory sensory needs, and opportunities for sensory seeking and avoiding youth so they can better engage in school and programming.

Lead staff plan activities on a weekly basis, with input from the youth, to ensure that the activities being offered and scheduled are in line with the youth's interests, skills, abilities and developmentally appropriate. This weekly planning allows us to create programming that responds to the needs and interests of youth rather than adhering to a consistent rotation of activities.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency. As stated previously, CEDARS has clear policies and procedures to ensure that every youth has an individualized case plan based on their unique strengths and needs. CEDARS utilizes an internally-created comprehensive assessment which is administered at time of intake. This assessment includes the following domains: placement/housing; family & relationships; parenting (for youth who are parenting); self-identity; independent living/concrete supports; education/child development; employment; legal; recreation; physical health; substance use; and mental health/safety/trauma. Youth goals are based on the assessed needs of each specific youth, as well as upon any needs specified in the referral. Care is taken to plan activities that are based on the current interests of the youth in the Shelter. Meal planning includes a review of the health, religious, and/or cultural needs of youth. Youth are provided with choices and provided a voice in both their own case planning and in the programming provided. CEDARS is committed to preserving the rights of all clients regardless of sex, sexual orientation, gender identity and expression, physical abilities, religious beliefs, racial background, or economic status. This is evidenced in our approach to all aspects of care. For example, CEDARS Emergency Shelter frequently serves youth who identify as transgender. CEDARS Emergency Shelter program and staff respect youth's specified gender identity, and youth are able to be housed with the gender that corresponds to their gender identity while they are placed with us. Youth are addressed using their preferred name and pronouns while in CEDARS care. In August 2022, CEDARS Emergency Shelter developed differentiated programs to support youth's individualized needs. In 2024 we added a 4th program to support youth needing employment but not yet prepared for independent free time. These three tracks within shelter are called Balance, Courage, Momentum and Resilience and each track offers different levels of structured activities and programming throughout the day. Balance offers high level programming and structure, Courage offers a moderate level of structure for youth to have prescribed programming activities and some free time, while Resilience offers programming with high levels of unstructured free time aimed at youth whose discharge plan is one where they will have to manage their free time independently. Youth are matched to the structure that best fits their needs. Groups offered in each program throughout the week are selected by lead staff who tailor the groups to the needs and interests of the youth currently being served.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

CEDARS has a non-discrimination policy for employees and clients and CEDARS strives to recruit a diverse workforce to provide role models for youth in care. One key initiative of CEDARS current Strategic Plan is to advance diversity, equity, and inclusion throughout the CEDARS organization, with goals to decrease racial disparity between employees and clients, as well as between licensed foster families and clients. Within programming space, attention is given to the selection of art, décor, and photographs to provide a welcoming space for a diverse population of youth. Connections to community organizations that support specific minority populations are also made through referrals and invitations for program speakers, etc. Staff are provided training on cultural competency and respectfully working with a diverse array of clients. Understanding diversity includes racial and ethnic minorities, refugees and immigrants, LGBTQ identity, socio-economic status, and religion. The Service Director for Emergency Shelter sits on the Lancaster County Committee for Reducing Racial and Ethnic Disparities (RED). This committee meets quarterly and is comprised of stakeholders from all system points and works to address disparities in ethnic and minority representation. CEDARS also has an internal Diversity and Engagement Committee which hosts awareness events, training opportunities, and seeks to foster diversity and equity. Internal procedures for Pioneer Center for review of referrals, interview and admissions processes, and decisions regarding discharge (especially when unplanned) follow identified processes that have the intention of reducing the impact of implicit bias. Our agency regularly reviews admissions and discharge data along with demographic data to look for trends that might indicate disproportionality in our internal processes.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Youth involved with CEDARS programs are invited and encouraged to be involved with the Youth Action Board (YAB), which is a youth advisory board that is part of the Lincoln Homeless Coalition. CEDARS Bridges Transitional Living and Street Outreach Services Program Director Christina Lloyd facilitates this group, with the purpose being to ensure that youth voices are heard as part of decision-making pertaining to homeless or near-homeless populations in Lincoln. Youth from all CEDARS programs, including Emergency Shelter, are invited to attend and are welcome to participate. The YAB meets twice a month, with one meeting solely promoting normalcy by being a recreational team-building activity in the community and the other time being a "working meeting" where the youth provide feedback and input regarding the array of homelessness prevention services in the community and ideas for serving those who are experiencing or are at risk of homelessness. Some youth who participate are "system-involved" and are able to talk freely at that meeting about their experiences and needs, and the meeting is guided by the youth.

CEDARS Pioneer Center Emergency Shelter creates opportunities where youth can be nominated for 'Peer Leader'. This youth is asked for feedback on programming needs for youth and is allowed to select outings and activities for all of the youth to participate in. Youth meet with support services on regular basis (typically weekly) to discuss food preferences and recommendations to incorporate preferred foods into the menu. They also provide feedback on snacks that they like and are able to request special cakes for birthdays and other significant celebrations.

CEDARS is currently creating an application/nomination process whereby a youth served in one of our programs can become a full and voting member of the CEDARS Youth Services Board of Directors.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

CENTER FOR INDEPENDENT LIVING OF CENTRAL NEBRASKA - (Independence Rising)

Report Author: Vicki Anson	Author's Title: Program Manager
Phone Number: 308-382-9255	Email Address: vanson@irnebraska.org
Contract Date: July 1, 2025 to June 30, 2027	Plan Date: 07.20.25

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2027

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

The agency will reduce challenges that can come from living in a group care setting by keeping the facility as home-like and youth-centered as possible. The program will be flexible and focused on each youth's needs. Common challenges may include group schedules, staffing needs, transportation, distance from a youth's home community, safety rules, and limited activities in rural areas.

When a youth enters the program and during regular meetings, staff will ask about their interests, daily routines, family traditions, food preferences, and personal goals. Youth will have a voice in choosing meals, activities, outings, and daily schedules. When possible, staff will use flexible schedules so youth can attend school, appointments, stay in contact with family, and take part in normal teenage activities.

The agency will provide transportation and needed supplies, as resources allow, so youth can participate in sports, clubs, jobs, shopping, cultural events, and other approved activities. Birthdays, holidays, and family traditions will be celebrated and recognized. Staff will regularly talk with youth and their support team about any challenges and work together to find practical solutions, such as adjusting schedules, providing extra staff support, partnering with community organizations, using virtual options, or offering one-on-one activities.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

Each youth will have regular opportunities to stay connected with family, attend school, receive health care, use technology, and follow a consistent daily routine. Youth will have the opportunity for regular contact with approved family members by phone or in-person visits at the facility. Staff will arrange transportation for family visits, school activities, sports, appointments, and community events.

Each youth will have access to technology and will learn how to use technology safely and responsibly. The agency may use telehealth services when appropriate and will also arrange in-person medical, dental, and mental health appointments. Education will be provided on site through accredited online courses. Tutoring and one-on-one support will be available as needed. Staff will work with the youth's home school district to help them stay on track with credits and maintain school stability.

Youth will have opportunities to explore jobs, college classes, college visits, and extracurricular interests. Daily schedules will be structured but flexible and will include schoolwork, chores, recreation, family contact, appointments, meals, and personal time.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

At admission, staff will discuss with the youth the youth's strengths, needs, interests, culture, abilities, and preferred activities. The youth will help choose individualized case-plan goals and clear action steps. Goals may address school, family relationships, coping skills, behavior, independent living, employment, health, and participation in age-appropriate activities. Each day, the youth and staff will identify short-term goals that support the larger case plan. Staff will document participation, progress, barriers, and needed supports. Youth and staff will review daily goals and discuss what worked and what should change. The Youth Services Coordinator and leadership will also meet individually with youth to review goals and resources. Information from these meetings will be shared with the team as appropriate. Plans will be updated when the youth's interests, needs, placement, school program, or abilities change. Support services may include transportation, purchasing reasonable supplies, adjusting supervision, finding a community program, or arranging one-on-one assistance.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

The Executive Director is the agency's designated caregiver authorized to apply the reasonable and prudent parent standard. Staff will receive training on agency policy, supervision, safety, consent, transportation, and age- or developmentally appropriate decision-making. Staff will consider the youth's age, maturity, abilities, interests, known risks, court or placement restrictions, staffing needs, transportation, and the type of supervision normally expected for similar youth. Staff will obtain any required consent from the placing agency, parent, school, medical provider, or program. Decisions and special instructions will be documented and shared with the staff responsible for the activity. Staffing will be adjusted when a youth needs closer supervision or one-to-one support. Youth will be told about available activities verbally and through the posted schedule and may request other activities. The agency will avoid unnecessary restrictions and will review denials or delays to determine whether added support, a schedule change, or another safe option can allow participation.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

The agency will maintain a current list of on-site and community activities. Staff will gather information from schools, the YMCA, parks and recreation programs, libraries, community calendars, cultural organizations, sports programs, colleges, employers, and youth suggestions. The list will be reviewed regularly and updated when schedules, costs, or available programs change. A copy will be posted in a common area where youth can easily review it, and activities will also be discussed during individual and house meetings. On-site options include basketball, volleyball, soccer, tennis, horseshoes, board and card games, puzzles, reading, music, movies, art, and cooking. Youth may suggest activities that match their own interests, and staff will help with permission, registration, transportation, supplies, and supervision.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

The agency will identify needed accommodations during admission and through communication with the youth, family, and placing agency. Staff will focus on the support each youth needs to participate with peers. Supports may include one-to-one assistance, tutoring, extra time, visual or simplified directions, reminders, sensory breaks, smaller groups, adjusted schedules, adaptive equipment, transportation, and an activity offered at a different pace or skill level. Staff will attend IEP and related school meetings and utilize educational supports. The agency will coordinate assessments and services through community agencies when appropriate. A portable ramp and a first-floor bedroom are available for physical access needs. Staff will consider additional staffing, modified rules, different equipment, or another reasonable accommodation to allow the youth to participate safely.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Each youth's needs will be identified through admission information, case-plan meetings, observation, and conversations with the youth. Leadership will meet one-to-one with each youth at least twice a month to ask what is going well, what is needed, what concerns exist, and what changes the youth would like. The Youth Services Coordinator will help youth review goals, solve problems, and access resources. Youth may contact administrative staff when they need additional support, including when leadership is not on site. Staff will consider each youth's age, culture, disability, education, health, family relationships, coping skills, preferences, and personal interests when planning services and activities. Individual interests may be supported through one-to-one outings, reasonable supplies or community programs. Staff will review progress and barriers with the youth and multidisciplinary team and adjust the plan when needs change. The youth's voice will be included in decisions.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

The agency will provide culturally appropriate experiences and opportunities for youth to understand and develop their cultural traditions and to understand other cultural traditions that may be represented by other youth at the agency. These activities may include preparing meals specific to their culture, having access to reading materials representative of specific cultures, visiting ethnic food markets. Youth will have opportunities to prepare ethnic meals to share as a community within the facility. Different cultural activities and traditions will be encouraged through holiday meals, celebrations, and outings when available. Educational information of other cultures will be included in program planning.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Agency continues a strategic plan to develop a Youth Board which will be implemented within the current contract year. Youth board meetings will be held 1-2 times weekly, youth led and monitored by appropriate adult staff. Agency will provide meeting space. Youth will develop agendas, provide input on needs, goals and ideas in meetings and activities. Youth voice will provide direction for implementing reasonable and prudent parent standards. The board will consist of shelter and community based youth, including those with disabilities.

Youth will be encouraged to initiate topics. Recent interests include educational opportunities and transition strategies.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Child Saving Institute

Report Author:

Maranda Buckley

Author's Title:

Director of Foster Care

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Contract Date:

07/01/2025 - 06/30/2027

Plan Date:

07/01/2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

CSI staff across all youth-serving programs address normalcy barriers by collaborating with DHHS, families, and team members to ensure youth access typical developmental experiences. In shelter care, youth are enrolled in home schools, and efforts are made to ensure access to school activities, visits, and family traditions. To reduce barriers such as lack of personal items, CSI maintains a clothing/hygiene closet. In foster care, barriers such as delayed activity approvals, transportation limitations, and RPPS confusion are addressed through training, quick-reference tools, and improved coordination. For example, staff coordinated an out-of-state vacation approval, securing needed resources and family consent so a youth could participate fully with their foster family.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

CSI ensures all youth have age-appropriate access to technology, education, health care, and sustainable routines. Youth are encouraged to stay in their home schools, maintain jobs, and participate in family and cultural events. Tutors supervise technology use for shelter youth, while foster parents support telehealth and academic access. Holiday events are facilitated through home passes or hosted gatherings. Youth are guided in setting up email accounts and using tools like Google Classroom. Foster Care Specialists, and shelter staff regularly assess routines and engagement in developmentally appropriate activities during monthly and 1:1 visits.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

CSI uses family team meetings, intake assessments, and service planning to identify and support youth goals. Youth are asked about interests and those are incorporated into plans. For example, a teen in foster care interested in dance was enrolled in a dance company, supported by the foster parent and team, with transportation and oversight. Service goals are reviewed regularly and adjusted based on the youth's evolving interests. Shelter staff include hobbies in weekly schedules (e.g., baking or fitness routines).

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Foster parents are trained in the RPPS and supported in using it for daily decisions like sleepovers, sports, and jobs. Specialists offer monthly check-ins and are available for consultation. Shelter staff use a 6:1 supervision ratio and maintain visual contact during outings, while encouraging youth autonomy. Staff are trained to approve activities under RPPS, including spontaneous neighborhood play or outings.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Shelter youth attend weekly outings, e.g., movie nights, museums, baseball games. Foster parents receive quarterly lists of camps, recreational programs, mentorships, and holiday events. This information is shared during home visits, emails, and team meetings, and staff assist with enrollment and transportation. Activities are also posted in accessible youth areas. Foster Care also holds family fun nights in the community for foster parents to get together, and a foster parent support group which is held monthly.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

Each youth has an individualized service plan that includes disability accommodations beyond ADA standards. CSI offers adaptive tools (e.g., sensory kits, visual schedules), coaching for foster parents, and access to community-based inclusion programs. Example: A youth with sensory sensitivities attended a block party after receiving a visual schedule, sensory kit, and support to prepare for the environment. Shelter rooms are also equipped with sensory supports, and staff use social stories and visual aids to ease transitions.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Specialists match placements and activities to each youth's unique identity and interests. A youth with interest in animal care was placed in a home with pets. Another with a history of food insecurity participated in shelter meal planning. Youth are supported in accessing culturally and developmentally appropriate items and opportunities.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

CSI trains staff and foster families in cultural humility and equity. Cultural needs are honored with connections to identity-affirming resources like hair care kits, culturally appropriate stylists, and celebrations like Juneteenth or Native heritage events. Mentorships and advocacy efforts are targeted for youth of color to promote inclusion and reduce reentry into congregate care.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

While a formal youth board is not yet implemented, CSI plans to pilot a virtual youth advisory panel. Monthly surveys, "Youth Voice Circles," and opportunities to vote on activities are existing strategies used to elevate youth voice. Feedback has directly influenced programming, such as creating a "Free Choice Hour" for youth-selected activities.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Community Action Partnership of Western Nebraska

Report Author: Kelsey Molina	Author's Title: Supportive Health Services Director
Phone Number: 308-633-3892	Email Address: kmolina@capwn.org
Contract Date: July 01, 2025 to June 30, 2026	Plan Date: 07/01/2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Establishing a sense of normalcy is supported by both research and experience as a critical factor in helping youth navigate the world with responsibility and confidence. The reasonable and prudent parent standard, along with thoughtful case planning, are essential tools in promoting normalcy for youth in shelter care.

CAPWN' s Youth Shelter embraces a trauma-informed care approach, prioritizing the creation of a supportive and stable environment that fosters normalcy. The shelter works collaboratively with youth, responsible agencies, and—when appropriate—parents or guardians, while also encouraging individuality and self-expression.

A key goal of this approach is to ensure that each youth' s personal goals are acknowledged and supported, all while maintaining safety, considering legal guardian input, and providing an environment that is as age-appropriate and " home-like" as possible.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

The CAPWN Youth Shelter collaborates closely with parents, families, and placing agencies to promote positive relationships, in alignment with court or DHHS directives. The shelter also maintains professionalism when engaging with service providers who support the youth's needs. Staff are flexible and supportive in coordinating transportation and accommodating meetings related to youth services.

Youth in the shelter have access to a computer or laptop with regulated internet use, as well as a television equipped with Roku for entertainment, including TV shows, movies, YouTube, and more. To support educational continuity, the shelter works with youth from various school districts, prioritizing placement in their "home" schools when distance allows. School districts typically support youth through in-person learning, Google Classroom, or online educational platforms. When needed, the shelter provides a computer if one is not supplied by the school.

Upon intake, youth are asked about their health history. If they haven't had recent medical checkups, appointments are scheduled, along with any additional health care needs that arise during their stay. Youth follow a structured daily routine that includes hygiene, schoolwork, meals, activities, group sessions, and consistent bedtimes. This structure is designed to help youth develop important life skills and promote a sense of normalcy.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Upon entering the shelter, each age-appropriate youth completes the Casey Life Skills Assessment, which helps identify strengths and areas for growth to develop age-appropriate goals for their case plan. The youth shelter incorporates these goals into ongoing case planning, which is reviewed and discussed during team meetings.

Team meetings typically include the youth, their probation officer, DHHS caseworker, parent or guardian, and youth shelter staff. During these meetings, the youth's needs, goals, and preferences are explored, and a structured plan is created to help them achieve those goals. Shelter staff provide ongoing support, guidance, redirection, and encouragement as youth work toward their objectives.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

The CAPWN Youth Shelter's policies on staffing, supervision, and obtaining permission or consent for age- and developmentally appropriate activities align with the Reasonable and Prudent Parent Standard. Shelter staff receive training in these standards to ensure youth are supported in a safe and developmentally appropriate manner. Youth are given daily opportunities to participate in recreational activities, promoting engagement, well-being, and a sense of normalcy.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

The CAPWN Youth Shelter collaborates with another CAPWN position that serves as a community liaison to keep shelter staff informed about local events and volunteer opportunities available to youth. Staff also stay informed about school functions, community events, and activities that align with the youth's individual interests. One designated staff member is responsible for creating and regularly updating a monthly calendar that highlights both internal and external activities for youth to engage in.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

The CAPWN Youth Shelter is accessible to youth with special needs and disabilities. When a youth requires support services beyond what the shelter can provide directly, staff coordinate with partner agencies that specialize in meeting those specific needs to ensure appropriate care and developmental support.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency. The youth shelter values and honors each youth's cultural background and traditions. We make every effort to support cultural expression by allowing youth to prepare meals that reflect their heritage or by having staff prepare culturally relevant dishes. Youth are also encouraged to engage in diverse cultural experiences and activities.

To better represent and connect with the youth we serve, we strive to maintain a diverse staff from a variety of backgrounds. CAPWN is committed to ongoing diversity, equity, and inclusion training for staff, emphasizing empathy and understanding of the populations we support. These principles are deeply embedded in our agency's practices and are actively modeled and shared with the youth in our care.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

The youth shelter honors and supports the cultural traditions and backgrounds of all youth in our care. We work to accommodate individual cultural needs by encouraging youth to prepare meals reflective of their heritage or by having staff assist in preparing culturally relevant dishes. We also promote participation in a variety of cultural activities to celebrate and explore diversity.

Our commitment to representation includes employing staff from diverse backgrounds to better reflect and connect with the youth we serve. At CAPWN, we prioritize diversity, equity, and inclusion through ongoing staff training focused on cultural awareness and empathy for the populations we support. These core values are integrated into our daily practices and actively shared with the youth.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

CAPWN launched a new program that includes the development of a youth board designed to elevate the voices of youth in care. This youth board will be independent from existing program requirements, clubs, or leadership groups, ensuring that it remains youth-led and focused solely on addressing the unique experiences and needs of youth in care. The board will serve as a platform for youth to voice concerns, share ideas, and influence decisions that impact their daily lives in care settings.

A key role of the youth board will be to support the implementation of the Reasonable and Prudent Parenting Standard, while also promoting normalcy by advocating for opportunities and activities that reflect typical experiences for youth outside of care. The youth board will work in collaboration with shelter staff and administration but will maintain its autonomy to ensure that youth perspectives remain central to its mission.

In addition, CAPWN maintains a dedicated position on its Board of Directors that serves as a liaison between the youth board, CAPWN programs, and the broader community. This liaison helps ensure that youth-led initiatives and feedback are communicated at the organizational level and incorporated into ongoing planning and development efforts. The creation of the youth board reflects CAPWN's commitment to youth empowerment, inclusion, and meaningful participation in shaping their own care experience.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Father Flanagan's Boys' Home - Boys Town

Report Author:

Jennie Louderback

Author's Title:

Program Support Coordinator

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Contract Date:

July 1, 2025- June 30, 2027

Plan Date:

7/1/2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Boys Town does everything possible to address barriers to normalcy that are inherent when youth must be placed outside of their homes. In addition to the number of items that are discussed below that break down these barriers, we also ensure that youth and families are provided with information and are aware of what the program entails during the admissions process. Each youth and their family/team members will sit through an admission meeting where program details are explained and questions are asked. This provides youth, families, team members, and our family teachers and consultants an opportunity to get to know each other and the program in person. This process continues during placement as youth and families attend team meetings to discuss how youth are doing in the program, activities they are involved in as well as questions or concerns. Although these meetings occur throughout placement, it is not the only opportunity for these discussions. A very important part of our program is self-government and self-determination. This element occurs at a youth level, in homes, on clubs/teams, in classrooms, and in the community. A few important examples of self-government are youth advocating for themselves or others, reporting safety issues, encouraging peers, and holding each other accountable. We value our kids learning to speak up for what is right, making requests and developing their citizenship skills in all environments. We continue to utilize technology to help limit barriers. Each home is equipped with an iPad to help youth maintain face to face conversations with families members in addition to phone calls and visits. Utilizing technology for team meetings has also increased opportunities for families to be involved in team meetings by providing them opportunities to participate in person, via phone, or face to face through technology resources. Boys Town staff members teach youth social skills, ensure they continue to go to school, and work with youth and families to develop individualized, skill focused service plans that address behavior problems areas. Boys Town focuses on meeting educational, medical, psychological, emotional and behavioral need of the youth in care.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

The Boys Town Model allows youth to have daily contact as well as ongoing visits with family. We encourage family to come to campus to attend youth sporting events, youth activities and more throughout the year to help build and maintain relationships. Youth are able to access developmentally appropriate technology within their school and home settings including: iPads in each home so youth are able to video friends and family, increased technology in the classroom and at home for educational needs, and access to dedicated space and technology for therapy visits completed virtually. All of our high school youth are provided with individual laptops to use throughout their school day. Our new Education Center is equipped with cutting-edge science labs, and our classrooms are equipped with innovative technology and welcoming learning environments. We continue to meet educational needs in a variety of ways not only through the typical classroom settings, but through our Career Center and Life Skills Development programs. Our Career Center offers courses such as: Certified Nursing Assistant courses, culinary arts, small motor, graphic design, communication and media sciences, constructive, automotive, and welding courses. Students have the opportunities to develop skills they can bring into jobs, careers, or have a jump start on further their education path. We recently launched a new "Boys Town Education" page that houses important information and the school newsletter that is available for all students to access. The Boys Town Behavioral Health Clinic as well as Boys Town Hospital and Clinic located right on campus allow youth to get their healthcare needs met. Family Teachers within the home ensure that they set up youth for success by incorporating a family like, sustainable routine. If youth know what to expect on a day in, day out basis, they are able to relax as they know what to expect. Youth engage in typical day to day activities that you would see in any home such as playing games together, watching TV, cooking and cleaning together and having family meals together.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Boys Town continues to use an individualized case plan for each youth that documents their progress in the program as well as their participation in multiple activities. Youth have a voice in these service plans as they complete Daily Skill Reviews that allow structured time to talk with Family Teachers and Assistant Family Teachers about what has gone positively with their day and what they are going to work on the next day. Youth are encouraged to be involved in appropriate activities as these activities help them practice skills in multiple settings that will only help them be more successful. Currently, 83% of our population participates in extracurricular activities. To help encourage involvement, activities/teams are reviewed with student regularly. Team Meetings, held monthly, allow youth and all members of the youth's service team to look at the youth's progress as well as discuss activities the youth is in or activities with which the youth may want to be involved. Services always focus on promoting positive, pro-social behaviors and building self-esteem and skill development and are designed to be appropriate to the age, gender, cultural heritage, developmental and functional level of each child. The service planning process programs include: pre-admission, admission team meeting, preliminary service plan, standard and specialized assessments, initial team meeting, service plan goals, service plan, skill reviews, regular service plan reports, and discharge summary/aftercare plan. As discussed previously, we have an ever-growing list of activities in which youth can participate. Youth are also able to have jobs on and off campus to help create normalcy.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Boys Town has documents to help support these policies that are found in all levels of care. Documents used in the Intervention and Assessment Program, Enhanced Family Home Program, and Family Home Program are as follows:

- Promoting Normalcy for Youth in Care
- Parent or Legal Guardian Rights- Enhanced Family Home, Family Home
- Parent or Legal Guardian Rights- Intervention and Assessment
- Employee to Service Recipient Ratios
- Youth Rights- Enhanced Family Home, Family Home
- Nebraska Bill of Rights
- Youth Rights- Intervention and Assessment

Policies are reviewed annually and changes are made as needed to promote normalcy for youth.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Boys Town staff, both in homes and in the schools are aware of the activities with which youth can be involved. These activities remain the same as those discussed below. In order to promote and support access, activities are regularly discussed in the schools/homes/family meetings. Opportunities are also announced in the school and sent out via email to make students aware of opportunities in which they may be interested. Some activities include: band, baseball, basketball, board game club, book club, cheer, chess club, craft club, cross country, drama club, flags, football, golf club, HOSA, Manga club, meditation club, mindfulness club, NHS, National music honors society, peer ministry, ROTC, science club, small engines club, soccer, softball, Spanish club, STEM/Robotics club, student council, swim team, track, voices, volleyball, walking club, wrestling, writing club. Recently, a new Podcast, Puzzle, and Fall Play were added. Additionally, we have added sport camps for off season training opportunities.

Boys Town also has an extensive list of elective courses that are offered which are made available to all students.

It is important to note that youth can also have jobs both on and off the Boys Town Campus.

We have a youth support team that works with donors in the community to regularly secure donations of tickets to various events in the community, including sporting events, community theater, concerts and more.

Each home also does activities both on and off campus regularly. Youth have input into these outings and will vote on what they would like to do as a family during their self-government meetings. This teaches youth to compromise with others and also how to have fun in a pro social, healthy environment.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

Boys Town collaborates with many local and community organizations for many years both in Nebraska and Iowa. Boys Town has formal and informal relationships that are in existence. Boys Town has collaborated with the following service providers who also help in the support of ensuring youth are offered all necessary services to provide ongoing normalcy: mental health agencies, family service agencies, educational service agencies, substance abuse agencies, health care service agencies. Additional resources are also included but not limited to: individual therapy, family therapy, chemical use therapy, mentoring, psychiatric services, variety of medical services, educational or vocational services, and independent living services.

Boys Town has many identified accommodations and support services so that children with disabilities and special needs are able to participate in age or developmentally appropriate activities. Approximately 53% of Boys Town children are special education certified. These children receive an Individual Education Plan (IEP) which not only sets goals for their education but also helps to further individualize their service plans. Boys Town schools also have Special Education- endorsed family faculty members who serve as case managers for needed services. Boys Town provides remedial academics, response to intervention, special education classes, and mentoring.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

As discussed throughout this "Normalcy Plan" Boys Town staff is continually working to ensure they are meeting the individualized needs of all youth in the system. This can be seen based upon Boys Town's service planning process that is discussed within Section Three. Each service plan is individualized, and progress is constantly monitored. Our skilled Consultants work with the entire team to reevaluate needs and adjust service plans to ensure youth needs are met. From a youth's day of admission, throughout ongoing meetings and assessments, the individual needs of youth are addressed.

Each quarter all of the youth participate in a scheduled safety review and youth satisfaction survey. This gives youth the opportunity to safely express any concerns that they might have or any needs that they feel are not being met.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

Served data from 2024 demonstrates that Boys Town is serving white, African American, Asian, American Indian, Latino /Hispanic, pacific islander, and youth who identify with multiple races.

In addition, Boys Town has a Behavioral Health Services hotline that families can call for additional information, guidance, and to help direct them to the best program or service for their situations. A specialist is available to explain services from psychiatry services, parenting classes, online supports, and help guide individuals seeking help to one of our many programs. If a parent is seeking help for a child in their home, they are able to hear about services, and gain information on how to enter specific programs. If there is interest in utilizing a program, the specialist helps provide them any application forms needed, gets them connected to the admission team for the program and can start processing right away.

During the school year we had a poetry competition and art competition centered around the theme "You Belong", in which a poetry and art contest occurred, and the winners of the competition had their works created into a T-shirt. Each student on campus then received a T-shirt.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Boys Town youth vote annually to elect a Mayor and Vice Mayor to represent them. This year's mayor, Evan, campaigned on the platform: "I may be heavy, but I am still your brother". He stated, "I want them to know that they can trust me to fight for them and always be there to help."

Peer Ministers are also available to assist in the implementation of the reasonable and prudent parenting standard. Peer Ministers are chosen through an application and interview process. They are students whom adults identify as peer leaders both inside and outside of the classroom. They exhibit a spirit of service and willingness to give their time to peers, Boys Town and the wider community which may include helping walk a new student to their classes, making school announcements, and helping with a variety of activities.

Within their own homes, youth can participate and advocate through self-government meetings. These meetings occur daily and allow youth within the home to bring up topics. These meetings teach youth self-empowerment, decision making, and problem solving. Some examples of meeting topics include making outing plans, changing home routines, birthday party planning, how to make new youth feel welcome, and more. It allows all youth in the home to be a part of decision making and have their voice heard. Youth can be voted as manager within their home as well. Some duties may include leading self-government meetings, helping to hold peers accountable, being a leader for advocating, and more. We also have opportunities for youth to participate in a variety of committees on our campus such as the wellness committee. Youth participate and work with adults to plan activities to promote physical activity, and discuss healthy food choices. We have implemented a new Youth Orientation Checklist in which the following are reviewed with youth: fire safety, severe weather, methods of reporting, youth rights, and boundaries.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Nebraska Neurobehavioral Services, Inc.

Report Author:

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Contract Date:

02/23/2026 - 06/30/2027

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02/23/2026

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

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Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Efforts to Address Barriers to Normalcy Nebraska Neurobehavioral Services recognizes that congregate care settings can unintentionally create environmental and procedural barriers that differ from traditional family homes. These barriers may include supervision expectations, regulatory compliance requirements, transportation logistics, documentation processes, and safety driven limitations. The home actively evaluates its internal practices to ensure that youth are not restricted beyond what is clinically, legally, or developmentally necessary. Any limitation placed on a youth's activity is individualized and based on documented safety, behavioral, or court related considerations rather than placement status alone. Policies and day to day practices are reviewed on an ongoing basis to reduce institutional characteristics and promote a home like setting. Decisions related to participation in activities are guided by professional judgment, youth readiness, and current safety considerations. This approach allows flexibility while maintaining regulatory compliance and risk management standards.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

Normalcy Efforts for All YouthThe home promotes age and developmentally appropriate participation in family connections, education, extracurricular activities, peer relationships, technology access, and community engagement. Youth are informed of opportunities available through schools, community organizations, recreational programs, and cultural events. Staff provide support in exploring interests and accessing activities when appropriate. Participation is individualized and based on current functioning, safety considerations, and external factors such as court orders or case plan directives. Technology access is structured and developmentally appropriate. Youth are provided opportunities to build technological literacy consistent with safety guidelines and agency policy. Normal daily routines are structured to promote stability while allowing flexibility for participation in activities outside of the residence. The program does not guarantee participation in any specific activity but works to reasonably support access when appropriate and feasible.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Developing Goals and Action Steps in Case Planning. Normalcy related goals are incorporated into individualized service and case planning processes. During intake and ongoing review meetings, youth are encouraged to identify interests, developmental goals, and areas where they would like increased participation. Goals and action steps are developed collaboratively and documented in alignment with the youth's overall case plan. Plans are individualized and adjusted as circumstances change. Participation goals are reviewed periodically and may be modified based on clinical progress, behavioral stability, educational demands, or legal considerations. No uniform template is applied to all youth. Planning remains individualized and responsive to each youth's evolving needs.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Staffing, Supervision, Permission, and Consent. The home maintains staffing patterns that prioritize safety while supporting community integration. Supervision levels are determined through individualized assessment and may be adjusted based on behavior, court directives, or clinical recommendation. Permission and consent decisions are made using professional judgment and in accordance with agency policy, guardian authority, and applicable law. Decisions consider developmental readiness, current behavioral presentation, environmental risk, and available supports. The program avoids blanket restrictions and instead applies individualized decision making. Participation in activities is evaluated on a case by case basis.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Onsite and Community Activities Nebraska Neurobehavioral Services maintains a working list of potential onsite and community based activities. This list is periodically reviewed and updated based on availability, community partnerships, and youth interest. Activities may include recreational events, educational enrichment, volunteer opportunities, workforce readiness experiences, cultural events, and social gatherings. Youth are informed of available options through staff discussion and visible postings within common areas. The program makes reasonable efforts to promote awareness of opportunities but cannot guarantee availability of any specific external program or event.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

Accommodations and Support for Youth with disabilities or special needs are provided individualized accommodations to support participation in developmentally appropriate activities. Accommodations are determined through assessment, clinical input, and collaboration with the multidisciplinary team. Support strategies may include modified supervision, environmental adjustments, behavioral coaching, transportation coordination, or adaptive planning. Participation decisions remain individualized and are made with consideration of safety, dignity, and current functioning. The program's objective is inclusion to the extent reasonably achievable while maintaining regulatory and safety standards.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Ensuring Individualized Needs Are Met. The home utilizes individualized service planning that integrates clinical, educational, behavioral, cultural, and social considerations. Youth input is incorporated into planning discussions when appropriate. Needs are reviewed through multidisciplinary collaboration. Plans may be revised in response to behavioral changes, academic progress, permanency developments, or safety concerns. While the program works diligently to support each youth's individual needs, services remain subject to available resources, external system directives, and regulatory requirements.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

Reducing Disproportionate Impact Nebraska Neurobehavioral Services is committed to equitable service delivery. The home periodically reviews internal practices to ensure that youth of color and other populations are not disproportionately restricted from opportunities for participation in normalcy related activities. Cultural identity, community connection, and mentorship opportunities are considered during planning. Staff are guided to apply equitable decision making practices and to evaluate restrictions individually rather than categorically. Efforts are made to strengthen placement stability and permanency planning in order to reduce factors that may contribute to reentry into congregate care. Outcomes are influenced by multiple system variables, and the program works within its scope of control to promote equitable access to opportunities.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Youth Advisory Structure. The home supports the development of a youth advisory structure designed to provide youth with a forum to express feedback related to daily life and normalcy practices. Participation is voluntary and operates separately from behavior management systems. Youth are encouraged to raise concerns, suggest improvements, and provide input on activity options. The advisory structure is intended to inform program improvement efforts. Recommendations are considered within the framework of safety, policy, and regulatory compliance.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

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Omaha Home for Boys

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At OHB, we believe every youth deserves access to age-appropriate, meaningful experiences that support their development. Our current plan to promote normalcy focuses on identifying and reducing barriers common in child-care settings and empowering staff to support youth participation in everyday activities.

Key Barriers Identified:

Licensing requirements for sight and sound supervision, which can unintentionally restrict appropriate social activities.

Staff uncertainty around policy and decision-making authority.

Logistical challenges such as limited staffing and transportation.

Cultural and language barriers that can impact youth and family involvement in planning and access.

A culture of risk-aversion that may lead to unnecessarily limiting youth experiences.

Current Strategies in Place:

Staff Training and Empowerment

All new staff are trained in the Reasonable and Prudent Parenting Standard (RPPS) and are taught to recognize and reduce unnecessary barriers to normalcy. Staff are informed they have the autonomy to make everyday decisions and are responsible for advocating for each youth's access to developmentally appropriate activities.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

At OHB, we prioritize fostering normalcy for all youth beyond meeting basic educational and medical needs. Our current plan supports maintaining family connections, encouraging age-appropriate activities, and providing access to community opportunities that promote growth, independence, and social development.

Family Connection and Participation

Youth Advocates (direct-care staff) maintain daily communication with parents or guardians to share updates on behavior, health, academics, and other important matters. Parents retain full decision-making authority unless otherwise ordered by the court. OHB accommodates family schedules to support regular contact, visitation, and home visits, reinforcing family bonds. Family therapy is offered at least once a month to strengthen these connections and support healing.

Access to Technology and Recreation

Youth have supervised access to common technology such as mobile phones, tablets, gaming consoles, televisions, and computers. Online gaming is a newer activity that youth can participate in, providing social and recreational opportunities similar to their peers.

Education and Career Preparation

Youth remain enrolled in their home school districts while attending OHB's on-campus satellite school, which offers a low student-to-teacher ratio for individualized academic support and credit recovery. Credits in progress before placement are continued without interruption to avoid academic delays. Each student is paired with an education

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

All case plans at OHB are individualized, developed based on the unique strengths, goals, and input of each youth and their family. Goal-setting begins at intake and involves active collaboration among the youth, their guardian, and the placement representative to ensure that the youth's interests and developmental needs are central to the plan.

During monthly Team Meetings, the youth, family members, and OHB Specialist review progress and discuss age- and developmentally appropriate activities occurring at OHB, in the youth's home, and within the community. These activities often include participation in school sports, such as track and field, and other extracurricular opportunities. The OHB Specialist then incorporates these interests and activities into the case plan, ensuring goals reflect the youth's evolving interests and abilities.

Our case plans prioritize reunification and transition planning that supports a continuum of healthy, age-appropriate access to activities such as employment and school involvement. To gather ongoing input and monitor progress, Family Team Meetings are held at least monthly. These meetings bring together OHB staff, the placing agency, parents or guardians, the youth, and any formal or informal supports identified by the youth and family, ensuring that the plan remains responsive and individualized.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

At OHB, all direct-care staff receive comprehensive training on the Reasonable and Prudent Parenting standards to support youth in accessing age- and developmentally appropriate activities safely and effectively. Staff provide supervision and guidance tailored to each youth's needs while encouraging independence and growth.

Youth who are functioning at an appropriate age and developmental level are granted increased access to unsupervised activities, reflecting their maturity and capability. While input from parents, guardians, and placement representatives is actively sought when determining activity participation, OHB staff are trained to advocate for youth when restrictions—such as being prohibited from attending school dances—are imposed despite the youth's developmental readiness. Staff have the autonomy to make prudent parenting decisions that align with each youth's individualized treatment plan.

Monthly treatment planning meetings serve as a forum to discuss interventions and activities that promote progress and well-being, ensuring decisions about participation align with treatment goals. Staff have the authority to grant or deny access to activities, recognizing that both outcomes are valuable learning opportunities.

OHB staff place youth in situations that encourage growth through real-life experiences, understanding that occasional problem behavior may occur during this process. They also serve as strong advocates, ensuring youth maintain opportunities to practice and reinforce positive behavioral changes, balancing safety with the freedom necessary for

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

OHB maintains a current list of normalcy activities available to youth both onsite and in the community. This list is reviewed and updated at least twice annually, or more frequently as needed based on feedback collected from youth during nightly meetings. This ensures the activities remain relevant, engaging, and aligned with the interests of those we serve.

Onsite Activities

OHB offers a wide variety of onsite activities designed to foster social interaction, skill-building, and recreation. These include board games, video games, Legos, movie nights, jigsaw puzzles, and cornhole (including tournaments). Youth have access to recreational facilities such as indoor/outdoor basketball courts, tennis courts, racquetball courts, and a swimming pool. Structured programs include the Youth Employment Program, Trade Skills Program, Youth Council, career exploration, art classes, psychosocial groups, and 4-H. Additional activities include holiday dinner celebrations, volunteer events like Campus Clean-up Day, a wellness program, and space for biking and skateboarding.

Community Activities

OHB actively promotes and supports youth participation in numerous community-based activities. Examples include fishing, street percussion (both onsite and in the community), ice skating, paintball, and attending local sports events such as Lancers games, UNO hockey, volleyball, soccer, and basketball games. Youth also take part in community events like the OHB Gala, county fairs, cultural fairs, and volunteer opportunities at local parks. Other activities include visits to the Old Market, local skateboard parks, movie outings, bowling, off-campus basketball games, ropes courses, Top Golf, haunted houses, and routine outings such as haircuts.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

At OHB, we use an individualized treatment planning process for every youth we serve, ensuring that accommodations for disabilities and special needs are thoughtfully integrated into their participation in developmentally appropriate activities. Our approach goes beyond simply meeting Americans with Disabilities Act (ADA) requirements by tailoring support based on each youth's unique abilities, preferences, and goals.

We recognize that meaningful engagement in normalcy activities requires flexibility and creativity. For example, we modify activities to address physical, sensory, cognitive, or communication needs, ensuring youth can participate fully and safely. Staff receive training on disability awareness and inclusive practices, empowering them to adapt supervision and guidance to each youth's capabilities.

OHB has a clear policy to only accept clients whose needs can be effectively accommodated, ensuring we maintain a safe and supportive environment for all youth. Through collaboration with families, healthcare providers, and specialists, we develop individualized accommodations such as assistive technology, modified schedules, or alternative activity options.

These efforts ensure youth with disabilities or special needs have equitable access to the same enriching experiences as their peers, promoting growth, independence, and social connection in ways that respect their unique strengths and challenges.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency. OHB uses a variety of strategies to meet the individualized needs of youth in our care, ensuring that each young person's strengths, goals, and voices guide their experience.

Table meetings are held regularly in each home, providing a forum for youth to give input on daily activities, routines, rules, and to share questions or feedback. This encourages youth engagement and helps tailor their environment to meet their preferences and needs.

The Youth Council offers a structured platform for youth to provide feedback on staff performance and agency services, fostering youth empowerment and continuous program improvement.

All case plans are individualized, developed through collaboration with the youth and their families to reflect their unique strengths and goals. OHB follows a formal Client Service Plan Procedure that addresses the specific services, supports, activities, and experiences necessary for each youth's success.

Additionally, OHB facilitates access to external resources such as the Nebraska Juvenile Reentry program, allowing youth to engage with representatives to discuss and understand their client records, supporting informed decision-making and future planning.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

At OHB, we recognize the critical importance of addressing disproportionate impacts on youth of color, particularly in providing equitable access to normalcy opportunities and reducing their reentry into congregate care. Our current plan includes proactive strategies focused on promoting equity, inclusion, and individualized support to meet the unique needs of these youth.

Ensuring Opportunities for Normalcy

OHB is committed to offering all youth equal access to age-appropriate and developmentally suitable normalcy activities. We place special emphasis on cultural relevance and inclusivity to ensure youth of color feel a sense of belonging and empowerment. Staff receive ongoing training in cultural competence and implicit bias, equipping them to better understand and address the distinct experiences and challenges faced by youth of color. We actively seek input from youth and families to tailor activities that reflect their cultural identities and interests.

Reducing Reentry of Youth of Color into Congregate Care

To reduce the rates of reentry among youth of color, OHB employs targeted case planning and support services that address root causes, including systemic barriers and cultural factors. We prioritize family engagement, foster strong community connections, and develop individualized transition plans that promote successful reintegration into their homes and communities.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

OHB's Youth Council is independent and youth-led, separate from program expectations, clubs, or leadership groups. The Youth Council currently involves all members from each residential program and may also include past and former clients from any OHB program, ensuring diverse and experienced membership.

Staff at all levels—from direct-care staff to management and Quality Improvement—support the Youth Council without interfering with its youth-led nature. This Council provides a meaningful platform for youth to voice concerns, advocate for their needs, and actively participate in shaping policies and practices at OHB.

Youth input through the Council has directly led to positive changes such as the addition of online gaming opportunities like playing Fortnite with friends, improvements to Wi-Fi access, and the purchase of new basketballs, footballs, nets, pool cues, and balls. The Council has also contributed to improvements in grievance procedures, ensuring youth concerns are addressed more effectively.

Participation in the Youth Council helps youth develop leadership skills and understand how to influence positive change to improve their experience. The Council uses the Restorative Justice model to identify priorities, address concerns collaboratively, and ensure sustained attention until the group is satisfied with outcomes.

Each residential home holds nightly family meetings where youth can make decisions by voting on house rules, family outings, and raising concerns about campus life. OHB encourages youth to file grievances if they feel the agency is not adequately supporting or promoting normalcy.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Rite of Passage- Uta Halee Academy

Report Author:

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Contract Date:

7/1/2025-6/30/2027

Plan Date:

7.22.2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Throughout this year, Uta Halee (UHA) has provided several opportunities to address normalcy such as:

- Offering off-site activities such as partnering with HETRA for Equine Therapy, partnering with the YMCA for sports such as Volleyball and Basketball.
- Girl Scouts is on site once a week to provide these services to the group home and shelter students
- Guest speakers such as Planned Parenthood and career fairs have occurred on site
- College and trade school tours
- GED preparation
- Job readiness which consisted of helping students complete resumes and mock interviews. Some students have qualified to begin employment while at UHA still.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

Examples include:

- 1) UHA has celebrated all of the holidays during this time frame with our students, staff, and family members of our students. This may have included food, gifts (when applicable), and activities.
- 2) UHA students attend year-round education on site
- 3) UHA students have the opportunity to participate in Girls Scouts once a week (when applicable)
- 4) UHA students have the opportunity to visit with their families either in person or virtually
- 5) UHA Students have access to extracurricular activities such as sports, Culinary, art, etc.
- 6) UHA Group Home and Shelter have a weekend and weekday daily schedule that all students and staff follow
- 7) UHA students have access to on-site medical services. In addition, they have access to telehealth psychiatry services and off-site medical, dental, and vision services.
- 8) UHA students are offered family therapy services

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

All students receive a case plan that is developed by the Uta Halee Academy treatment team, placing agency, legal guardian, and the student.

-Case Plans are updated on a regular basis and all students, placing agency, and legal guardian receive a copy of the case plan

-There are monthly Family Team Meetings and regular Multi-Disciplinary Team Meetings scheduled to review the progress (or lack of progress) of the goals and objectives outlined in the case plan

-Students have the opportunity to have input in their case plan and identify which goals they would like to work on first

-Each week, students have the opportunity to participate in what is considered a "green week activity" which means they demonstrated safe behaviors that week. This means they earned an incentive on site or are able to participate in off-site outings.

-UHA has a treatment milestone policy that outlines the student status progression. This policy outlines the token economy, level systems, and incentives which each status progression.

-The Case Plan also outlines the discharge and aftercare plans.

-Students are measured on how they worked towards their identified goals through their Daily Progress Notes at the end of each day.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

UHA believes in the enforcement of a rich student to staff ratio in an effort to ensure adequate and age appropriate supervision within the context of the Rules and Regulations set forth by the State of Nebraska. UHA operates off a 1:6 staff to student ratio. The supervision methodology emphasized within the organization is Interactive Supervision. Essentially, staff members are immersed in the student culture and maintain a "pulse" on what is going on in the milieu at all times. Students are afforded privileges based on a graduated structure that is treatment and performance based. As each students' plan is individualized to individual treatment needs, each student is viewed as an individual within a larger structured programming context. This allows some discretion and discernment regarding behavioral and treatment related growth. Programming activity offerings are developed based on age and needs of the population as well as the available staff members to facilitate those activities and what their areas of interest and expertise may be. Students have access to leisure, recreation, education, clubs, and craft activities on a weekly basis. Students also have the opportunity to participate in off-site outings when they earn it and when they are scheduled. This year, some examples of the activities/clubs that were offered were: Journalism, Equine Therapy, Girl Scouts, Mentoring, Bible Study, Hair, Nails, and Make Up, Diamond Art, Volleyball, Basketball, CNA, book club, and hiking club.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Each week, a Town Hall meeting is held from 4-4:30pm every Wednesday. During this event, students are able to provide their input into the site activities. Each month, a Site Calendar is completed and printed for all students, families, placing agencies, and UHA employees. The monthly calendar outlines all the activities and incentives that are being celebrated that month. In addition, the highest status, "Contributors," participate in a weekly meeting where they are able to provide a voice for the student body and weigh in on the activities they want the site to participate in.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

ns criteria and the facility does not generally admit students who fall outside of this criteria to ensure the best service provision possible. However, if students with specific circumstances are admitted, they are staffed with the MDT in advance of their admission so that the administration can develop a plan to ensure quality service delivery.

In addition, other documents are reviewed to make informed decisions such as IEP's, medical records, etc. when appropriate.

Rite of Passage is conscious of student needs and resulting, all student literature, brochures, and training opportunities are presented at a fifth grade level. Staff will also work through information with students to ensure a level of awareness and understanding related to the material being covered as a matter of policy and practice.

Examples that UHA provided this year:

- Religion opportunities
- Culture opportunities
- Translation Services for students that do not speak English as their first language

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency. Students at UHA have a case plan that is developed within the required timeframe depending on what program they are assigned to (Group Home versus Crisis Stabilization-Shelter). The case plan is updated and discussed on a regular basis.

UHA creates this case plan using a risk assessment or with the collateral information to target at least the top three risk factors.

Below are services that are offered to UHA students:

- Individual Therapy
- Family Therapy
- Aggression Replacement Training group
- Thinking for a Change group
- UCCI- Substance Abuse group
- Seeking Safety & Trauma and Grief Component Therapy Group
- Positive Skill Development Group
- Positive Organizational Culture Group
- Equine Therapy
- Mindful Yoga
- DBT
- Family parent group
- Education services

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

Transitioning students within the UHA campus to other programs. For instance, students transitioning from our Shelter to our Day School so they can be in the community. Or from our Shelter to our Group Home. We have had several students do this in all of our programs. Being able to transition within the campus helps their anxiety and willingness to participate in the program since they already have a rapport with the staff members working here.

In addition, UHA invites families on site for family therapy, Open House, site-wide events, holidays, visitation, family team meetings, intake,, home passes, and parent-teacher conferences.

In addition, there are site-wide events that the families are invited to such as Open House, Mother's Day Event, Homecoming Dance, Graduation, etc.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

In accordance with CARF requirements, UHA has implemented a "Status Club" which includes Contributors who have the opportunity to meet with the campus leadership to discuss needs, concerns and suggestions to improve programming. Additionally, all students in the program are surveyed quarterly to ensure they have an opportunity to render feedback related to all programming services. Based on that feedback, the facility makes adjustments as needed. Lastly, every week, all students and staff participate in a site-wide assembly called "Townhall," from 4:00-4:30pm every Wednesday. Within this meeting, staff and students are able to discuss site-wide events, issues, ask questions, celebrate milestones, and receive awards.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Women In Community Service, Inc

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Contract Date:

July 1, 2025 - June 30, 2027

Plan Date:

July 1, 2025

Planning Period (fill in the dates):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

Follow the Normalcy plan that has been established.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

Education is the paramount component to our program. Residents are all required to attend school or work daily. Each resident has a daily program. They have access to have medical appointments. They have access to their chrome books for school work.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Each resident has an individualized plan and their goals are established with their team and reviewed monthly (at a minimum).

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Due to the nature of placement of our programming, there is 24 hour supervision. We follow the prudent parent standard with each resident on an individual basis.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

We are normally involved in many community activities. While many activities have been cancelled due to the ongoing issues with the pandemic, we are slowly resuming participation in activities available and determined to be safe for the clients and our community.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

We meet the needs of our residents that have specialized needs. We are ADA compliant, but our facility, due to the nature of it's age is not wheel char accessible. We have not been asked to accommodate clients with wheelchair needs.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Each resident has an individualized plan and goals. Goals are established and reviewed in monthly team meetings with all team members. Team members may include: Case Manager, Probation Officer or DHHS Case Worker, Guardian Ad Litem, CASA Worker, Therapist, Parent or Legal Guardian, Attorney.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

We have a very diverse staff and strive to maintain this diversity.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

Our Case Manager / Supervisor meets with our residents regularly for group discussions.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Youth Rehabilitation and Treatment Center Hastings

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Contract Date:

N/A

Plan Date:

7/21/2025

Planning Period (fill in the year):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

YRTC Hastings' ideal plan would be to have youth in the community more, helping with community or volunteer services and/or attending college classes off campus when applicable. Unfortunately when our census of youth increases and our we are not fully staffed, we are unable to go below staff/youth ratio, so it limits being able to take youth off campus for this. We do our best to offer some of those services on site on our campus, however having the youth identify that they are able to accomplish these types of opportunities in the community, even if not in their own community, is more beneficial for their growth and understanding of communities.

YRTC Hastings will continue to recruit staff and find ways to retain staff in order to work on offering off campus opportunities more. Administration is working closely with Human Resources to find more ways to recruit, including more job fairs, more ways to recruit on-line, and visiting college campuses. YRTC Hastings will research retention among like facilities and see what is working with those facilities to retain employees, in order to improve retention at the Hastings facility.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

YRTC Hastings' current plan for providing normalcy efforts for our youth includes a detailed daily schedule, which includes year round school, evidence base groups, groups for young women, AA/NA group, Recovery group, individual therapy, family therapy, daily large muscle recreation, daily leisure recreation, daily details, daily hygiene, medication management, off campus volunteer/community service opportunities, on/off campus incentive opportunities. The youth also have access daily to medical, mental health, and grievance services. Our youth are provided 60 minutes of phone calls with individuals on their contact lists, 2 free state postage stamps weekly to write individuals, on/off campus visitation, and on campus on-line visitation. Youth who have completed their stages are that have had their 60-day notice go to the courts for release are offered day, overnight, and weekend furloughs home to allow for adjustment back to their home and community.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

All YRTC Hastings youth develop a Plan of Care and Mental Health Plan with a few weeks of admission. These plans include the individual needs of the youth identified through collateral information received as well as gathering information from the youth themselves on their needs through an initial assessment. These plans have identified goals. The youth move through the program through stages based off of progression of goals and individual assignments completed. The youth are able to advocate for stage advancement when they have reached their goals and assignment for each stage. The progress of these goals and stage advancements are shared with the youth in a Progress Letter each month. The Progress Letters are shared with the youth's outside team, including judges, attorneys, probation officers, and parents/guardians.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Youth at YRTC Hastings are supervised through site and sound supervision by staff at all times during waking hours and through staggered 10 minute checks during sleeping hours. YRTC Hastings is accredited by the Prison Rape Elimination Act which requires the facility to maintain a staff/youth ratio of one staff for every eight youth during waking hours and one staff to sixteen youth during sleeping hours. YRTC Hastings currently uses a ratio of one staff for every six youth during waking hours and one staff for every twelve youth during sleeping hours.

YRTC Hastings has a Youth Council where youth are able to bring ideas for youth activities that represent their groups interests and likes. Youth are offered a variety of recreational and leisure activities based off of the input at Youth Council. The youth are also able to participate in surveys periodically where they can express their interests and likes for recreational activities.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

YRTC Hastings provides a variety of large muscle recreational activities that include volleyball, basketball, just dance, walking, weights, gaga ball, nine square, badminton, pickle ball, silent ball, boxing bag, flag football, and water play. YRTC Hastings provides a variety of leisure recreation activities that include crocheting, scraping booking, crafting, on-line games, board games, card games. interactive game show games, cooking, creating craft projects/cards for others, and television.

YRTC Hastings youth participated in a variety of community service/volunteer opportunities in the community that include, landscaping, painting building, concert/venue set up and clean up, assisting with farm animal care, handing out community flyers, participated in abuse awareness parade, and youth church services.

YRTC Hating youth also participated in off campus activities/incentive which included, church services, packing meals for Catholic Social Services, AA/NA groups, movies, swimming, YMCA, museum, and off campus dining.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

YRTC Hastings will provide accommodations for youth to participate in activities on a case by case basis. All buildings on campus are ADA accessible. YRTC Hastings is required to provide accommodations for disabled youth by the American Correctional Association (ACA). The YRTC facilities are required to maintain ACA accreditation.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

YRTC Hastings youth have individualized Plans of Care which are made in conjunction with the youth's facility treatment team, the youth's parent/guardian, and other community support persons to ensure we are meeting the youth's individual needs for treatment. The youth participate in a monthly family team meeting where progress and lack of progress are discussed with the youth's outside and internal teams in order to best serve the youth and ensure everyone involved with the youth are consistent and supportive.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

There is not a screening process to determine which youth are committed to YRTC Hastings. YRTC Hastings accepts every youth committed and works with each youth and family on the youth's individual needs. YRTC Hastings in conjunction with Probation works on reunification with parents/guardians back into the community. If reunification is not possible, YRTC Hastings works closely with Probation to determine appropriate placement the youth would have the most success in.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

YRTC Hastings currently has a Youth Council which meets monthly where the youth can bring concerns and requests to a diverse team of staff members. Youth complete an application to be in Youth Council and a part of Youth Council until released. Each Living Unit has a representative on Youth Council.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Youth Rehabilitation and Treatment Center

~~Kearney~~

Report Author:

Cindy Krolikowski

Author's Title:

Facility Administrator

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Contract Date:

N/A

Plan Date:

7/21/2025

Planning Period (fill in the year):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

YRTC-Kearney serves youth through individualized plans of care and evidence-based programming, which includes family treatment and enhancement of personal life skills. Specialized treatment is also available for substance abuse and youth who have sexually harmed. Transition back to the community will require collaboration between the YRTC treatment team, Probation's re-entry unit, community providers and schools to ensure a smooth transition. We incorporate opportunities to implementing change and keep the youth's adolescence in mind. This means we try to create opportunities that would allow youth to act and react in scenarios they may encounter in the community. Some examples include religious services, group/team events, school settings, and leisure activities and community service projects.

Always looking for more opportunities in the community or how we can bring normalcy to our youth on campus.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

YRTC-Kearney strives to offer recreational and personal growth activities both on campus and off. These opportunities include access to art/music materials and recreation opportunities. From an academic standpoint, YRTC-Kearney provides youth with traditional education and technological skills through an accredited high school. Relationships with family are fostered through both in person and virtual visits along with off campus visits. Kearney has increased the number of visits (via virtual means) and phone calls a youth can have with their families. Kearney follows a daily schedule which includes specific times for bed, waking hours, school, and other activities. Programming meetings occur at the conclusion of the school day. Kearney offers evidence-based cognitive-behavioral programming (MRT and ART).

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Youth undergo an initial assessment upon arrival that aides in the development of the treatment plans. Treatment plans focus on areas of risk and need as identified by the Youth Level of Service/ Case Management Inventory (YLS/CMI). Case managers at YRTC-Kearney are involved in developing a plan of care that involves input from the youth, the youth's treatment team, the youth's family, and their probation officer. Recreational activities are often a part of the youth's plan of care as a pro-social activity to participate in. At YRTC-Kearney, we view these types of positive activities as a factor that helps in reducing recidivism.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

All on and off campus activities are supervised by YRTC staff members. YRTC-Kearney is required by the Prison Rape Elimination Act (PREA) to maintain a one staff to eight youth ratios during waking hours. All activities must be approved by the Facility Administrator or their designee.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

At YRTC-Kearney, leisure activities are provided by the Recreation Department. Recreation staff include activities based in sports and in the education of various sports. Kearney's Recreation staff provide a wide variety of recreational opportunities to all our youth, which include softball, flag football, volleyball, basketball, soccer, and ultimate frisbee. In addition to these sports, Kearney's facility has a soccer field, an obstacle course, indoor pool, and weight room. In Kearney, we also provide craft projects and volunteer activities that are designed and facilitated by Kearney staff. Youth are orientated to opportunities for leisure activities through the youth manual, communication from direct care staff, and incentives for on and off campus activities (through the youth's case manager).

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

Any accommodations for youth would be made on a case-by-case basis. YRTC-Kearney is required to provide accommodations for disabilities per standards of the American Correctional Association (ACA). Kearney has maintained its accreditation yearly.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

Individualized plans of care are made in conjunction with the youth's treatment team in Kearney, the youth's family/guardian, and any other community support that the youth may wish to have involved. The youth's probation officer is also highly involved in this process and provides input as to the youth's risks and needs as identified by their YLS/CMI. Each area of risk/needs is addressed in the case plan/progress letter with individualized goals and objectives. An Initial Assessment is also completed by mental health staff to identify any mental health or substance abuse treatment needs.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

YRTC-Kearney has no say in which youth are adjudicated to the facility, as they are committed by the courts. We do not screen youth in any way, we accept all youth that are committed.

Kearney encourages family contact as much as possible through phone calls and visitation. Since COVID-19, we have added virtual visits as an additional means to achieve family engagement. Family therapy services are also available. For example, family involvement is an important component of the Adolescent Community Reinforcement Approach (ACRA), which is a SAMHSA recognized best practice for youth with substance abuse issues. Family therapy needs are determined by a youth's mental health counselor and treatment team.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

At the YRTC-Kearney, youth may make requests and suggestions through their group meetings, Case Managers, Unit Managers, or letters to the Facility Administrator or Program Manager. Kearney also has a grievance process that is handled directly by a Compliance team which does not report to the Facility Administrator.

Reference: Nebraska Revised Statute 43-4706
<https://nebraskalegislature.gov/laws/statutes.php?statute=43-4706>

Institution Name:

Youth Rehabilitation & Treatment Center - Lincoln

Report Author:

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Contract Date:

N/A

Plan Date:

7/23/2025

Planning Period (fill in the year):

July 1, 2025 through June 30, 2026

All questions must be answered completely. Submit electronically to dhhs.normalcy@nebraska.gov.
(The Normalcy Plan is submitted once and thereafter, anytime there are subsequent changes.)

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

What is your institution's plan to address barriers to normalcy?

Provide a unique and detailed plan for your agency to address overall barriers to normalcy in your child-care institution setting. This question looks at your agency's CURRENT plan. Identify what barriers to normalcy exist within your agency. Do not quote Reasonable and Prudent Parenting Standards.

YRTC-Lincoln individualizes care for each youth. Youth have their own treatment plan and individualized incentives for program participation. Youth are encouraged to remain connect to their family, mentors, friends, etc. who have been identified as positive supports in their lives. We celebrate all birthdays, holidays, and milestone achievements while at YRTC-Lincoln. We offer the youth the options of letters, phone calls, video visits, and in-person visits to families, professionals, and other external supports. YRTC-Lincoln has increased the amount of outings and furloughs for the youth. We are currently establishing an enhanced transition process to include more community involvement prior to youth discharge.

Barriers to normalcy would primarily relate to the structure and security of YRTC-Lincoln.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

What is your institution's plan for making normalcy efforts for all children placed at your institution to address this requirement?

Provide a detailed description of your agency's CURRENT plan for making normalcy efforts for all children placed at your agency and provide examples of normalcy efforts for all children placed at your agency that fall outside of the norm of meeting basic educational and medical needs.

YRTC-Lincoln has a full teaching staff, a registered nurse, a psychologist, and child and adolescent psychiatrist. The youth attend school all year with the exception of a few weeks for breaks. They are provided individual school schedules and taught in a classroom with direct instruction. We are able to accommodate individual educational needs. The youth are seen 5 days a week (or more) by our nurse. Our psychiatrist is on site once a week, at minimum. The psychologist for YRTC-Lincoln is on-site as needed and on video when applicable.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

What is your institution's procedure for developing goals and action steps in the case plan and case planning process to address this requirement?

Provide a detailed description of your agency's CURRENT procedure for developing goals and action steps in the case plan and case planning process for youth. Include examples of how your agency ensures that plans are individualized for the youth.

Each youth at YRTC-Lincoln has a unique treatment plan with achievable, individualized goals. Goals for the youth are derived from their demonstrated and predicted aptitude and are adjusted as needed. Youth, families, and professionals work together to create an individualized program to meet the needs of each youth.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

What is your institution's plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan for handling policies on staffing, supervision, and giving permission and consent to age or developmentally appropriate activities to ensure your agency addresses normalcy efforts when identifying developmentally appropriate activities.

Staffing and supervision is in place for the safety of each youth. The youth help create programming activities and ideas consistent with their wants, needs, and interests. YRTC-Lincoln also continues to enhance the items and materials available to the youth to remain as current as possible regarding age and time appropriate interests.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

What is your institution's plan for gathering a list of activities both onsite and in the community?

Provide a detailed description of your agency's CURRENT plan for gathering a list of normalcy activities that youth at your agency can participate in both onsite and in the community. Ensure that this list is available for easy access by the youth (posted in a common area, living area, etc.)

Youth have posted schedules, entertainment ideas, activity choices, etc. Staff assigned to youth assist with making sure the youth have what they need to participate in activities that interest them. The youth also have a clinical team, including a Program Coordinator, who helps facilitate activities, furloughs, and visits off campus.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

What accommodations and support services have been identified in your plan so that children with disabilities and special needs can participate in age or developmentally appropriate activities?

Provide a detailed description of your agency's CURRENT plan on how to provide normalcy activities for youth with disabilities and/or special needs. Provide additional examples from your agency beyond Americans with Disabilities Act (ADA) compliance.

YRTC-Lincoln is ADA compliant. For any ADA accommodations, we will following the recommendation of our physician. We also have access to ADA rooms and medical equipment to accommodate youth needs.

Requirement 7: The individualized needs of all children involved in the system.

What is your institution's plan to ensure that the individualized needs of all children are being met?

Provide a detailed summary of how your agency CURRENTLY meets the individualized needs of youth at your agency.

YRTC-Lincoln individualizes care for each youth. Youth have their own treatment plan and individualized incentives for program participation. Youth are encouraged to remain connect to their family, mentors, friends, etc. who have been identified as positive supports in their lives. We celebrate all birthdays, holidays, and milestone achievements while at YRTC. We offer the youth the options of letters, phone calls, video visits, and in-person visits to families, professionals, and other external supports. YRTC-Lincoln has increased the amount of outings and furloughs for the youth. We are currently establishing an enhanced transition process to include more community involvement prior to youth discharge.

Each youth at YRTC-Lincoln has a unique treatment plan with achievable, individualized goals. Goals for the youth are derived from their demonstrated and predicted aptitude and are adjusted as needed. Youth, families, and professionals work together to create an individualized program to meet the needs of each youth.

Ultimately, if a youth needs something specific to meet their needs, YRTC-Lincoln will take the appropriate measures to accommodate. If a youth, at any time, does not feel like their needs are being met, they have a variety of outlets to share their concerns.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

What is your institution's plan to reduce the disproportionate impact of the system and services on families and children of color and other populations?

Definition of "disproportionate impact" (when statute or policy affects one race or ethnicity more than it affects another race or ethnicity). Provide a detailed description of your agency's CURRENT plan on ensuring that youth of color are provided the opportunities for normalcy and ensure examples of how your agency addresses reducing youth of color's reentry into congregate care.

The courts commit youth to the YRTC facilities. YRTC-Lincoln does not control whether or not youth are placed in our care. At YRTC-Lincoln we take pride in having diversity in staff and encourage the individual interests of the youth. We also encourage youth to remain connected with external supports (family, mentors, friends, etc.). The youth have access to a variety of hygiene items to meet needs and requests.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

What is your institution's plan to develop a youth board to assist in implementing the reasonable and prudent parent standard and promoting/supporting normalcy?

Provide a detailed description of your agency's CURRENT plan for a youth board. Youth Boards should be independent from program expectations, clubs, or leadership programs. This should be youth-led and be able to address issues related to being in care (the voice of the youth).

YRTC-Lincoln has a very small population. The census fluctuates around 10-14 youth. All youth have the option to be heard, file a grievance, request a specific staff member, make requests, etc.

Institution Name:

Care-RIE

Report Author:

Chrystol Spraling

Author's Title:

Director

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Report Date:

July 28th, 2026

Reporting Period (fill in the dates):

July 1, 20²⁵ through June 30, 20²⁶

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

At Care-RIE, we work intentionally to reduce the institutional barriers that can limit a child's sense of normalcy. We create home-like routines, elevate youth choice and voice, and ensure access to community activities that mirror typical childhood experiences. Our staff use trauma-informed responses and follow the Reasonable and Prudent Parent Standard to support age-appropriate independence, social opportunities, and cultural expression.

We are strengthening these efforts through community mentorship, expanded life-skills learning, and increased access to culturally relevant supports. Our goal is simple: every child at Care-RIE should experience safety, dignity, and a life that feels as normal and developmentally appropriate as possible.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

At Care-RIE, we ensure that every child has access to normal, developmentally appropriate experiences that support stability, connection, and healthy growth. We prioritize family relationships by facilitating phone calls, virtual visits, holiday traditions, and coordinated in-person contact when appropriate. Youth have age-appropriate access to technology, including supervised internet use, school-issued devices, and telehealth platforms that support mental and physical health needs.

Education and school stability are protected through transportation plans that allow youth to remain in their home school whenever possible, participate in extracurricular activities, and attend tutoring or summer programs. We ensure timely access to health care through telehealth, local clinics, and coordination with medical providers so youth receive consistent care and understand their own health information.

Finally, we maintain durable daily routines that mirror a typical home environment, predictable wake times, meals, chores, homework periods, recreation, and bedtime. These routines reduce anxiety, increase emotional regulation, and help youth feel safe and grounded.

Care-RIE's normalcy efforts ensure that every child experiences stability, dignity, and opportunities consistent with their peers in the community.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

At Care-RIE, our case planning process ensures that every child has individualized goals and action steps that support participation in age- and developmentally appropriate activities. During intake, staff assess each youth's interests, strengths, developmental needs, and any safety considerations. These details are incorporated into the case plan and reviewed with the youth, their family, and the placing agency.

We identify specific goals, such as joining extracurricular activities, maintaining family connections, or building technology skills, and outline action steps to support them. Examples include arranging transportation to school events, coordinating telehealth appointments, ensuring access to supervised technology for homework and communication, and scheduling family holiday activities or virtual visits.

Case plans are updated regularly to reflect progress and new interests. Staff document participation, identify barriers, and adjust action steps to ensure youth continue to access normal, developmentally appropriate experiences. Through this process, Care-RIE ensures every child's goals are meaningful, attainable, and aligned with Nebraska's Reasonable and Prudent Parent Standard.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

At Care-RIE, our policies ensure that staffing, supervision, permission, and consent practices fully support age- and developmentally appropriate activities consistent with the Reasonable and Prudent Parent Standard. Staff are trained to use trauma-informed supervision that balances safety with opportunities for independence. Permission for activities is based on individualized assessments, youth strengths, and developmental readiness, and consent is coordinated with families and placing agencies when required.

Our normalcy efforts directly enhance youth well-being. Youth participate in community activities such as sports, school events, library programs, and cultural outings. We support family relationships through holiday visits, virtual calls, and coordinated in-person contact. Youth have supervised access to technology for schoolwork, telehealth, and communication with approved family members.

These practices promote typical childhood experiences, shared meals, recreation, peer interactions, and consistent routines, while reducing the institutional feel of shelter care. By applying RPPS in every decision, Care-RIE ensures youth experience dignity, belonging, and developmentally appropriate freedom.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

Care-RIE provides a variety of onsite activities that support normalcy and healthy development. Onsite options include arts and crafts, movie nights, game nights, life-skills sessions, holiday celebrations, and structured recreation such as outdoor play, journaling, and music activities. These experiences help youth feel safe, engaged, and connected.

We also promote and support access to community-based activities, including library programs, Girls Inc. activities, school extracurriculars, bowling, skating, movie theater, cultural events, church or spiritual gatherings, and community holiday events. Youth are informed of opportunities through staff announcements, posted calendars, and case planning discussions.

Care-RIE actively uses these activities to enhance normalcy. Recent examples include transporting youth to summer school programs, supporting participation in a local basketball camp, arranging holiday visits with family, and providing onsite movie nights and art projects that help youth decompress and build confidence. These opportunities ensure youth experience typical childhood routines, socialization, and community belonging.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

At Care-RIE, we ensure that youth with disabilities and special needs can participate in age-appropriate activities to the same extent as their peers. Our approach goes beyond regulated physical accommodations and focuses on individualized supports, communication strategies, and adaptive participation.

We provide sensory-friendly activity options such as quiet spaces, noise-reducing headphones, fidget tools, and modified recreation for youth with sensory processing needs. Staff use trauma-informed and developmentally appropriate communication, including visual schedules, step-by-step instructions, and social stories for youth with autism or cognitive delays.

Youth receive technology supports such as speech-to-text tools, enlarged print, guided internet use, and telehealth access for therapy or medical needs. We adapt community activities by offering shorter participation periods, additional supervision, or peer-buddy support so youth can attend extracurriculars and outings without feeling overwhelmed.

Recent examples include modifying a movie visit for a youth with sensory needs, providing staff-supported participation in a school talent show for a youth with ADHD, and using visual prompts to help a youth with developmental delays engage in cooking and art activities.

These supports ensure every child experiences dignity, inclusion, and typical childhood opportunities.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

At Care-RIE, we prioritize each child's individualized needs by assessing their strengths, challenges, interests, cultural background, developmental stage, and trauma history at intake. This information guides our case planning and daily support. We tailor routines, communication approaches, and activity participation to ensure every youth feels seen, understood, and supported.

Current examples include providing sensory-friendly supports for youth with sensory needs, such as quiet spaces, fidget tools, and modified recreation. We use visual schedules and step-by-step prompts for youth with autism or cognitive delays to help them engage in daily routines. Youth with ADHD receive structured breaks, movement activities, and staff-guided participation in community outings.

We also meet individualized needs through technology supports like speech-to-text tools, supervised device access, and telehealth for therapy or medical care. For youth experiencing trauma, we provide grounding activities, journaling, and consistent staff relationships.

Recent examples include adapting a movie visit for a youth with sensory sensitivities, supporting a youth with anxiety through gradual exposure to community events, and customizing life-skills lessons for a youth with developmental delays.

Care-RIE ensures every child receives personalized support that promotes dignity, stability, and growth.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

At Care-RIE, we actively work to reduce the disproportionate impact of the child-welfare system on youth of color by ensuring culturally responsive normalcy practices and equitable access to opportunities. We provide culturally relevant activities such as ethnic foods, hair-care products for diverse textures, and participation in cultural celebrations and community events that reflect a youth's identity. Staff receive trauma-informed and culturally aware training to ensure interactions are respectful, affirming, and free from bias.

We support community integration by connecting youth of color to mentors, barbers, stylists, churches, and cultural organizations that reflect their backgrounds. Youth participate in school activities, sports, and neighborhood events without unnecessary restrictions, promoting typical childhood experiences and reducing isolation.

Recent examples include arranging culturally familiar holiday meals, supporting a youth's participation in a local Juneteenth event, connecting a teen to a Black mentor, and ensuring access to protective hairstyles through community partnerships. These efforts help youth feel seen, valued, and connected, reducing disproportionality by promoting dignity, belonging, and culturally grounded normalcy.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

Care-RIE recognizes the importance of youth voice in implementing the Reasonable and Prudent Parent Standard. While we do not have a formal youth board, we have taken meaningful steps toward establishing a fluid board. We currently gather youth input through monthly feedback circles, individual case planning discussions, and informal group meetings where youth share ideas about activities, routines, and community involvement. These conversations directly influence decisions about community outings, technology access, and cultural events.

Youth have already helped shape normalcy practices by suggesting expanded recreation options, recommending culturally relevant meals, and identifying preferred community activities. Their input has guided staff in applying RPPS more consistently, especially around age-appropriate independence and participation in extracurriculars.

Steps toward a formal youth board include drafting a participation framework, identifying meeting schedules, and creating a youth-friendly feedback process. Barriers we have encountered include short lengths of stay, varying ages and maturity levels, and the need for consistent participation to maintain a structured board.

Despite these challenges, Care-RIE remains committed to building a youth board that elevates youth voice and strengthens normalcy for all children in our care.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Chrystol Spraling

Designee's Title: Executive Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

At Care-RIE, every youth is informed, verbally and in writing, about how to request participation in age-appropriate activities. During intake, staff explain the process in simple, developmentally appropriate language and provide a written handout. Youth are told they can speak with any staff member to request community activities, school events, or technology access.

A copy of the request procedure is included during intake. Staff reinforce this information during daily interactions and weekly check-ins. This ensures all youth understand how to make requests and how decisions are made under the Reasonable and Prudent Parent Standard.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Care-RIE ensures written notice of the activity-request process is posted in accessible, public areas so all youth can easily see it. The notification is included in the youth intake, posted in the main common area, displayed near the activities board, and placed in the kitchen. These locations are intentionally chosen because youth frequently gather there, ask questions, and check for updates.

Staff also review the process verbally during intake and reinforce it during daily interactions, ensuring every youth understands how to request participation in age-appropriate activities under the Reasonable and Prudent Parent Standard.

Institution Name:

CEDARS Youth Services - Pioneers Center Emergency Shelter

Report Author:

Maddie Zimmerman

Author's Title:

Program Director

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Report Date:

7/15/2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

Shelter continues to identify and address barriers that can impact youth's ability to participate in typical childhood, educational, and community experiences while residing in a child-care institution setting. Over the past year, youth have been supported in obtaining and maintaining employment when appropriate and consistent with their individualized goals and discharge plans. Staff assisted youth with developing resumes, obtaining appropriate interview attire, and practicing interview skills through mock interviews to increase confidence and readiness for employment opportunities.

Staff also worked to reduce logistical barriers that can prevent youth from participating in extracurricular activities. For example, a youth interested in orchestra was supported in maintaining participation by staff coordinating transportation and rehearsal schedules and ensuring the youth had the appropriate clothing and materials needed for performances. These efforts demonstrate CEDARS' commitment to providing youth with opportunities that promote independence, skill development, community connection, and experiences similar to their peers outside of care.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Shelter supports normalcy for all youth by promoting continued connection to family, education, health care, technology, and age-appropriate routines and experiences. Youth continue attending school and are supported with transportation and planning to maintain educational stability and participation in school-related activities. Youth have opportunities to maintain family relationships through phone calls, home visits, and other approved forms of contact based on their preferences and individualized plans. Staff support access to medical and behavioral health care, including telehealth appointments when appropriate and available, to ensure youth's health needs are addressed. Shelter also works to honor and accommodate youth's cultural, religious, and personal practices; for example, a youth was supported in participating in Ramadan traditions with their family. Additionally, shelter provides opportunities for youth to participate in seasonal and holiday activities, community-based experiences, and other age-appropriate activities that promote belonging, social connection, and typical childhood experiences.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

Shelter collaborates with foster care and independent living programs to develop individualized service plans that identify youth-specific goals, action steps, and supports necessary to promote successful transitions and discharge planning. Staff incorporate youth needs, strengths, preferences, and developmental considerations when identifying appropriate activities and opportunities that support normalcy, skill development, and well-being. During weekly case consultations, shelter staff review each youth's progress, barriers, and identified goals to ensure timely adjustments to supports and services. Staff also utilize working theories during team meetings to guide interventions, coordinate care, and ensure each youth has a plan focused on achieving permanency, stability, and successful transition to the next level of care.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

CEDARS Emergency Shelter continues to maintain staffing levels and supervision practices consistent with state licensing requirements and the reasonable and prudent parent standard. Staff assess each activity to ensure appropriate supervision, safety considerations, and individualized support needs are addressed while promoting opportunities for youth to participate in typical childhood experiences.

Over the past year, CEDARS has provided sufficient staffing and flexible supervision plans to support youth participation in a variety of age-appropriate community activities, including indoor rock climbing, fitness centers, museums, the Kiewit Luminarium, and zoos. Staff utilize creative scheduling approaches, including meeting youth at community locations and transitioning supervision responsibilities between staff, to ensure youth have access to these opportunities regardless of assigned staff work schedules. These efforts allow youth to participate in meaningful recreational, educational, and social experiences that promote well-being, independence, and a sense of normalcy while maintaining appropriate supervision and safety.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

CEDARS Emergency Shelter maintains a list of age- and developmentally appropriate activities available both onsite and within the community. This list is used as a resource with youth during intake, case management meetings, house meetings, and ongoing conversations regarding youth interests, strengths, and goals. Youth are encouraged to identify activities they would like to participate in, and staff support access by coordinating transportation, assisting with registration, obtaining necessary supplies, and addressing barriers to participation.

Onsite opportunities provided to youth include recreation activities, movie nights, arts and crafts, games, cooking activities, life skills groups, wellness activities, educational support, and youth-led activities. Youth also participate in identifying and planning activities during weekly house meetings, allowing them to have input into the experiences and opportunities available in the shelter setting.

Community opportunities include extracurricular activities, libraries, community events, cultural activities, educational programs, employment-related activities, and other youth-focused resources. Staff promote and support access to these opportunities by connecting youth with resources that align with their individual interests, developmental needs, and discharge goals.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

CEDARS Emergency Shelter works to identify and provide individualized accommodations and supports that allow youth with disabilities and special needs to participate in daily activities, programming, and community experiences alongside their peers. During intake and throughout placement, staff assess each youth's unique needs and collaborate with the youth and involved supports to identify strategies that promote comfort, safety, and inclusion.

Examples of accommodations provided include adjustments for food allergies and dietary preferences, environmental supports such as lighting modifications, access to sensory tools (e.g., fidgets), and more detailed or structured daily schedules for youth with autism spectrum disorders or other needs related to predictability and routine. The program also provides physical accessibility supports, including elevator access for youth who require it. These individualized accommodations help reduce barriers and ensure youth are able to meaningfully engage in activities and services with their peers.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

CEDARS Emergency Shelter utilizes individualized safety meetings when staff identify ongoing safety concerns or barriers impacting a youth's ability to successfully remain in placement. These meetings focus on understanding the unique needs of each youth through development of a working theory, which identifies contributing factors, strengths, barriers, and individualized strategies to support safety and stability. Staff collaborate with youth to identify solutions, establish goals, and determine supports needed to maintain placement and promote successful outcomes.

For youth preparing for discharge to independent living, case managers provide individualized support based on each youth's identified needs and goals. This may include assistance with obtaining employment, navigating public transportation, budgeting and financial management, housing preparation, and developing other independent living skills necessary to increase confidence, stability, and self-sufficiency.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

CEDARS partners with cultural centers and community organizations to strengthen culturally responsive services and promote normalcy for youth of color. Community partners have been invited to tour the Emergency Shelter program, and staff have participated in visits to partner organizations to build relationships and better understand available cultural resources. Translation and interpretation services are utilized throughout the intake process and as needed to ensure youth and families can meaningfully participate in services. The Emergency Shelter program currently employs a bilingual staff member, and CEDARS offers additional compensation for bilingual employees to support recruitment and retention of a diverse workforce. Additionally, Continuous Quality Improvement (CQI) processes include ongoing review of admission, service, and discharge data to monitor for equity and identify opportunities to reduce racial disproportionality in decision-making and service delivery.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

Youth residing in the Emergency Shelter participate in weekly house meetings, which provide an opportunity for them to share their ideas, preferences, and feedback regarding programming and daily living. During these meetings, youth identify outings, groups, recreational activities, and other experiences they would like to participate in during their stay, helping staff implement the Reasonable and Prudent Parent Standard by promoting age-appropriate, normalizing experiences.

A formal youth board has not been established due to the short-term nature of Emergency Shelter placements. Because youth typically remain in care for brief periods, maintaining consistent membership and representation on a youth board has been a significant barrier.

In addition, youth complete an exit survey prior to discharge, providing another opportunity to share feedback about their experience, suggest improvements, and identify activities or opportunities that support normalcy for future youth residing in the program. Staff review this feedback and use it to inform ongoing program improvements and enhance opportunities for youth to participate in typical adolescent experiences.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☒ **Yes** ☐ **No**

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Maddie Zimmerman

Designee's Title: Program Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

See Addendum

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Written notices are posted in the commons areas where youth spend the majority of their time in Emergency Shelter, both on the upper and lower floors.

Addendum for CEDARS Report

Question: Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Upon admission to CEDARS Emergency Shelter, each youth is assigned a case manager who meets with them during the intake process. During this meeting, youth are verbally informed that they may request to participate in age- and developmentally appropriate activities that reflect their interests, strengths, cultural identity, spiritual beliefs, family connections, and other individual needs. This information is also provided in writing as part of the intake materials and youth handbook. Throughout their stay, the case manager continues to assess each youth's social, emotional, cultural, spiritual, familial, and recreational interests and work collaboratively with them to develop individualized plans, identify opportunities, and facilitate participation in activities that support normalcy and meet their unique needs.

Institution Name:

CENTER FOR INDEPENDENT LIVING OF CENTRAL NEBRASKA (Independence Rising)

Report Author:

Vicki Anson

Author's Title:

Program Manager

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Email Address:

vanson@irnebraska.org

Report Date:

July 20, 2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

See Addendum

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

1. Each youth receives a Chromebook and is trained in responsible technology use.
2. Coordinated virtual health care appointments with behavioral and primary care providers. In-person also takes place depending on the distance to their PCP or counselor.
3. Phone calls to their families are encouraged and take place daily if wanted by the youth.
4. Transportation is provided for sport activities.
5. School takes place on-site with accredited on-line courses.
- 6 When appropriate and available, we will work with the child's home school district for seamless processes for earned credits.
7. A tutor is available to assist any student with any difficulties related to their studies.
8. Offer a visitation room for families to visit that is on-site and private.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

See Addendum

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

-We promote activities for youth to participate in sports activities as well as cooking and art as part of a typical teenager's daily life. We also gear attention towards individual youth experiences and interests. For example, youth interested in running, running shoes will be provided at the expense of the agency, within reason. Yoga is also provided to the youth as used for relaxation techniques and recreational activity. Agency also takes youth in to receive haircuts and accommodates youth choice of hairstyles such as perms, dreadlocks, etc.

-Youth have daily chores where they are a part of the household as part of being a member. This may include sweeping, dusting, vacuuming.

-We offer regular movie nights.

-On site is an assortment of card games and board games that are provided for youth to play and are encouraged to interact with other members of the community. A wide array of puzzles, along with a bunch of outdoor games like basketball, horseshoes and volleyball.

-We have a fully functioning library with books that are age appropriate with a variety of topics that are of interest to youth.

-All youth have their own MP3 players and speakers as music is used as a strong coping skill for the youth.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

-The youth have the opportunity to go to boxing, soccer/soccer camps, martial arts, swimming and wrestling each week. These are the offerings currently as we have all male youth. If female youth reside in the future, we have offerings in their interest areas also.

-As part of the school curriculum all youth attend weekly physical education credits at the local YMCA. Also, a part of this curriculum includes an art teacher who comes to the shelter and provides art lessons and cooking activities.

-We have weekly shopping trips if the youth receive money from doing paid chores.

-A basketball hoop is provided in the back yard so youth can play. Also offered is various sports equipment including a volleyball and net, soccer ball and goals, and tennis balls with rackets.

-Youth also walk to the park with staff at least once a week.

-When requested and there is availability within all parties, youth are able to get part time employment.

-All youth are required to participate in ROTC at whatever level they are comfortable with.

-Kids are able to take college courses while finishing their high school coursework. The agency will also take them to visit colleges for those that are interested in furthering their education.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

- The shelter has an inclusive environment, so youth of all ability levels are able to function as independently as possible.
- Instead of a level system that may be difficult for some youth to navigate, each youth has the ability to be success with the goal setting behavior system that the shelter incorporates for daily planning and behavior modification. Daily goal setting and individualized skill development are also utilized for each youth.
- If a youth with a physical disability resides at the shelter, we have a portable ramp, and modifications can be made for a bedroom on the first level if a youth is not able to access their bedroom by stairs.
- We provide one to one support for youth that require assistance with schoolwork. This also includes attending IEP and related meetings with home school districts for discussion and implementation for curricular needs and modifications for the youth to be able to be successful in their individualized school program.
- When appropriate, the agency will work with the placing agency to further assess any developmental/disability needs the youth may have or need. For example, a youth being currently evaluated for Voc Rehab services.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

- Our shelter leadership staff meets with youth twice a month on a one to one basis to see how they are getting along, what they need from the shelter, what concerns they have, and what has been successful.
- When a youth is upset or having a behavior for that day, they have access to speak to administrative staff by phone, if that staff is not present on site. This includes any time during the day or night.
- One to one activities that the youth like to do in their interest area, the youth request a certain activity, will be scheduled and accommodated with staff. For example, several youth have taken an interest in fishing. We schedule this youth to be able to complete this activity with as much time that is feasible, generally one to two times a week. We invested in fishing poles and also help the youth research this activity and develop his interest area.
- Another example of this is purchasing individual pets for youth that meet the licensure requirements. Animals such as hamsters and fish. This helps with developing responsibility and normalizing a home like environment.
- Agency also a youth services coordinator that meets with the youth one-to one to go over their goals and help them with accessing resources as well as individual problem solving skills.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

- We attend cultural events that can often be challenging in a rural setting.
- We weekly visit the local Mexican grocery store for the youth to explore and purchase items.
- Youth of all ethnic groups are encouraged to each of their ethnic backgrounds to explore their ethnic backgrounds and cultures, if interested.
- If a youth is interested in making different ethnic foods the shelter will help them explore the recipes and provide the ingredients to make these. Staff will help facilitate the process. For example, youth have made different foods of their culture including but not limited to Spanish rice and fry bread.
- At holidays, all youth are encouraged to choose a dish from their culture, and this is made as part of the holiday meal. Youth are encouraged to help make this dish, but do not have to help.
- The onsite library has books from many different cultures available for the youth.
- Program planning also includes specific educational information and videos and movies about other cultures.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

- Independence Rising values youth voice and choice. Youth board is still in development. The individual weekly meetings with youth help with needs, goals and ideas with the youth that we serve and are brought to the larger youth community at the shelter for discussion, consideration and implementation that are ideal for the youth community as a whole at the shelter.
- Currently, the shelter listens to individualized youth needs about what they need from probation, the court system, CFS, and any other needs they have from. out of home placement and help the youth learn to be self-advocates in order to have their voice heard. This may include helping a youth write a letter prior to court or setting up a meeting with their probation officer where a youth can choose a staff member, they are comfortable with that can support them in the conversation.
- Independence Rising does have youth that have been in foster care or on probation that they discuss current needs of current youth in out of home placement with and get their opinion on specific needs.
- Putting together another youth board such as we have had in the past is a priority this year.
- For the agency this will include organizing meetings of youth we currently have ongoing communication with so we can meet together as a group.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☒ **Yes** ☐ **No**

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Irene Britt

Designee's Title: Executive Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

-A daily schedule is supplied to youth and this schedule includes the weekly developmentally appropriate activities and outings. The outings are discussed and chosen with youth input. These activities are also discussed with the youth prior to the activity taking place. The youth can ask questions about the activities if they have questions those will be answered, and they can make an educated decision if they would like to participate.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

This is currently posted on our magnetic board by the front door. Each youth is given a copy of this.

Addendum for Center for Independent Living Report

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

****Successful Examples:****

1. ****Home-like Environment:**** The shelter operates in a residential-style home rather than an institutional building, which helps reduce the stigma and isolation youth often feel in congregate care.
2. ****Individual Goal Setting:**** Each youth is encouraged to create and work on personal goals, promoting autonomy and individualized growth. Each youth is treated the same and takes in to account a person's disability.
3. ****Furnished, Private Spaces:**** The shelter includes home furnishings and designated private areas that create a sense of safety, comfort, and personal space.
4. ****Social Skills & Open Communication:**** Staff model and encourage respectful dialogue, conflict resolution, and daily social interactions to foster a supportive, family-like dynamic among youth and staff.
5. ****Tailor Individual Interests with the youth:**** Getting youth involved with things like MMA, ROTC, 5K, pottery classes, bread making class, and outings the kids are interested in.

****Tools/Ideas to Address Barriers to Normalcy:****

1. **Reasonable and Prudent Parent Standard Training:** Staff receive ongoing training on applying this standard to help youth participate in typical adolescent experiences.
2. **Youth Voice Integration:** Youth are included in discussions about daily routines, activities, and meals through regular daily scheduled meetings, promoting choice and ownership.
3. **Flexible Daily Schedules:** Daily schedules are structured yet flexible, allowing youth to engage in normal routines (e.g., homework, chores, leisure activities) while meeting therapeutic or court-related requirements.
4. **Transportation Support:** Staff assist with and provide transportation to extracurriculars and other age-appropriate activities.
5. **Celebration of Milestones:** Birthdays, holidays, and personal accomplishments are recognized with family-style meals, decorations, and small celebrations.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

The shelter utilizes a youth-driven daily goal-setting model as part of its structured curriculum. Each youth is empowered to create individualized daily goals that focus on behavioral self-management and personal development. These goals are directly aligned with the youth's developmental stage and specific needs, and they support participation in age-appropriate activities, both within and outside of the shelter.

****Goal Development Procedures:****

- * At the beginning of each day, youth meet with staff to establish daily personal goals, which may include behavioral targets, communication strategies, coping skills, and participation in specific activities.

- * Goals are framed in a strengths-based and developmentally appropriate manner, allowing youth to take ownership of their behavior and progress throughout the day.

****Monitoring and Reflection Process:****

- * Staff provide ongoing support and redirection as needed during the day, reinforcing positive behaviors and modeling appropriate choices.

- * Youth are encouraged to check in with staff during transitions or moments of challenge to reflect on their progress and receive guidance.

- * At the end of the day, a structured reflection time is provided where youth and staff review the goals set, discuss the outcomes, and share constructive feedback.

- * This process fosters emotional insight, accountability, and skill-building in self-regulation and decision-making.

- * When needs arise, meetings are held with the entire youth community to mitigate any small concerns before they become large problems.

****Integration into Case Planning:****

- * These daily goals are documented and regularly reviewed as part of the youth's overall case plan.

- * Trends in behavior, achievement of goals, and participation in developmentally appropriate activities inform the development of longer-term goals and service planning with the multidisciplinary team.

- * Case managers and caregivers use this information to coordinate with external supports, including school staff, therapists, and family members, to ensure continuity and alignment across settings.

- * As youth develop their individual interests and goals, these areas are communicated to the existing team for expansion and growth opportunities for each individual youth. For example, if a youth in ROTC likes running, the shelter/group home will work to contact people that will oversee the activity.

Institution Name:

Child Saving Institute

Report Author:

Carolina Valencia

Author's Title:

Director of Residential Programming

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402-504-3639

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Report Date:

July 20, 2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

Staff in all CSI programs serving youth involved in the child welfare system are expected to collaborate closely with DHHS personnel, parents, and other key individuals to promote coordinated planning and activities that support normal childhood and adolescent experiences.

Youth placed in the emergency shelter remain enrolled in their home schools, and shelter staff actively encourage and support participation in school activities and events. Family visits and home passes provide opportunities for youth to practice healthy relationship skills in natural, family-centered settings. Barriers to normalcy are addressed on an individual basis through service plans developed and discussed during family team meetings. Additionally, CSI staff offer a variety of pro-social and recreational opportunities in the community to help youth expand their experiences and strengthen social connections.

Shelter staff work closely with school liaisons to ensure youth can participate in dances, sporting events, after-school clubs, and other extracurricular activities. For example, staff arranged transportation for a youth to attend a football game at their school for the youth to further have normalcy in attending school activities.

To address barriers related to access to personal items, shelter staff maintain a clothing and hygiene closet, ensuring youth have the resources needed to participate confidently in school events, community activities, and outings.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Youth attend their home schools and are encouraged to engage in extracurricular activities, attend school events, apply for and maintain jobs, and participate in family and cultural traditions. In the Shelter, a tutor is available to supervise the appropriate use of technology for completing educational school work and activities. The tutor also assists the youth in applying for secondary education when appropriate. Staff assist youth in setting up email accounts for job applications.

Whenever possible, home passes allow the Shelter youth to engage in holiday traditions with family members. For youth unable to attend at home the shelter hosts holiday family events (in person or virtually if need be). During holidays, the Shelter hosts themed dinners and activities (i.e. pumpkin carving, Santa Claus gifts, holiday crafts and decorations) to replicate family traditions for youth who cannot go home. The Shelter will host a youths Birthday with their choice of dessert to create the traditions and experience for the youths. Technology is available for youth.

Parents are encouraged to schedule visitations with their youth on a weekly basis.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

See Addendum

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

CSI's normalcy efforts enhance youth well-being and promote typical childhood experiences by creating opportunities for personal growth, social engagement, responsibility, and creative expression. Examples include: Shared mealtimes, where youth eat together and engage in conversations, helping to build social skills, strengthen peer relationships, and create a family-like environment. Age-appropriate chores with an allowance, which teach responsibility, accountability, and money management while giving youth the opportunity to make independent choices, such as purchasing extra snacks or personal items. Access to a tutor room equipped with musical instruments, allowing youth with musical interests or talents to practice, learn new skills, and express themselves through music. Use of a 3D printer, providing opportunities for creativity, innovation, problem-solving, and hands-on learning while encouraging youth to explore their interests and develop new skills. Gardening and planting activities, which promote educational engagement, responsibility, and a connection to nature while allowing youth to experience the satisfaction of nurturing and caring for living things.

These activities help create a supportive, developmentally appropriate environment where youth can experience many of the same opportunities, responsibilities, and enriching activities

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

Frequent community outings are arranged for Shelter youth. During youths intakes it is shared of the community outings provided for the youth to participate in.

Shelter youth participate in weekly outings such as bowling, movie night, visits to local museums, fishing, glass blowing, the zoo, and the Luminarium. Recently youths have had the opportunity in hiking throughout Fontenelle Forest, engage in community outings through NorthStar.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

Each youth has an individualized service plan that is age and developmentally appropriate for the youth that may address disabilities and special needs. CSI ensures staff receive the tools and support needed to accommodate youth with disabilities. This includes behavioral support services, trauma-informed training and individualized education resources. Beyond required physical accommodations, we provide coaching on how to adapt activities to developmental levels. For instance a youth was diagnosed with Asperger's was in need of a different routine and communication approach than other youth. Staff we coached in how to approach and communicate with this youth adequately to better provide the age appropriate care and services for the youth while in the Shelter.

The Shelter staff use visual schedules to help youth with autism understand daily routines, expectations and rules within the Shelter.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

The individualized needs of each youth are identified and discussed during the intake process with the youth's guardian (s) and other professionals involved in the case, including probation officers, gang interventionists, family support specialists, case managers, and other relevant support providers. During intake, the team reviews the youth's specific needs, strengths, interests, behavioral concerns, educational goals, family goals, and probation-related goals (when applicable). The youth is also encouraged to share personal goals and interests to ensure services are tailored to their individual needs and preferences.

Shelter Supervisors maintain ongoing communication with guardians and service providers to assess and support the individualized needs of each youth. This collaborative approach helps ensure that behavioral, educational, emotional, medical, and social needs are addressed throughout the youth's stay.

The shelter provides access to tutoring services to assist youth who need additional academic support, helping them maintain progress toward educational goals while in care.

Youth have access to a licensed mental health therapist who provides both individual and group therapy sessions. These services address emotional, behavioral, and mental health needs while promoting positive coping skills and overall well-being.

The shelter assists with medication management to ensure continuity of prescribed medications during a youth's stay. Staff coordinate with healthcare providers, guardians, and CSI personnel as needed to support compliance with treatment plans and medication schedules.

Shelter staff work closely with youth, families, probation officers, and other case professionals to develop and support individualized behavioral, family, and personal goals. Progress is regularly reviewed to ensure services remain responsive to the youth's changing needs.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

CSI provides training on cultural humility to all staff. We ensure to ask the appropriate cultural traditions that a youth may need to participate or engage in while in placement at the Shelter. For example, youth may need to pray at certain hours of the day or attend church/temple on a weekly basis.

Shelter staff ensure youth of color have appropriate transportation and communication with those involved in their team of placement of the awareness of their cultural traditions.

Youth are encouraged to participate in their traditions.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

It has been implemented Youth Ambassador Program that promotes the principles of the Reasonable and Prudent Parent Standard (RPPS) by encouraging peer support, youth engagement, and normalcy within the program. Youth Ambassadors play an active role in welcoming newly admitted youth to the Shelter. Upon intake, a Youth Ambassador provides a peer-to-peer orientation that helps new residents feel comfortable and connected. This includes: Providing a tour of the living unit and Shelter facilities. Explaining Shelter rules, expectations, and daily schedules. Reviewing the level system and available privileges. Answering questions from a youth perspective and offering peer support during the adjustment period. The Youth Ambassador role helps foster a sense of belonging, promotes positive peer relationships, and supports a more normalized living environment by allowing youth to learn from and connect with their peers. Youth Ambassadors are selected by staff based on their demonstrated leadership, positive behavior, and ability to serve as role models. Selected youth consistently follow Shelter rules and expectations, demonstrate respect toward peers and staff, and exhibit the maturity needed to assist others. Through this process, youth are provided opportunities to develop leadership skills, responsibility, and confidence while contributing positively to the Shelter community.

The Youth Ambassador Program serves as an important mechanism for youth participation and leadership, allowing youth voices to influence the daily experience of their peers and supporting the Shelter's commitment to normalcy and positive youth development.

Shelter youth complete monthly surveys and feedback.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Carolina Valencia

Designee's Title: Director of Residential Programming

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Youth are informed during intake of their right to participate in the age-appropriate activities. Supervisors and Youth Care Specialist review the intakes and youth service plans for making activities that will assist the youth in a developmentally appropriate way.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

CSI parent and youth handbook

Addendum for Child Saving Institute Report

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

The procedure for developing goals and action steps within a youth's case plan is a collaborative process involving the youth, their parent(s)/guardian(s), and other identified supports, including the Nebraska Department of Health and Human Services (DHHS), Juvenile Probation Officers, school personnel, therapists, and other community partners as appropriate.

Upon admission and throughout placement, staff gather information from the youth, family, referring agency, school, and treatment providers. The youth is encouraged to actively participate in identifying goals that are meaningful and relevant to their future aspirations and developmental stage. Input from guardians, DHHS, probation officers, and other team members is incorporated to ensure goals address safety, permanency, well-being, and court requirements.

Goals are individualized and based on the youth's strengths, needs, interests, and developmental abilities. Action steps are created to support progress toward achieving each goal. Goals include opportunities for participation in age-appropriate activities that build independent living skills, social skills, educational success, employment readiness, and community engagement.

Service plans are reviewed regularly, with progress documented twice monthly by assigned staff. Progress, barriers, and successes are discussed with the youth to obtain their perspective regarding their growth and goal attainment. Goals and action steps may be revised as needed based on the youth's progress, changing needs, or team recommendations.

Service plan goals and progress are reviewed during Family Team Meetings. The youth is encouraged to share their views on their progress and identify additional supports needed to achieve their goals. Family members, guardians, DHHS workers, and/or probation officers collaborate to reinforce positive outcomes and ensure consistency across settings.

These goals typically focus on following program rules and expectations, demonstrating respect toward staff, teachers, and other authority figures, improving communication and social skills, maintaining regular school attendance, and achieving academic success, including graduating on time. Additional goals may include exploring post-secondary education, obtaining employment and developing job readiness skills, strengthening independent living skills such as budgeting, time management, and personal responsibility, participating in age- and developmentally-appropriate recreational, extracurricular, and community activities, and improving family relationships while working toward permanency and court-ordered objectives.

Institution Name:

Community Action Partnership of Western Nebraska

Report Author:

Kelsey Molina

Author's Title:

Supportive Health Services Director

Phone Number:

308-633-3892

Email Address:

kmolina@capwn.org

Report Date:

July 15, 2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

To promote a sense of normalcy, the Community Action Partnership of Western Nebraska (CAPWN) Youth Shelter conducts individualized assessments for each youth to identify their unique needs and determine what "normal" looks like for them. Staff then work to maintain that level of routine, stability, and support throughout the youth's stay. Youth are encouraged to participate in a variety of age-appropriate recreational and community activities, including trips to the movies, bowling, the library, the local skate park, the YMCA for regular exercise, community walking paths, and local events such as Bands on Broadway, the pumpkin patch, and the Polar Plunge. These activities help youth build positive social connections while remaining engaged in their community.

The shelter places a strong emphasis on developing Independent Living Skills. Youth are encouraged to seek employment, create and follow a budget, shop for groceries, maintain personal hygiene, establish educational and career goals, exercise regularly, and take responsibility for household chores and cleaning. Several youth have successfully balanced full-time school attendance with part-time employment at local businesses. To support time management and accountability, youth create weekly schedules that include school, work, appointments, and other responsibilities.

Youth are also encouraged to participate in extracurricular activities that align with their interests. For example, several youth have participated in high school track and field, allowing them to attend practices and remain involved in school activities while residing at the shelter. To continue participating in extracurricular activities, youth are expected to maintain satisfactory academic performance, follow shelter rules and expectations, and demonstrate responsible behavior. This approach encourages accountability while supporting normal adolescent development and community involvement.

Family connections are prioritized whenever permitted by the placing agency. Youth may have daily phone contact with individuals on their approved contact list until 8:30 p.m., helping them maintain supportive relationships and strengthen family connections whenever appropriate.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

The Community Action Partnership of Western Nebraska (CAPWN) Youth Shelter is committed to creating a safe, stable, and nurturing environment that promotes a sense of normalcy for every youth in care. Through individualized support, youth are encouraged to maintain healthy family and supportive relationships, continue their education, participate in community activities, and develop the skills necessary for independent living. CAPWN prioritizes family connections by encouraging visits, phone calls, and virtual communication with family members and other supportive individuals when appropriate, while partnering with a Licensed Mental Health Practitioner and Mediation West to provide individual counseling, family counseling, and mediation services. Youth have access to age-appropriate technology, including computers and internet for educational purposes, as well as television, games, books, arts and crafts, and outdoor recreational activities that support learning and healthy social development. Educational stability is a priority, and staff provide transportation, when appropriate, for youth to continue attending their home school, including schools located up to 25 miles away, while encouraging participation in extracurricular activities and coordinating with schools to support attendance and academic success. Shelter staff also ensure youth receive necessary medical, dental, vision, and behavioral healthcare by coordinating appointments and follow-up care. A structured daily routine provides consistency through regular wake-up times, meals, school or work responsibilities, recreation, homework, chores, and bedtimes, while youth build independence by developing Independent Living Skills such as cooking, budgeting, grocery shopping, maintaining personal hygiene, seeking employment when appropriate, and completing household responsibilities. Youth are encouraged to actively engage in their community by volunteering at local events, including annual Thanksgiving meals, participating in seasonal activities such as the Trees Along the Trail Christmas display, and celebrating holidays at the shelter with themed meals, decorations, games, and activities that youth help plan and prepare, creating meaningful traditions and positive experiences during their stay.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

CAPWN follows a structured process for developing individualized goals and action steps as part of each youth's case plan at the child-care facility. The Case Manager works directly with each youth to develop their plan using the Casey Life Skills Assessment, along with discussions about the youth's individual strengths, needs, interests, and personal goals they hope to achieve during their stay at the shelter. Case plans emphasize participation in age- and developmentally appropriate activities and are created collaboratively with input from both staff and the youth. Youth are actively involved in setting, reviewing, and updating their goals throughout their time in the program, promoting autonomy, responsibility, and personal growth. The primary goal for every youth is to ensure their safety and well-being. Once safety needs are addressed, youth are encouraged to identify meaningful goals that support their long-term success and independence. Common goals include obtaining employment, improving academic performance, earning a GED or high school diploma, learning to cook and bake, developing budgeting and money management skills, strengthening healthy relationship skills, and focusing on overall personal development. CAPWN partners with local community resources to help youth achieve these goals. For example, through collaboration with the Community College in Scottsbluff, one youth was able to enroll in classes and successfully complete their GED while residing at the shelter.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

Community Action Partnership of Western Nebraska (CAPWN) has established policies and procedures regarding staffing, supervision, permissions, and consent that are consistent with the Reasonable and Prudent Parent Standard (RPPS). All staff receive state- approved RPPS training to ensure they are equipped to make informed decisions that balance each youth's safety with opportunities for normal childhood and adolescent experiences. The shelter provides daily-age and developmentally appropriate recreational opportunities, including basketball, football, four square, volleyball, supervised walks and hikes, and community outings. A designated staff member is available 24 hours a day, seven days a week, to make timely decisions and authorize participation in activities in accordance with RPPS guidelines.

During weekly staff meetings, the team reviews each youth's individual needs, strengths, behaviors, and circumstances to determine which act are appropriate while they are in care. These ongoing discussions help ensure that decisions are individualized, promote normalcy, encourage healthy development, and prioritize the safety and well-being of every youth.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

The child-care facility provides youth with a list of available activities through the Youth Handbook. In addition, staff maintain and regularly share information about community-based recreational, educational, and volunteer opportunities to encourage youth participation and engagement. Recreational activities include visits to the local mall, parks and skate park, library, YMCA, bowling alley, movie theater, local hiking trails, Wildcat Hills, the Badlands, Scotts Bluff National Monument, and school-sponsored events. Youth are also encouraged to participate in meaningful community service activities alongside staff, including delivering Meals on Wheels, distributing Pup Packs and Cat Packs at local schools, and assisting at the CAPWN commodity warehouse. These opportunities help youth build life skills, strengthen community connections, and support positive social development while in care.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

CAPWN provides accommodation and support services to ensure that youth with disabilities or special needs have equal opportunities to participate in age- and developmentally appropriate activities alongside their peers. Accommodation is individualized based on each youth's specific needs and abilities. The facility is fully accessible for individuals with disabilities, and additional support is arranged whenever necessary. In one case, a youth with a medical condition was placed at the shelter through the court system. Staff ensured the youth had access to all necessary hygiene supplies and provided a larger trash receptacle for their bedroom and bathroom to protect their privacy and dignity. CAPWN also carefully plans community outings and recreational activities to ensure they are accessible, allowing every youth to participate fully and experience the same opportunities as their peers.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

CAPWN recognizes that every youth has unique strengths, needs, interests, and goals. Staff are committed to providing individualized care by considering each youth's physical, emotional, developmental, cultural, educational, and spiritual needs. While the shelter utilizes a level system to promote positive behavior and responsibility, it is implemented with flexibility to ensure each youth is treated as an individual rather than through a one-size-fits-all approach. Adjustments are made when appropriate to support each youth's specific circumstances, abilities, and treatment goals.

Staff work closely with each youth to identify accommodations and opportunities that promote normalcy, inclusion, and personal growth. For example, one youth requested vegetarian meal options to support their health and wellness goals. Staff respected this preference by purchasing appropriate food items during grocery shopping and ensuring meals met the youth's dietary needs. In another instance, a youth wished to attend weekly church services while other residents chose not to participate. Additional staff were scheduled so one staff member could accompany the youth to church while another remained at the shelter to provide supervision for the remaining youth.

The shelter also makes accommodations for medical and personal care needs. Staff have coordinated specialized medical training for employees when caring for youth with chronic health conditions, such as diabetes, to ensure safe and appropriate care. When another youth required additional hygiene supplies related to a medical condition, staff provided the necessary products and a larger trash receptacle in the youth's bedroom and bathroom to maintain privacy and dignity.

Individualized support also extends to education, recreation, and daily living. Youth are encouraged to participate in extracurricular activities that reflect their interests, such as school sports, boxing, community events, employment, or volunteer opportunities. Staff work with each youth's schedule to ensure they can attend practices, games, work shifts, tutoring sessions, counseling appointments, and other activities that support their personal development. Youth with disabilities or special needs receive individualized accommodations to ensure they can fully participate in recreational outings and community activities alongside their peers.

Additional examples of individualized support include providing transportation to a youth's home school to maintain educational stability, helping youth obtain employment by arranging transportation to job interviews and work, celebrating cultural traditions or important milestones identified by the youth, accommodating preferred hairstyles or culturally significant personal care practices when appropriate, and adjusting case plan goals to reflect each youth's individual strengths, readiness, and future aspirations.

These individualized supports demonstrate CAPWN's commitment to treating every youth with dignity, respect, and compassion while creating an inclusive environment where each young person has the opportunity to thrive and participate in age- and developmentally appropriate activities.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

Community Action Partnership of Western Nebraska (CAPWN) is committed to reducing the disproportionate impact that systems and services can have on children, youth, and other marginalized populations in Nebraska. This commitment is reflected in both agency policies and daily practice. Staff receive ongoing cultural competency training through the Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC), and hiring practices emphasize recruiting and retaining a diverse workforce that reflects the backgrounds and experiences of the youth and families we serve. CAPWN also prioritizes language access by employing several bilingual staff members who help ensure effective communication with youth and their families.

Every youth admitted to the shelter is treated with dignity, respect, and fairness, regardless of their race, ethnicity, religion, gender identity, sexual orientation, disability, or cultural background. Whenever possible, youth are provided with private bedrooms to promote privacy, personal responsibility, and the development of independent living skills, including maintaining a clean and organized personal space. CAPWN values cultural diversity by encouraging youth to participate in menu planning, share foods that reflect their cultural traditions, and celebrate holidays and meaningful cultural events. By fostering an inclusive, respectful, and supportive environment, CAPWN promotes a sense of belonging and ensures that each young person feels valued, respected, and empowered during their stay.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

In the past, Community Action Partnership of Western Nebraska (CAPWN) promoted youth involvement in implementing the Reasonable and Prudent Parent Standard (RPPS) and advancing normalcy by maintaining a Youth Liaison position on its Board of Directors. This position provided youth with an opportunity to share their perspectives, advocate for the needs of young people served by CAPWN and contribute to agency policies and practices that supported age- and developmentally appropriate experiences.

Building on this commitment to youth voice, CAPWN is now partnering with the Youth Homelessness System Improvement (YHSI) Project. Funded by the U.S. Department of Housing and Urban Development (HUD) in 2024, the Nebraska YHSI Project is designed to strengthen systems serving older youth experiencing or at risk of homelessness by increasing collaboration among service providers and ensuring that youth with lived experience play a meaningful role in system improvement. The project's goals include expanding youth leadership to guide system change, creating a more coordinated response to youth homelessness, and ensuring that all older youth have access to safe, affirming, and developmentally appropriate services.

One challenge CAPWN has experienced in sustaining youth leadership efforts has been staff turnover within the Youth Shelter. Because the staff member overseeing the YHSI initiative has changed, maintaining a consistent youth advisory group and implementing ongoing youth-led activities has been difficult. Despite this barrier, CAPWN remains committed to strengthening youth engagement and recognizes the importance of ensuring youth voices continue to guide program development and decision-making.

Through its partnership with the YHSI Project, CAPWN is rebuilding these efforts by working directly with older youth to identify barriers to safe and stable housing while developing long-term, sustainable solutions that improve outcomes for young people. As the initiative continues to grow, CAPWN plans to engage participating youth in providing input on the implementation of the Reasonable and Prudent Parent Standard and identifying opportunities to further enhance normalcy for youth receiving services. Their lived experiences and recommendations will help shape policies and practices that promote independence, inclusion, and age-appropriate opportunities for all youth in care.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Kelsey Molina

Designee's Title: Supportive Health Services Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities.

At intake, staff can communicate with youth about appropriate activities they can participate in. Youth will have access to a document where they can give their suggestions. Staff will discuss activities at their weekly meeting.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. The notification is posted outside of the window in the dining room. All youth have access to this notification as it is a common area where all youth and staff gather.

Institution Name:

Father Flanagan's Boys' Home - Boys Town

Report Author: Deb McGuire	Author's Title: Program Support Service Coordinator
Phone Number: 531-355-1328	Email Address: deb.mcguire@boystown.org

Report Date:
June 30, 2026

Reporting Period (fill in the dates):

July 1, 20²⁵ through June 30, 20²⁶

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

See Addendum

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Boys Town strives to achieve normalcy as much as possible for our youth. As barriers are identified we work to remediate them as quickly as possible as long as we can do so without violating the safety and well-being of the youth being served. Barriers can be identified through youth advocating for change in student council, self-government or regular safety checks. Youth have access to advocate for change at any level, and with any staff member.

This year we updated our Youth Orientation process to ensure that all youth entering our programs have access to important information such as rules, safety, reporting, rights, etc.

Youth are encouraged to maintain and work on their relationships with their families through weekly phone calls and regular visits. Families are also encouraged to come to campus to support their child in sports and extra-curricular activities and participate in holiday celebrations.

We provide each home with an I pad so that children who live too far away for regular in-person visits are able to have face to face contact via Zoom.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

Boys Town develops an individualized Service Plan for each child with goals and objectives that are developed with the child, family, Referral Worker, and other members of the team. Being involved in pro-social activities is foundational to our campus. Our youth have many opportunities to get involved in various activities, and this is often identified as a service plan goal. During the 24-25 school year, 83% of our youth were involved in at least one extra curricular activity or sport.

Boys Town provides strength-based services that are designed to support and teach children new skills that prepare them for success during their stay in the program as well as at their next environment, be it home, a foster home, independent living, or other appropriate placement.

Boys Town is excited to be able to offer a Golf Club to our students for the first time this spring. Boys Town is working with an organization called First Tee that supplies equipment and volunteer coaching to our students.

Boys Town also has grown their alumni supports over the past year and offers any Seniors the opportunity to work with our Successful Futures Program. This program helps plan for post-graduation plans, whether they involve post-secondary education, workforce training, armed forces, or trades. Senior students participate in various modules that cover everything from car maintenance, applying for an apartment, opening a checking or savings account, getting a driver's permit and advocating for themselves.

This year newly added activities and clubs included the Podcast Club and Mock Trial Club.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

Youth are encouraged to be involved in various activities that align with their individual interests. As long as an activity would not interfere with their individualized goals, family teachers or Consultants are open to providing consent for them to participate.

Youth attending Boys Town Schools are often able to participate in activities that they would not otherwise have had opportunities to do.

Boys Town has policies in place to help ensure youth and families know their rights and supports that are available. Our youth rights document outlines specifics on informed consent, right to nourishment and medical care, right to communicate with significant others, right to respect of body and person, right to have your own possessions, right to privacy, right to freedom of movement and natural elements, right to religion, right to education, right to useful work, right to a service plan with goals, right to leave the program, as well as information on our Youth Safety Line if these rights are not being met. Boys Town follows set procedures for staff ratios to help ensure each youth and family served is able to receive the utmost care. At admission, information is shared with parents or legal guardian's rights in programs. They are also provided with safety line information. Boys Town utilizes team meetings and continues discusses rights with youth and parents throughout services.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

Youth at Boys Town are able to participate in Band, Baseball, basketball, board game club, book club, cheer, chess club, craft club, cross country, drama club, flags, football, golf club, HOSA, Manga club, meditation club, mindfulness club, Mock Trial Club, NHS, National music honors society, peer ministry, Podcast Club, ROTC, science club, small engines club, soccer, softball, Spanish club, STEM/Robotics club, student council, swim team, track, voices, volleyball, walking club, wrestling, writing club.

Boys Town has also developed additional programs in its Career Readiness Center which offers close-knit set of programs in which high school students can find their passion, learn specific workplace skills and build connections with potential mentors while completing their required academic courses for high school graduation. Boys Town has closely followed workplace trends that indicate an increasing demand for workers who have been trained in the trades and skill-labor fields. Part of this process has involved exploring how to enhance the abilities of our students so they match what employers are looking for in prospective employees. Youth can currently become licensed CNAs, and complete courses such as: communication and media sciences, construction, health occupations, small engines, welding, graphic design, culinary arts, auto mechanics. During the summer on campus, Boys Town youth attend half day school and then participate in the Youth Enrichment Program. This program gives the youth exposure to multiple independent living skills which include things such as cooking, budgeting, as well as multiple other topics of interest to the youth including: learning how to fish, gardening skills, Zumba classes, hiking, team building activities and more.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

Boys Town education staff, family teachers, consultants, and other service providers constantly communicate so a child has wrap around services for any activity. For example, if a student has an IEP that has identified the youth needs more direct one on one help when learning a new skill this effort reaches beyond the class. 504 plans are also developed and followed for each student that needs accommodations.

All of our youth are provided the same opportunities for involvement in activities regardless of their abilities.

Over the past few years, we added additional support in Special Education. In 2021 we had a Special Education Department of three. Since then, the department has grown to 11 team members with the hopes of having a 17-team member Special Education Department by the start of the 2024-2025 school year. The Special Education Department is also holding quarterly meetings called Sit Down With Special Education. Special Education Coordinators present on a topic that is selected by Family Teachers, and then have an open Question & Answer session.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

As discussed throughout this Normalcy Plan Boys Town staff is continually working to ensure they are meeting the individualized needs of all youth in the system. This can be seen based upon Boys Town's service planning process. Each service plan is individualized, and progress is constantly monitored. Our skilled Consultants work with the entire team to reevaluate needs and adjust service plans to ensure youth needs are met. From a youth's day of admission, throughout ongoing meetings and assessments, the individual needs of youth are addressed.

Boys Town's sophisticated training system, Boys Town University, offers hundreds of trainings in many topics that are relevant for the services that we provide. When specialized needs arise, there is generally a training available for staff. When a special situation comes up, Boys Town has many resources available to assist in meeting the need. For example, we recently admitted several youth with the same medical conditions. Our on-campus nurse was able to provide initial support, and a specialized training was identified through Children's Hospital for the staff. Individualized plans were created for each of the youth to ensure that needs were met.

If a youth with specialized needs is admitted to the program, special care is taken to ensure that each member of the team is aware of the needs, interventions and supports that are needed. Increased monitoring is provided if needed, and collaboration between teachers, coaches, family teachers and administration is always occurring.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

Since its inception, Father Flanagan's Boys' Home has been a welcoming home for all children, regardless of race, creed, or religion.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

Boys Town's youth vote annually for representation in their Student Council. The members of the student council identify and advocate for changes that promote normalcy.

Boys Town youth also vote each year on a mayor and vice-mayor. These students meet with the board to discuss and review normalcy for youth on campus, among other duties. Self-government has been a tradition since 1926 as a tool for citizens to build character, citizenship and a sense of community. Our current elected mayor and vice mayor participated in a variety of campus activities to build their leadership skills. The Mayor is a member of the 3 sport teams, involved in Peer Ministry and JROTC. the Vice Mayor is also three-sport athlete, and has their eyes set on a college track scholarship and a nursing career. Our small community gives our students the opportunity to participate in many more activities than a traditional school, and every youth is encouraged to get involved in at least one club or sport.

Youth are also able to get involved in each home through self-government meetings. Each home elects a manager weekly as a leader in the home. This position may include duties such as leading self-government meetings, being a leader for or advocating for youth in the home, and helping to hold peers accountable.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Angela Powers

Designee's Title: Vice President of Youth Care, Nebraska

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

During admissions meetings, youth and families are informed of their opportunities to be involved in normalcy activities and are provided with their rights and the normalcy plan/policy. This is also posted in our admissions offices.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

This notification is posted in the youth care building in a conference room where all youth attend an Admission Meeting on their first day on campus. This information is also included in Youth Rights and Parent and Guardian Rights and Responsibilities. Each youth and family are provided with a physical copy of these documents and also sign an acknowledgment upon receipt.

Addendum for Boys Town Report

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

A major focus in our programs is teaching youth social, independent-living, and educational skills, and helping them build healthy relationships with their family and others. Youth and families engage with each other and have a clear voice in their service plans as well as the supports that are set in place to help them succeed.

Each summer our youth attend summer school in the morning, and then participate in Summer Enrichment. Summer Enrichment gives youth the opportunity to rotate through various modules of activities that expose them to things such as gardening, cupcake wars, career exploration (including the opportunity to become CPR certified!), painting canvases, 3D printing, and other crafts, Team Building activities and more.

During the month of March our Juniors and Seniors had the opportunity to attend Prom and Post Prom. The Post Prom Committee put in hundreds of hours of work in creating a fun, safe and memorable evening for our youth with a Disney theme. Youth had all of the same experiences on prom day to include hair, make-up, flowers, pictures and dressing up. Families were also able to come be a part of helping their children get ready for prom and take pictures. Younger children in our program who were not old enough to attend prom also had a special "Prom" event with fun games and a taco bar to attend that day.

Many new activities were added this year, to include weekly visits from the Omaha Street Percussion, American Midwest Ballet, Heartland Hip Hop to teach dance classes. Metro Community College came and taught our students to make 3D printed limbs for fictional animals that have lost them.

We value our youth advocating for changes, and by working alongside them we are not only able to address barriers to normalcy but we are helping them grow in their leadership skills and identify how they can contribute in great ways. During this school year our mayor advocated for a dress code change to allow students to have nose piercings, which was approved.

Institution Name:

Nebraska Neurobehavioral Services Shelter

Report Author:

R. Justice Braimah, PhD, LPC, LIMHP

Author's Title:

Director

Phone Number:

4025154874

Email Address:

rjbaimah@gmail.com

Report Date:

7/22/2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

See Addendum

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

See Addendum

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, there are no current case plans, normalcy goals, or action steps for children placed at the institution. Before the suspension, normalcy planning was individualized and based on each child's age, developmental level, interests, preferences, safety needs, and case plan requirements. Children were encouraged to identify activities they wished to participate in, and staff coordinated any necessary permissions, transportation, supervision, scheduling, and accommodations. Examples included participation in school activities, family visits, recreational opportunities, community events, cultural or religious activities, holiday celebrations, and appropriate use of technology. These activities were intended to support ordinary childhood experiences and were not clinical treatment. If shelter operations resume, procedures for developing normalcy goals and action steps will be reviewed and updated before any child is admitted.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, there are no current examples of staffing, supervision, permission, or consent decisions related to children placed at the institution. Before the suspension, the shelter maintained policies addressing staffing, supervision, permission, and consent for participation in age and developmentally appropriate activities. Decisions were guided by the reasonable and prudent parent standard and considered each child's age, developmental functioning, individual needs, preferences, safety concerns, required supervision, and legal or case plan restrictions. Normalcy efforts supported youth wellbeing by providing reasonable opportunities for personal choice, family contact, recreation, school activities, community participation, technology use, cultural and religious activities, and celebrations of birthdays, holidays, and personal accomplishments. These opportunities promoted stability, independence, social development, inclusion, and typical childhood experiences. If shelter operations resume, all applicable policies, staff training requirements, supervision procedures, consent processes, and reasonable and prudent parent designations will be reviewed and updated before children are admitted

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, the institution does not currently provide onsite activities or support access to community activities. Before the suspension, available onsite activities included arts and crafts, board games, movies, reading, music, supervised technology use, indoor and outdoor recreation, meal preparation, holiday celebrations, and activities that supported daily living skills. Community opportunities included parks, libraries, recreational facilities, sporting events, school activities, cultural and religious events, shopping, restaurants, family visits, and other approved community activities. Youth were informed of available opportunities and encouraged to select activities based on their age, developmental level, interests, preferences, safety needs, and required permissions. Staff supported participation through scheduling, transportation, supervision, and reasonable accommodations. If shelter operations resume, the onsite and community activity lists will be reviewed and updated before children are admitted.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, there are no current examples of accommodations or support services being provided to youth. Before the suspension, accommodations were individualized according to each child's developmental level, communication needs, physical abilities, sensory preferences, behavioral needs, and required level of supervision. Supports included simplified instructions, visual reminders, additional processing time, flexible scheduling, sensory breaks, transportation assistance, modified activities, additional staff support, and advance preparation for unfamiliar activities. When necessary, staff adjusted the length, location, pace, or structure of an activity so the child could participate meaningfully without unnecessary exclusion. Youth could also receive assistance with communication, decision making, social interaction, technology use, and transitions between activities. If shelter operations resume, each child's accommodation and support needs will be assessed before participation in activities. Appropriate supports will be documented, communicated to staff, and reviewed regularly to promote equitable access to typical childhood experiences.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, there are no current examples of individualized services being provided. Before the suspension, the institution considered each child's age, developmental functioning, communication style, culture, family relationships, educational needs, medical needs, personal interests, safety concerns, and required level of supervision. Support was individualized through flexible routines, appropriate activity choices, transportation assistance, family contact, educational coordination, community participation, and reasonable accommodations. Children were encouraged to express their preferences and participate in decisions affecting their daily routines and activities. Staff coordinated with parents, guardians, caseworkers, schools, health care providers, and other authorized individuals when necessary to understand and respond to each child's needs. If shelter operations resume, the institution will review each child's records, preferences, strengths, needs, and case plan requirements before services begin. Individualized supports will be documented, communicated to staff, and reviewed as the child's circumstances change.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, there are no current examples of normalcy activities being provided. Before the suspension, the institution sought to provide equitable access to activities and services regardless of race, ethnicity, culture, religion, disability, sexual orientation, gender identity, or family background. Youth were encouraged to maintain meaningful connections with their families, communities, cultures, and personal identities. Normalcy efforts included access to culturally familiar foods, appropriate hair and personal care products, cultural and religious activities, family traditions, community events, and recreational opportunities based on each youth's interests. Staff were expected to make decisions based on individualized needs and documented circumstances rather than assumptions or stereotypes. Youth of color were provided the same opportunities for family contact, education, technology use, recreation, community participation, personal choice, and typical childhood experiences as other youth. Staff also considered cultural preferences when planning meals, celebrations, activities, personal care, and community involvement. If shelter operations resume, the institution will review its policies, staff training, activity planning, and decision making practices to promote cultural responsiveness, equitable access, and fair treatment for every child.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

The shelter did not establish a formal youth board before operations were suspended in June 2026. Youth participation and feedback were instead encouraged through individual conversations, house meetings, service planning discussions, activity selection, and opportunities to express concerns or make recommendations about routines, meals, household expectations, and recreational activities. Barriers to establishing a formal youth board included short placement durations, frequent changes in the shelter population, differences in age and developmental functioning, confidentiality concerns, repeated operational interruptions, administrative holds, financial challenges associated with delayed payments, and the eventual suspension of shelter operations. Because the shelter is no longer operating and has no children in placement, there are no current youth board activities. If operations resume, the institution will evaluate establishing a structured youth advisory process that includes regular meetings, accessible feedback methods, youth participation in normalcy planning, and documented administrative responses to youth recommendations.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: R Justice Braimah, PhD

Designee's Title: DIRECTOR

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

See Addendum

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, the written notice is not currently posted for use by children in placement. Before the suspension, the written notice was posted in an accessible common area of the shelter where youth could review it. The information was also provided to each youth during admission and orientation. If shelter operations resume, an updated notice will be posted in the main common area and other locations that are readily accessible to youth.

Addendum for Nebraska Neurobehavioral Services Shelter Report

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

The primary barriers to normalcy during the reporting period were repeated administrative holds and delays in receiving payment for authorized services. The shelter was repeatedly placed on administrative hold following allegations or complaints. Some allegations were later determined to be unsubstantiated, unsupported by available evidence, or inconsistent with documented information. The organization also had concerns that certain reports may have been knowingly inaccurate or intentionally made. Nebraska Neurobehavioral Services cooperated fully with each review and investigation and provided requested documentation.

The repeated holds disrupted placement stability, staffing continuity, transportation, school participation, family contact, community activities, and established daily routines. Even when allegations were not substantiated, the administrative process could interrupt services before the organization had an opportunity to present documentation or fully respond. These interruptions made it difficult to provide youth with the consistency, predictability, and durable routines that support normalcy.

The lack of timely payment for services created additional and significant financial strain on the program. Payment delays affected the shelter's ability to maintain staffing, compensate at higher tier, arrange transportation, and household supplies, support recreational activities, and preserve access to community based opportunities. The program continued to prioritize the immediate needs and safety of youth, but prolonged payment delays and holds placed substantial pressure on its financial and operational resources.

Nebraska Neurobehavioral Services attempted to address these barriers by maintaining detailed communicating with case professionals and payment authorities, following up on outstanding reimbursements, strengthening internal reporting procedures, and using organizational resources to support essential program expenses when possible.

Despite these efforts, the combined impact of repeated administrative holds, allegations, payment delays, and operational uncertainty created significant instability. Shelter operations were suspended in June 2026. No children have received shelter services through the program since the suspension.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

During the period in which the shelter was operating, Nebraska Neurobehavioral Services promoted normalcy through supervision, care coordination, transportation, daily living support, and access to ordinary childhood experiences. Licensing advised the organization that the shelter was not authorized to provide treatment services. Therefore, shelter staff did not provide therapy, clinical treatment, or other services outside the scope of the shelter's license. When a youth needed medical, behavioral health, psychiatric, substance use, or other clinical services, staff coordinated with the youth's caseworker, parent, guardian, health care provider, or other authorized professional. Staff supported appointment scheduling, transportation, telehealth access, medication related communication, and the sharing of relevant information with authorized parties. Any treatment was provided by appropriately licensed external professionals. Normalcy efforts included supporting approved relationships with parents, siblings, relatives, and other significant individuals through telephone calls, virtual communication, family visits, transportation, and participation in special occasions when authorized. Youth were encouraged to maintain meaningful relationships unless contact was restricted by a court order, case plan, safety plan, or other legal requirement. Youth received age and developmentally appropriate access to telephones, computers, internet resources, television, and educational technology. Staff provided supervision and basic assistance with responsible technology use, online safety, school platforms, email, virtual appointments, and appropriate communication. These supports were educational and supervisory and were not provided as treatment. The shelter supported education and school stability by coordinating transportation, encouraging regular attendance, providing space and time for homework, helping youth access school technology, and communicating with authorized educational and child welfare professionals. Staff also assisted with transportation to extracurricular activities, community programs, employment related responsibilities, family visits, court proceedings, and health care appointments when approved and available. A consistent daily routine was maintained through scheduled meals, school attendance, hygiene, household responsibilities, recreation, personal time, family communication, community activities, and bedtime. Youth were given reasonable choices about meals, clothing, leisure activities, personal interests, and community participation based on their age, development, preferences, and safety needs. The shelter also recognized birthdays, holidays, cultural traditions, and personal accomplishments. When appropriate, family members were invited or supported in participating in holiday activities, visits, meals, and other approved events. These efforts were intended to provide stability, family connection, education, health care access, personal choice, and typical childhood experiences without representing or delivering clinical treatment. Shelter operations were suspended in June 2026. Therefore, no current normalcy activities are being provided through the shelter program.

Question: Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of

the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

The shelter is no longer operating and has not served children since operations were suspended in June 2026. Therefore, no notifications are currently being provided. Before the suspension, each child was informed verbally and in writing during admission and orientation about the process for requesting participation in age or developmentally appropriate activities. Information was presented in language consistent with the child's age, developmental level, communication abilities, and individual needs. Children could submit requests verbally or in writing to shelter staff or a supervisor. Staff reviewed each request using the reasonable and prudent parent standard while considering required consent, safety needs, supervision, transportation, scheduling, and any applicable legal or case plan restrictions. The child was informed of the decision, and reasonable alternatives were considered when a request could not be approved. If shelter operations resume, the notification procedure and written materials will be reviewed and updated before any child is admitted.

Institution Name:

Omaha Home for Boys

Report Author:

Ross Wendel

Author's Title:

Training & Quality Improvement Director

Phone Number:

402-457-7038

Email Address:

rwendel@ohb.org

Report Date:

July 1, 2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

During the reporting period, OHB continued to reduce barriers to normalcy by empowering staff to utilize the Reasonable and Prudent Parenting Standard when making decisions regarding youth participation in activities. Staff worked collaboratively with youth, families, guardians, and placement teams to support involvement in school events, community activities, employment opportunities, recreational outings, and home visits whenever possible.

Successful tools used to address barriers included individualized treatment planning, monthly team meetings, youth feedback through the Youth Council and Safety & Satisfaction Surveys, and ongoing staff training. These efforts helped identify transportation, supervision, and communication barriers early and develop solutions that allowed youth to participate in age-appropriate experiences while maintaining safety and supporting positive youth development.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Throughout the reporting period, OHB supported normalcy by maintaining strong family connections, promoting school stability, providing access to healthcare, and creating opportunities for youth to participate in age-appropriate activities. Youth regularly participated in family visits, home passes, family therapy, and ongoing communication with parents and guardians. Youth also had access to phones, computers, gaming systems, and other technology for educational, recreational, and social purposes.

OHB provided transportation and support for extracurricular activities, employment opportunities, medical and mental health appointments, and community events. Youth participated in sports, recreation, volunteer activities, cultural events, and holiday celebrations both on and off campus. Structured daily routines, individualized treatment planning, educational advocacy, and access to community healthcare providers helped ensure youth experienced stability, consistency, and opportunities similar to those of their peers in the community.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

OHB develops individualized case plans through collaboration with youth, families, guardians, placement representatives, and treatment team members. During intake, monthly treatment team meetings, and ongoing service planning, youth are encouraged to identify personal interests, goals, and activities they would like to pursue. These goals are incorporated into case plans with specific action steps that support participation in age-appropriate activities and community involvement.

Examples during this reporting period included incorporating goals related to employment, participation in school sports and extracurricular activities, increased family involvement, independent living skill development, and community engagement. Progress toward these goals was reviewed regularly during team meetings and adjusted based on each youth's strengths, interests, and developmental needs.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

OHB utilizes the Reasonable and Prudent Parenting Standard to support youth participation in age- and developmentally appropriate activities while maintaining safety and appropriate supervision. Direct-care staff receive training on normalcy principles and are empowered to make day-to-day decisions that promote youth involvement in community activities, school events, employment opportunities, recreational outings, and social experiences.

During the reporting period, these efforts enhanced youth well-being by providing opportunities to develop independence, build relationships, strengthen decision-making skills, and participate in experiences typical of their peers. Examples included attending school activities, community events, employment opportunities, outings with peers, and other recreational activities that supported healthy development and a sense of belonging.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

OHB maintained and shared a list of available onsite and community activities with youth. Staff used youth feedback, family meetings, and the Youth Council to identify interests, plan activities, and encourage participation. The list was updated as new opportunities became available and was accessible within residential program spaces.

Onsite opportunities included sports, swimming, games, art, 4-H, career exploration, youth employment, and trade-skills activities. Community opportunities include sports (track) and cultural events, fishing, skating, bowling, volunteering, employment, and recreational outings. Staff helped youth access these activities by coordinating transportation, supervision, scheduling, and necessary permissions.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

OHB uses individualized service planning to identify each youth's abilities, needs, preferences, and appropriate supports. Examples include modifying activities, schedules, instructions, or supervision; offering alternative activities; and using assistive technology or additional staff support when needed. Staff also collaborate with families, healthcare providers, schools, and other specialists to help youth participate safely and meaningfully.

These individualized supports allow youth with physical, sensory, cognitive, behavioral, or communication needs to participate in recreational, educational, social, and community activities alongside their peers. Staff focus on adapting the activity whenever possible rather than excluding the youth from the opportunity.

OHB has a clear policy to only accept clients whose needs can be effectively accommodated, ensuring we maintain a safe and supportive environment for all youth. Through collaboration with families, healthcare providers, and specialists, we develop individualized accommodations such as assistive technology, modified schedules, or alternative activity options.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

OHB meets each youth's individualized needs through collaborative service planning with the youth, family, guardian, placement representative, and treatment team. Plans reflect the youth's strengths, goals, interests, culture, developmental needs, and preferences and are reviewed regularly to remain responsive.

Current examples include individualized school and employment support, family contact and home visits, healthcare coordination, activity choices, independent living skill development, and accommodations for communication or special needs. Youth also provide input through team meetings, nightly family meetings, Youth Council, "My 2 Cents," and Safety & Satisfaction Surveys.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

OHB promotes equitable access to normalcy activities by considering each youth's cultural identity, interests, family relationships, and individual needs when planning services and activities. Youth and families provide input into case planning, and staff support participation in culturally relevant community events, recreational activities, school opportunities, employment, and family-centered experiences.

OHB also uses individualized transition planning, family engagement, community connections, mentoring, educational support, and culturally responsive services to help youth successfully return to and remain in their communities. Placement, service, and reentry data are reviewed by race and ethnicity to identify disparities and guide improvements intended to reduce disproportionate reentry into congregate care.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

OHB's Youth Council provides a youth-led forum for discussing concerns, suggesting activities, and identifying changes that support normalcy. Youth feedback has contributed to expanded online gaming and Wi-Fi access, new sports and recreational equipment, and improvements to the grievance process. Staff support the Council while allowing youth to determine its priorities and recommendations.

Youth also provide input through nightly family meetings, "My 2 Cents," and Safety & Satisfaction Surveys. These opportunities help staff understand what typical childhood experiences are important to youth and apply the Reasonable and Prudent Parenting Standard in ways that promote greater choice, independence, and participation.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Ross Wendel

Designee's Title: Training & Quality Improvement Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Youth are notified both verbally and in writing about how to request participation in age- or developmentally appropriate activities. During orientation, staff review the Youth Handbook, including available privileges and activities, the roles of staff and youth, and the process for requesting permission to participate. Staff continue to discuss activity opportunities and requests with youth during regular meetings and individual conversations.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Written information is provided in each youth's handbook, and the Normalcy Plan is posted in residential settings and administrative buildings. Youth may bring a request to residential staff, who review it using the Reasonable and Prudent Parenting Standard and assist with any necessary permissions, transportation, supervision, or scheduling.

Institution Name:

Rite of Passage- Uta Halee Academy

Report Author:

Brittany Bowman

Author's Title:

Program Director

Phone Number:

513-601-9154

Email Address:

brittany.bowman@rop.com

Report Date:

7/28/26

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

See Addendum

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Examples include:

- 1) UHA has celebrated all of the holidays during this time frame with our students, staff, and family members of our students. This may have included food, gifts (when applicable), and activities.
- 2) UHA students attend year-round education on site
- 3) UHA students have the opportunity to participate in Girl Scouts once a week (when applicable)
- 4) UHA students have the opportunity to visit with their families either in person or virtually
- 5) UHA Students have access to extracurricular activities such as sports, Culinary, art, etc.
- 6) UHA Group Home and Shelter have a weekend and weekday daily schedule that all students and staff follow
- 7) UHA students have access to on-site medical services. In addition, they have access to telehealth psychiatry services and off-site medical, dental, and vision services.
- 8) UHA students are offered family therapy services

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

- All students receive a case plan that is developed by the Uta Halee Academy treatment team, placing agency, legal guardian, and the student.
- Case Plans are updated on a regular basis and all students, placing agency, and legal guardian receive a copy of the case plan
- There are monthly Family Team Meetings and regular Multi-Disciplinary Team Meetings scheduled to review the progress (or lack of progress) of the goals and objectives outlined in the case plan
- Students have the opportunity to have input in their case plan and identify which goals they would like to work on first
- Each week, students have the opportunity to participate in what is considered a "green week activity" which means they demonstrated safe behaviors that week. This means they earned an incentive on site or are able to participate in off-site outings.
- UHA has a treatment milestone policy that outlines the student status progression. This policy outlines the token economy, level systems, and incentives which each status progression.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

UHA believes in the enforcement of a rich student to staff ratio in an effort to ensure adequate and age appropriate supervision within the context of the Rules and Regulations set forth by the State of Nebraska. UHA operates off a 1:6 staff to student ratio. The supervision methodology emphasized within the organization is Interactive Supervision. Essentially, staff members are immersed in the student culture and maintain a "pulse" on what is going on in the milieu at all times. Students are afforded privileges based on a graduated structure that is treatment and performance based. As each students' plan is individualized to individual treatment needs, each student is viewed as an individual within a larger structured programming context. This allows some discretion and discernment regarding behavioral and treatment related growth. Programming activity offerings are developed based on age and needs of the population as well as the available staff members to facilitate those activities and what their areas of interest and expertise may be. Students have access to leisure, recreation, education, clubs, and craft activities on a weekly basis. Students also have the opportunity to participate in off-site outings when they earn it and when they are scheduled. This year, some examples of the activities/clubs that were offered were: Journalism, Equine Therapy, Girl Scouts, Mentoring, Bible Study, Hair, Nails, and Make Up, Diamond Art, Volleyball, Basketball, CNA, book club, and hiking club.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

The facility currently offers and participates in a variety of activities on and off campus. Here are some examples:

On-Site:

- Girl Scouts
- CPR/First Aid
- Culinary Arts
- Yoga
- Bible Study
- AA/NA Groups
- Health & Wellness
- Graduations
- Crafts
- Holiday activities
- Certified Nursing Assistant
- Journalism
- Robotics
- Guest speakers through Metro Community College and Capital Beauty School
- Culinary
- DBT
- Mindful Yoga
- Planned Parenthood presentations

Off-Site

- Volunteering at the Open Door Mission
- Attending city wide events that focus on the holiday

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

UHA has admissions criteria and the facility does not generally admit students who fall outside of this criteria to ensure the best service provision possible. However, if students with specific circumstances are admitted, they are staffed with the MDT in advance of their admission so that the administration can develop a plan to ensure quality service delivery. In addition, other documents are reviewed to make informed decisions such as IEP's, medical records, etc. when appropriate.

Rite of Passage is conscious of student needs and resulting, all student literature, brochures, and training opportunities are presented at a fifth grade level. Staff will also work through information with students to ensure a level of awareness and understanding related to the material being covered as a matter of policy and practice.

Examples that UHA provided this year:

- Religion opportunities
- Culture opportunities
- Translation Services for students that do not speak English as their first language

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

Students at UHA have a case plan that is developed within the required timeframe depending on what program they are assigned to (Group Home versus Crisis Stabilization-Shelter). The case plan is updated and discussed on a regular basis.

UHA creates this case plan using a risk assessment or with the collateral information to target at least the top three risk factors.

Below are services that are offered to UHA students:

- Individual Therapy
- Family Therapy
- Aggression Replacement Training group
- Thinking for a Change group
- UCCI- Substance Abuse group
- Seeking Safety & Trauma and Grief Component Therapy Group
- Positive Skill Development Group
- Positive Organizational Culture Group
- Equine Therapy
- Mindful Yoga
- DBT
- Family parent group
- Education services

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

Transitioning students within the UHA campus to other programs. For instance, students transitioning from our Shelter to our Day School so they can be in the community. Or from our Shelter to our Group Home. We have had several students do this in all of our programs. Being able to transition within the campus helps their anxiety and willingness to participate in the program since they already have a rapport with the staff members working here.

In addition, UHA invites families on site for family therapy, Open House, site-wide events, holidays, visitation, family team meetings, intake,, home passes, and parent-teacher conferences.

In addition, there are site-wide events that the families are invited to such as Open House, Mother's Day Event, Homecoming Dance, Graduation, etc.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

In accordance with CARF requirements, UHA has implemented a "Status Club" which includes Contributors who have the opportunity to meet with the campus leadership to discuss needs, concerns and suggestions to improve programming. Additionally, all students in the program are surveyed quarterly to ensure they have an opportunity to render feedback related to all programming services. Based on that feedback, the facility makes adjustments as needed. Lastly, every week, all students and staff participate in a site-wide assembly called "Townhall," from 4:00-4:30pm every Wednesday. Within this meeting, staff and students are able to discuss site-wide events, issues, ask questions, celebrate milestones, and receive awards.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Brittany Bowman

Designee's Title: Program Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Within the intake process and ongoing in monthly Family Team Meetings with their Case Manager, placing agency, and legal guardian. This is listed in the Student Handbook where they receive a copy of this handbook at intake.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Administration and Student Handbook and they receive a copy of this at intake

Addendum for Rite of Passage Report

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

Rite of Passage has always prided itself as an organization on providing normalized experiences for students. Rite of Passage operates off of core tenets which include community/family involvement as part of its facility operations procedures. In an effort to allow for normalized programming, the facility has to assess and assume reasonable risk-which allows students to participate in activities such as high school sports. Although sports participation opens the facility up to the possibility of student injury, escape, etc. the facility has determined that the positive benefits of this experience outweighs the risks. During this time period, students were able to participate in Basketball and Volleyball with the YMCA.

The facility has also increased communication between the young ladies in care and other significant influences in their lives. Although this also assumes some risk dependent upon who the young ladies are permitted to communicate with; the overall benefits of increased family/significant other communication outweigh the perceived risks. The facility continues to evaluate procedures and practices to ensure that programming is as safe and as normalized as possible based on census, resources, population demographics, and the culture of the program at any given time.

In addition, here are a few other examples:

UHA has partnered with HETRA for equine therapy

UHA has participated in E Sports, Journalism, Yoga, AA Groups, Equine Therapy, Hiking Club, Journalism, YMCA Volleyball, YMCA Basketball, Certified Nurse Assistance Course, and hair, nails, and make-up club

UHA students are able to participate in Girl Scouts

UHA students have the opportunity to have off-site outings and home passes

UHA students that have graduated with their high school diploma were able to enroll in Metro Community College courses. UHA also hosted graduation ceremonies for the students that graduated from high school at UHA

Visitation is offered in person or virtually

Visitation and phone calls can be offered at different times to accommodate the families schedule

Institution Name:

Women In Community Services, Inc

Report Author:

Tauni Waddington

Author's Title:

Executive Director

Phone Number:

402-477-5256

Email Address:

wicshome@gmail.com

Report Date:

07/15/2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

The program at WICS Residence is a structured program that maintain a focus of consistency and behavioral expectations. Every client is informed and familiarized with the structure and behavioral goals, plus we include at least 3 individual goals for every client. The expectations and consequences are clarified for each client to help them achieve success in their individual resident program.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

Education is the paramount component to our program. Residents are all required to attend school or work daily. Each resident has a daily program. They have access to have medical appointments. They have access to their chrome books for school work.

Each resident has an individualized plan.

We will address any changes necessary as the need arises

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

Each residents goals are established and reviewed monthly in team meetings, and more frequently in staff meetings. Clients are expected to follow and are scored daily to follow at least 20 uniform behavioral goals, and up to 4 personal goals which are assigned to each client weekly, based on issues they may personally be struggling with. Each client knows their personal goals, and it helps each individual become accountable.

Changes will be made in the program as the need arises.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

We follow Prudent Parenting standards in each individualized client planning. We work with staff and other members of the team to determine individual needs and goals as needed with each client.

Changes will be made in the program as the need arises.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

We are involved in community activities as they arise such as Lied Center events, Jazz in June, Girl Scouts come in for weekly meetings, Stransky Park Concerts, weekly recreational activities in the community, local and national sporting events, Community art activities, tours of all colleges and universities in this area, both zoos, speakers, State games, community volunteering and many others.

Changes will be made as the needs arise.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

We work on an individualized basis and accommodate specialized needs on accordingly. This includes working with school administration for any individual behavioral / educational required by the client or working with individual therapists for specific coping skills that may be successfully implemented within the group living environment.

Changes will be made when they arise in the program.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

We review and implement during monthly team meetings their individualized goals. i.e.: some clients attend weekly counseling sessions, some more often, or different sessions such as IOP, OP or MRT sessions. It is always based on individual needs of each client.

Changes will be made in the program as the need arises.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

Our clientele are multi-national, and multi-cultural in nature. We work diligently teaching respect for, and learning about the different cultures in Social Groups, and have even invited client families to come in and prepare cultural dishes for all to share and experience. We engage our residents in diversity activities in the community regularly.

Changes will be made in the program as the need arises.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

Our staff is trained in "reasonable and prudent parenting" aspects, and this reflects in modeling appropriate treatment/behavior to our clients. With the Therapy Liaison aspect, the girls gain skills that help modeling those same skills within their peer group itself. The Therapy Liaison attends regular staff meetings, and reports client/peer issues, so that we can better address circumstances that improve staff development in working with an ever-changing population.

We make changes as the needs arise to our program.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Tauni Waddington

Designee's Title: Executive Director

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Institution Name:

Youth Rehabilitation and Treatment Center - Hastings

Report Author:

Camella Jacobe

Author's Title:

Facility Administrator

Phone Number:

402-460-3164

Email Address:

camella.jacobe@nebraska.gov

Report Date:

7/24/2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

YRTC Hastings created, as one of their annual goals for 2026, a goal to increase youth community service, volunteer service opportunities, and activities in and for those in the Hastings community. Some examples of how we increased these are the following:

We continue to hold our annual Law Enforcement Appreciation Day, where law enforcement from three different agencies are invited on campus for a Cookie and Lemonade drive, enabling youth to interact in a pro-social way with law enforcement officers.

Select youth in October 2025 toured that Hasting College and were provided with the same experience as youth in the community while on a college tour.

Select youth in November attended a Hastings College basketball game as a continued experience from the college tour in October of what college life is like.

We have youth continuing to gain their high school diplomas at West Hastings High School on campus or obtaining their GED through Central Community College.

Graduate youth who are interested in obtaining their Nursing Assistant Certificate you Medication Aide license have been able to achieve that through Central Community College.

Youth who were candidates for obtaining their GED were offered GED testing with Central Community College.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

YRTC Hastings creates opportunities that would allow youth to act and react in scenarios that they would encounter in the community and in family style settings

An example would include family style dining for all 3 meals.

Other examples would be youth following a detailed daily schedule, which includes year round school, evidence base groups (MRT, DBT, TARGET), groups for young women (VOICES), Recovery group, individual therapy, family therapy, daily large muscle recreation, daily leisure recreation, daily details, daily hygiene, medication management, off campus volunteer/community service opportunities, on/off campus incentive opportunities.

The youth also have access daily to medical, mental health, and grievance services.

Examples of continued family contact and to foster family relationships, our youth are provided 60 minutes of phone calls with individuals on their contact lists, 2 free state postage stamps weekly to write individuals, on/off campus visitation, and on campus on-line visitation. Vouchers for fuel are offered to families who are in need. Vouchers are also available for a hotel room for families who are 3-hours or more from the facility.

Youth who have completed their stages are that have had their 60-day notice go to the courts for release are offered day, overnight, and weekend furloughs home to allow for adjustment back to their home and community.

Examples of educational and school stability would be providing technology available for all youth to use in school, such as computers and chrome books, where they have access to programs similar to what is available in the community.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

All YRTC Hastings youth develop a Plan of Care and Mental Health Plan with a few weeks of admission. These plans include the individual needs of the youth identified through collateral information received as well as gathering information from the youth themselves on their needs through an initial assessment. These plans have identified goals. The youth move through the program through stages based off of progression of goals and individual assignments completed. The youth are able to advocate for stage advancement when they have reached their goals and assignment for each stage. The progress of these goals and stage advancements are shared with the youth in a Progress Letter each month. Those Progress Letters are shared with the youth's outside team, including judges, attorneys, probation officers, and parents/guardians. An example of how we provide individual care plans for our youth is mental health completing modified plans for youth who are unable to sustain with our current plan of care, making adjustments as needed taking into account any special needs.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

All staff are trained in both pre-service and in-service training on trauma-informed care. Staff are expected to develop healthy professional rapport with the youth in order to establish when a youth is not at base line and needs staff intervention before a situation escalates.

YRTC Hastings follows a 1:6 ratio during waking hours and a 1:8 ratio during sleeping hours, which supersedes the required ratios as outlined by the Prison Rape Elimination Act which is federally mandated. This allows for smaller groups and increased staff engagement.

Youth are offered surveys to have input in the meals they like, recreation activities they enjoy, as well as any religious areas of interest.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

Recreation activities throughout the year included sports programs, art/craft projects, and off campus community opportunities. Recreation activities included but was not limited to volleyball, basketball, kickball, dodge ball, indoor/outdoor free play, nine-square.

Youth were offered off campus swimming and gym use that the local YMCA.

Recreation staff, the activity specialist, the unit managers, and religious coordinator will also offer a variety of leisure activities that include but are not limited to manicures, pedicures, word puzzles, puzzles, crocheting, drawing, scrap booking, creating vision board, creating future life stories, scratch art, diamond art, painting, clay sculpting, water play, walks, and baking.

Youth attended a college campus tour of Hasting College and were able to attend a basketball game at the college on a separate day to experience what it was like to have the same experience they would be offered in a high school setting in the community.

Youth on campus participated in our annual Summer Fun Day, Harvest Fest, and "Grinch"mas, where they played games, enjoyed themed activities, a special catered meal was provided, and they enjoyed fun time with staff.

Youth also participated in our annual Law Enforcement Appreciation Day, where they interacted with police officers from the community and offered them cookies and lemonade to thank them for their service, allowing for positive interactions with law enforcement.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

All buildings are ADA accessible. YRTC Hastings will continue to provide accommodations for disabled youth or youth in need. YRTC Hastings has provided alternate ways for youth to complete stages assignments or school work when they have a reading deficit, including staff verbally processing work with youth. YRTC Hastings will ensure compliance with ADA requirements.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

YRTC Hastings youth have individualized Plans of Care which are made in conjunction with the youth's facility treatment team, the youth's parent/guardian, and other community support persons to ensure we are meeting the youth's individual needs for treatment. The youth participate in a monthly family team meeting where progress and lack of progress are discussed with the youth's outside and internal teams in order to best serve the youth and ensure everyone involved with the youth are consistent and supportive. Mental Health will develop individual modified plans for youth who may be struggling with our regular programming or have special needs. Youth Case Managers complete accommodations paperwork for youth who need special accommodations based off of physical or intellectual limitations.

Placement goals are also discussed from the first treatment team meeting throughout the youth's stay, up to release, to ensure the youth and all parties are informed of placement goals and needs.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

There is not a screening process to determine which youth are committed to YRTC Hastings. YRTC Hastings accepts every youth committed and works with each youth and family on the youth's individual needs. YRTC Hastings in conjunction with Probation works on reunification with parents/guardians back into the community. If reunification is not possible, YRTC Hastings continues to work closely with Probation to determine appropriate placement the youth would have the most success in.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

YRTC Hastings currently has a Youth Council which meets quarterly where the youth can bring concerns and requests to a diverse team of staff members. Youth complete an application to be in Youth Council and a part of Youth Council until released. The youth council this year also focused on leadership and how youth council members can promote leadership on campus. Youth Council members began providing tours on campus to visitors to enhance leadership and social skills.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Camella Jacobe

Designee's Title: Facility Administrator

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

RTC Hastings currently has a Youth Council which meets monthly where the youth can bring concerns and requests to a diverse team of staff members. This is in writing in each living unit. This is also written in the youth handbook. Youth are also given the opportunity to fill out surveys for interests.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

It is posted in each living unit and the Administration building.

Institution Name:

Youth Rehabilitation and Treatment Center - Kearney

Report Author:

Rich Williams

Author's Title:

Interim Facility Administrator

Phone Number:

308-865-5313

Email Address:

rich.williams@nebraska.gov

Report Date:

7/24/2026

Reporting Period (fill in the dates):

July 1, 2025 through June 30, 2026

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

YRTC-Kearney serves youth through individualized plans of care and evidence-based programming, which includes family treatment and enhancement of personal life skills. Specialized treatment is also available for substance abuse and youth who have sexually harmed. Transition back to the community will require collaboration between the YRTC treatment team, Probation's re-entry unit, community providers and schools to ensure a smooth transition.

We incorporate opportunities to implementing change and keep the youth's adolescence in mind. This means we try to create opportunities that would allow youth to act and react in scenarios they may encounter in the community. Some examples include religious services, group/team events, school settings, and leisure activities and community service projects.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

YRTC-Kearney strives to offer recreational and personal growth activities both on campus and off. These opportunities include access to art/music materials and recreation opportunities. From an academic standpoint, YRTC-Kearney provides youth with traditional education and technological skills through an accredited high school. Relationships with family are fostered through both in person and virtual visits along with off campus visits. Kearney has increased the number of visits (via virtual means) and phone calls a youth can have with their families. Kearney follows a daily schedule which includes specific times for bed, waking hours, school, and other activities. Programming meetings occur at the conclusion of the school day. Kearney offers evidence-based cognitive-behavioral programming (MRT and ART).

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

Youth undergo an initial assessment upon arrival that aids in the development of the treatment plans. Treatment plans focus on areas of risk and need as identified by the Youth Level of Service/ Case Management Inventory (YLS/CMI). Case managers at YRTC-Kearney are involved in developing a plan of care that involves input from the youth, the youth's treatment team, the youth's family, and their probation officer. Recreational activities are often a part of the youth's plan of care as a pro-social activity to participate in. At YRTC-Kearney, we view these types of positive activities as a factor that helps in reducing recidivism.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

All on and off campus activities are supervised by YRTC staff members. YRTC-Kearney is required by the Prison Rape Elimination Act (PREA) to maintain a one staff to eight youth ratios during waking hours. All activities must be approved by the Facility Administrator or their designee.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

At YRTC-Kearney, leisure activities are provided by the Recreation Department. Recreation staff include activities based in sports and in the education of various sports. Kearney's Recreation staff provide a wide variety of recreational opportunities to all our youth, which include softball, flag football, volleyball, basketball, soccer, and ultimate frisbee. In addition to these sports, Kearney's facility has a soccer field, an obstacle course, indoor pool, and weight room. In Kearney, we also provide craft projects and volunteer activities that are designed and facilitated by Kearney staff. Youth are orientated to opportunities for leisure activities through the youth manual, communication from direct care staff, and incentives for on and off campus activities (through the youth's case manager).

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

Any accommodations for youth would be made on a case-by-case basis. YRTC-Kearney is required to provide accommodations for disabilities per standards of the American Correctional Association (ACA). Kearney has maintained its accreditation yearly.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

Individualized plans of care are made in conjunction with the youth's treatment team in Kearney, the youth's family/guardian, and any other community support that the youth may wish to have involved. The youth's probation officer is also highly involved in this process and provides input as to the youth's risks and needs as identified by their YLS/CMI. Each area of risk/needs is addressed in the case plan/progress letter with individualized goals and objectives. An Initial Assessment is also completed by mental health staff to identify any mental health or substance abuse treatment needs.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

YRTC-Kearney has no say in which youth are adjudicated to the facility, as they are committed by the courts. We do not screen youth in any way, we accept all youth that are committed.

Kearney encourages family contact as much as possible through phone calls and visitation. Since COVID-19, we have added virtual visits as an additional means to achieve family engagement. Family therapy services are also available. For example, family involvement is an important component of the Adolescent Community Reinforcement Approach (ACRA), which is a SAMHSA recognized best practice for youth with substance abuse issues. Family therapy needs are determined by a youth's mental health counselor and treatment team.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

At YRTC-Kearney, youth may make requests and suggestions through their group meetings, Case Managers, Unit Managers, or letters to the Facility Administrator. Kearney also has a grievance process that is handled directly by a Compliance team which does not report to the Facility Administrator.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☐ Yes ☒ No

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Rich Williams

Designee's Title: Interim Facility Administrator

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

At YRTC-Kearney, youth are encouraged to make requests or suggestions verbally or in writing to any staff at YRTC-Kearney including but not limited to Case Managers, Unit Managers, or letters to the Facility Administrator. Youth are encouraged to make requests or suggestions at group meetings and team meetings.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

This notice is posted at YRTC-Kearney in each living unit in the Youth Handbook and is located on the DHHS public website.

Institution Name:

Youth Rehabilitation & Treatment Center - Lincoln

Report Author:

Sarah Brownell

Author's Title:

Facility Administrator

Phone Number:

402.471.0119

Email Address:

sarah.brownell@nebraska.gov

Report Date:

7/13/2026

Reporting Period (fill in the dates):

July 1, 20²⁵ through June 30, 20²⁶

This report is required by Nebraska Revised Statute § 43-4706.

Instructions: **All questions must be answered completely.**

When providing examples, please do not include Personal Health Information (PHI).

This report should be submitted annually to dhhs.normalcy@nebraska.gov by July 15th

Requirement 1: Efforts to address barriers to normalcy that are inherent in a child-care institution setting.

Provide current examples that were successful and examples of ideas/tools to address overall barriers to normalcy at your institution.

YRTC-Lincoln continues to individualize care for each youth. Youth have their own treatment plan and individualized incentives for program participation. Youth remained in contact with their families, mentors, friends, etc. who have been identified as positive supports in their lives. We celebrated all birthdays, holidays, and milestone achievements (high school graduation) at YRTC-Lincoln. We offered the youth the options of letters, phone calls, video visits, and in-person visits to families, professionals, and other external supports. YRTC-Lincoln has continued to increase the amount of outings and furloughs for the youth. We established and implemented an enhanced transition process to include more community involvement prior to youth discharge.

Barriers to normalcy are primarily related to the structure and security of YRTC.

Requirement 2: Normalcy efforts for all children placed at the child-care institution, including, but not limited to, relationships with family, age or developmentally appropriate access to technology and technological skills, education and school stability, access to health care and information, and access to a sustainable and durable routine.

Provide examples of current normalcy efforts. Some examples could be access to telehealth/ technology, transportation plans for educational and extra-curricular activities, holiday activities for family members, etc.

YRTC-Lincoln has a full teaching staff, a registered nurse, a LIMHP, a psychologist, and a child and adolescent psychiatrist. The youth attended school all year with the exception of a few weeks for breaks. They were provided individual school schedules and taught in a classroom with both direct instruction and other curriculum for credit recovery. We were able to accommodate individual educational needs, including Individualized Education Plans established. The youth were seen 5 days a week (or more) by our registered nurse. Our psychiatrist was on site once a week, at minimum, to see the youth and also attended all weekly clinical review meetings. The psychologist for YRTC-Lincoln is on-site, as needed, and on video when applicable, for psychological testing and mental health sessions.

Requirement 3: Procedures for developing goals and action steps in the child-care institution's case plan and case planning process related to participation in age or developmentally-appropriate activities for each child placed at the child-care institution.

Provide current examples.

Each youth at YRTC-Lincoln had a unique treatment plan with achievable, individualized goals. Goals for the youth were derived from their demonstrated and predicted aptitude, with adjustments, as needed. Youth, families, and professionals worked together to create an individualized program to meet the needs of each youth. The youth were updated on their goal achievements, areas for improvement, and new behavioral interventions implemented on a weekly basis, at minimum.

Requirement 4: Policies on staffing, supervision, permission, and consent to age or developmentally appropriate activities consistent with the reasonable and prudent parent standard.

Provide current examples of how your normalcy efforts enhance youth well-being and promote typical childhood experiences.

Staffing and supervision was in place for the safety of each youth. The youth helped create programming activities and provided ideas consistent with their wants, needs, and interests. YRTC-Lincoln also continues to enhance the items and materials available to the youth to remain as current as possible regarding age and time appropriate interests. The Activity Specialist routinely met with youth to encourage individual growth in their areas of interest. This year, multiple youth were enrolled in college and eligible for financial support upon discharge.

Requirement 5: A list of activities that the child-care institution provides onsite and a list of activities in the community regarding which the child-care institution will make children aware, promote, and support access.

Provide current examples of how your institution utilized the list of activities for youth, and provide a few examples of youth opportunities within your institution.

Youth had posted schedules, entertainment ideas, activity choices, etc. Staff assigned to youth assisted with making sure the youth have what they need to participate in activities that interest them. The elevated staff to youth ratio allows for more of a variety in activities and groups provided. The youth also continued to have a clinical team, including a Program Coordinator, who helped facilitate activities, furloughs, and visits off campus.

Requirement 6: Identified accommodations and support services so that children with disabilities and special needs can participate in age or developmentally appropriate activities to the same extent as their peers.

Provide current examples of how your institution accommodates and supports youth with disabilities and/or special needs. Examples should include examples outside of regulated accommodations such as wheel-chair access bathrooms, etc.

YRTC-Lincoln is ADA compliant. For any ADA accommodations, we follow the recommendations of our physician. We also have two identified ADA compliant rooms and medical equipment to accommodate youth needs.

Requirement 7: The individualized needs of all children involved in the system.

Provide current examples of how your institution has met the individualized needs of children.

YRTC-Lincoln individualized care for each youth. Youth had their own treatment plan and individualized incentives for program participation. Youth were encouraged to remain connected to their family, mentors, friends, etc. who have been identified as positive supports in their lives. We celebrated all birthdays, holidays, and milestone achievements while at YRTC-Lincoln. We offered the youth the options of letters, phone calls, video visits, and in-person visits to families, professionals, and other external supports. YRTC-Lincoln also increased the amount of outings and furloughs for the youth. We established an enhanced transition process to include more community involvement prior to youth discharge.

Each youth at YRTC-Lincoln had a unique treatment plan with achievable, individualized goals. Goals for the youth were derived from their demonstrated and predicted aptitude and adjustments were made, as needed. Youth, families, and professionals worked together to create an individualized program to meet the needs of each youth.

When a youth requested, parent requested, or it was recommended by the clinical team, specific items were provided to the youth to meet their needs. YRTC-Lincoln took the appropriate measures to accommodate, when appropriate and applicable. If a youth, at any time, did not feel like their needs were being met, they had a variety of outlets to share their concerns, to include 2-way communication forms, grievances, and/or a trusted member of the YRTC team.

Requirement 8: Efforts to reduce the disproportionate impact of the system and services on families and children of color and other populations.

Provide current examples of how your institution has implemented normalcy activities for youth of color that reduce the race disproportionality of the system.

The courts commit youth to the YRTC facilities. YRTC-Lincoln does not control whether or not youth are placed in our care. At YRTC-Lincoln we continue to take pride in having diversity in staff and encouraged the individual interests of the youth. We also encouraged youth to remain connected with external supports (family, mentors, friends, etc.). The youth also had access to a variety of hygiene items, including preferred items, to meet their individual needs and requests.

Requirement 9: Efforts to develop a youth board to assist in implementing the reasonable and prudent parent standard in the child-care institution and promoting and supporting normalcy.

Provide current examples of how your youth board has assisted in implementing the reasonable and prudent parent standard to promote/support normalcy. If your institution does not have a youth board what steps has your institution made to implement one? What barriers have you encountered to implementing one?

YRTC-Lincoln has a very small population. The census fluctuates around approximately 14 youth. All youth have the option to be heard, file a grievance, request a specific staff member, make requests, etc. Youth who have received their 60 Day Notice for reentry also have increased privileges and expectations for behaviors and bringing positivity to their group.

In order to address any barriers identified in this report, do you need to modify your normalcy plan for the next state fiscal year? ☒ **Yes** ☐ **No**

If yes, you must submit your updated plan by July 15th of the current year utilizing form CFS-1205.

Official designated to be the caregiver who is authorized to apply the reasonable and prudent parent standard to decisions involving the participation of the child in age or developmentally appropriate activities:

Designee's Name: Sarah Brownell

Designee's Title: Facility Administrator

Each child-care institution is required to notify in an age or developmentally appropriate manner, both verbally and in writing, all children placed at the institution of the process for making a request to participate in age or developmentally appropriate activities. Please identify the process used for providing such notification.

Each youth, and their family, are provided a facility handbook upon admission listing programming details, schedules, youth rights, visitation/communication procedures, etc. Youth also complete an interest inventory with the Activity Specialist and in school. Throughout their stay, youth are given weekly opportunities to make requests for items or activities they prefer or find interesting.

A written notice of this process is required to be posted in an accessible, public place in the child-care institution. Please identify everywhere this notification is posted.

Youth are provided a copy of the YRTC handbook upon admission. The handbook and schedules are posted in each living unit, as well. Youth have access to these details throughout every day of their stay at YRTC-Lincoln.