Board of Education Regular Meeting
Monday, June 16, 2025 7:00 AM
Shelby-Rising City School Conf. Room 402
650 N. Walnut
Shelby, NE 68662-0218

1. Call to Order

2. Pledge of Allegiance

3. Announce Open Meeting Act Posting and Location

4. Recognition of Visitors
   During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board then allow for Public Comments. Each speaker will be limited to 5 minutes and all of the Public Comment time will be limited to 30 minutes. An exception will be made for those speakers appearing on the Agenda as presenters.
   4.1. #1: Kassidy Soulliere

5. Consent Agenda

   5.1. Minutes

   5.2. Treasurers Report

6. Administrative Reports

   6.1. Athletic Director/Activities Director Report

      6.1.1. Superintendent to Report

   6.2. Elementary Principals Report

      6.2.1. Superintendent to Report

   6.3. Secondary Principals Report

      6.3.1. Superintendent to Report

   6.4. Superintendents Report

7. District Reports

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. Discussion Items

8.1. Item #1: Review of our K-12 Multicultural Reports that happened twice (once per semester) for each of our classified staff. This fulfills our requirement of LB 359 each year.

8.2. Item #2: Annual review and update with regard to our bullying prevention policy (#504.20).

8.3. Item #3: Annual review and update with regard to our appropriate relationships between a student and a school employee, a student teacher, or internal policies (#402.15).

8.4. Item #4: Annual review and update with regard to our parental and family engagement policy (#1005.12). This is open for public comment.

8.5. Item #5: Taking all necessary discussion and possible action about purchasing Character Strong Curriculum for our K-12 students that will be utilized throughout the school year ($5,697.20)

8.6. Item #6: Taking all necessary discussion and possible action regarding breakfast and lunch prices for the 2025-2026 school year. The increase is due to inflation and NDE's recommendation:

1. Breakfast
    - $1.50 --> $1.95 (F&R = $0.30)
2. Lunch
    - Elementary
        - $2.45 --> $2.85 (F&R = $0.40)
    - MS/HS
        - $2.80 --> $3.25 (F&R = $0.40)
    - Adult
        - $3.85 --> $4.00
    - Milk
        - $.50 --> $.50
    - Entree
        - $.75 --> $.75
    - A la Carte
        - $.55 --> $.75
    - Slushies/Froyo/Fudge Bars
        - $1.00 --> $1.00

8.7.

8.8. Item #7: Taking all necessary discussion and possible action about approving the "Resolution Approving Certain Staff Trainings" whereas, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements. These training all comply with the statutory requirements of NDE and State Legislation.

8.9. Item #8: To discuss, consider, and take possible action on approving a School Improvement Project by adding an additional wall to our Ag Area that will allow us to separate our Ag Kitchen from our Ag Shop. This can be taken from our Special Building Fund.

9. Action Items

9.1. Item #1: Reading one and two for Policy #402.08 (Employee Travel Compensation). Recommendation from the U.S. General Services Administration for auditing reasons when it comes to per diem rates for Nebraska.

9.2. Item #2: Reading one and two for Policy #502.01 (Resident Students) & #502.02 (Nonresident Students/Option Enrollment). We continue to follow policies that includes all students with IEP/Disabilities/504s.

9.3. Item #3: Reading one and two for Policy #504.06 (Student Dress Code and Grooming). NDE created a model Dress Code policy that our student handbook reflects.

9.4. Item #4: Reading one for Policy #504.12 (Cell Phones and Other Electronic Communication Devices). This is with regard to LB140 of the Nebraska Legislation. Our Student Handbook reflects the expectations of our district.

9.5. Item #5: Reading one and two for Policy #506.01 (Student Activity Eligibility) & Policy #506.10 (Physicals). This is with regard to LB89 of the Nebraska Legislation. This is a requirement that a physical is required prior to activity participation and in adherence to NSAA bylaws.

9.6. Item #6: Reading one and two for Policy #507.05 (COPPA Student Privacy Notice) & Policy #507.05R1 (Approved Web-Based Educational Programs and Services). These policies allow us to contract with publishers or online providers to offer an online curriculum that aligns with school standards.

9.7. Item #7: Reading one and two for Policy #508.18 (Administration of Naloxone (Narcan)). This reflects LB195 and sets forth immunity for persons administering Narcan or Naloxone for opioid-related overdoses.

9.8. Item #8: Reading one and two for Policy #604.16 (Behavioral Intervention and Classroom Management) & Policy #604.16R1 (NDE Standards for System of Supports). This reflects NDE creating a model Behavioral Intervention Policy that districts are required to adopt.

9.9. Item #9: Reading one and two for Policy #604.17 (Use of Artificial Intelligence in the School). This reflects within our Student Handbook the appropriate usage when it comes to A.I.

9.10. Item #10: Reading one and two for Policy #1005.03 (Parental and Family Involvement in the Schools). This reflects LB 428 that our district has available information to all parents, along with a general requirement that districts should tell parents how they can access that information.

9.11. Item #11: Reading one and two for Policy #1005.13 (Parental Access to Library Materials). This reflects LB 390 that our library may provide access to our lists of books we have for our students.

10. Set Dates

11. Executive Session

    The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.
    We have legal matters that need to be handled in closed session.
    Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.
12. Adjournment

Board of Education Regular Meeting

Wednesday, May 14, 2025 7:00 PM
Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

Kasey Hopwood:	Present
Joe Noyd:	Present
Geoffrey Ruth:	Present
Denise Thelen:	Present
Chris Whitmore:	Present
Crystal Zimmerman:	Absent

1. **Call to Order** — **Speaker(s):** Board President
2. **Pledge of Allegiance**
3. **Announce Open Meeting Act Posting and Location** — **Speaker(s):** Board President
4. **Recognition of Visitors**

4.1. Visitor #1: Librarian/Media Specialist - Mrs. Mandy Peterson

Action(s):
Motion to excuse Crystal Zimmerman Passed with a motion by Geoffrey Ruth and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

5. **Consent Agenda**

5.1. Minutes

5.2. Treasurers Report

Action(s):
Motion to approve the consent agenda Passed with a motion by Chris Whitmore and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6. **Administrative Reports**

6.1. Athletic Director/Activities Director Report

6.2. Elementary Principals Report

6.3. Secondary Principals Report

6.4. Superintendents Report

7. **District Reports**

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

7.3.1. Item #1: Building and Grounds Walkthrough Form

8. **Discussion Items**

8.1. Item #1: Review of Policy 504.16 (Searches and Seizures) & Police/Other Questing and Apprehension in Student Handbook

8.2. Item #2: Reviewing Policy #503.01 (Compulsory Attendance), 503.02 (Attendance Records), 503.03 (Absence Policy), and 503.04 (Addressing Barriers to Attendance) to be ready for the 25-26 school year.

8.3. Item #3: Review Graduation Requirements for SRC for the 25-26 school year.

8.4. Item #4: Discuss, consider, and take any possible action with the addition of pouring concrete for our Elementary Outdoor Learning Classroom. This would come from our Special Building Fund ($31,497)

Action(s):

Motion to approve the bid from Lotspeich Construction to grade, drain and pour concrete in the outdoor learning area for $31,497.00. Passed with a motion by Kasey Hopwood and a second by Denise Thelen.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

8.5. Item #5: Discuss, consider, and take any possible action with adding an additional wall within our Ag Shop. This would come from our

Special Building Fund ($8,548.22)

8.6. Item #6: Discuss, consider, and take any possible action with a replacement plan for three sections of our roof on the secondary side. This would come from our Depreciation Fund ($194,000) and spread over two payment periods.

Action(s):

Motion to approve the replacement plan for three sections of our roof on the secondary side at a cost of $194,000 divided into two payments. Passed with a motion by Chris Whitmore and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

8.7. Item #7: Discuss, consider, and take any possible action with mid-term graduation for a student. This can be moved to an action item if needed.

9. **Action Items**

9.1. Item #1: Consider and take possible action on being a part of the cooperative for PowerSchool through ESUCC which provides support and services for our district ($7,437).

Action(s):

Motion to be a part of the cooperative for PowerSchool through ESUCC which provides support and services for our district ($7,437) Passed with a motion by Chris Whitmore and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

9.2. Item #2: Consider and take possible action on approving Hiland Dairy Foods Milk Bid for the 25-26 school year.

Action(s):

Motion to approve the Hiland Dairy Foods Milk Bid for the 25-26 school year. Passed with a motion by Kasey Hopwood and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood:	Yea

Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

9.3. Item #3: Surplus our retired Special Education Van.

Action(s):

Motion to surplus or Special Education Van. Passed with a motion by Chris Whitmore and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

10. **Set Dates**

Discussion: June Board Meeting June 16th at 7:00AM.

11. **Executive Session**

12. **Adjournment**

Speaker(s): Board President

Action(s):

Motion to adjourn at 8:19pm. Passed with a motion by Geoffrey Ruth and a second by Chris Whitmore.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Yea
Chris Whitmore:	Yea
Crystal Zimmerman:	Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 1

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Board Secretary

BOARD OF EDUCATION

SHELBY-RISING CITY PUBLIC SCHOOLS

JUNE 16, 2025

7:00 AM

Check #	Vendor Name	Amount
Checking	**1 Fund: 01 GENERAL FUND**	
42556	AMAZON	1,500.62
42557	BLACK HILLS ENERGY	317.76
42558	BLICK ART MATERIALS	77.20
42559	BLUE STAR EDUCATION	2,814.15
42560	BYTESPEED, LLC	3,556.00
42561	CDW-GOVERNMENT	223.56
42562	CLASSLINK, INC	2,580.00
42563	CORNHUSKER STATE INDUSTRIES	3,092.00
42564	CROWN PLAZA HOTEL KEARNEY	169.95
42565	CUBBYS CORPORATE OFFICE	3,331.19
42566	CULLIGAN OF YORK	333.50
42567	DICKINSON WRIGHT PLLC	108.25
42568	E.S.U. #7	2,830.29
42569	EAKES OFFICE SOLUTIONS	2,362.93
42570	EDGE WATER INSURANCE + REAL ESTATE	500.00
42571	EDUCATIONAL SERVICE UNIT #7	1,000.00
42572	EDUCATIONAL SERVICE UNIT 7	56,858.09
42573	ELECTRONIC ENGINEERING	4,830.61
42574	ELECTRONIC SYSTEMS, INC	656.40
42575	EMC INSURANCE COMPANIES	372.00
42576	ESU7 STUDENT SERVICES	2,656.00
42577	GENERAL FUND-PETTY CASH	106.04
42578	GO PHYSICAL THERAPY	5,756.50
42579	HEARTLAND STRIPING	2,556.00
42580	HOLIDAY INN	134.95
42581	HOMETOWN LEASING	932.27
42582	HOTSY EQUIPLMENT CO./A NE. CORP.	279.98
42583	HUMLICEK, DENISE	493.00
42584	INGRAM LIBRARY SERVICES INC	374.87
42585	INSPIRA FINANCIAL	100.00
42586	IXL LEARNING	975.00

42587	JACKSON SERVICES, INC	244.07
42588	JOHN DEERE FINANCIAL	1,087.31
42589	JOSTENS	229.45
42590	KSB SCHOOL LAW, PC, LLO	717.50
42591	LEARNING A-Z	1,050.00
42592	M & O DOOR PRODUCTS	676.80
42593	MATHESON TRI-GAS INC.	292.67
42594	MENARDS	445.13
42595	MID-AMERICAN RESEARCH CHEMICAL	18,409.60
42596	MOON, CONSTANCE	35.99
42597	NE COUNCIL OF SCHOOL ADMINISTRATORS	760.00
42598	NEBRASKA ASSOCIATION OF SCHOOL BOARDS	185.00
42599	NORTHWEST EVALUATION ASSOCIATION	2,953.75
42600	ORKIN PEST CONTROL	154.00
42601	PINNACLE BANK	1,318.99
42602	PITNEY BOWES GLOBAL FINANICAL SERVICES	227.97
42603	POLK CO. RURAL PUBLIC POWER DISTRICT	7,737.75
42604	POWERSCHOOL GROUP LLC	7,599.70
42605	READ NATURALLY	780.00
42606	REMIND101, INC.	1,897.50
42607	SCHOLASTIC INC	32.94
42608	SCHOOL MATE	847.00
42609	SCHOOL SPECIALITY	440.48
42610	SHELBY LUMBER CO.	545.00
42611	SRC BUILDERS LLC	7,500.00
42612	STAPLES ADVANTAGE	202.28
42613	TRIPLE S SERVICE	650.00
42614	VECTOR SOLUTIONS	1,343.25
42615	VERIZON WIRELESS	492.48
42616	VILLAGE OF SHELBY	1,302.88
42617	WINDSTREAM NEBRASKA INC.	1,018.64

INVOICE TOTAL:	$	163,057.24
PAYROLL TOTAL	$	484,123.98
TOTAL:	$	647,181.22

Batch Description: JUNE 2025 GENERAL FUND INVOICES Processing Month: 06/2025 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 61325** **Amount: 1,500.62**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 610 000 0000 0 000	TEACHER TAPE & CHAIR WHEELS		1,343.18		N	
01 2230 650 000 0000 0 000	TECH SUPPLIES		41.03		N	
01 2130 610 000 0000 0 000	ORGANIZER		116.41		N	

Vendor ID: BLACKHILLS **BLACK HILLS ENERGY** **PO Number:** **Invoice Number: 61325** **Amount: 317.76**
Description: Invoice Date: 06/01/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 0000 0 000	FUEL		317.76		N	

Vendor ID: BLICK **BLICK ART MATERIALS** **PO Number:** **Invoice Number: 5574026** **Amount: 77.20**
Description: Invoice Date: 06/01/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0185 0 000	ART SUPPLIES		77.20		N	

Vendor ID: BLUESTARED **BLUE STAR EDUCATION** **PO Number:** **Invoice Number: 6630457** **Amount: 2,814.15**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 640 000 0000 0 000	SUMMER SCHOOL		2,814.15		N	

Vendor ID: BYTESPEED **BYTESPEED, LLC** **PO Number:** **Invoice Number: INV0178701** **Amount: 3,556.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 6992 650 000 0000 0 000	LENOVO PC'S & TECH SUPPLIES		3,556.00		N	

Vendor ID: CDW **CDW-GOVERNMENT** **PO Number:** **Invoice Number: AE3SD1H,AE3YY2X** **Amount: 223.56**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 650 000 0000 0 000	TECH SUPPLIES		223.56		N	

Vendor ID: CLASSLINK **CLASSLINK, INC** **PO Number:** **Invoice Number: INV20470** **Amount: 2,580.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 643 000 0000 0 000	CLASS LINK LICENSE		2,580.00		N	

Vendor ID: CORNSTATE **CORNHUSKER STATE INDUSTRIES** **PO Number:** **Invoice Number: 1480807,1479321** **Amount: 3,092.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 733 000 0000 0 000	BOOK CASES		3,092.00		N	

Vendor ID: CROWNPLAZA **CROWN PLAZA HOTEL KEARNEY** **PO Number:** **Invoice Number: 105044** **Amount: 169.95**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 580 000 0000 0 000	OTT- RM FOR CONFERENCE		169.95		N	

Vendor ID: CUBBYSCORP **CUBBYS CORPORATE OFFICE** **PO Number:** **Invoice Number: 10178603** **Amount: 3,331.19**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1150 610 000 0000 0 000	ELL SUPPLIES		11.98		N	
01 2410 810 002 0000 0 000	ELEM PRINCIPAL		159.36		N	
01 2610 626 000 0000 0 000	MAINTENANCE GAS		86.92		N	
01 2710 626 000 0000 0 000	BUS & VAN GAS		2,325.27		N	
01 2712 626 000 0000 0 000	SPED VAN - 487.76 BUS - 259.90		747.66		N	

Vendor ID: CULLIGANYO **CULLIGAN OF YORK** **PO Number:** **Invoice Number: 61325** **Amount: 333.50**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	WATER & RENTAL		333.50		N	

Vendor ID: DICKINSONW **DICKINSON WRIGHT PLLC** **PO Number:** **Invoice Number: 1744104** **Amount: 108.25**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 108.25
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2330 317 000 0000 0 000	LEGAL SERVICE		108.25	108.25	N	

Vendor ID: ESU7 **E.S.U. #7** **PO Number:** **Invoice Number: QTR 3 PRINTING** **Amount: 2,830.29**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0000 0 000	CROMER PRINTING		82.32		N	
01 1100 610 000 0170 0 000	MUSIC		153.22		N	
01 6200 610 002 0000 0 000	TITLE I		319.64		N	
01 1100 610 001 0145 0 000	HS SCIENCE		443.46		N	
01 1100 610 001 0100 0 000	HS ENGLISH		85.12		N	
01 1150 610 000 0000 0 000	ELL		27.52		N	

01 1100 610 003 0100 0 000	JH ENGLISH		25.80	N
01 1200 610 000 0000 0 000	SPED		10.00	N
01 2220 610 000 0000 0 000	LIBRARY		159.60	N
01 2320 610 000 0000 0 000	SUPERINTENDENT		83.10	N
01 2410 610 002 0000 0 000	ELEM PRINCIPAL		59.11	N
01 1190 610 002 0000 0 000	PK		254.60	N
01 1100 610 002 0070 0 000	K		81.47	N
01 1100 610 002 0010 0 000	1		225.06	N
01 1100 610 002 0020 0 000	2		42.83	N
01 1100 610 002 0030 0 000	3		410.33	N
01 1100 610 002 0040 0 000	4		246.09	N
01 1100 610 002 0050 0 000	5		121.02	N

Vendor ID: EAKESO **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 648134,649483,913180** **Amount: 2,362.93**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 443 000 0000 0 000	COPIER CONTRACT		1,367.82		N	
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		101.98		N	
01 2610 610 000 0000 0 000	VAC HOSES		893.13		N	

Vendor ID: EDGEWATER **EDGE WATER INSURANCE + REAL ESTATE** **PO Number:** **Invoice Number: 13584** **Amount: 500.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 810 000 0000 0 000	BOND - CONNIE		500.00		N	

Vendor ID: ESU7NETWOR **EDUCATIONAL SERVICE UNIT #7** **PO Number:** **Invoice Number: 6/6/25** **Amount: 1,000.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 643 000 0000 0 000	LAST PASS 25-26		1,000.00		N	

Vendor ID: ESU7SP **EDUCATIONAL SERVICE UNIT 7** **PO Number:** **Invoice Number: APRIL& MAY** **Amount: 56,858.09**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 56,858.09
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2141 591 000 0000 0 000	SPED S.A. PSYCH & LMHP		11,750.70	11,750.70	N	
01 1291 591 000 0000 0 000	SPED 3-5 EARLY CHILDHOOD		12,839.83	12,839.83	N	
01 1292 591 000 0000 0 000	SPED 0-2 EARLY CHILDHOOD		414.00	414.00	N	
01 1200 591 000 0000 0 000	SPED CONTRACTED		30,114.16	30,114.16	N	
01 2140 591 000 0000 0 000	S.A. REG ED LMHP		1,739.40	1,739.40	N	

Vendor ID: ELECTENGIN **ELECTRONIC ENGINEERING** **PO Number:** **Invoice Number: 853005751-1** **Amount: 4,830.61**

Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2620 431 000 0000 0 000	CAMERA WORK		4,830.61		N	

Vendor ID: ELECTRONSY ELECTRONIC SYSTEMS, INC **PO Number:** **Invoice Number: 36187** **Amount: 656.40**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2620 431 000 0000 0 000	WORK DONE ON FIRE ALARM SYSTEM		656.40		N	

Vendor ID: EMCINSURAN EMC INSURANCE COMPANIES **PO Number:** **Invoice Number: 7002167828** **Amount: 372.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2310 520 000 0000 0 000	SPED VAN INS		372.00		N	

Vendor ID: ESU7STUSER ESU7 STUDENT SERVICES **PO Number:** **Invoice Number: 5/16/25** **Amount: 2,656.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2240 320 000 0000 0 000	ON TO COLLEGE		2,656.00		N	

Vendor ID: PETTY GENERAL FUND-PETTY CASH **PO Number:** **Invoice Number: 61325** **Amount: 106.04**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2410 610 000 0000 0 000	ACT SUPPLIES		51.28		N	
01 1100 610 002 0070 0 000	K SUPPLIES		54.76		N	

Vendor ID: GOPHYSICAL GO PHYSICAL THERAPY **PO Number:** **Invoice Number: SHL52025** **Amount: 5,756.50**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 5,756.50
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2163 340 000 0000 0 000	SPED 0-2 OT		1,655.25	1,655.25	N	
01 2173 340 000 0000 0 000	SPED 0-2 PT		256.65	256.65	N	
01 2162 340 000 0000 0 000	SPED 3-5 OT		168.75	168.75	N	
01 2161 340 000 0000 0 000	SPED S.A. OT		3,010.60	3,010.60	N	
01 2171 340 000 0000 0 000	SPED S.A. PT		665.25	665.25	N	

Vendor ID: HEARTLANST HEARTLAND STRIPING **PO Number:** **Invoice Number: 2115** **Amount: 2,556.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 4700 450 000 0000 0 000	RE-STRIPE EXISTING LINES		2,556.00		N	

Vendor ID: HOLIDA **HOLIDAY INN** **PO Number:** **Invoice Number: 108373** **Amount: 134.95**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 580 000 0000 0 000	STEVE RM FOR CONFERENCE		134.95		N	

Vendor ID: HOMETO **HOMETOWN LEASING** **PO Number:** **Invoice Number: 61325** **Amount: 932.27**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 443 000 0000 0 000	COPIER PAYMENTS		932.27		N	

Vendor ID: HOTSY **HOTSY EQUIPLMENT CO./A NE. CORP.** **PO Number:** **Invoice Number: 353891,42519** **Amount: 279.98**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	PARTS FOR PRESSURE WASHER		279.98		N	

Vendor ID: HUMLICEKDE **HUMLICEK, DENISE** **PO Number:** **Invoice Number: 61325** **Amount: 493.00**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2130 810 000 0000 0 00	REIMBURSE FOR CONFERENCE FEE & DUES		275.00		N	
01 2130 580 000 0000 0 000	REIMBURSE FOR HOTEL RM		218.00		N	

Vendor ID: INGRAM **INGRAM LIBRARY SERVICES INC** **PO Number:** **Invoice Number: 88364766,88420309** **Amount: 374.87**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2220 640 000 0000 0 000	LIBRARY BOOKS		374.87		N	

Vendor ID: INSPIRA **INSPIRA FINANCIAL** **PO Number:** **Invoice Number: 61325** **Amount: 100.00**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 291 000 0000 0 000	ADMIN FEE		100.00		N	

Vendor ID: IXLLEARN **IXL LEARNING** **PO Number:** **Invoice Number: S535641** **Amount: 975.00**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 643 000 0000 0 000	IXL LIC		975.00		N	

Vendor ID: JACKSO **JACKSON SERVICES, INC** **PO Number:** **Invoice Number: 5550465** **Amount: 244.07**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 420 000 0000 0 000	RUGS & MOPS		244.07		N	

Vendor ID: JOHNDEERE JOHN DEERE FINANCIAL **PO Number:** **Invoice Number: 61325** **Amount: 1,087.31**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 440 000 0000 0 000	EQUIPMENT PAYMENTS		1,087.31		N	

Vendor ID: JOSTENS JOSTENS **PO Number:** **Invoice Number: 36697147** **Amount: 229.45**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2490 610 000 0000 0 000	DIPLOMA COVERS		229.45		N	

Vendor ID: KSBSCHLAW KSB SCHOOL LAW, PC, LLO **PO Number:** **Invoice Number: 19046** **Amount: 717.50**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 717.50
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2330 317 000 0000 0 000	LEGAL SERVICES		717.50	717.50	N	

Vendor ID: LEARNINGAZ LEARNING A-Z **PO Number:** **Invoice Number: CI-00078369** **Amount: 1,050.00**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 643 000 0000 0 000	LIC		1,050.00		N	

Vendor ID: MODOORPROD M & O DOOR PRODUCTS **PO Number:** **Invoice Number: 108048,108010** **Amount: 676.80**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	REVERSE ANGLES		46.80		N	
01 2620 431 000 0000 0 000	REKEYING DOORS		630.00		N	

Vendor ID: MATHESON MATHESON TRI-GAS INC. **PO Number:** **Invoice Number: 52513212** **Amount: 292.67**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001 0180 0 000	IND ARTS SUPPLIES		292.67		N	

Vendor ID: MENARD MENARDS **PO Number:** **Invoice Number: 2747627755** **Amount: 445.13**
Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		445.13		N	

Vendor ID: MIDAME **MID-AMERICAN RESEARCH CHEMICAL** **PO Number:** **Invoice Number: 849726A-IN** **Amount: 18,409.60**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	CARPET DEFOAMER & FLOOR FINISH		2,572.00		N	
01 4700 450 000 0000 0 000	GYM FLOORS		15,837.60		N	

Vendor ID: MOONCONNIE **MOON, CONSTANCE** **PO Number:** **Invoice Number: 61325** **Amount: 35.99**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 580 000 0000 0 000	REIMBURSE FOR MEALS		35.99		N	

Vendor ID: NCSA **NE COUNCIL OF SCHOOL ADMINISTRATORS** **PO Number:** **Invoice Number: 86502** **Amount: 760.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2320 810 000 0000 0 000	LEGAL IMPLICATIONS - LIVESTREAM		75.00		N	
01 2410 810 001 0000 0 000	DONNER NCSA MEMBERSHIP		685.00		N	

Vendor ID: NASB **NEBRASKA ASSOCIATION OF SCHOOL BOARDS** **PO Number:** **Invoice Number: N-53464** **Amount: 185.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2320 810 000 0000 0 000	LEADERS & LAW CONFERENCE		185.00		N	

Vendor ID: NWEA **NORTHWEST EVALUATION ASSOCIATION** **PO Number:** **Invoice Number: 00120200** **Amount: 2,953.75**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2240 320 000 0000 0 000	MAP GROWTH		2,953.75		N	

Vendor ID: ORKINP **ORKIN PEST CONTROL** **PO Number:** **Invoice Number: 27940496** **Amount: 154.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 420 000 0000 0 000	PEST CONTROL		154.00		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 61325** **Amount: 1,318.99**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full

01 1100 610 001 0135 0 000	AG SUPPLIES	307.38	N
01 2213 330 000 0000 0 000	NE SCHOOL MENTAL HEALTH CONFERENCE	266.52	N
01 2220 643 000 0000 0 000	BUFFER, INC	18.00	N
01 2310 540 000 0000 0 000	LEGAL POSTING	366.94	N
01 2320 580 000 0000 0 000	RM & MEALS FOR CONFERENCE	256.07	N
01 2130 610 000 0000 0 000	ALBUTEROL & NALOXONE	104.08	N

Vendor ID: PITNEY **PITNEY BOWES GLOBAL FINANICAL SERVICES** **PO Number:** **Invoice Number: 3320706612** **Amount: 227.97**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 443 000 0000 0 000	POSTAGE MACHINE PAYMENT		227.97		N	

Vendor ID: POLKCORPP **POLK CO. RURAL PUBLIC POWER DISTRICT** **PO Number:** **Invoice Number: 61325** **Amount: 7,737.75**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 0000 0 000	ELECTRICITY		7,737.75		N	

Vendor ID: POWERSCHOO **POWERSCHOOL GROUP LLC** **PO Number:** **Invoice Number: 444297** **Amount: 7,599.70**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 643 000 0000 0 000	POWERSCHOOL		7,599.70		N	

Vendor ID: READ **READ NATURALLY** **PO Number:** **Invoice Number: 61325** **Amount: 780.00**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1200 643 000 0000 0 000	READ NATURALLY		780.00		N	

Vendor ID: REMIND101 **REMIND101, INC.** **PO Number:** **Invoice Number: 2024-135444** **Amount: 1,897.50**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 643 000 0000 0 000	REMIND		1,897.50		N	

Vendor ID: SCHOLASTIC **SCHOLASTIC INC** **PO Number:** **Invoice Number: M7488999A** **Amount: 32.94**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0070 0 000	TOPIL LET'S FIND OUT		32.94		N	

Vendor ID: SCHOMA **SCHOOL MATE** **PO Number:** **Invoice Number: 000631129** **Amount: 847.00**

Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0000 0 000	HS STUDENT PLANNERS		847.00		N	

Vendor ID: SCHOSP **SCHOOL SPECIALITY** **PO Number:** **Invoice Number: 208135566980** **Amount: 440.48**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 733 000 0000 0 000	HS SCIENCE CHAIRS		437.04		N	
01 1190 610 002 0000 0 000	PK SUPPLIES		3.44		N	

Vendor ID: SHELB5 **SHELBY LUMBER CO.** **PO Number:** **Invoice Number: 144430153587545501** **Amount: 545.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		545.00		N	

Vendor ID: SRCBUILDER **SRC BUILDERS LLC** **PO Number:** **Invoice Number: 2165** **Amount: 7,500.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 3551 890 000 0000 0 000	WALL IN AG AREA		7,500.00		N	

Vendor ID: STAPLES **STAPLES ADVANTAGE** **PO Number:** **Invoice Number: 6032796153** **Amount: 202.28**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 650 000 0000 0 000	ACTIVE STOOL		202.28		N	

Vendor ID: TRIPLE **TRIPLE S SERVICE** **PO Number:** **Invoice Number: 48830** **Amount: 650.00**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 650.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 410 000 0000 0 000	GARBAGE - EXTRA PICK UP		650.00	650.00	N	

Vendor ID: VECTORSOLU **VECTOR SOLUTIONS** **PO Number:** **Invoice Number: 118400** **Amount: 1,343.25**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 643 000 0000 0 000	VECTOR EVALUATIONS		1,343.25		N	

Vendor ID: VERIZON **VERIZON WIRELESS** **PO Number:** **Invoice Number: 6114677834** **Amount: 492.48**
Description: Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 382 000 0000 0 000	BUS CELL PHONES		492.48		N	

Vendor ID: VILLAG **VILLAGE OF SHELBY** **PO Number:** **Invoice Number: 251929** **Amount: 1,302.88**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 654.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 410 000 0000 0 000	WATER & SEWER 648.88 GARBAGE - 654		1,302.88	654.00	N	

Vendor ID: WINDSTREAM **WINDSTREAM NEBRASKA INC.** **PO Number:** **Invoice Number: 61325** **Amount: 1,018.64**

Description:
Invoice Date: 06/13/2025 Due Date: 06/16/2025 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 382 000 0000 0 000	SCHOOL - 808.94 BUS BARN - 209.70		1,018.64		N	

Batch 1099 Total:	64,744.34	Batch Total:	163,057.24
Report 1099 Total:	64,744.34	Report Total:	163,057.24

County of Polk School District 32 **BUDGET REPORT**

06/10/2025 9:24 AM

MAY 2025 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM
01	**GENERAL FUND**				
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,611,916.30	$303,278.05	$2,662,696.98	$949,219.32
1150	ENGLISH LANGUAGE LEARNERS	$93,563.69	$7,065.84	$64,682.42	$28,881.27
1160	POVERTY - After School Program	$118,300.00	$9,919.50	$91,167.49	$27,132.51
1190	PRESCHOOL	$141,567.20	$11,939.66	$108,244.83	$33,322.37
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,965,347.19	$332,203.05	$2,926,791.72	$1,038,555.47
1200	SPECIAL EDUCATION PROGRAMS	$661,594.76	$69,083.80	$570,988.25	$90,606.51
1291	SPED AGES 3-5	$47,000.00	$7,788.00	$40,342.86	$6,657.14
1292	SPED AGES 0-2	$17,500.00	$0.00	$138.00	$17,362.00
1295	UNIFIED SPORTS	$1,652.00	$0.00	$1,649.41	$2.59
1200	SPECIAL EDUCATION PROGRAMS	$727,746.76	$76,871.80	$613,118.52	$114,628.24
2120	GUIDANCE SERVICES	$166,055.01	$15,644.29	$123,008.75	$43,046.26
2130	HEALTH SERVICES	$74,056.24	$5,553.29	$51,011.48	$23,044.76
2140	PSYCHOLOGICAL SERVICES	$35,000.00	$815.10	$11,874.45	$23,125.55
2141	SPED Psychological services - Age S.A.	$35,000.00	$6,824.22	$47,668.16	($12,668.16)
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	$124,366.57	$10,360.66	$89,141.20	$35,225.37
2153	SPEECH PATH & AUDIOLOGY SERVICES	$0.00	$0.00	$1,912.90	($1,912.90)
2161	SPED Occupational Therapy - Age S.A.	$42,000.00	$3,563.00	$35,213.38	$6,786.62
2162	OCCUPATIONAL THERAPY - SPED 3-5	$6,100.00	$637.50	$2,707.05	$3,392.95
2163	SPED Occupational Therapy - Age 0-2	$0.00	$1,103.08	$3,355.51	($3,355.51)
2171	SPED Physical Therapy - Age S.A.	$7,000.00	$1,244.90	$6,875.96	$124.04
2172	PHYSICAL THERAPY - SPED 3-5	$1,000.00	$208.50	$420.40	$579.60
2173	SPED Physical Therapy - Age 0-2	$1,000.00	$157.15	$650.50	$349.50
2182	VISUALLY IMPAIRED SPED 3-5	$200.00	$0.00	$0.00	$200.00
2100	SUPPORTIVE SERVICES PUPILS	$491,777.82	$46,111.69	$373,839.74	$117,938.08
2211	SCHOOL IMPROVEMENT	$1,870.00	$724.02	$5,578.78	($3,708.78)
2213	INSTRUCTIONAL STAFF TRAINING	$5,500.00	$300.00	$3,076.82	$2,423.18
2220	LIBRARY/MEDIA SERVICE	$121,616.57	$9,984.18	$90,685.74	$30,930.83
2230	INSTRUCTION RELATED TECHNOLOGY	$232,729.72	$28,506.51	$188,459.34	$44,270.38
2240	ACADEMIC STUDENT ASSESSMENT	$8,500.00	$0.00	$0.00	$8,500.00
2200	SUPPORT SERVICES STAFF	$370,216.29	$39,514.71	$287,800.68	$82,415.61
2310	BOARD OF EDUCATION	$120,600.00	$423.24	$16,089.01	$104,510.99
2320	EXECUTIVE ADMINISTRATION	$191,785.91	$16,409.38	$142,060.83	$49,725.08
2330	DISTRICT LEGAL SERVICES	$13,000.00	$0.00	$4,765.50	$8,234.50
2300	SUPPORT SERVICES-GEN ADMIN	$325,385.91	$16,832.62	$162,915.34	$162,470.57
2410	OFFICE OF THE PRINCIPAL	$292,551.62	$22,664.83	$209,119.63	$83,431.99
2490	SCHOOL ADMIN - OTHER	$2,000.00	$0.00	$229.70	$1,770.30
2400	OFFICE OF PRINCIPAL	$294,551.62	$22,664.83	$209,349.33	$85,202.29
2510	GENERAL ADMIN-BUSINESS SERVICE	$15,000.00	$0.00	$10,851.00	$4,149.00
2590	GENERAL ADMIN - BUSINESS SERVICE	$318,461.00	$23,478.76	$209,746.22	$108,714.78
2500	SUPPORT SERVICES-BUSINESS	$333,461.00	$23,478.76	$220,597.22	$112,863.78
2610	OPERATION OF PLANT	$501,567.08	$37,412.28	$342,540.35	$159,026.73
2620	MAINTENANCE OF PLANT	$90,000.00	$2,726.45	$45,345.04	$44,654.96
2670	SCHOOL SAFETY	$5,100.00	$0.00	$3,306.20	$1,793.80
2600	SUPPORT SERVICES-BLDGS & SITES	$596,667.08	$40,138.73	$391,191.59	$205,475.49
2710	Pupil Transportation - Regular ED	$333,400.00	$21,476.72	$166,844.00	$166,556.00
2712	SCHOOL AGE SPEC ED TRANSPORT	$15,000.00	$82,020.55	$98,996.20	($83,996.20)
2730	VEHICLE SERVICING & MAINTENANCE	$36,000.00	$16,397.82	$41,020.21	($5,020.21)
2700	SUPPORT SERVICES-PUPIL TRANS	$384,400.00	$119,895.09	$306,860.41	$77,539.59
3100	Food Service Operations	$0.00	$8,939.83	$51,160.33	($51,160.33)
3100	Food Service Operations	$0.00	$8,939.83	$51,160.33	($51,160.33)
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00

4700	BUILDING IMPROVEMENTS	$110,000.00	$0.00	$3,935.85	$106,064.15
4700	BUILDING IMPROVEMENTS	$110,000.00	$0.00	$3,935.85	$106,064.15
6200	TITLE I	$117,666.57	$5,067.41	$49,286.20	$68,380.37
6200	TITLE I	$117,666.57	$5,067.41	$49,286.20	$68,380.37
6406	IDEA 3-5 SPED	$3,800.00	$0.00	$0.00	$3,800.00
6408	IDEA PART B 0-21	$85,000.00	$0.00	$0.00	$85,000.00
6400	6400	$88,800.00	$0.00	$0.00	$88,800.00
6990	OTHER FEDERAL CATEGORICAL PROGRAMS	$1,700.00	$61.78	$1,228.08	$471.92
6992	REAP - FEDERAL SERVICES	$40,000.00	$0.00	$18,697.67	$21,302.33
6998	ESSERS III	$0.00	$0.00	$19,024.92	($19,024.92)
6900	6900	$41,700.00	$61.78	$38,950.67	$2,749.33
8000	TRANSFERS	$270,000.00	$0.00	$0.00	$270,000.00
8000	TRANSFERS	$270,000.00	$0.00	$0.00	$270,000.00
01	GENERAL FUND	$8,118,720.24	$731,780.30	$5,635,797.60	$2,482,922.64

County of Polk School District 32
06/10/2025 9:23 AM

Revenue Summary Report

MAY 2025 GENERAL FUND

Fund: 01 GENERAL FUND

Account Number	Description	During Month	To Date
01 1100	LEVIED TAXES	989,521.18	3,282,998.49
01 1115	CARLINE TAX	1,717.86	1,927.26
01 1120	PUBLIC POWER DIST. TAX	2,843.00	34,510.09
01 1125	MOTOR VEHICLES TAX	25,750.61	204,030.63
01 1140	INTEREST	90.34	7,704.94
01 1370	PRESCHOOL TUITION	697.50	10,525.00
01 1510	INTEREST ON INVESTMENT	6,761.97	44,544.81
01 1951	MISC REVENUE SCHOOLS IN STATE	0.00	13,680.00
01 1990	OTHER LOCAL RECEIPTS	0.00	2,897.04
	Subtotal: LOCAL RECIEPTS	1,027,382.46	3,602,818.26
01 2110	FINES & LICENSE FEES	1,644.40	11,922.50
	Subtotal: COUNTY AND ESU RECEIPTS	1,644.40	11,922.50
01 3110	STATE AID	113,093.00	1,017,837.00
01 3120	SPECIAL ED. PROGRAMS	0.00	430,421.00
01 3125	SPECIAL ED. TRANSPORTATION	17,159.00	17,159.00
01 3130	HOMESTEAD EXEMPTION	9,022.19	27,066.57
01 3131	PROPERTY TAX CREDIT	332,309.08	664,618.16
01 3134	SCHOOL TAX CREDIT	682,879.38	1,365,758.76
01 3180	PRO-RATA MOTOR VEHICLE	0.00	8,044.42
01 3400	STATE APPORTIONMENT TAX	0.00	136,256.23
01 3535	HIGH ABILITY LEARNERS	0.00	2,488.00
	Subtotal: STATE RECEIPTS	1,154,462.65	3,669,649.14
01 4310	TITLE IIA	0.00	42,750.00
01 4505	TITLE I	0.00	61,839.00
01 4516	IDEA 4406	0.00	3,632.00
01 4518	IDEA PART B	0.00	83,253.00
01 4708	MEDICAID	0.00	7,280.67
01 4989	ESSER III - MENTAL HEALTH PROJECT	0.00	19,024.92
01 4998	ESSER III	0.00	451,305.00
	Subtotal: FEDERAL RECEIPTS	0.00	669,084.59
01 5301	INSURANCE ADJUSTMENTS	794.22	794.22
01 5690	OTHER NON-REVENUE RECEIPTS	2,912.99	34,242.67
	Subtotal: NON-REVENUE RECEIPTS	3,707.21	35,036.89
	Fund Total:	2,187,196.72	7,988,511.38

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND - PETTY CASH

Balance 05/01/25		**$ 8,992.32**
RECEIPTS:		
General Fund Reimbursement	$ 816.61	
Cross Roads Conference Scholarship	$ 100.00	
Polk County Foundation Grant	$ 500.00	
Saddle & Surrey Club Scholarship	$ 500.00	
American Red Cross Scholarship	$ 1,500.00	
Total Receipts:		**$ 3,416.61**
DISBURSEMENTS:		
Capital One - Wal-Mart	$ 106.04	
Taya Pinneo - Saddle & Surrey Club Scholarship	$ 500.00	
Total Disbursements:		**$ 606.04**
Balance: 05/31/25		**$ 11,802.89**

Special Deposits:

Cross Roads Conference Scholarship	$ 100.00
EHA Wellness Grant	$ 1,051.01
Polk County Foundation Grant	$ 500.00

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND

Balance 05/01/25	$	69,591.88

RECEIPTS:

Polk County Treasurer	$	10,089.62
Butler County Treasurer	$	7,090.67
Interest	$	66.66
Total Receipts:	$	17,246.95

DISBURSEMENTS:

Total Disbursements:	$	-
Balance: 05/31/25	$	86,838.83

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND - BOND FUND

Balance 05/01/25		$ 550,986.79
RECEIPTS:		
Polk Co. Treasury	$ 167,894.52	
Butler Co. Treasury	$ 117,723.64	
Interest	$ 1,373.10	
Total Receipts:		$ 286,991.26
DISBURSEMENTS:		
Total Disbursements:		$ -
Balance: 05/31/25		$ 837,978.05

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT

	Beginning Balance 05/01/25:		$	25,973.62
Receipts:				
General Fund	$ 4,691.56			
Total Receipted:		**$ 4,691.56**		
		$ -		
Expended Out:				
Monthly Claims	$ 2,097.85			
Monthly Claims	$ 471.31			
Monthly Claims	$ 803.74			
Monthly Claims	$ 1,707.15			
Monthly Claims				
Total Expended Out:		**$ 5,080.05**		
	Ending Balance 05/31/25:		**$**	**25,585.13**

SHELBY - RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

	Balance:	**05/01/25**	**$**	**2,576,922.50**
RECEIPTS:				
Preschool-Tuition		$ 655.00		
Polk Co. Treas. -Motor		$ 19,153.68		
Polk Co. Treas. - Levied		$ 583,643.74		
Polk Co. Treas. - Interest		$ 44.07		
Polk Co. Treas. - Fines & Lisc.		$ 927.20		
Polk Co. Treas. -Homestead		$ 6,242.62		
Polk Co. Treas. - Property Tax credit		$ 202,286.88		
Polk Co. Treas.- School Tax Credit		$ 392,382.05		
Polk Co. Treas. - Carline		$ 746.23		
Savings-Interest		$ 5.57		
Staff - Staff old computers		$ 300.00		
Student - Book fine		$ 6.99		
Village of RC- Liquor Lisc		$ 300.00		
Village of RC - Gym Equipment		$ 75.00		
CRC - Superintendent Expenses		$ 75.00		
Cubby's Corp - Dough Program		$ 586.00		
Butler Co. Treas. - Motor		$ 6,596.93		
Butler Co. Treas. Levied		$ 405,877.44		
Butler Co. Treas. - Interest		$ 46.27		
Butler Co. Treas. - Homestead		$ 2,779.57		
Butler Co. Treas. - Property Tax Credit		$ 130,022.20		
Butler Co. Treas. - School Tax Credit		$ 290,497.33		
Butler Co. Treas. - Carline		$ 971.63		
Butler Co. Treas. - Inlieu 5% gross		$ 2,843.00		
Butler Co. Treas. - Fines & Lisc.		$ 417.20		
State of NE - SPED Transportation		$ 17,159.00		
Petty Cash- Interest		$ 8.11		
Preschool-Tuition		$ 42.50		
Lori Beach- Summer insurance premium		$ 794.22		
Staff- Old staff computers		$ 1,800.00		
State of NE - State Aid		$ 113,093.00		
Bank - Interest		$ 6,748.29		
Students- book repair lost calculator		$ 70.00		
	Total Receipts:		**$**	**2,187,196.72**
DISBURSEMENTS:				
Payrol		$ 508,391.72		
Invoices		$ 223,298.44		
	Total Disbursements:		**$**	**731,690.16**
	Balance:	**05/31/25**	**$**	**4,032,429.06**
			$	4,032,429.06
Savings Account			$	9,035.76
Total General Fund Assets 05/31/25			**$**	**4,041,464.82**

SHELBY- RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
May 31, 2025

		Beginning Balance:	$	251,052.57
RECEIPTS:				
	Interest	**$ 361.29**		
	Interest From COD	$ 494.79		
	Total Receipts:		$	856.08
DISBURSEMENTS:				
	Total Disbursements:		$	-
		Ending Balance:	$	251,908.65
	Certificate of Deposit		$	172,000.00
	Total Depreciation and Certificate of Deposit		$	423,908.65

SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND

Beginning Balance 05/01/25		**$ 37,468.70**

RECEIPTS:

	AMOUNT
Family Receipts	$ 5,258.25
Online Lunch Payments	$ 1,330.90
Interest	$ 25.74
Total Receipts	**$ 6,614.89**

DISBURSEMENTS:

Name:	Ck No.	AMOUNT
Nebraska Food Diostribution Program	3332	$ 362.50
Hiland Dairy	3333	$ 2,175.10
Bimbo Bakeries	3334	$ 885.85
Cash-Wa Distributing	3335	$ 8,928.52
US Foods	3336	$ 1,641.63
Cubby's	3337	$ 30.25
University of Nebraska	3338	$ 155.00
Magic Wrighter	6040	$ 34.95
		$ 14,213.80

Ending Balance 05/31/25	**$ 29,869.79**

SUMMARY SHEET

May 31, 2025

Account Name:		Amount		Amount to CD
General Fund	$	4,032,429.06		
General Fund Savings	$	9,035.76		
Nutrition Fund	$	29,869.79		
Petty Cash	$	11,802.89		
Building	$	86,838.83		
Depreciation	$	951,908.65	$	172,000.00
Employment Benefit	$	25,585.13		
Bond	$	837,978.05		
Activity Fund	$	189,830.17		
Total of Accounts	$	6,175,278.33	$	172,000.00
Total of All Accounts			**$**	**6,347,278.33**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

	Balance:	**5/1/25**		**$187,569.54**
RECEIPTS:				
Total Receipts		$ 20,710.46		
	Total Receipts:		$	20,710.46
DISBURSEMENTS:				
Total Disbursements		$ 18,449.83		
	Total Disbursements:		$	18,449.83
	Balance:	**5/31/25**	**$**	**189,830.17**

Balance of Account:	$	189,830.17
Certificate of Deposit at Pinnacle Bank	$	38,000.00
Total in Activity Fund Checking	**$**	**151,830.17**

Account Number	Description	Previous Balance	Current Month	Ending Balance
Fund: 05	**ACTIVITIES FUND**			
Current Assets				
05 101	CASH/ACTIVITY FUND	187,500.40	2,260.63	189,761.03
	Current Assets Subtotal:	187,500.40	2,260.63	189,761.03
	Total Assets and Deferred Outflows of Resources:	187,500.40	2,260.63	189,761.03
Fund Balance				
05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	2,359.00	0.00	2,359.00
05 704 4010	FUND BALANCE - ATHLETICS	(8,642.34)	3,298.82	(5,343.52)
05 704 4019	FUND BALANCE - BOYS GOLF	1,991.00	0.00	1,991.00
05 704 4020	FUND BALANCE - CONCESSION	16,338.95	1,444.05	17,783.00
05 704 4030	FUND BALANCE - NHS	1,384.52	(65.10)	1,319.42
05 704 4040	FUND BALANCE - SRC CLUB	11,151.73	0.00	11,151.73
05 704 4050	FUND BALANCE - CLASS OF 2027	3,778.38	20.00	3,798.38
05 704 4060	FUND BALANCE - CLASS OF 2025	3,443.79	(2,078.12)	1,365.67
05 704 4070	FUND BALANCE - JUST FOR KIDS	2,895.38	0.00	2,895.38
05 704 4080	FUND BALANCE - CLASS OF 2028	274.50	0.00	274.50
05 704 4090	FUND BALANCE - CLASS OF 2026	2,900.37	(112.96)	2,787.41
05 704 4100	FUND BALANCE - YEARBOOK	(3,730.43)	0.00	(3,730.43)
05 704 4110	FUND BALANCE - MUSIC	6,427.23	10.00	6,437.23
05 704 4120	FUND BALANCE - STUDENT COUNCIL	3,593.12	163.71	3,756.83
05 704 4130	FUND BALANCE - DANCE TEAM	(83.57)	(3,675.00)	(3,758.57)
05 704 4140	FUND BALANCE -MEMORIALS	5,830.28	0.00	5,830.28
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,496.52	0.00	2,496.52
05 704 4160	FUND BALANCE - SHOP	19,275.68	20.00	19,295.68
05 704 4170	FUND BALANCE - INTEREST	6,560.31	185.42	6,745.73
05 704 4180	FUND BALANCE - BOOK IT	4,332.98	(263.33)	4,069.65
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(4,464.21)	(433.54)	(4,897.75)
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	23,304.79	(1,482.00)	21,822.79
05 704 4210	FUND BALANCE - WELLNESS CENTER	2,642.55	(249.06)	2,393.49
05 704 4220	FUND BALANCE - FBLA	8,587.98	135.00	8,722.98
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	677.31	(4,130.77)	(3,453.46)
05 704 4240	FUND BALANCE - QUIZ BOWL	39.44	0.00	39.44
05 704 4250	FUND BALANCE - ALUMNI	3,094.87	0.00	3,094.87
05 704 4260	FUND BALANCE - VIDEO BOARD	15,903.37	0.00	15,903.37
05 704 4270	FUND BALANCE - FFA	15,301.07	6,860.77	22,161.84
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	3,855.71	341.50	4,197.21
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	2,881.92	525.00	3,406.92
05 704 4320	FUND BALANCE - UNIFIED BOWLING	517.26	0.00	517.26
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	1,119.30	396.24	1,515.54
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	1,275.72	0.00	1,275.72
05 704 4332	FUND BALANCE FACILITY RENTAL	625.00	0.00	625.00

Account Number	Description	Previous Balance	Current Month	Ending Balance
05 704 4333	FUND BALANCE - YADA	1,311.32	0.00	1,311.32
05 704 4400	FUND BALANCE - FOOTBALL OTHER	172.00	1,350.00	1,522.00
05 704 4410	FUND BALANCE - VOLLEYBALL OTHER	8,562.56	0.00	8,562.56
05 704 4420	FUND BALANCE - WRESTLING OTHER	2,232.20	0.00	2,232.20
05 704 4430	FUND BALANCE - BOYS BB OTHER	8,335.85	0.00	8,335.85
05 704 4440	FUND BALANCE - GIRLS BB OTHER	5,620.17	0.00	5,620.17
05 704 4450	FUND BALANCE - DANCE OTHER	723.90	0.00	723.90
05 704 4460	FUND BALANCE - GOLF OTHER	90.00	0.00	90.00
	Fund Balance Subtotal:	187,500.40	2,260.63	189,761.03
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	187,500.40	2,260.63	189,761.03

-38,000
151,761.03

Batch Description: MAY 2025, ACTIVITY FUND INVOICES Processing Month: 05/2025 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: AB **A&B GRILL 'N BAR** **PO Number:** **Invoice Number: 51425** **Amount: 1,800.00**

Description:
Invoice Date: 05/13/2025 Due Date: 05/16/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14692 Check Date: 05/14/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	END OF YEAR MEAL		1,800.00		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 51325** **Amount: 626.51**

Description:
Invoice Date: 05/01/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14688 Check Date: 05/13/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4019 0 000	GOLF TEES AND MINI GOLF STROKE COUNTER		48.97		N	
05 3200 610 000 4230 0 000	THUMB WALL HOOKS, MEMORIALS		560.54		N	
05 3200 610 000 4330 0 000	COSTUME FOR PLAY		17.00		N	

Vendor ID: AURORAHS **AURORA HIGH SCHOOL** **PO Number:** **Invoice Number: 50225** **Amount: 42.00**

Description:
Invoice Date: 05/02/2025 Due Date: 05/02/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14679 Check Date: 05/02/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4018 0 000	AURORA TRACK MEET		42.00		N	

Vendor ID: AWARDEN **AWARDS & ENGRAVING** **PO Number:** **Invoice Number: 14368** **Amount: 132.00**

Description:
Invoice Date: 04/25/2025 Due Date: 05/25/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14674 Check Date: 05/01/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	SENIOR APPRECIATION PLAQUES		132.00		N	

Vendor ID: CAPITAL **CAPITAL ONE** **PO Number:** **Invoice Number: 50125** **Amount: 228.84**

Description:
Invoice Date: 05/15/2025 Due Date: 05/15/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14675 Check Date: 05/01/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4180 0 000	BOOK IT ACTIVITY		221.38		N	
05 3200 890 000 4170 0 000	INTEREST		7.46		N	

Vendor ID: COMPUHARDW **COMPUTER HARDWARE** **PO Number:** **Invoice Number: G25155** **Amount: 582.00**

Description:
Invoice Date: 05/15/2025 Due Date: 06/15/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14696 Check Date: 05/14/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4200 0 000	SERVICE REPAIR		582.00		N	

Vendor ID: CROSSCO **CROSS COUNTY COMMUNITY SCHOOL** **PO Number:** **Invoice Number: 50125** **Amount: 150.00**

Description:
Invoice Date: 05/01/2025 Due Date: 05/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14673 Check Date: 05/01/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full

05 3200 890 000 4018 0 000	TRACK MEET	150.00	N

Vendor ID: CROSSROADC **CROSS ROADS CONFERENCE** **PO Number:** **Invoice Number: 51425** **Amount: 540.00**

Description:
Invoice Date: 05/13/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14691 Check Date: 05/14/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	CRC EVENT		540.00		N	

Vendor ID: CUBBYS **CUBBY'S** **PO Number:** **Invoice Number: 51325** **Amount: 238.15**

Description:
Invoice Date: 05/04/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14689 Check Date: 05/13/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4330 0 000	PIZZA		134.76		N	
05 3200 610 000 4120 0 000	DIET COKE FOR MACHINE		38.29		N	
05 3200 610 000 4030 0 000	DRINKS FOR MEETING		65.10		N	

Vendor ID: FILLMORE **FILLMORE CENTRAL HIGH SCHOOL** **PO Number:** **Invoice Number: 52725** **Amount: 40.00**

Description:
Invoice Date: 05/27/2025 Due Date: 05/27/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14702 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4019 0 000	MEALS		40.00		N	

Vendor ID: FLINTHOPE **FLINT, HOPE** **PO Number:** **Invoice Number: 52725** **Amount: 125.00**

Description:
Invoice Date: 05/07/2025 Due Date: 06/07/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14705 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	2 RABBIT CAGES		125.00		N	

Vendor ID: FOXTHEATER **FOX THEATER** **PO Number:** **Invoice Number: 5125** **Amount: 110.00**

Description:
Invoice Date: 05/01/2025 Due Date: 06/06/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14676 Check Date: 05/01/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4180 0 000	BOOK IT PRICE LAST MONTH		110.00		N	

Vendor ID: FULLER **FULLERTON HIGH SCHOOL** **PO Number:** **Invoice Number: 52725** **Amount: 105.00**

Description:
Invoice Date: 05/27/2025 Due Date: 05/27/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14700 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4019 0 000	GOLF MEET		105.00		N	

Vendor ID: GRAYDARROL **GRAY, DARROL** **PO Number:** **Invoice Number: 5225** **Amount: 50.00**

Description:
Invoice Date: 05/01/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14678 Check Date: 05/02/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4020 0 000	TACO MEAT		50.00		N	

Vendor ID: HAUFF **HAUFF MID-AMERICAN SPORTS** **PO Number:** **Invoice Number: 167415** **Amount: 864.00**
Description:
Invoice Date: 02/23/2025 Due Date: 06/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14697 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	TAPE		864.00		N	

Vendor ID: HYVEE **HY VEE** **PO Number:** **Invoice Number: 52525** **Amount: 425.74**
Description:
Invoice Date: 04/22/2025 Due Date: 05/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14704 Check Date: 05/25/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4060 0 000	GRADUATION FLOWERS		238.00		N	
05 3200 610 000 4018 0 000	HOSPITALITY ROOM		187.74		N	

Vendor ID: JOHNSONFIT **JOHNSON FITNESS & WELLNESS** **PO Number:** **Invoice Number: 21-079416** **Amount: 269.00**
Description:
Invoice Date: 05/27/2025 Due Date: 06/27/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14698 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4210 0 000	SERVICE AND LABOR		269.00		N	

Vendor ID: JOHNSONFIT **JOHNSON FITNESS & WELLNESS** **PO Number:** **Invoice Number: 21079416** **Amount: 269.00**
Description:
Invoice Date: 10/02/2024 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14690 Check Date: 05/14/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4210 0 000	SERVICE AND LABOR		269.00		N	

Vendor ID: JOSTENS **JOSTENS** **PO Number:** **Invoice Number: 52725** **Amount: 1,002.95**
Description:
Invoice Date: 05/07/2025 Due Date: 06/07/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14706 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4060 0 000	CAPS AND GOWNS		1,002.95		N	

Vendor ID: LLUTHERAN **LINCOLN LUTHERAN** **PO Number:** **Invoice Number: 52725** **Amount: 150.00**
Description:
Invoice Date: 05/27/2025 Due Date: 05/27/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14701 Check Date: 05/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4019 0 000	GOLF DISTRICTS		150.00		N	

Vendor ID: DANMARTENS **MARTENSEN, DAN** **PO Number:** **Invoice Number: 5725** **Amount: 857.92**
Description:
Invoice Date: 04/25/2025 Due Date: 05/25/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14683 Check Date: 05/07/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	MEAT FOR FFA BANQUET		857.92		N	

Vendor ID: MARTENSENN **MARTENSEN, NICOLE** **PO Number:** **Invoice Number: 5725** **Amount: 172.77**
Description:
Invoice Date: 04/25/2025 Due Date: 05/25/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14681 Check Date: 05/07/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	DECORATIONS FOR FFA BANQUET		172.77		N	

Vendor ID: MENARD **MENARDS** **PO Number:** **Invoice Number: 18957-** **Amount: 19.95**

Description:

Invoice Date: 12/12/2024 Due Date: 01/12/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14677 Check Date: 05/02/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4020 0 000	POPCORN		19.95		N	

Vendor ID: NELANDDIST **NEBRASKA LAND DISTRIBUTORS** **PO Number:** **Invoice Number: 647424** **Amount: 300.00**

Description:

Invoice Date: 05/01/2025 Due Date: 06/01/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14685 Check Date: 05/07/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4020 0 000	DR PEPPER		300.00		N	

Vendor ID: NEWESL **NEBRASKA WESLEYAN UNIVERSITY** **PO Number:** **Invoice Number: 53025** **Amount: 3,675.00**

Description:

Invoice Date: 05/30/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14707 Check Date: 05/30/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4130 0 000	DANCE CAMP		3,675.00		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 5132025** **Amount: 2,718.93**

Description:

Invoice Date: 05/01/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14687 Check Date: 05/13/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	EMPLOYEE AWARDS AND MEMORIAL THOMPSON'S		1,127.97		N	
05 3200 610 000 4210 0 000	GOOGLE TV		88.79		N	
05 3200 610 000 4060 0 000	SENIOR TRIP		837.17		N	
05 3200 610 000 4017 0 100	CHAMPIONSHIP PLAQUES AND BANNERS		665.00		N	

Vendor ID: REGS **REG'S 7-MILE** **PO Number:** **Invoice Number: 34633** **Amount: 221.00**

Description:

Invoice Date: 05/01/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14684 Check Date: 05/07/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	MEAT FOR FFA BANQUET		221.00		N	

Vendor ID: SHELBYLUM **SHELBY LUMBER CO.** **PO Number:** **Invoice Number: 152400** **Amount: 112.96**

Description:

Invoice Date: 03/27/2025 Due Date: 05/27/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14694 Check Date: 05/14/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4090 0 000	SUPPLIES FOR PROM		112.96		N	

Vendor ID: SPORTSIMP **SPORTS IMPORTS INC** **PO Number:** **Invoice Number: 51425** **Amount: 839.50**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14693 Check Date: 05/14/2025
Invoice Date: 02/12/2025 Due Date: 05/12/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	BALL CART		839.50		N	

Vendor ID: STEWAR **STEWART, STACY** **PO Number:** **Invoice Number: 5725** **Amount: 23.54**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14682 Check Date: 05/07/2025
Invoice Date: 04/24/2025 Due Date: 06/24/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	UTENSILS FOR BANQUET		23.54		N	

Vendor ID: TECHCYCLE **TECHCYCLE SOLUTIONS** **PO Number:** **Invoice Number: 51425** **Amount: 965.00**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14695 Check Date: 05/14/2025
Invoice Date: 04/12/2025 Due Date: 05/12/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4200 0 000	LAPTOP PARTS AND REPAIRS		965.00		N	

Vendor ID: VELASCOMAR **VELASCO, MARITZA** **PO Number:** **Invoice Number: 5725** **Amount: 127.26**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14686 Check Date: 05/07/2025
Invoice Date: 05/02/2025 Due Date: 06/02/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	MEMORIAL FOR TEJKL FUNERAL		127.26		N	

Vendor ID: WAYNEHS **WAYNE HIGH SCOOL** **PO Number:** **Invoice Number: 50125** **Amount: 171.00**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14672 Check Date: 05/01/2025
Invoice Date: 05/01/2025 Due Date: 05/03/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4190 0 000	SPEECH MEET		171.00		N	

Vendor ID: WILTON **WILTON, KRISTEN** **PO Number:** **Invoice Number: 52725** **Amount: 262.54**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14703 Check Date: 05/27/2025
Invoice Date: 05/15/2025 Due Date: 05/30/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4190 0 000	SUPPLIES FOR STATE SPEECH		262.54		N	

Vendor ID: YORKBARBEL **YORK BARBELL** **PO Number:** **Invoice Number: 462935** **Amount: 82.27**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14699 Check Date: 05/27/2025
Invoice Date: 02/27/2025 Due Date: 05/27/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4210 0 000	ERGO HANDLES		82.27		N	

Vendor ID: YORKHS **YORK PUBLIC SCHOOLS** **PO Number:** **Invoice Number: 5525** **Amount: 150.00**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14680 Check Date: 05/05/2025
Invoice Date: 05/01/2025 Due Date: 05/05/2025 Status: PP 1099 Amount: 0.00

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full

05 3200 890 000 4019 0 000	GOLF MEET	150.00	N

Batch 1099 Total:	0.00	Batch Total:	18,449.83
Report 1099 Total:	0.00	Report Total:	18,449.83

SUPERINTENDENT

Board Report

6/16/2025

+1-402-527-5946

ttejkl@shelby.esu7.org

www.shelby.esu7.org

650 North Walnut Street
Shelby, NE 68662

Financial Update:

- **69.42%** of the budget spent; **75%** of the fiscal year completed. **25%** of year remaining and **30.58%** of budget unspent.
- Through **June 2025**, we have spent (**$5,635,797.60**). At this point in 2024 **($5,318,005.72),** in 2023 (**$5,158,251.70**) and in 2022 (**$4,898,767.26**) we had been spent
- The current cash balance in the General Fund is (**$4,041,464.82**) . In 2024 at this time, the balance was (**$3,366,921.43**), in 2023, the balance was (**$2,502,487.44**) and in 2022, the balance was (**$3,054,417.75**)

Items of Review:

School Items

- Personnel Update:
  - Current Searches for 25-26 school year:
    - Assistant Cook/Baker
    - SPED Van Route

Facilities / Grants

- **Grant Writer services from ESU 7**
  - Will have more details by the end of the month. They are wrapping up a security grant first before diving into ours.
    - Speaking of security, next year I will be applying for this grant to help pay for our windows on the North side of our building.

Superintendent's Calendar

- 6/11 - NASB Conference (Day 1 of 2)
- 6/12 - NASB Conference (Day 2 of 2)
- 6/13 - Norfolk Financial Advisors Conference
- 6/25 - MANDT Recertification Training at ESU 7
- 6/26 - DA Davidson Conference
- 6/30 - Secondary MTSS Summer Institute (Day 1 of 2)
- 7/1 - Secondary MTSS Summer Institute (Day 2 of 2)
- 7/7 - Executive ESU 7 Superintendent Meeting
- 7/8 - Village of Shelby's Board Meeting
- 7/21 - Send Back to School Mailers
- 7/22 - NRCSA Conference
- 7/23 - Administrators Day in Kearney (1 of 3)
- 7/24 - Administrators Day in Kearney (2 of 3)
- 7/25 - Administrators Day in Kearney (3 of 3)
- 8/1 - 8/7 = Flex Days for Staff
- 8/8 - First Day of Staff (ESU 7 Day)
- 8/11 - Second Day of Staff (SRC Day); MS/HS Open House
- 8/12 - Third Day of Staff (1/2 Day clean up); Elementary Open House; Village of Shelby's Board Meeting
- 8/13 - FIRST DAY OF SCHOOL; CRC Fall Dinner/Meeting for CRC coaches/sponsors/admin
- 8/18 - First day of PK; School Photos (7:45am); Fall Activities Photos (3pm)
- 9/1 - No School (Labor Day)

Budget Update for the 2025-2026 School Year:

Here is a comparison of our State Monies (currently) that will be projected for our 2025-2026 School

NEBRASKA DEPARTMENT OF EDUCATION

Budget:

- **State Aid Certification**
  - 2024 = $1,130,930
  - 2025 = $1,230,348
    - Difference = $99,418

- **Property Tax Request Authority**
  - 2024 = $5,755,133
  - 2025 = $6,365,901
    - Difference = $610,798

Summary:

From how I am reading this, we have the authority to ask for more if need be but with my initial reading of where our budget currently stands, we are in a good spot to not have to max out or go over.

As we look into next year, some of the expenses that we will have that are not refunded through covid that we haven't had to worry about for the past four years:

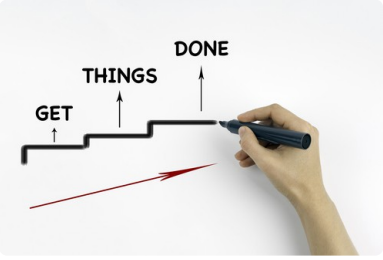
- Curriculum updates - Science is the next one up
- Nutrition Fund - we will have to supplement this fund through our General Fund as SRC have done in the past
- Staff Payroll Increase

I will get more information to you in July on my first estimates where we could land and then more detailed as August rolls in when Valuations are finalized. Please let me know if you have any questions.

Meetings and Due Date Updates:

Legislation Update:

- Bills to Follow
- Another year wrapped up.
- Special Session possible due to Federal Government's unknown



Due Dates and Items to Complete or of Completion

- CDC (Consolidated Data Collection)
  - Title I Nonpublic Consultation Form - Due on 4/30/25 ✅
  - Days in Session/Instructional Program Hours - Due on 6/15/25 ✅
  - Report of Suspensions/Expulsions - Due on 6/15/25 ✅
  - Annual Participation Report - Due on 6/15/25 ✅
  - ESU/District/System/School Information Report - Due on 6/15/25 ✅
  - Human Resources Director Contacts - Due on 7/30/25 ✅
  - Superintendent/ESU Administrator Transparency Pay Act - Due on 7/31/25 ✅

CRC & Commissioner's Update:

- ***NEXT CRC SUPERINTENDENT MEETING***
  - August 13th at 6pm

- ***Commissioner's Update***
  - June 6th, 2025
    - **State Board**

      The State Board of Education convened on June 5 and 6 in Lincoln. A full report of their actions can be found here, and a summary is below:
      - Dexter Hanzel Recognized as Milken Educator - Created in 1987, the Milken Educator Awards reward and inspire excellence in education. Earlier this year, Neligh-Oakdale Jr./Sr. High School teacher, Dexter Hanzel, was presented with the award, and formally recognized by the State Board of Education.
      - Educator Apprenticeship Presentation - Representatives from Midland University and Westside Community Schools presented first-hand accounts of the impact of Nebraska's teacher apprenticeship program.
      - 21st Century Community Learning Centers - Nebraska's summer and afterschool programs funded through federal dollars were approved.
      - Accreditation of Public and Non-Public Schools - The State Board approved and accredited schools as part of their annual process.

      The State Board will meet next at their regular August Board meeting August 7th and 8th at the NDE office in Lincoln.

      Agency Updates:
      - Governor's Youth Leadership Summit - As part of his Economic Summit in August, Governor Pillen is hosting high school students in the inaugural Youth Summit on August 14 in Kearney. You can find registration information and further details in the link above.
      - Career-Readiness and Dual-Credit Education Grant Program - Applications for this program, administered by the Nebraska Coordinating Commission for Postsecondary Education, for the grant year beginning July 1, 2025, through June 30, 2026, will open May 1, 2025. Grants will be awarded on a first-come, first-served basis. The program will pay up to 18 credit hours of tuition and fees for teachers who are enrolled in graduate course work necessary to meet postsecondary

institution requirements to teach college-level courses (dual credit); teachers taking courses outside of a degree program to become qualified to teach career and technical education courses; tuition and fees or related costs (e.g., testing and certification fees) incurred by prospective teachers preparing for competency tests to become qualified to teach career and technical education courses; or tuition and fees incurred by college faculty to obtain a postsecondary teaching permit.

- NSCAS Feedback Participation Form - We are seeking passionate and knowledgeable NE administrators to provide valuable insights and guidance on NCSAS testing and reporting. Your expertise will help shape the future of NSCAS to ensure we are meeting student and educator needs.
    - Feedback opportunities will be available through summer & fall 2025, including 30- to 60-minute interview(s), or smaller activities based on your schedule (short surveys, feedback via email, or a short remote discussions), all including a thank-you incentive for your time.
- Natural Disaster Relief Program - On May 21, President Trump signed a Major Disaster Declaration in response to severe weather faced in the Midwest. As a result, the US Department of Education has created Project SERV to provide short-term education-related services to local education agencies to help respond from violent or traumatic events where the learning environment has been disrupted. More information can be found in the attached document.
- Property Tax Request Authority - NDE certified the amount of property taxes each district can request in total for the General and Special Building Funds. Certification includes calculated property tax authority with the additional amount that can be accessed with 70% board approval.

Future Projects

- Wellness Center Upgrades (update)
  - Backordered: Stair Stepper (August is the new date unfortunately)
- Outdoor Classroom
  - Awaiting Scheduling of Pour
- Pre-School Fence Extension
  - Awaiting Scheduling of Setup

Professional Development Opportunities:

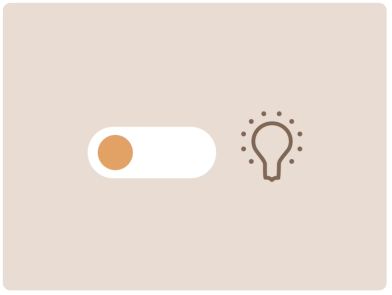
- **NASB**
  - **Leadership Workshop**
    - July 29th @ Kearney
  - **NASB Member Meeting & School Law Seminar**
    - June 11th & 12th @ Kearney
  - **Area Membership Meeting**
    - August 26th @ York
  - **2025 State Education Conference**
    - November 19th - 21st

- **NCSA**
  - **NASBO State Convention**
    - April 24th & 25th
  - **Administrator Days**
    - July 22nd - 25th
  - **Legislative Preview**
    - December 10th

- **NRCSA**
  - **Spring Conference**
    - March 19th - 21st @ Kearney
      - Speakers include Dr. Joe Sanfelippo, Dr. Brian Maher, Darin Boysen (NCA)
      - List of Sessions
  - **Legislative Forum**
    - February 26th

Administration Days

- Be an Ant
- Take your time to pick up a Penny
- Be a light switch, not a dimmer
- Everyone protects their Baby



Federal and/or State Monies Collected

Rural School Achievement Program (REAP)

- **$42,750 (Collected)**
  - This money is used for new freshman (9th graders) computers and computer bags

State and ESU Receipts

- **State Aid**
  - $791,651
- **Special Education Programs**
  - $341,880
- **Pro-Rate Motor Vehicle Tax**
  - $3,564.21
- **High Ability Learners**
  - $2,488
- **Homestead Exemption**
  - 9,022.19
- **Property Tax Credit**
  - 332,309.08
- **State Apportionment Tax**
  - 136,256.23

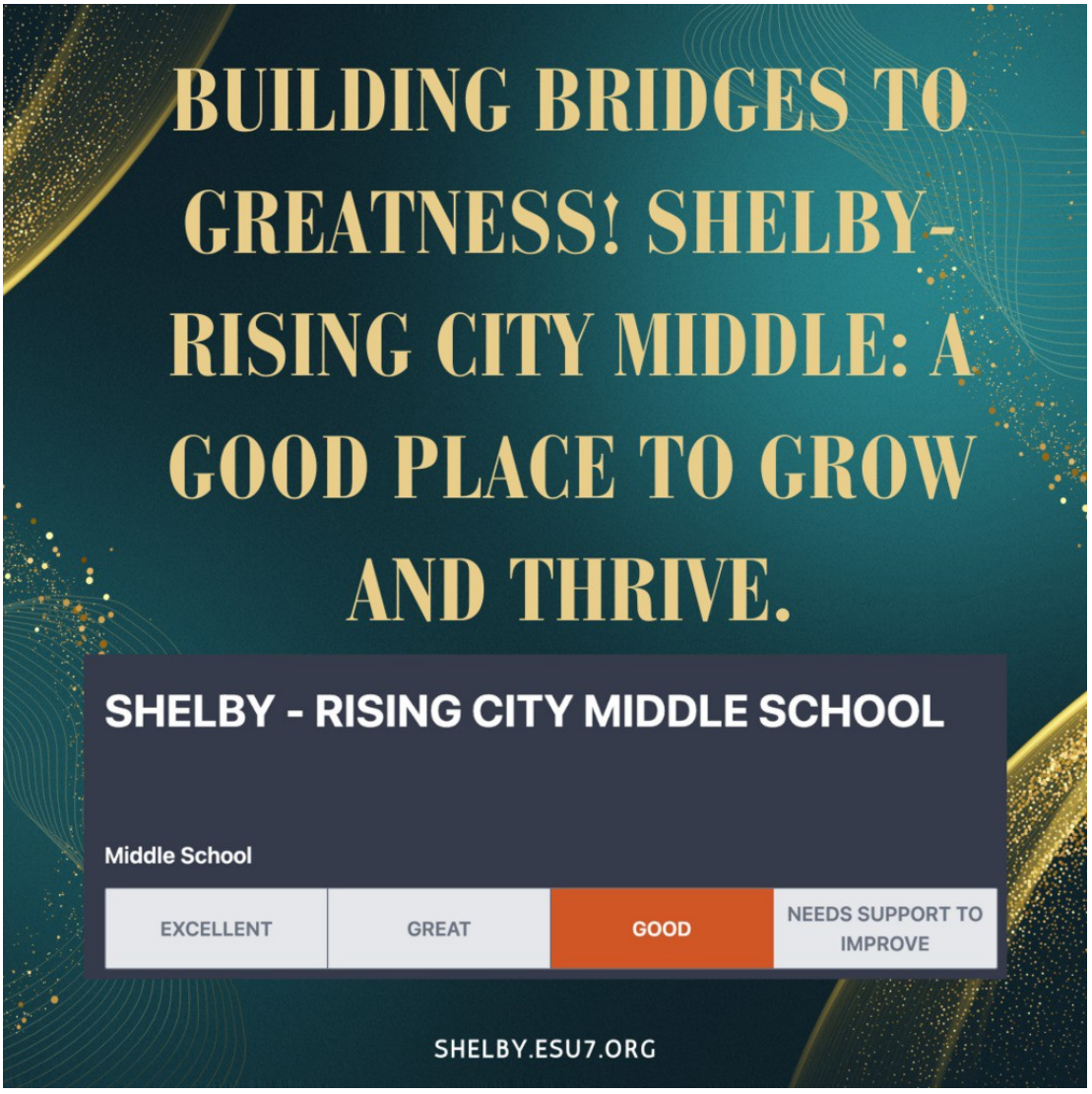
Federal Receipts

- **Title** 1
  - $61,839
- **IDEA 4406**
  - $3,632
- **IDEA Part B**
  - $83,253
- **Medicaid**
  - $4,732,48
- **ESSER III**
  - $451,305

AQuESTT Rankings for 2023-2024 School Year:

FROM CLASSROOMS TO COMMUNITIES, WE'RE MAKING GREATNESS HAPPEN EVERY DAY!
SHELBY.ESU7.ORG
SHELBY - RISING CITY PUBLIC SCHOOLS
District Classification
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE

Young Minds,
Big Achievements!
Shelby–Rising City Elementary
Excellence at its finest.
SHELBY - RISING CITY ELEMENTARY SCHOOL
Elementary
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE
shelby.esu7.org


BUILDING BRIDGES TO GREATNESS! SHELBY-RISING CITY MIDDLE: A GOOD PLACE TO GROW AND THRIVE.
SHELBY - RISING CITY MIDDLE SCHOOL
Middle School
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE
SHELBY.ESU7.ORG

Days Worked: 220 (June 16th)

Tucker Tejkl
Tucker is using Smore to create beautiful newsletters

Checklist for now and into the summer

Teacher List Items to check:

-

Kelly Willis	106B	black wall - some touch-up paint far north end and the south end, small 3 shelf bookshelf damaged - repair if possible
Mandy Peterson	SRC Husky Library	Please hang framed painting on blue wall between TV and corner (not by lamp)
Sarah Hernbloom	200	Touch up paint- blue wall; paint front wall blue also. fix cupboard door (top left one closest to teacher desk
Brian Evans	music practice room	soundproofing / sound dampening
Sarah Augustin	708	Wash 3 rugs.
Wilton	stage	paint backstage walls black floor to ceiling
Daryl Kubik	709	Touch up paint- west wall
Mallory Patterson	712	2 more desks please :)
Abby Kuhn	711	need 3 more desks and 2 more chairs, please :)

-

concrete sidewalk from 3-5 door to basketball area
Fix cracks in Mrs. Luettel's walls
Conceal or redo cables running from ceiling (2 spots)
Fix cracks in Miss Patterson's walls
Cover cords
Adjust all desks to the same height
Touch-Up Painting
Needs additional Desks
Touch-Up Painting
Ceiling Tiles
Paint throughout classroom
Paint throughout classroom
Fix door so it does not slam (very disturbing - and dangerous for students)
Drawer next to tall cabinet needs fixed (will not stay on track) (Mrs. Gabel)
Cracks in drywall - tape is coming off (above cabinets) (Mrs. Gabel)
Big crack at bottom of window (Mrs. Gabel)

Checklist for now and into the summer

Big crack in the drywall at the front of room (Mrs. Gabel)
Paint touch-Up (Donoghue)
Cover cords
Move teacher desk to the back corner of the room (donoghue)
Paint Touch-Up (Topil)
Lower trapizoid table to match others
Crack in the wall under and above window (Topil)
Crack under the mimio board (Topil)
Clean carpets (Mrs. Hyde)
Clean Carpets (Mrs. Augustin)
Bookshelf Needing fixed
Paint Touch-Ups
Ceiling Tiles

-

By the end of the school year:

-

Summer Projects:

- Rain cut out covers- bolt down
- Flag pole- new lights
- Striping of parking lot
- Straighten signs
- Paint outside doors
- ~~Spray of weeds~~
- Clean up rubber mulch
- Order rubber mulch
- Fix drainage on north side of upper elementary school
- New windows on high school side?
- ~~Sweep up rocks~~
- Parking lot lights
- LED lights inside NEED TO BE DONE
- ~~Teachers are cleaning off their walls~~
- Ceiling tiles
- Water fountains

Checklist for now and into the summer

- Bottle filler water fountain in fitness center
- Get quote for downstairs locker room JH/HS showers
- Check bleachers in South Gym
- Crime Stoppers Sign to be attached to South Stop Sign

650 N. Walnut / PO Box 218
Shelby, NE 68662

PH 402-527-5946
FX 402-527-5133

Shelby-Rising City Schools

BOE Transportation Committee,

This report was compiled on June 2nd, 2025 to show the current status of all of our vehicles that are housed in our Bus Barn. The purpose of this report is to show you the mileage and years of our vehicles and to tentatively make recommendations for a Replacement Plan.

- **Busses = 250k-300k (estimate)**
- **Cargo Van = 150k-200k (estimate)**
- **Vehicles = 100k-150k (estimate)**

				2024 (May)	2025 (Jan.)	2025 (June)	**Miles in a Year**	Fuel Type
Vans	**Year**		**Vin Number**	**Miles**	**Miles**	**Miles**	**Difference**	
Chevy Express 1	2012	10 PASS.	1GAZGYFG5C1131549	90255	95231	98,903	**8,648**	Gas
Chevy Express 2	2013	10 PASS.	1GAZGYFG4D1139093	100706	104386	106,411	**5,705**	Gas
Chevy Express 3	2013	10 PASS.	1GAZGYFG5D1139863	88889	95241	98,495	**9,606**	Gas
Toyota Sienna LE (SPED)		8 PASS.	5TDZK23C79S264023	170426	179444	185,755	**15,329**	Gas
Chrysler Pacifica	2019	7 PASS.	2C4RC1FGXKR627614	27358	34188	38,025	**10,667**	Gas
Chevy Suburban		7 PASS.	1GNSKHKC8JR224940	74084	77449	82,968	**8,884**	Gas
Toyota Sienna LE AWD (SPED)	2025	7 PASS.	5TDKSKFC6SS163820			507	**507**	
BUS								
Thomas Bus 25	2025	65 PASS.	4UZABRFC8SCUX2562			5,137	**5,137**	Diesel
Thomas Bus 22	2022	81 PASS.	4UZABRFBXNCNN6927	34130	39639	45,009	**10,879**	Diesel
Thomas Activity Bus		46 PASS.	1T7YU4E2XF1288429	76397	80306	83,269	**6,872**	Diesel
Thomas Bus 21	2021	71 PASS.	4UZABRFC3MCMJ2479	63203	71189	77,786	**14,583**	Diesel
Thomas Bus 16	2016	77 PASS.	4UZAERDT7GCGT6168	105461	112979	119,007	**13,546**	Diesel
Thomas Bus 15	2015	53 PASS.	4UZABRDT6HCHK7109	132909	141349	147,672	**14,763**	Diesel

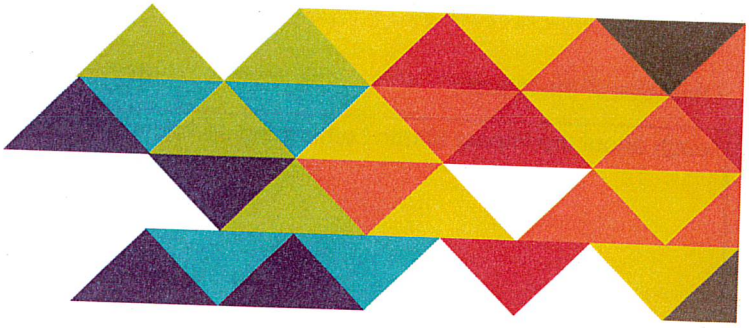
Thomas Bus 7 **(spare)**	2007	59 PASS.	4UZABRCT17CW26654	203069	203807	204,562	**1,493**	Diesel
Chevy Micro Bird		14 PASS.	1GB3GRBG2J1342654	24510	27981	30,271	**5,761**	Gas
Chevy Bus 20 (Lift Bus)	2020	14 PASS.	1HA6GUBG0LN004950	34182	39560	44,517	**10,335**	Gas
JD Gator XUV 825M		support	1M0825MAHJM012523	?	1526			Gas
JD Skid Steer 324G		support	1T0324GKVJJ339541	?	274hr			Diesel

Transportation Director
Steve Stewart

Superintendent
Tucker Tejkl

Date:

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/16/2025

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

12

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Teach about the impact Martin Luther King Jr. had with African American civil rights.

Description of the lesson evaluation (include materials and activities):

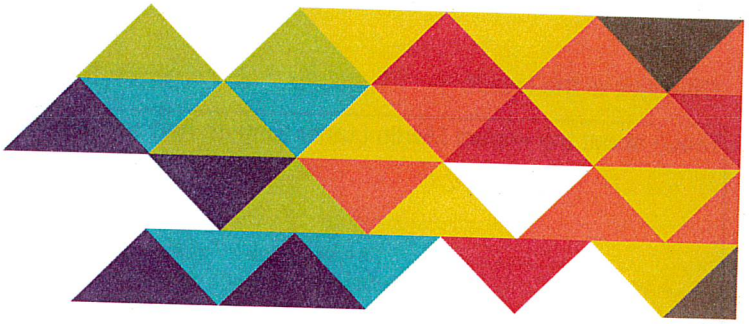
Students read about about Martin Luther King Jr. in reading and evaluated with the weekly assessment on Friday. In Social Studies we also talked about Civil Rights and read about him in our Social Studies book.

Additional Activities Planned:

Students also watched a Brainpop about Martin Luther King Jr. and discussed the impact he had.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/16/2025

Information

Teacher:

Mrs. Kuhn

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

12

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Teach about the impact Martin Luther King Jr. had with African American civil rights.

Description of the lesson evaluation (include materials and activities):

Students read about about Martin Luther King Jr. in reading and evaluated with the weekly assessment on Friday. In Social Studies we also talked about Civil Rights and read about him in our Social Studies book.

Additional Activities Planned:

Students also watched a Brainpop about Martin Luther King Jr. and discussed the impact he had.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

3/31/2025

Information

Teacher:

Madisyn Jakub

Grade:

4

Subject Area:

Reading

Number of Students:

27

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

-Generate and answer questions about the text.
-Discuss the selection, listening actively and making relevant comments.

Description of the lesson evaluation (include materials and activities):

Teaching Pal - Book 2, pp. 272-291
myBook - Book 2, Seeds of Change, pp. 272-291
Display and Engage - Meet the Author and Illustrator 9.11

Build Background - Project Display and Engage: Meet the Author and Illustrator 9.11 and read the information aloud with students. Ask students how the information helps in preparing them to read the selection.
Read and Comprehend - Use the Read for Understanding routine as you guide students to read the selection. Pause occasionally, using the prompts in your Teaching Pal to gauge students' understanding and to have them ask and answer questions about the text. Encourage them to use text evidence in their answers.

Additional Activities Planned:

Know It, Show It pages 203 (Author's Craft), 205 (Literary Elements), and 207 (Text Structure).

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/15/25

Information

Teacher:

Jenni Schutt

Grade:

4th

Subject Area:

Social Studies / Unit studies

Number of Students:

14

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Students will learn how the Nanesmond tribe from Virginia lost their sacred land and was forced to move whent he settlers began settling America. They will also learn about the different traditions and ceremonies of the tribe and how they were eventualy able to reclaim their land.

Description of the lesson evaluation (include materials and activities):

Students learned about the Native American tribe Nansemond in Virginia. Students read a scholastic News article about the tribe and the history of the land that they lived on. They learned how many years ago how the tribe lived along the settlers and when the settlers came over to America, they ended up pushing out/stealing land from the tribe forcing them to relocate to a different area. They learned how for many years they lived in a land that wasn't sacred to them. They also learned that after many years the tribe was able to reclaim some of their land.

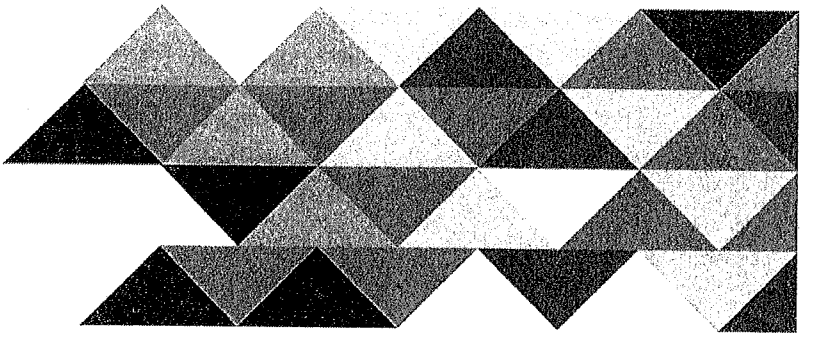
Scholastic News article
Nanemond tribe video

Additional Activities Planned:

class discussion

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/20/2025

Information

Teacher:

Kelsey Gabel

Grade:

2nd

Subject Area:

Social Studies

Number of Students:

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students learned about Martin Luther King Jr. and why we celebrate him. They looked at how people from different backgrounds worked together for equal rights. Students had discussions about what they learned about Dr. King's dream for fairness and kindness for everyone.

Description of the lesson evaluation (include materials and activities):

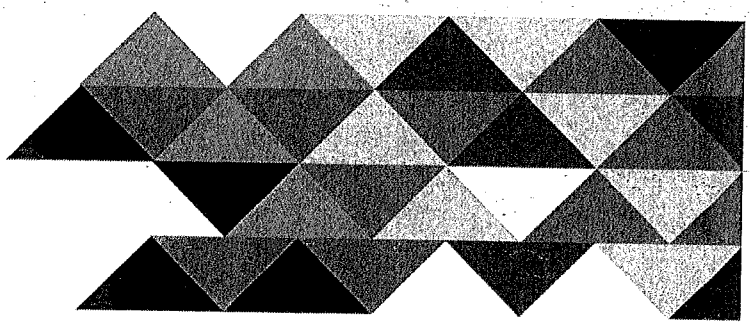
The students completed a Scholastic News and completed the worksheet on the back. They also participated in classroom discussions.

Additional Activities Planned:

The students completed a Scholastic News, watched his I Have a Dream speech, listened to a book about MLK's life, and watched the movie My Friend Martin.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/20/2025

Information

Teacher:

D.Kubik and A. Rathman

Grade:

3rd

Subject Area:

Social Studies

Number of Students:

27

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will read about Martain Luther King Jr. and the imact he had on the country. Students will gain a better understanding of life in the U.S. for African American people.

Description of the lesson evaluation (include materials and activities):

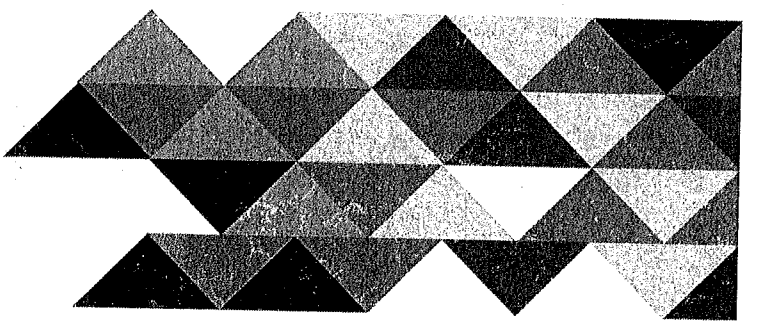
Scholastic News and Video

Additional Activities Planned:

Students will participate in discussion about segregation and treatment of people in the U.S. (then and now). Students will answer questions that go along with text.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/20/2025

Information

Teacher:

D.Kubik and A. Rathman

Grade:

3rd

Subject Area:

Social Studies

Number of Students:

27

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will read about Martain Luther King Jr. and the imact he had on the country. Students will gain a better understanding of life in the U.S. for African American people.

Description of the lesson evaluation (include materials and activities):

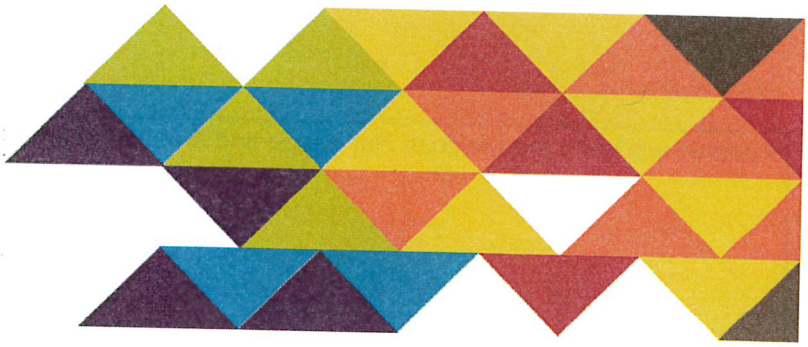
Scholastic News and Video

Additional Activities Planned:

Students will participate in discussion about segregation and treatment of people in the U.S. (then and now). Students will answer questions that go along with text.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/05/2025

Information

Teacher:

Jennifer Topil & Megan Donoghue

Grade:

Kindergarten

Subject Area:

Social Studies

Number of Students:

28

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will learn the Mexican Hat dance and that avocados come from Mexico.

Description of the lesson evaluation (include materials and activities):

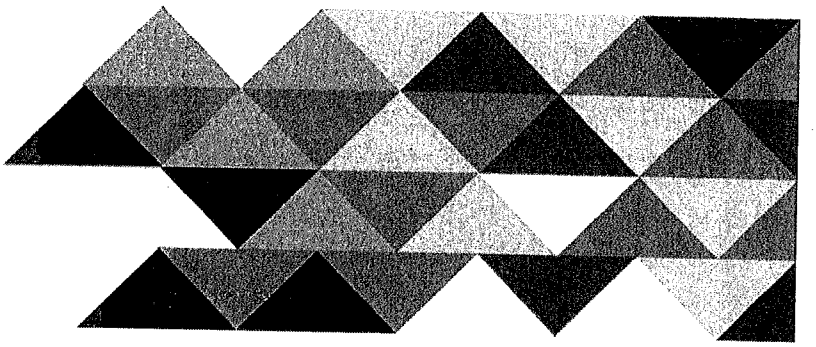
Students will view BrainPop Jr. video titled Mexico.
Students will dance around a sombero learning the simple steps of the dance left/right/left/clap/clap.
Students will watch a teacher prepare the avocado dip. Then everyone will try the dip.

Materials needed: Mimio board, Mexican Hat dance video, avocados, avocado dip packet, spoon, bowl, & chips

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

5/12/25

Information

Teacher:

Lorentzen

Grade:

5

Subject Area:

SS/ELA

Number of Students:

40

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Combine literacy and Ss in a meaningful way
Explain what is a biography
Select keywords to search for information on google/credible sources

Description of the lesson evaluation (include materials and activities):

Procedure:

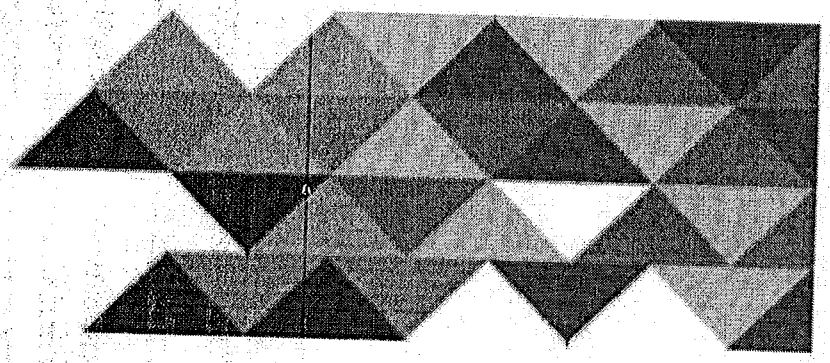
- In groups of 3 you will research Jim Thorpe on your computer.
- Your group will come up with 10 interesting facts about him (20 minutes) record on a sheet of paper
- Combine lists into one master list. On white board
- Create a graffiti poster to share information on topic can use master list or other items for their group list

Additional Activities Planned:

Share what you learned with other groupd

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

5-5-25 & 5-6-25/5-8-25

Information

Teacher:

Kelly Willis

Grade:

4th Gr. & 3rd Gr. - Title 1 Intervention Groups

Subject Area:

ELA

Number of Students:

6, 6

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ● Hispanic Americans
- ○ Native Americans

Objective of the lesson:

*use phonics and word analysis skills to choral read the biographical article on the holiday Cinco de Mayo
*rate personal understanding of key vocabulary terms
*identify the main idea and key details of informational text (priority standard)
*participate in class discussion about Cinco de Mayo
*discuss the life lessons for us - facing adversity, having resilience and perseverance, hope, grit
*use text evidence to support various comprehension questions based on the article

Description of the lesson evaluation (include materials and activities):

Day 1
*preview of key vocabulary words - rate knowledge of terms prior to instruction
*Choral reading and discussion of the ReadWorks informational article
*view short video which includes visuals to reinforce the key learnings in the article
Day 2
*reread article - reviewed frequent confusion between the event behind Cinco de Mayo and Mexican Independence Day
*students completed some comprehension questions as a group and some independently - reviewing answers and identifying the text evidence to support their answers
*identified life lessons for us today that connect to the historical Mexican battle

Additional Activities Planned:

ReadWorks.org is a great site to find leveled texts addressing a variety of topics - I plan to continuing using this resource.
Reinforcing the key learnings with the PBS video with added visuals was very helpful for students.
Having some students in each group with Mexican heritage increased everyone's engagement learning how/if those students' families celebrate Cinco de Mayo is Independence Day in September more important in their families as a trend stated in the article.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

1/20/2025

Information

Teacher:

Hoegerl

Grade:

4th

Subject Area:

Reading

Number of Students:

5

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Learners will participate in learning about Martin Luther King Jr. and the dream he had for all. How all people have the right to be treated equal.

Description of the lesson evaluation (include materials and activities):

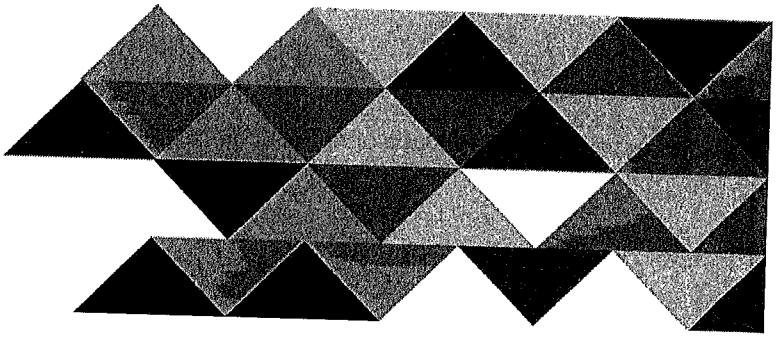
Read story of Martin Luther King Jr.
Read his famous speech
What ideas could we do and use today with each other.

Additional Activities Planned:

On going practice and review will take place through the PBiS "Respect Others" expectation. Students will show understanding by the way they treat each other.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

03/28/2025

Information

Teacher:

Mr. Riggs

Grade:

5

Subject Area:

Science

Number of Students:

40

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

TLW analyze farming practices of native americans.

Description of the lesson evaluation (include materials and activities):

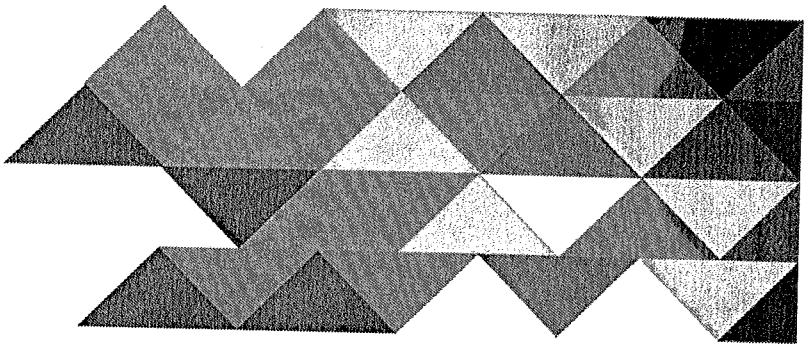
When looking at current farming practices and irrigation, we will explore three sister farming. Students will look at an ancient practice and current.
1) Mystery science (ground water) pre and discuss activity
2) Discuss challenges faced by farmers. (Soil, water, and mother nature)
3) Watch a TED video - Three sister farming
4) Discuss benefits of anciant practices
5) Look at why farmers use current pranctices.
Materials: Computer, Worksheet, Smartboard, journals

Additional Activities Planned:

Look the importance of the soil with Amplify and the jungle.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

03/11/2025

Information

Teacher:

Bonnie Ott

Grade:

Kindergarten

Subject Area:

Counseling

Number of Students:

20

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Teach perseverance by teaching cultural differences

Description of the lesson evaluation (include materials and activities):

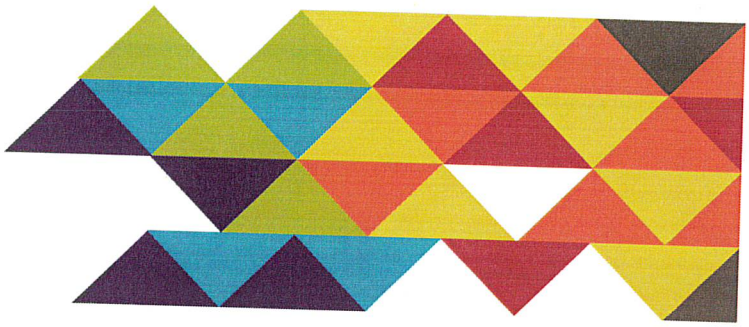
Amy Wu and the Perfect Bao-By Kat Zhang
Lesson on perseverance
Sing a long perseverance song
Read the book and connect the book to cultural differences of the kids. Teach how perseverance can help all cultures.

Additional Activities Planned:

Each child gave an example of something special to their family

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/20/2025

Information

Teacher:

Stacy Stewart

Grade:

Kindergarten

Subject Area:

Speech/Language Therapy

Number of Students:

4

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Learn the history and importance of Martin Luther King Jr.

Description of the lesson evaluation (include materials and activities):

A story was read(A Picture Book of Martin Luther King Jr by David Adler). After reading the story the kids talked about the life of Martin Luther King Jr and then a timeline was given to the students to put the events in order according to the time of the year. Then the kids compared each other's timelines and talked about the events.

Additional Activities Planned:

Watch a YouTube video about Martin Luther King Jr and this helped the kids to check their timelines.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/20/25

Information

Teacher:

Alicia Hoadley

Grade:

1st

Subject Area:

Special Education

Number of Students:

4

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

To learn about Martin Luther King Jr., and sequence his important life events.

Description of the lesson evaluation (include materials and activities):

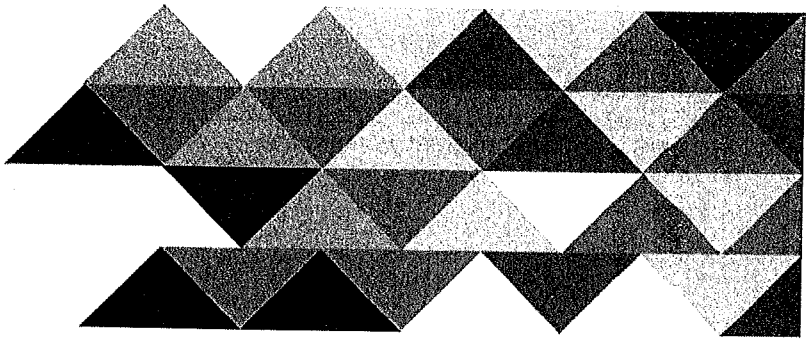
We listened to a book about Martin Luther King Jr., detailing important events in his life. We talked about how hard it must have been for him to live his life and still fight for rights. We then completed a timeline of events in his life. We had to cut out the different events and then put them in order in which they happened. The video touched on all the different events listed on our paper.

Additional Activities Planned:

We talked about the main events in his life and then talked about what our own personal timeline would look like if we created one for ourselves. We discussed what things we would want to include in each of ours.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

5-1-25

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

15

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will learn what migrant workers are.

Description of the lesson evaluation (include materials and activities):

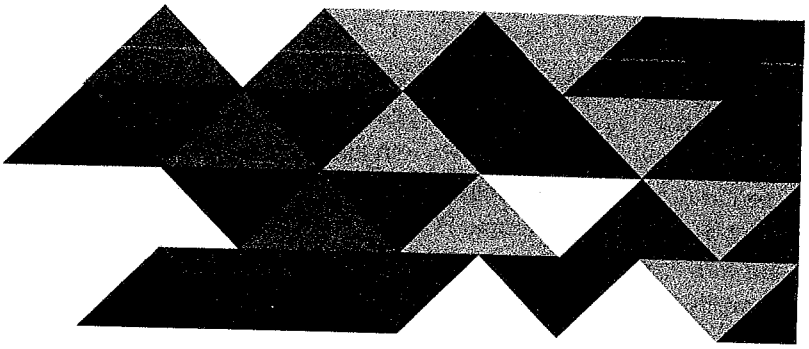
Students will read the book "Radio Man" and discuss what a migrant worker is. They will discuss the different types of farms Diego goes to and how Diego feels about moving around so often with his family. They will also discuss the significance of the radio he takes with him.

Additional Activities Planned:

As a class we will discuss if we have farms and migrant workers that help on our farms. We will make a comparison chart of the farms in the book and the farms we have here, and why or why not they might need migrant workers.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

1/14/25-1/15/25

Information

Teacher:

Danielle Luettel

Grade:

2

Subject Area:

Reading

Number of Students:

12

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

The objective of this week's Reading lessons were to identify the central idea and relevant details in text. The text we used to practice this objective for two of the week's lessons was "Wilma Rudolph: Against All Odds". The story of Wilma includes how she overcame Polio as a child, leaving many to doubt her ability to even walk, then proceeds to share how she was the first woman to win three medals in one Olympic games. She overcame discrimination, doubt, and her disability in order to accomplish her goals.

Description of the lesson evaluation (include materials and activities):

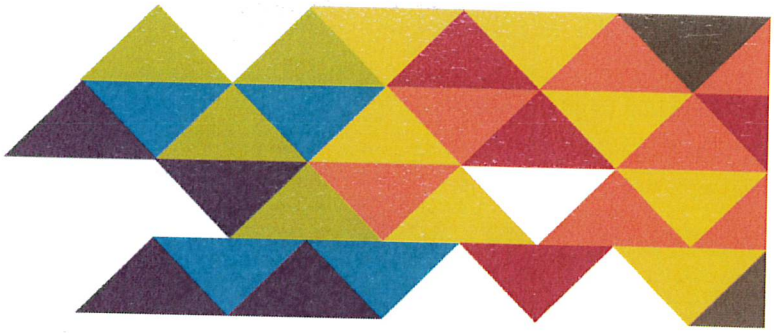
For this week in Reading, I taught the Into Reading Module that included the text "Wilma Rudolph: Against All Odds". I used all of the supplemental materials from Into Reading that went with this lesson, including a Central Idea graphic organizer, and a quick quiz to test student comprehension after reading and discussing the text.

Additional Activities Planned:

none

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/23/2025

Information

Teacher:

Mr. Kuhn

Grade:

5th

Subject Area:

PE

Number of Students:

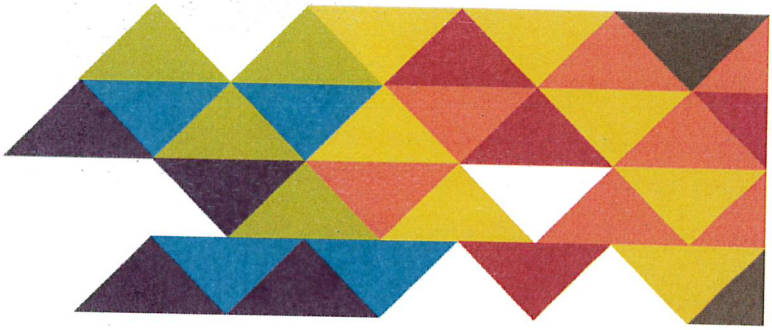
40

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/23/2025

Information

Teacher:

Mr. Kuhn

Grade:

3rd-5th

Subject Area:

PE

Number of Students:

80

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will participate in a "World Championship of Pickleball" event, learning about different countries as they form teams of two and select a country to represent. They will also develop fundamental pickleball skills and teamwork.

Description of the lesson evaluation (include materials and activities):

To celebrate the global appeal of pickleball, we'll organize a class "World Championship" where students, in pairs, choose a country to represent.

The lesson will incorporate a brief introduction to the sport's origins, highlighting its growing popularity across diverse nations.

Students will not only learn the rules and basic gameplay but also explore the geography and cultural aspects of their chosen countries.

Additional Activities Planned:

Additional Activities Planned:

Create a class display showcasing the countries represented in the Pickleball World Championship, including facts and locations.

Have students share interesting facts about their chosen countries.

Print and turn in to your building Principal.

Objective of the lesson:

Objective of the lesson: Students will learn about the origins of handball in Europe, its cultural significance, and develop fundamental handball skills and teamwork.

Description of the lesson evaluation (include materials and activities):

This lesson will introduce students to the fast-paced sport of handball, tracing its roots to European countries.

We will begin with a discussion about the sport's history, highlighting its popularity in various European nations and its cultural significance.

Students will then learn and practice fundamental handball skills, such as throwing, catching, dribbling, and shooting, through a series of engaging drills and activities.

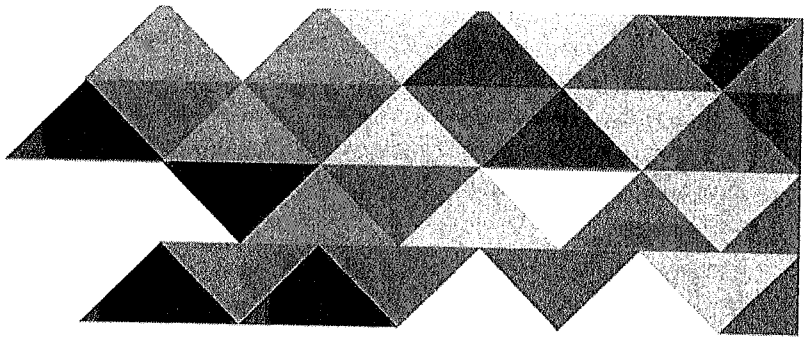
Additional Activities Planned:

Showcase professional handball games (age-appropriate clips) to further expose students to the sport.

Compare and contrast handball with other sports, such as basketball and soccer.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/9/24-12/13/24

Information

Teacher:

Danielle Luettel

Grade:

2

Subject Area:

Reading

Number of Students:

12

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

The objective of this week's Reading lessons were to introduce various winter holidays to students, that are celebrated in various cultures across many continents.

Description of the lesson evaluation (include materials and activities):

For this week in Reading, we read Horrible Harry and the Holidaze, then completed a response packet to go along with the book. The book has 7 chapters that each discuss a different holiday in the winter season. Students read and answered response questions about Christmas, Hanukkah, Kwanzaa, Korean New Year's, and Three King's Day.

Additional Activities Planned:

none

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12-7-24 and 12-14-

Information

Teacher:

Mandy Peterson

Grade:

3

Subject Area:

Library

Number of Students:

27

Culture Studied

(Select One)

- (●) African Americans
- (●) Asian American & European Americans
- (●) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will explore and compare winter celebrations from various cultures around the world, identifying key traditions, symbols, and values. By the end of the lessons, students will be able to describe at least three winter holidays and explain the significance of one cultural tradition in their own words.

We actually studied African, Asian, European, and Hispanic holidays that immigrants to the US may still celebrate (Ramadan, Hannukah, Christmas, Las Posadas, and Kwanzaa).

Description of the lesson evaluation (include materials and activities):

Holiday exploration stations with a note catcher
Each station had books, images, and a bitly link to the PebbleGo articles related to the winter holidays.
Students used two library class period to explore and used their note catcher to fill out information they discovered.

Additional Activities Planned:

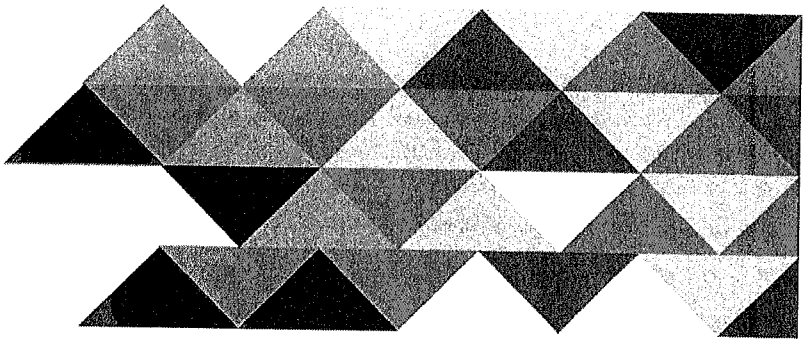
Group discussions

As a reflection, they put:
a star by a holiday they already knew about
a happy face by a holiday they did not know about before
and a circle around a holiday they would like to celebrate themselves

We partner talked about our choices.

Print and turn in to your building Principal.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

36

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will learn about the cultural significance of Day of the Dead.

Description of the lesson evaluation (include materials and activities):

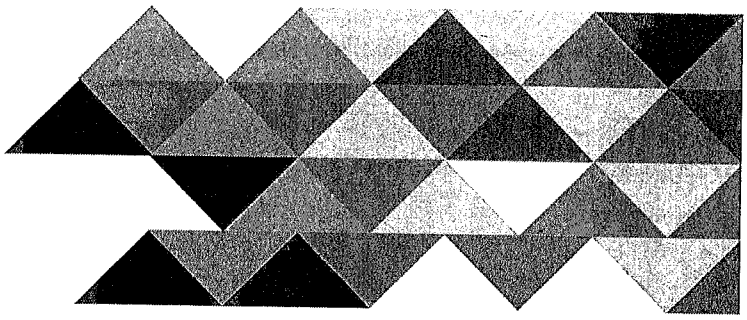
Students will read Dia de los Meurtos to learn about the Day of the Dead and how it is celebrated in Mexico. Using paint dots and a black outline we will make our own skeleton art project.

Additional Activities Planned:

Mrs. Velasco will come as a guest speaker. She will bring materials to help the students make an ofrenda. She will also give some brief background information on Mexico.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/25/2024

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies/Science

Number of Students:

12

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Teach about Native Americans and the first Thanksgiving. Students also will be able to compare our Thanksgiving to Thanksgiving in the past.

Description of the lesson evaluation (include materials and activities):

Students read about about Thanksgiving and Native Americans in reading. In Social Studies we also talked about past Thanksgivings and Thanksgiving now are celebrated. We also read about Native Americans from our Social Studies book.

Additional Activities Planned:

Students also watched a Brainpop about Thanksgiving and how the Native Americans helped.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/25/2024

Information

Teacher:

Mrs. Kuhn

Grade:

1

Subject Area:

Reading and Social Studies/Science

Number of Students:

12

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Teach about Native Americans and the first Thanksgiving. Students also will be able to compare our Thanksgiving to Thanksgiving in the past.

Description of the lesson evaluation (include materials and activities):

Students read about about Thanksgiving and Native Americans in reading. In Social Studies we also talked about past Thanksgivings and Thanksgiving now are celebrated. We also read about Native Americans from our Social Studies book.

Additional Activities Planned:

Students also watched a Brainpop about Thanksgiving and how the Native Americans helped.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

09/12/2024

Information

Teacher:

Mr. Riggs

Grade:

5

Subject Area:

Sciecne

Number of Students:

40

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

TLW analyzes space through programs on Amplify. Students look at different planets and star sizes. Then, they listen to the book Star Struck to learn about Neil Negrasse Tyson's journey into science and the reason why Pluto is no longer considered a planet.

Description of the lesson evaluation (include materials and activities):

TLW anaylze why the sun is the only visible star and look into sizes of both plenets and stars with simulations on Amplify.

TLW then listen to and discuss the book Star Struck to understand the scientific reasons why Pluto is not a planet.

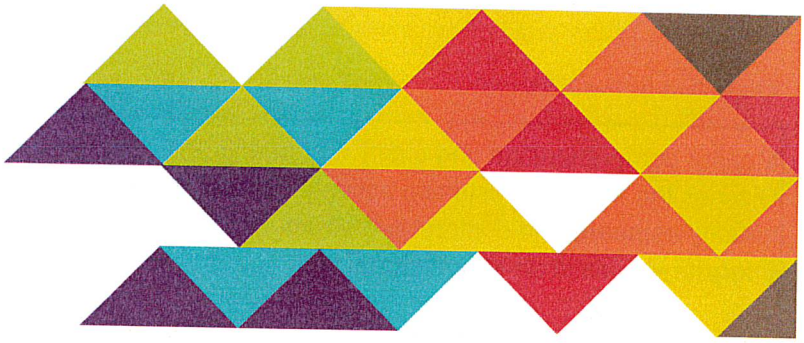
Computers - Star Struck - Paper/Pencil

Additional Activities Planned:

TLW will explore different stars and planets in later lessons. In this activity, students will examine the planet's gravity and how close it is to the star.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/20/2024

Information

Teacher:

Madisyn Jakub

Grade:

4

Subject Area:

Reading

Number of Students:

27

Culture Studied

(Select One)

- (●) African Americans
- (●) Asian American & European Americans
- (●) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Monitor comprehension and clarify text during and after reading.
Discuss the selection, listening actively and making relevant comments.
Identify compare and contrast text structure.
Interpret visuals in an informational text.

Description of the lesson evaluation (include materials and activities):

Monitor and Clarify - pp. T204–T205
Let's Dance Around the World
myBook pp. 338–344

Text Structure (Compare and Contrast) - pp. T210–T211

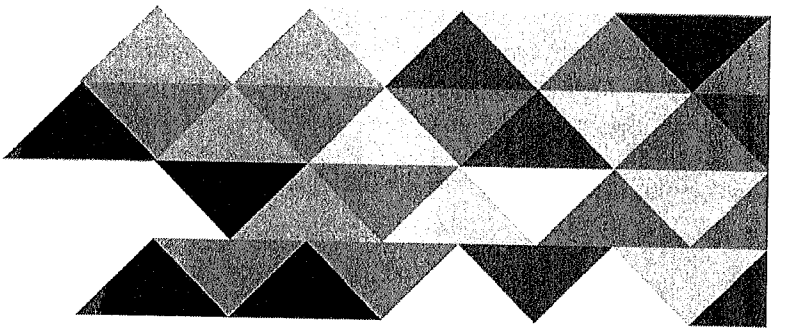
Text and Graphic Features - pp. T214–T215

Additional Activities Planned:

Know It, Show It p. 108
Know It, Show It p. 110

Print and turn in to your building Principal.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/23/2025

Information

Teacher:

Mrs. Hyde

Grade:

5

Subject Area:

Music

Number of Students:

40

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

I can sing a folk song.
I can demonstrate understanding of a musical text.

Description of the lesson evaluation (include materials and activities):

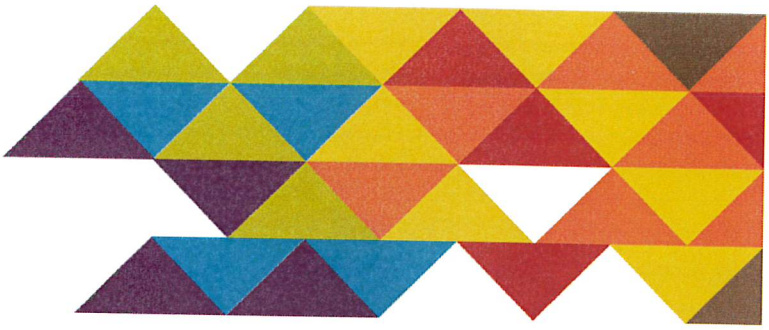
Listen to the Reading of the Story "Follow the Drinking Gourd" by Cari Meister
Learn the history of the song Learn to sing the song
Discuss the meaning of the symbols in the story.
Repeat the song and point the symbols.

Additional Activities Planned:

Volunteers can sing the song in small groups for the class.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/02/2024

Information

Teacher:

Melissa Hyde

Grade:

First Grade

Subject Area:

Music

Number of Students:

24

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

I can echo sing a song in another language.
I can summarize and share three facts about Ghana.

Description of the lesson evaluation (include materials and activities):

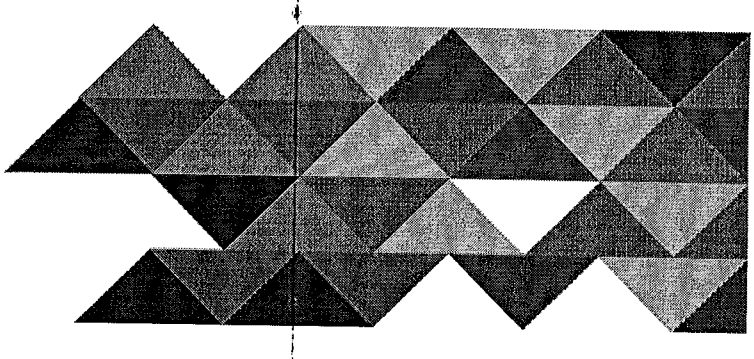
Students will listen to the song "Kye, Kye Koolah" two times.
The second time, students will echo sing their part.
Students will watch a four minute video on the Ghana.
Students will each share three facts from the video with a partner.
Students will volunteer to share their facts with the class.
Students will sing the song and play the chase games during class.

Additional Activities Planned:

Chase Game: Students will line up on a line with one student standing in front and separate from the line. When the song is over, students will try to reach the other side of the room without being touched by the person that is it.
Song Lyrics:
Kye kye koolay (Kye koolay)
Cheche kofee sa (Cheche kofee sa)
Kofee salanga (Kofee salanga)
Lalalee langa (Lalalee lange)
Koomadyeday, Koomadyeday,
Koomadyeday, Koom.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/01/2024

Information

Teacher:

MeLinda Cromer

Grade:

Kindergarten

Subject Area:

Technology

Number of Students:

27@src.com

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Students will identify and describe basic facts about Native American cultures, traditions, and contributions after watching videos or shows featuring Native American stories or leading actors, demonstrating respect for cultural diversity.

Description of the lesson evaluation (include materials and activities):

In this technology class, kindergarten students explored the rich heritage and contributions of Native Americans through engaging videos and shows. The lesson began with a brief, age-appropriate discussion about Native American culture, emphasizing the importance of learning about different people and their traditions. Students then watched a selection of short, captivating videos and shows that featured Native American stories or characters. Students practiced their technology skills of opening the correct app and using video tools to play, pause, rewind, fast forward, and stop videos. The content highlighted traditional practices, storytelling, and modern representations of Native Americans. For example, one video shared a Native American legend, while another showcased Native American children engaging in cultural activities.

Additional Activities Planned:

In upcoming lessons, students will reflect on the value of respecting and learning from others, helping students connect these ideas to their own lives in a meaningful way.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/15/24

Information

Teacher:

Jenni Schutt

Grade:

4th

Subject Area:

Social Studies

Number of Students:

27

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

The students learned about the different ceremonies within the Lakota Native American Tribe. He studies various different Native American Tribes from the Great Plains. They also made a poster displaying all of the different ways of life, jobs, traditions, ceremonies, food eaten, tribe jobs etc. They also presented this to the class.

Description of the lesson evaluation (include materials and activities):

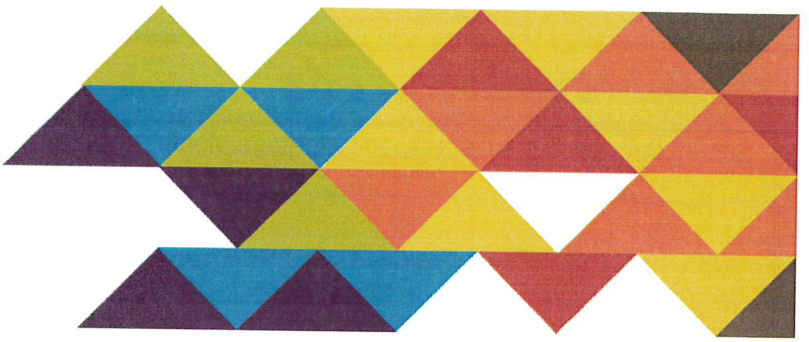
Students and their group looked up and researched their assigned tribe and all of the different jobs, food, ceremonies, etc. They then planned and created a poster to display their tribe information.

Additional Activities Planned:

Presented a poster that their group created.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

week of 09-23-24

Information

Teacher:

Evans

Grade:

2, 3, 5, 11

Subject Area:

ELL

Number of Students:

9

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Sep 15 through Oct 15 is "Hispanic Heritage Month"

Description of the lesson evaluation (include materials and activities):

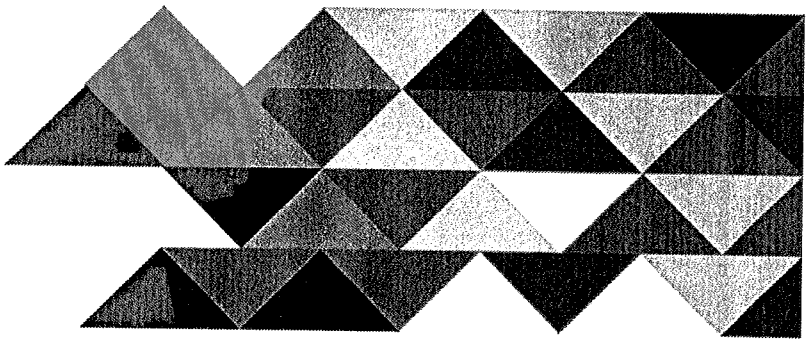
working on various lessons with 2nd, 3rd, 5th and 11th Grade ELL students

lessons include:
- PowerPoint overview
- information cards about events and people
- reading assignment and comprehension questions
- coloring
- recipes

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/14/24-10/18/24

Information

Teacher:

Hoegerl (pushed into regular classroom to support students)

Grade:

4

Subject Area:

Social Studies

Number of Students:

8

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◯ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Learners will participate in learning about different Native American cultures.

Description of the lesson evaluation (include materials and activities):

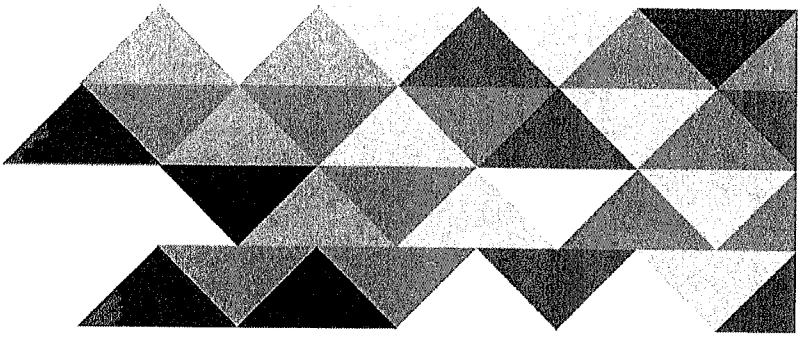
Students will research and make a poster about the Native American Tribe they selected including what area of the United States they mostly live, what customary dress is worn, and what customs they still practice today. Groups will then present their information to the rest of the class.

Additional Activities Planned:

Becoming respectful of other cultures and the differences we have.

Print and turn in to your building Principal.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/24/24

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

reading/SS/

Number of Students:

21

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Why soybeans are important in the Chinese culture, how cultural traditions are important to immigrant families, how food brings people together

Description of the lesson evaluation (include materials and activities):

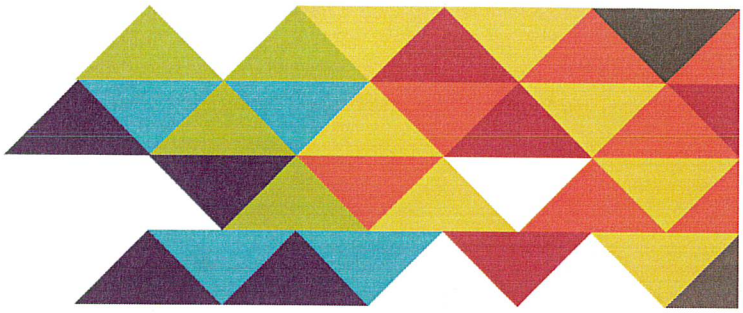
What is Mao dou? Take a look at cover of book and make prediction with a partner.. Ask about prior knowledge of soybeans and their usage with partner, Where is China? use map to locate. Read the story orally and ask comprehension questions to discuss with group or partner research the use of soybeans

Additional Activities Planned:

Taste soybean snacks

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/20/2024

Information

Teacher:

Stacy Stewart

Grade:

5

Subject Area:

Speech/Language Therapy

Number of Students:

2

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Learn the history of the first Thanksgiving by sequencing the events.

Description of the lesson evaluation (include materials and activities):

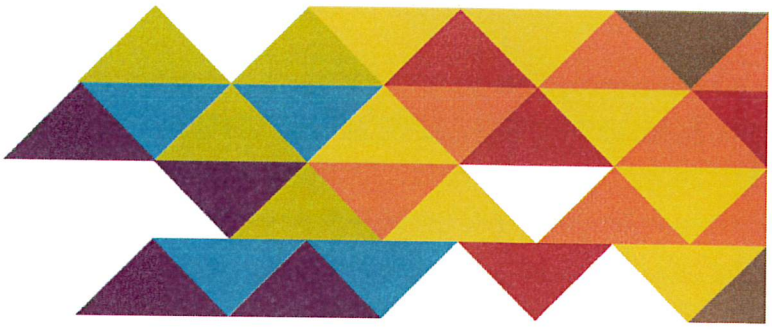
A story was read and then a timeline was given to the students to put the events in order according to the time of the year. Then the kids compared each other's timelines and talked about the events.

Additional Activities Planned:

Watch a YouTube video about Thanksgiving and each students completes a graphic organizer about the information.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

09/12/2024

Information

Teacher:

Mrs. Topil and Mrs. Donoghue

Grade:

Kindergarten

Subject Area:

Reading

Number of Students:

28

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will know that children all of the world attend school.

Description of the lesson evaluation (include materials and activities):

The teacher will make a Venn diagram to show what is the same and different about school between the United States and Africa. The teacher will read the list and write it in the Venn diagram on how the students vote. The students will move to the left or right side of the room to vote where the information goes. Right=same as our school. Left=different than our school

Students learn to read and write

School is outside

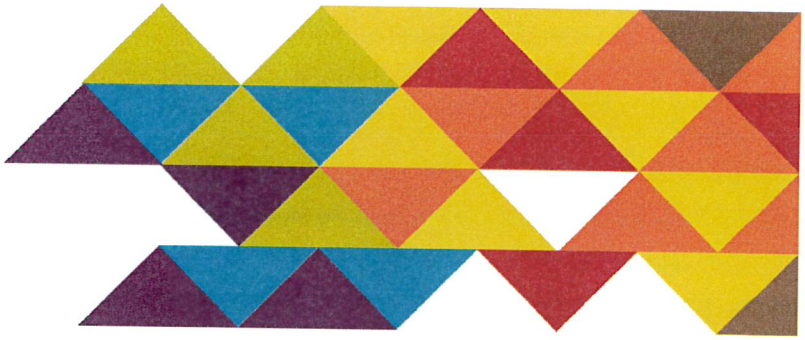
Students walk to school

Additional Activities Planned:

Draw a picture of how they arrive at school to compare different modes of transportation to schools.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/26/2024

Information

Teacher:

Kelsey Gabel

Grade:

2nd

Subject Area:

Social Studies

Number of Students:

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

The Students will be able to explain the importance behind why we celebrate thanksgiving.

Description of the lesson evaluation (include materials and activities):

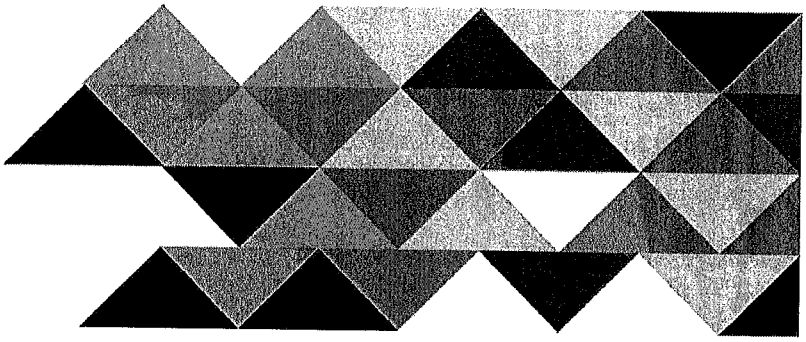
The students will participate in discussions about the Wampanoag people and Native Americans. The students will learn how the Wampanoag people hunted, planted crops, and gathered resources to survive. The students will also complete a Scholastic News about Powwows as part of Native American Celebrations.

Additional Activities Planned:

The students will also watch a video about the Wampanoag people and Pilgrims.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/02/2024

Information

Teacher:

Mrs. Rathman & Mrs. Kubik

Grade:

3

Subject Area:

Social Studies

Number of Students:

25

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◉ Hispanic Americans
- ◯ Native Americans

Objective of the lesson:

To understand the differences and similarities between two cultures

Description of the lesson evaluation (include materials and activities):

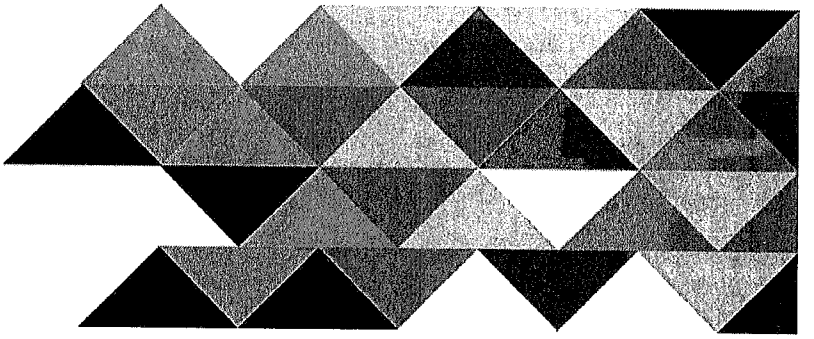
We begin by reading the story Dear Primo. The main theme of the book is exploring the differences and similarities between two cultures. The cousins share what they eat, their activities, and their traditions. The cousin in the U.S. talks about riding a bicycle, going to school, and eating peanut butter sandwiches, while the cousin in Mexico talks about playing soccer, going to a fiesta, and enjoying tamales. Despite the differences in their lifestyles, the cousins find many common bonds, such as their love for family and fun activities.

Additional Activities Planned:

We created a Venn diagram with two overlapping circles—one representing life in the United States and the other representing life in Mexico. The the students filled in each circle with things that are unique to each cousin's life (e.g., activities, food, holidays).

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/02/2024

Information

Teacher:

Mrs. Rathman & Mrs. Kubik

Grade:

3

Subject Area:

Social Studies

Number of Students:

25

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◉ Hispanic Americans
- ◯ Native Americans

Objective of the lesson:

To understand the differences and similarities between two cultures

Description of the lesson evaluation (include materials and activities):

We begin by reading the story Dear Primo. The main theme of the book is exploring the differences and similarities between two cultures. The cousins share what they eat, their activities, and their traditions. The cousin in the U.S. talks about riding a bicycle, going to school, and eating peanut butter sandwiches, while the cousin in Mexico talks about playing soccer, going to a fiesta, and enjoying tamales. Despite the differences in their lifestyles, the cousins find many common bonds, such as their love for family and fun activities.

Additional Activities Planned:

We created a Venn diagram with two overlapping circles—one representing life in the United States and the other representing life in Mexico. The the students filled in each circle with things that are unique to each cousin's life (e.g., activities, food, holidays).

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

Oct. 16, 17, 21, 2024

Information

Teacher:

Kelly Willis

Grade:

1st & 2nd Graders

Subject Area:

WIN - ELA

Number of Students:

10

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

*use phonics and word analysis skills to choral read the biographical article on the life of educator and mathematician, Euphemia Haynes
*identify the main idea and key details of informational text (priority standard)
*participate in class discussion about Ms. Haynes, including personal accomplishments achieved despite the cultural inequalities that existed in the United States during her lifetime
*discuss one of the author's poems - identifying examples of alliteration, mood, theme, rhyming, repetition
*discuss the life lessons for us - hard work, kindness, perseverance, hope, grit
*use text evidence to support various comprehension questions based on the biographical article

Description of the lesson evaluation (include materials and activities):

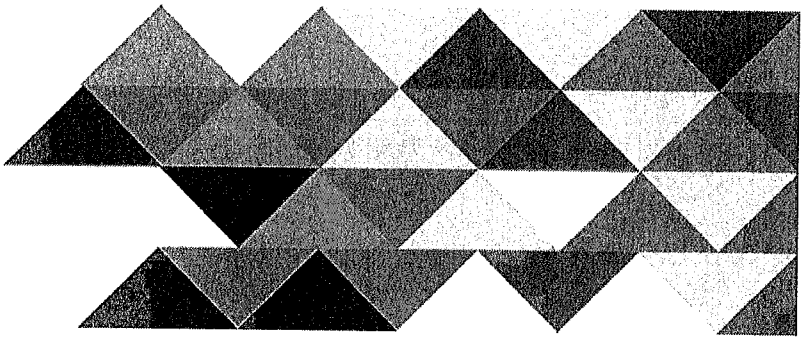
*Choral reading and discussion of the ReadWorks biographical article
*students viewed several photographs of Ms. Haynes at different ages, as reflected in the article
*we discussed the different laws in the United States at the time Ms. Haynes was a student and how those laws have changed so all people can be treated fairly
*students completed some comprehension questions as a group and some independently - reviewing answers and identifying the text evidence to support their answers

Additional Activities Planned:

ReadWorks.org is a great site to find leveled texts addressing a variety of topics - I plan to continuing using this resource. Adding in more visuals was very helpful for students.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/26/24

Information

Teacher:

Alicia Hoadley

Grade:

3rd

Subject Area:

Special Education

Number of Students:

3

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

To compare and contrast kids' responsibilities at the 1st Thanksgiving to kids' responsibilities today.

Description of the lesson evaluation (include materials and activities):

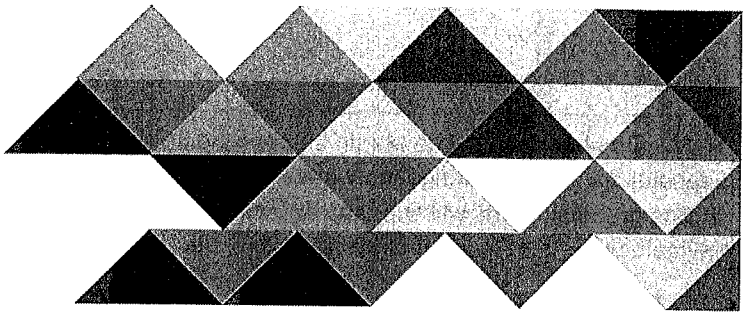
We listened to a book about the kids in the 1st Thanksgiving. In the book, it talked about two kids and things they had to do to prepare for the 1st Thanksgiving. We then compared how that was the same to jobs kids had today and contrasted how it was different for kids back then and how they had more responsibilities.

Additional Activities Planned:

Students talked about what it would be like if they had to grow and collect their own food and prepare it all for a meal with their families.

Print and turn in to your building Principal.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/13/2025

Information

Teacher:

MeLinda Cromer

Grade:

Kindergarten, 2, 5

Subject Area:

Technology, STEAM

Number of Students:

38@shelby.com

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

TLW learn about about who Martin Luther King Jr. is, about his message for equality for all and how he used peaceful activities to change the world. 5th grade students will use engineering process to create podium for MLK Jr. 2nd grade students will find area and perimeter of a "big word" from his important ideas. Kindergarten will navigate website to learn about who Martin Luther King Jr. was and his important message to the world.

Description of the lesson evaluation (include materials and activities):

Kindergarten Technology Class: Using Pebble Go, Epic, and PBS Kids, students researched Martin Luther King, Jr. and shared facts they learned with peers.

2nd Grade STEAM: Students listened to the story "Martin's Big Words". We then discussed that his big words weren't necessarily long words, but words that had big, important meaning that impacted our world. Students then selected a word, created it on grid paper, and found area and perimeter of that big word.

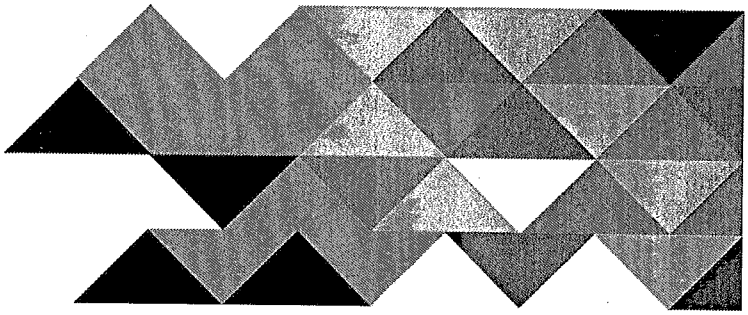
5th grade STEAM Students: Students used School AI spaces to have a chat with Martin Luther King, Jr. (AI). They

Additional Activities Planned:

Students will share their final projects with others and the meaning behind their projects (what they learned, what the message means to them, how they plan to continue sharing positive, peaceful messages).

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

week of 02-17-25

Information

Teacher:

Evans

Grade:

3rd, 4th

Subject Area:

ELL

Number of Students:

4

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Black History Month: learning more about African-American Spirituals

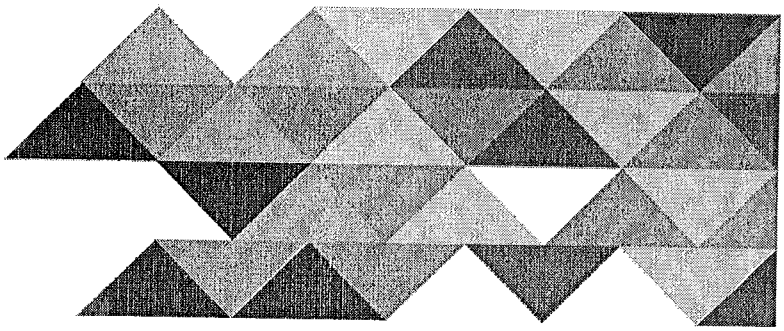
Description of the lesson evaluation (include materials and activities):

lessons include:
short informational text with vocabulary cloze reading activity
multiple choice and short answer comprehension questions
singing the songs "I'm On My Way" and "Lift Every Voice and Sing"

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/10/2025

Information

Teacher:

Mandy Peterson

Grade:

K-2

Subject Area:

School Library

Number of Students:

76

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will identify themes of immigration and resilience, and describe how books can help people feel at home in a new place.

Description of the lesson evaluation (include materials and activities):

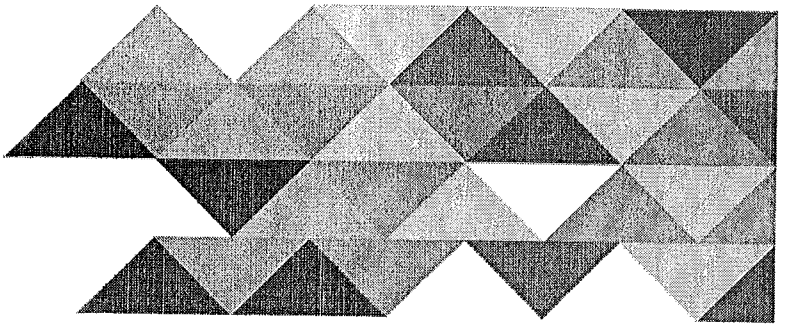
Demonstrate where Mexico and Nebraska are on the globe.
Read Dreamers by Yuyi Morales (Own Voices author) aloud.
Discuss how the main character uses books to adapt to life in a new country.
Highlight Spanish words and cultural references. Connect to students' own experiences with learning new things or moving.
Students will use their Story Passport to color a picture (all), evaluate if the book was for them (added for 1st grade), and write a sentence about how what the book has helped them understand about this culture (added for 2nd grade).

Additional Activities Planned:

Students will choose the book they liked the best at the end and reflect on what made it their favorite of the five books.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/01/2025

Information

Teacher:

Mandy Peterson

Grade:

K-2

Subject Area:

School Library

Number of Students:

76

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will explore story structure and setting while learning about daily life and landmarks in France.

Description of the lesson evaluation (include materials and activities):

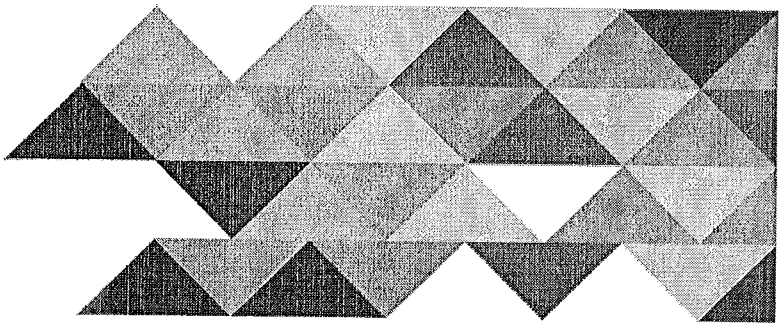
Demonstrate where France and Nebraska are on the globe.
Read Madeline by Ludwig Bemelmans (Own Voices author) aloud.
Identify rhyming patterns, setting clues, and the theme of bravery. Discuss how Madeline is unique among her peers.
Students will use their Story Passport to color a picture (all), evaluate if the book was for them (added for 1st grade), and write a sentence about how what the book has helped them understand about this culture (added for 2nd grade).

Additional Activities Planned:

Students will choose the book they liked the best at the end and reflect on what made it their favorite of the five books.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

03/18/2025

Information

Teacher:

Mandy Peterson

Grade:

K-2

Subject Area:

School Library

Number of Students:

76

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◯ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Students will understand the importance of names and cultural identity in Indigenous communities.

Description of the lesson evaluation (include materials and activities):

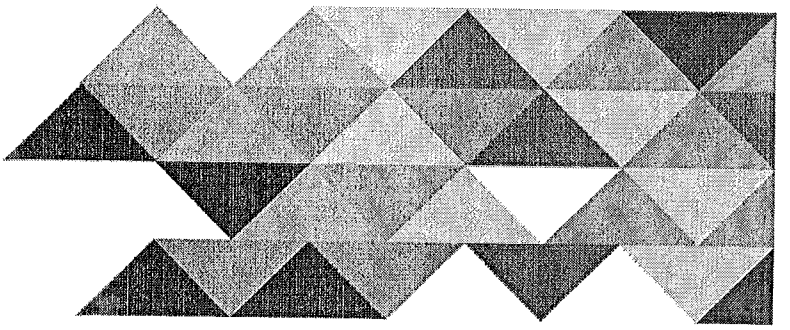
Demonstrate where Spokan/Couer d'Alene area (the area this book is based on) and Nebraska are on the globe.
Read Thunder Boy Jr by Sherman Alexie (Own Voices author) aloud.
Discuss how names can carry meaning and how Thunder Boy wants his own unique name. Talk about traditions in Native cultures, including storytelling and symbolism.
Students will use their Story Passport to color a picture (all), evaluate if the book was for them (added for 1st grade), and write a sentence about how what the book has helped them understand about this culture (added for 2nd grade).

Additional Activities Planned:

Students will choose the book they liked the best at the end and reflect on what made it their favorite of the five books.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

03/04/2025

Information

Teacher:

Mandy Peterson

Grade:

K-2

Subject Area:

School Library

Number of Students:

76

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will identify the traditions and cultural elements of Holi, the festival of colors celebrated in India.

Description of the lesson evaluation (include materials and activities):

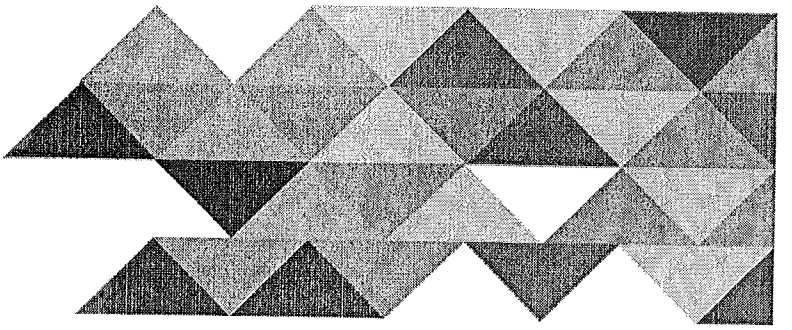
Demonstrate where India and Nebraska are on the globe.
Read Festival of Colors by Kabir Sehgal (Own Voices author) aloud.
Talk about the symbolism of each color and the purpose of Holi. Show pictures of Holi celebrations. Connect it to the idea of joy, forgiveness, and community. Do we have celebrations like that in our community?
Students will use their Story Passport to color a picture (all), evaluate if the book was for them (added for 1st grade), and write a sentence about how what the book has helped them understand about this culture (added for 2nd grade).

Additional Activities Planned:

Students will choose the book they liked the best at the end and reflect on what made it their favorite of the five books.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

02/25/2025

Information

Teacher:

Mandy Peterson

Grade:

K-2

Subject Area:

School Library

Number of Students:

76

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will understand the global importance of water access and empathize with children whose lives differ from theirs.

Description of the lesson evaluation (include materials and activities):

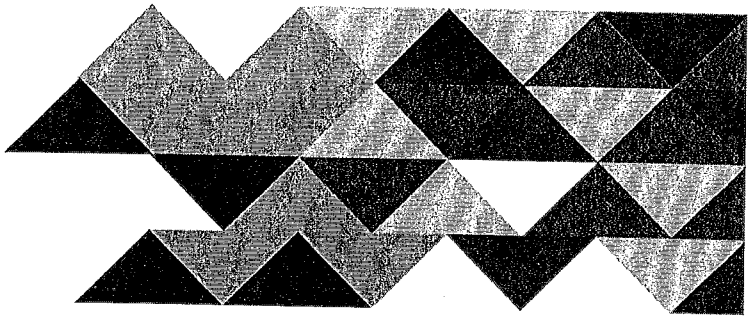
Demonstrate where Africa (Burkina Faso) and Nebraska are on the globe.
Read The Water Princess by Susan Verde (Own Voices author) aloud.
Read The Water Princess aloud. Discuss the main character's journey to get clean water and the real-life issue behind the story. The author actually solved the problem of her village as a grown up! Kids can make huge impacts.
Students will use their Story Passport to color a picture (all), evaluate if the book was for them (added for 1st grade), and write a sentence about how what the book has helped them understand about this culture (added for 2nd grade).

Additional Activities Planned:

Students will choose the book they liked the best at the end and reflect on what made it their favorite of the five books.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/05/2025

Information

Teacher:

Cory Waite

Grade:

6th

Subject Area:

Mathematics (6th Grade Math, ~~th period~~ 7th period)

Number of Students:

15

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will compute the Range, Median, Mode, and Mean of European and Asian countries heights and average income through researching the data. Students will report their findings using box and whisker plots.

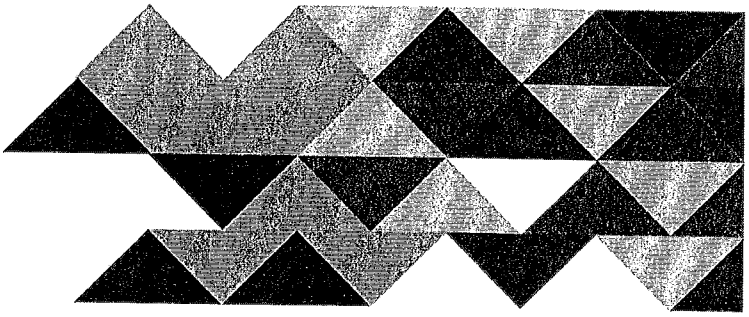
Description of the lesson evaluation (include materials and activities):

Students will research six chosen Asian and European countries average heights of their citizens and average annual income per household over the last 10 years. Students will then compute the Range, Median, Mode, and Mean of the data they collected. Students will report their findings by writing a paragraph to summarize their findings, create a box and whisker plot for each of their chosen countries, and list the Range, Median, Mode, and Mean. Students will choose to utilize Google Sheets or to hand write their findings to turn in.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/05/2025

Information

Teacher:

Cory Waite

Grade:

6th

Subject Area:

Mathematics (6th Grade Math, 3rd period)

Number of Students:

16

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will compute the Range, Median, Mode, and Mean of European and Asian countries heights and average income through researching the data. Students will report their findings using box and whisker plots.

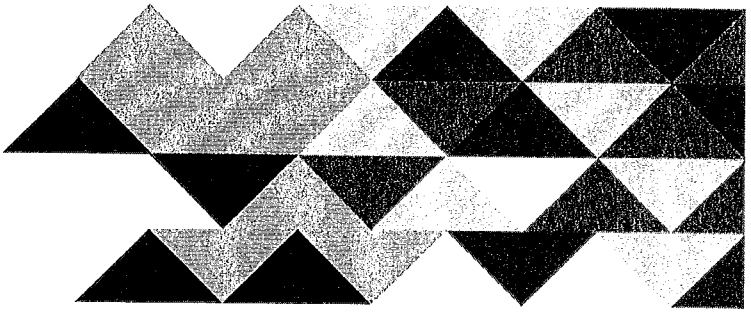
Description of the lesson evaluation (include materials and activities):

Students will research six chosen Asian and European countries average heights of their citizens and average annual income per household over the last 10 years. Students will then compute the Range, Median, Mode, and Mean of the data they collected. Students will report their findings by writing a paragraph to summarize their findings, create a box and whisker plot for each of their chosen countries, and list the Range, Median, Mode, and Mean. Students will choose to utilize Google Sheets or to hand write their findings to turn in.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/01/2025

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

35

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Who gets cancer and why? What can we do about it? This unit is designed to deepen student understanding of inheritance and variation of traits through an exploration of cancer as a phenomenon. In the first lesson set, students explore the genetic basis of cancer by investigating what cancer is and how mutations that can increase risk for cancer occur. While there are many genes implicated in cancer, the unit focuses on p53, a tumor suppressor gene that is involved in many different cancers. In Lesson Set 2, students investigate cancer caused by mutations that occur throughout our lifetimes, inherited mutations, and how the environment can cause mutations. In the third lesson set, students investigate additional factors that explain differences across the US in both

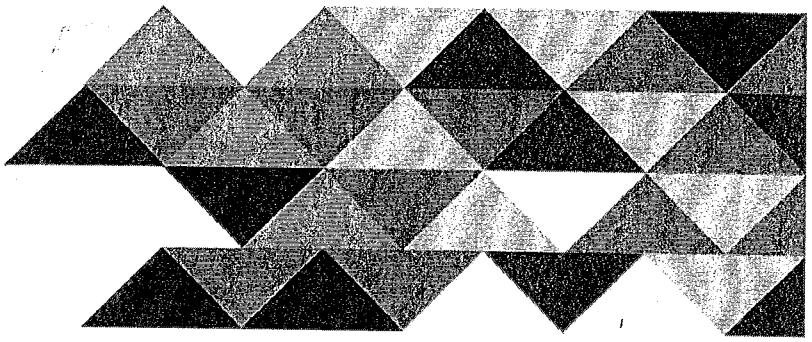
Description of the lesson evaluation (include materials and activities):

https://drive.google.com/drive/folders/1y2ZlVvfCeZhiB77BqWCSyxpf5rAwO9uw?usp=drive_link

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

02/25/2025

Information

Teacher:

K. Wilton

Grade:

6

Subject Area:

ELA

Number of Students:

32

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Build an awareness of the existance of and importance of African American cowboys in the American West.

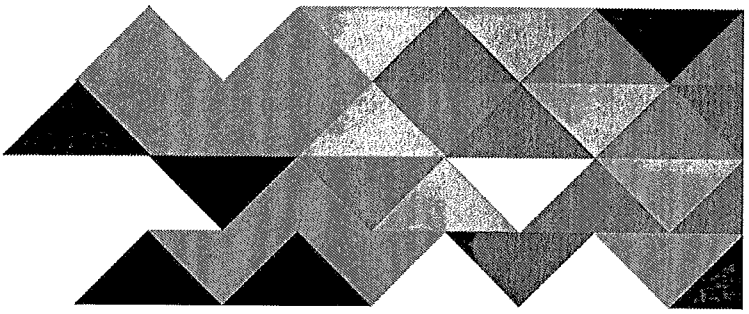
Description of the lesson evaluation (include materials and activities):

Day 1: Read "Role Playing and Discovery" by Jerry Pickney and an excerpt from Nat Love's autobiography.
Day 2: Discuss the texts and the impact that learning about African American cowboys had on Jerry Pickney.
Day 3: Watch Brainpop video about Bass Reeves, completing the quiz and challenge activities as a whole class.
Days 4-5: Put students into partner groups to research specific African American Cowboys of the Old West and create a digital presentation.
Day 6: Students will share their presentations with the class.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

week of 02-17-25

Information

Teacher:

Evans

Grade:

3rd, 4th

Subject Area:

ELL

Number of Students:

4

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Black History Month: learning more about African-American Spirituals

Description of the lesson evaluation (include materials and activities):

lessons include:
- short informational text with vocabulary cloze reading activity
- multiple choice and short answer comprehension questions
- singing the songs "I'm On My Way" and "Lift Every Voice and Sing"

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

02/13/2025

Information

Teacher:

Kubik

Grade:

9th Grade P.E.

Subject Area:

Physical Education

Number of Students:

24

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will learn the basic skills and rules of hockey while exploring its cultural significance in various countries, particularly Canada, Russia, and Scandinavian nations. The goal is to foster physical literacy, teamwork, and multicultural understanding through sport.

Description of the lesson evaluation (include materials and activities):

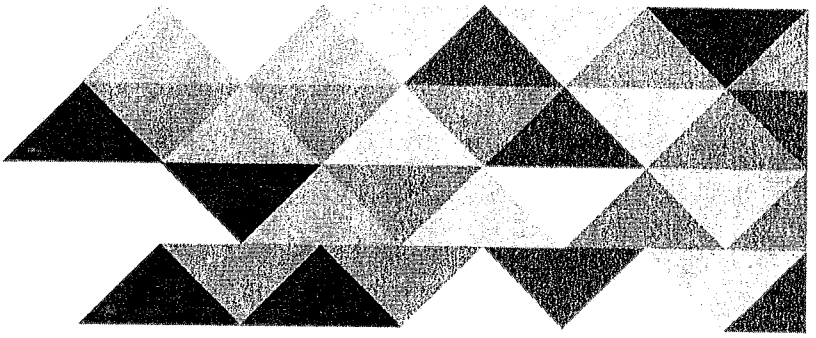
Students were evaluated based on participation, effort, skill development, and demonstration of understanding of the cultural aspects of hockey. Activities included stickhandling drills, passing and shooting practice, and small-sided games.
Materials Used: Floor hockey sticks, foam pucks/balls, cones, goals, and visual aids (posters or slides) showing hockeys history and popularity in different countries.

Additional Activities Planned:

A class discussion or reflection on how sports can connect people from different cultures.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

4/22/2025

Information

Teacher:

Sarah Hernbloom

Grade:

10-11

Subject Area:

Spanish 2

Number of Students:

22

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

TLW be able to understand what is read in the target language
TLW compare/contrast culture of Mexico to the United States
TLW practice intonation and speech patterns
TLW read for comprehension
TLW interpret culture concepts and see similarities and differences

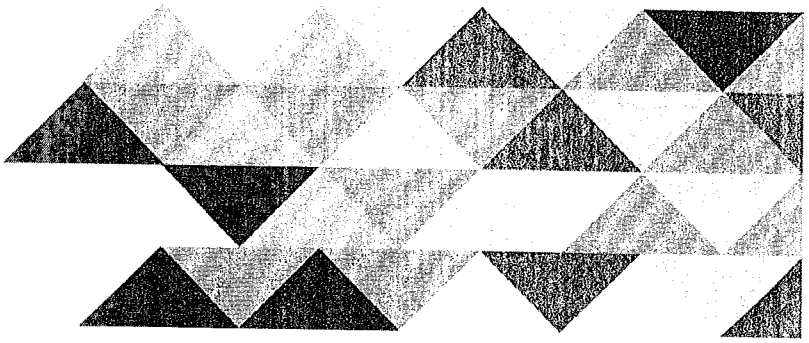
Description of the lesson evaluation (include materials and activities):

TLW read out loud and answer questions/complete activities about a weekly story concerning a family traveling to México:
1. TLW highlight words I know/visual cues
2. TLW use reading strategies Resumen de la drama, story impressions, mapa narrativo (con detalles), cadena de eventos, árbol genealógico to increase comprehension.
3. TLW write a brief compare/contrast and/or use Venn diagram to examine life and traditions in USA and México using story segments -Los Mexicanos, En Sanborns, En el aeropuerto
4. TLW examine cultural concepts and Mexican history for story segments-El Paseo de la Reforma, La Plaza de Tres Culturas, El Zócalo, Chapultepec, Xochimilco, La corrida de toros, Un día en Taxco, Acapulco,

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/15/2025

Information

Teacher:

Gould

Grade:

11th

Subject Area:

Business Math

Number of Students:

8

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will use the concepts of simple and compound interest focusing on business practices and saving habits common in Hispanic American communities. Students will develop financial literacy skills that are culturally relevant and applicable to everyday decision-making.

Description of the lesson evaluation (include materials and activities):

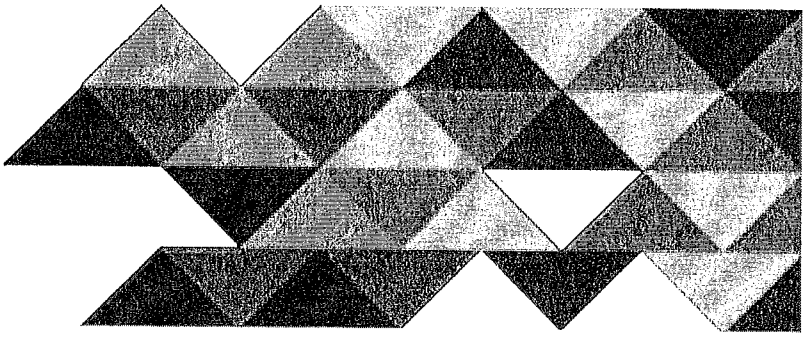
This lesson introduces students to the formulas and applications of simple and compound interest. The content will be taught through culturally relevant contexts such as remittances, small business savings, and microloans—financial tools often used in Hispanic American communities. Students will work with interest rate scenarios involving community banks and credit unions that cater to Hispanic populations. Activities will involve comparing interest earned from different banks and credit unions with sample profiles of Hispanic American entrepreneurs and families saving for education or sending money abroad.

Additional Activities Planned:

None

Print and turn in to your building Principal.

Multicultural Education
REPORT



Shelby-Rising City Public Schools **Please complete and submit each semester*

Date: 5-12

Information

Teacher: Mrs. Kravig

Grade: 7th

Subject Area: Foreign Menu

Number of Students: 30

Culture Studied

(Select One)

- African Americans
- Asian American & European Americans
- Hispanic Americans
- Native Americans

Ke

Keyboarding Internet Activity/Multicultural Activity
Designing a Menu—Foreign Country

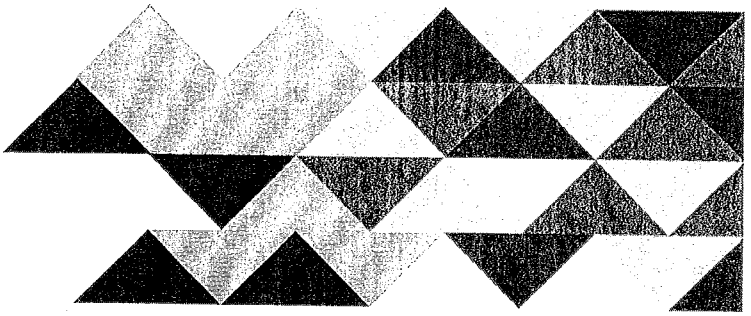
You have decided to open up an ethnic restaurant. (Your choice of country) With this in mind, you will need to research the country of your choice and come up with a menu. A cover for the menu will be designed using clip art, word art, and any graphics saved from the Internet. You will also design the menu using columns, decimal tabs, leaders, and graphics.

Once you have designed the menu (front to back) you will print a copy on colored paper.

Items to include in your menu

- Categories:
  - Appetizers (at least 2)
  - Main Dish (at least 2)
  - Side Dish (at least 2)
  - Salad (at least 2)
  - Bread (at least 2)
  - Desserts (at least 2)
  - Drinks (at least 2) – NO Alcoholic Drinks Allowed
- The inside of the menu must include at least three graphics.
- Cost of the item in US Dollars and in the foreign dollar amount.
  Web site: https://www.xe.com/currencyconverter/
- A description of each item listed on the menu.
- Restaurant Name must correspond to the country of choice.
  - Include the address and phone number

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/12/2025

Information

Teacher:

Nissen

Grade:

High School

Subject Area:

Art

Number of Students:

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

TSW demonstrate planning and refining to analyze multiple ideas and materials.

TSW identify pottery from different cultures and analyze and interpret ceramics from a variety of time periods.

TSW be able to analyze and create pottery inspired by Mexican folk art, demonstrating an understanding of cultural significance and artistic techniques.

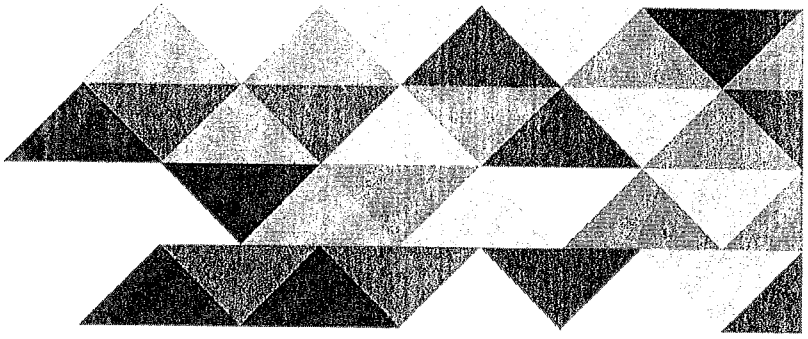
Description of the lesson evaluation (include materials and activities):

Discuss the history of Mexican folk art and its impact on pottery.
Show examples of techniques used in traditional pottery, such as coil building and glazing.
Students will take notes and sketch ideas for their own pottery.
Common misconception: Students may think pottery is only about functionality, not realizing its artistic and cultural significance.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

4/24/2025

Information

Teacher:

Becky Schueth

Grade:

9-10

Subject Area:

Geometry

Number of Students:

23

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will explore how math is related to the Egyptian Pyramids.

Description of the lesson evaluation (include materials and activities):

The lesson begins with background information on the Egyptian pyramids and their location. The students will be given dimensions of the Great Pyramid and will find the volume of the original pyramid, then make an approximation now that the top is missing. Discussion will conclude with how approximations were determined and how to make approximations mathematically.

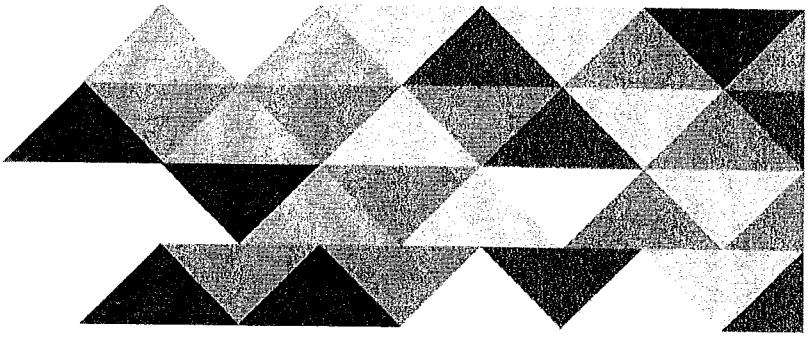
Additional Activities Planned:

For introduction:
http://www.goldennumber.net/phi-pi-great-pyramid-egypt/

For activity:
http://newton.uor.edu/facultyfolder/beery/math115/m115_Activ_Pyramid.pdf

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

4/7/25 - 4/14/25

Information

Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Introduction to Business

Number of Students:

7

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

ɔjective of the lesson:

Cultural Awareness: Students will identify key aspects of the selected country's cultural norms and values as they relate to business practices.

Business Etiquette: Students will describe specific business etiquette practices in the selected country, including appropriate greetings, dress codes, communication styles, and meeting protocols.

Global Business Practices: Students will compare and contrast business etiquette in the selected country with those in the United States (or their home country).

Research Skills: Students will develop skills in conducting research using reliable sources to gather information about international business practices.

Presentation Skills: Students will demonstrate effective communication skills by organizing and delivering a professional presentation on their findings.

Description of the lesson evaluation (include materials and activities):

Project instructions & rubric are attached.

Additional Activities Planned:

none

Print and turn in to your building Principal.

,ternational Business Etiquette (PROJECT)

Published | Assign To | Edit | ⋮

International Business Etiquette (PROJECT)

Success in business comes down to building strong relationships with our associates. As our jobs become more and more globalized, many of us find ourselves traveling and building relationships with people across international borders, where manners and expectations might be different than we're used to.

The ins and outs of international business etiquette can get confusing. For example, punctuality is of utmost importance in England, but in France, you're considered to be "on time" if you arrive 10 minutes late. The intricacies unique to each country's business practices can be difficult to keep track of, but they can make or break your international business relationships.

Directions

Imagine you own or work for a company that is about to travel to a foreign country to conduct business. Does the country you are traveling to have the same business culture and expectations as we do in America? Probably not!

Create a **Google Slides or Canva presentation** that highlights key information one should know when conducting business in a country of your choice (each student must choose a different country -- first come first served!).

Topics that must be covered:

- **Introductions** (must include: proper dress attire, greetings & titles, and anything else you feel relates)
- **Business Meetings** (must include: punctuality, eye contact, gift giving, conversational guidelines, negotiating/making deals, and anything else you feel relates)
- **Dining Etiquette** (must include: toasting, drinking rules, how much you should eat, and anything else you feel relates)
- **Other** (include additional information that is important to know about conducting business in this country)
- **United States Business Culture** (Include a detailed summary of the United States' business culture. Include similar topics that you did for your other country and be sure to highlight similarities and differences.)

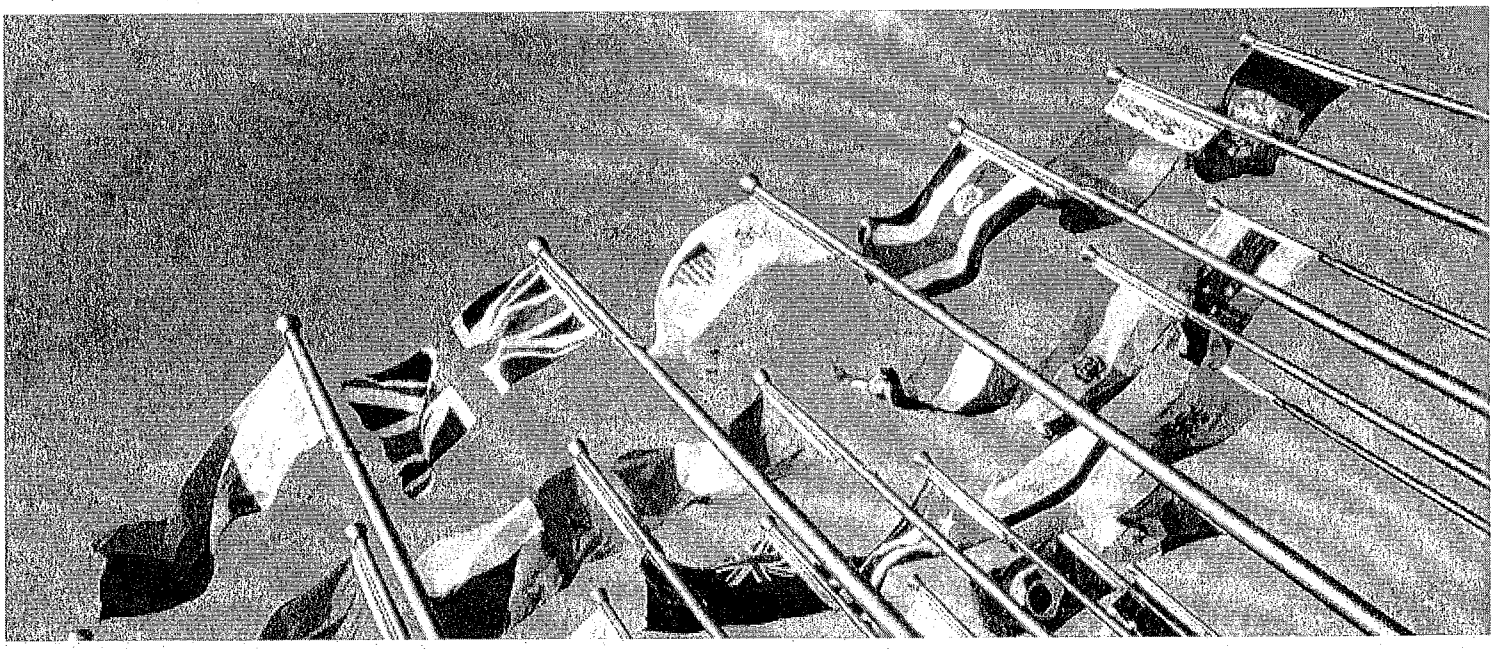
CLICK HERE FOR DETAILED INSTRUCTIONS (https://docs.google.com/document/d/1GiiWPl2zgRSehjt2Ofy3nBsKR34cs_WqfH7ktp8npHY/edit?usp=sharing) **FOR WHAT KIND OF INFORMATION I AM LOOKING FOR ON YOUR SLIDES**

Additional Requirement --> You must **include a list of the URLs** of any websites you used to obtain information for that specific slide **in the notes section** below the slide if using Google Slides. If using Canva, create a slide at the end of your presentation with the URLs.

Additional Requirement --> You must orally present your presentation to the class. (See attached rubric.)

Helpful links to get you started:

- **How cultural differences impact international business in 2017** (http://www.hult.edu/blog/cultural-differences-impact-international-business)
- (http://www.hult.edu/blog/cultural-differences-impact-international-business) **Business Etiquette Around the World (Infographic)** (https://www.ctbusinesstravel.co.uk/news/blog/business-etiquette-around-the-world)
- **"The Web's Leading Resource for International Business Etiquette"** (http://www.cyborlink.com/)



Google Slides & Visual Appeal

ıe rubric indicates, you will be graded on the visual appeal of your presentation slides. In fact, it is ɔrth 10/50 points, or 20% of your grade on this project.

Here are some helpful tips to be mindful of:

- **slide background** -- choose something plain/simple; use a color scheme that makes sense
- **graphics/images** -- use them!; the audience likes to focus on an image rather than stare at a bunch of words; make sure you choose your images wisely -- they should relate to the slide and be clear (not blurry); NO WHITE BACKGROUNDS ON IMAGES
- **structure** - make use of the entire slide; use headings to clearly communicate what the slide is about
- **text** - use fonts that are easier to read; use size 18 or bigger; NO COMPLETE SENTENCES; stick to the 7x7 rule (there is no limit on the number of slides you can have); use contrast! (dark slide = lighter font; light slide = darker font)
- **spelling & grammar** -- use spell check; you will lose credibility for every "typo" that you have

Points 50

Submitting a website url or a file upload

Due	For	Available from	Until
-	Everyone	-	-

IBE Project Rubric Preview Rubric

Enable self assessment

Rubric

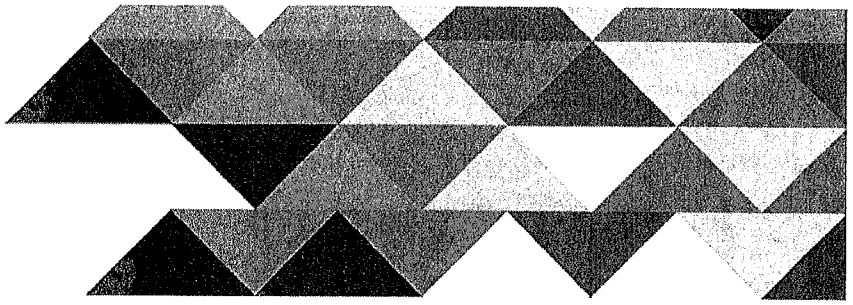
Traditional | Instructor Score | 0 pts

IBE Project Rubric

Criteria			Points
Introductions view longer description	Full Marks 5 pts	No Marks 0 pts	/5 pts
Comment: Leave a comment			Clear
Business Meetings view longer description	Full Marks 5 pts	No Marks 0 pts	/5 pts
Comment: Leave a comment			Clear
Dining Etiquette view longer description	Full Marks 5 pts	No Marks 0 pts	/5 pts
Comment: Leave a comment			Clear
Other Important Information view longer description	Full Marks 5 pts	No Marks 0 pts	/5 pts
Comment: Leave a comment			Clear
United States Business Culture view longer description	Full Marks 10 pts	No Marks 0 pts	/10 pts
Comment: Leave a comment			Clear
Overall Visual Appeal view longer description	Full Marks 10 pts	No Marks 0 pts	/10 pts
Comment: Leave a comment			Clear
Oral Presentation view longer description	Full Marks 10 pts	No Marks 0 pts	/10 pts
Comment: Leave a comment			Clear

Cancel | Submit Assignment

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

3-12-25

Information

Teacher:

Gabel

Grade:

6th Grade

Subject Area:

Science

Number of Students:

15

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

.ive of the lesson:

Students will be able to identify and write a summary on 3 scientists who have make a significant contribution to the field of science within one culture or gender with 100% accuracy.

https://mentalfloss.com/article/86985/10-game-ch[redacted]g-hispanic-scientists-you-didnt-learn-about-school

Description of the lesson evaluation (include materials and activities):

Students will research contributions made by African-American, Hispanic-American, Native-American, and Asian-American Scientists.

Additional Activities Planned:

Students will turn in their assignment on Canvas.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/19/2025

Information

Teacher:

Renee Bilstein

Grade:

7th and 8th

Subject Area:

Special Education - Math

Number of Students:

2

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Work on recognizing geometrical shapes outside of the classroom.

Description of the lesson evaluation (include materials and activities):

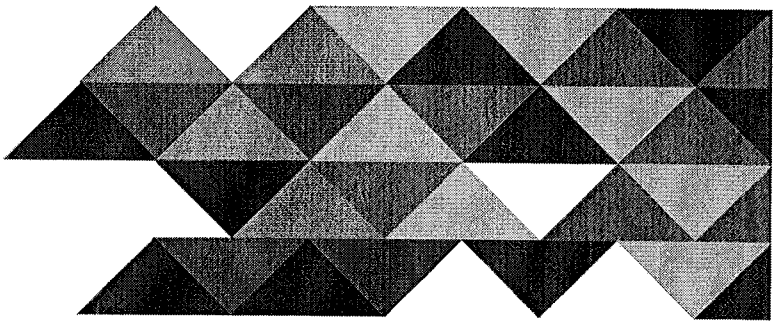
We review geometrical shapes to be prepared for lesson.
Then we looked at Native American art, crafts, beadwork, and weaving to see if we could pick out geometrical shapes that were used by Native Americans.
We also discussed how they used the shapes and what this meant for their culture.

Additional Activities Planned:

I would like to expand this activity and have them create an art picture with geometric shapes like the Native Americans.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/16/2025

Information

Teacher:

Gaughenbaugh

Grade:

10-12

Subject Area:

Woods 2

Number of Students:

18

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students learned the style of European Cabinetmaking techniques as well as characteristics that make up european style cabinents.

Description of the lesson evaluation (include materials and activities):

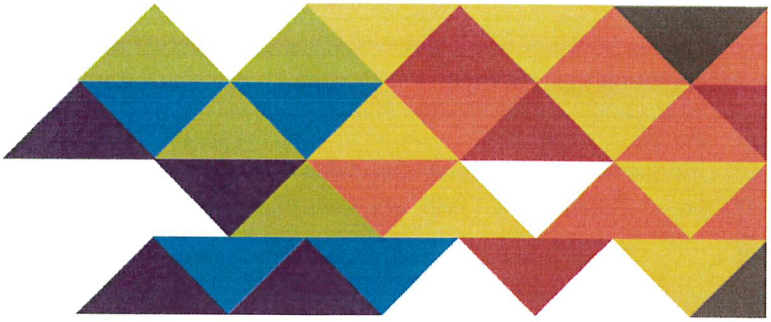
Students made a european cabinet that was frameless and had european style hinges.

Additional Activities Planned:

Have students continue to research diffrent styles and cultures of cabinentmaking and other woodworking techniques.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/12/2025

Information

Teacher:

MA. JAMAICA LOMENARIO

Grade:

9TH-12TH

Subject Area:

VOCAL MUSIC

Number of Students:

16

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

1. Identify " Elijah Rock" as an African American spiritual.
2. Understand the historical and cultural context of spirituals.
3. Sing " Elijah Rock" with accurate pitch, rhythm, and expression.

Description of the lesson evaluation (include materials and activities):

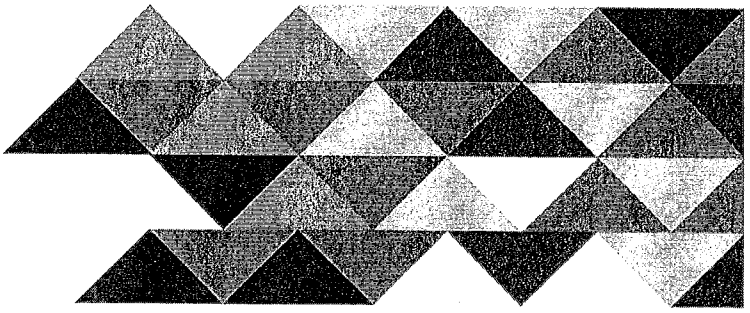
The evaluation for this lesson were both formative and performance-based, aimed at assessing students' understanding of musical, cultural, and historical concepts through their engagement with this spiritual.
Activities: 1. Begin with a warm-up activity: echo clapping or a simple rhythm game. 2. Ask:" Have you heard of a spiritual before? What do you think it means? etc. 3. Briefly introduce African American spirituals: Songs of faith, hope, and endurance. 4. Listening & Discussion. Play a recording of " Elijah Rock." Then ask guiding questions. 5. Learning the Song. Use call-and-response technique for practice. Add clapping or light percussion to enhance rhythm.

Additional Activities Planned:

Creative Extension. Let students add a movement pattern or simple body percussion to accompany the song.
Wrap-Up and Reflection. Written exit ticket: " One thing I learned from ' Elijah Rock' is…"

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/24/2025

Information

Teacher:

Schoenrock

Grade:

8th

Subject Area:

American History

Number of Students:

29

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will understand the lives and viewpoint of former slaves of the American South.

Description of the lesson evaluation (include materials and activities):

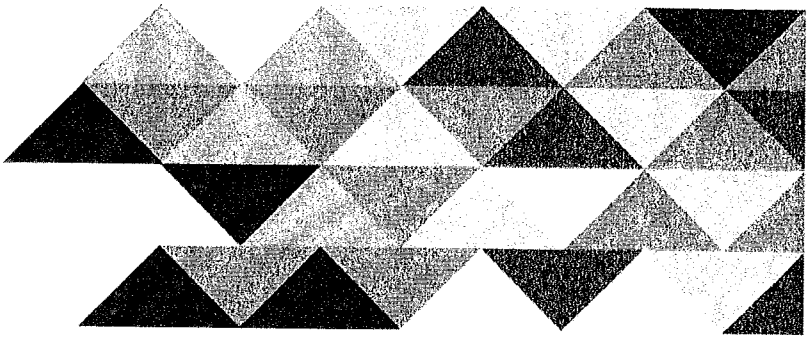
Students will watch a video clip from a 1999 Nightline telecast entitled Found Voices. It will provide background on the United States' WPA program that allowed former slaves to record their experiences in slavery and the Slave Narrative program. When they have completed the video, students are then asked to read excerpts of two narratives; one from Mary Anderson and one from Mary Armstrong. Students are asked to complete a graphic organizer examining the similarities and differences of their experiences. Students are then asked to write a reflection after reading both accounts while also analyzing both narratives as primary sources.

Additional Activities Planned:

This is typically the final stand-alone lesson on slavery.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/14/2025

Information

Teacher:

Erik Kravig

Grade:

11

Subject Area:

Physics

Number of Students:

2

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Nuclear Chemistry

Description of the lesson evaluation (include materials and activities):

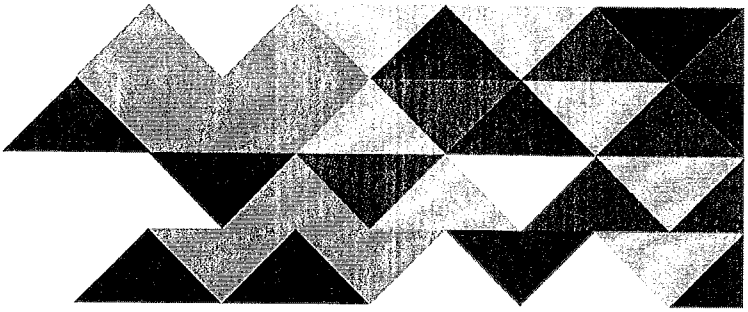
Learn about radioactive dating and half life of elements. Also discussion of fusion, fission and the atomic bomb. Discussed scientists such as Neils Bohr, Einstein, Heisenberg, Oppenheimer, Fermi.

Additional Activities Planned:

N/A

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/09/2024

Information

Teacher:

Nissen

Grade:

Seconary (Art2)

Subject Area:

Art

Number of Students:

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

TSW identify Mexican culture in the Day of the Dead (Dia de Los Muertos).

TSW mix sugar and water with merrange powder to create the sugar skulls.

TSW observe and use traditional designs used to decorate the sugar skulls.

Description of the lesson evaluation (include materials and activities):

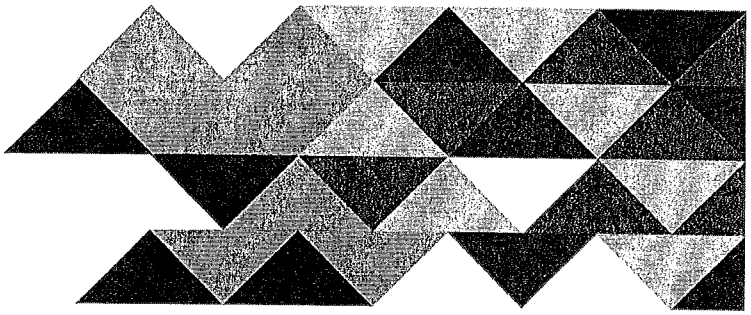
Day 1-2; After viewing multiple examples of Day of the Dead motifs, decorations and sugar skull designs. The students will use a work sheet that already has the skull drawn. They are to use examples that I have provided as well as their own imagination to design the patterning and decoration they can apply to their sugar skulls once they are dried and ready of ornamentation. Color is added once patterning and designs are drawn in pencil. It is not a coloring sheet!

Day 3-5: The students will now take part in the casting process of making the sugar skull (weather providing). The sugar will be prepared according to the instructions so that the students can right into making their skulls. Students

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/10/2024

Information

Teacher:

Cory Waite

Grade:

7th

Subject Area:

Mathematics (7th Grade Math)

Number of Students:

~~27~~ 29

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will compute with rational numbers by comparing the average amount of precipitation, the gross domestic product, the average household income, the average educational level, and the average cost of a house of 5 Central and/or South American countries. Students will then compare that with the same information with the United States and order the information from least to greatest. Students will compute the difference of each country's information with the United States. Students will make inferences of the information collected by writing a short summary.

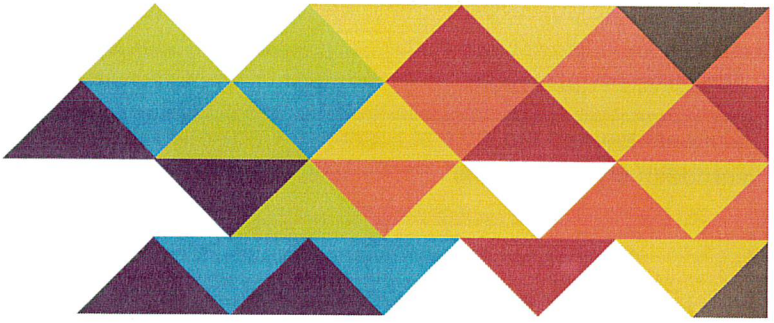
Description of the lesson evaluation (include materials and activities):

Students will research 5 Central and/or South American countries to find the following information: 1) Average amount of precipitation 2) Gross domestic product 3) average household income 4) average educational level 5) average cost of a house. Students will then find the difference of each of their chosen countries and put the information in order from least to greatest. Students will also find the difference of each piece of information from each country and the United States. Students will write a paragraph summary about the information they discovered from their research.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/10/2024

Information

Teacher:

Gaughenbaugh

Grade:

10-12

Subject Area:

Woods 2

Number of Students:

10

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students learned the style of European Cabinetmaking techniques as well as characteristics that make up european style cabinents.

Description of the lesson evaluation (include materials and activities):

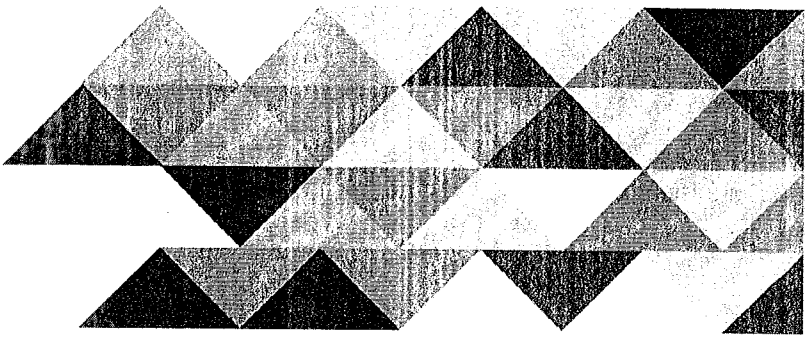
Students made a european cabinet that was frameless and had european style hinges.

Additional Activities Planned:

Have students continue to research diffrent styles and cultures of cabinentmaking and other woodworking techniques.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/14/2024

Information

Teacher:

Zach Gould

Grade:

11

Subject Area:

Math

Number of Students:

7

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will study famous mathematicians of different cultures and show what they have contributed to the advancement of mathematics and business practices.

Description of the lesson evaluation (include materials and activities):

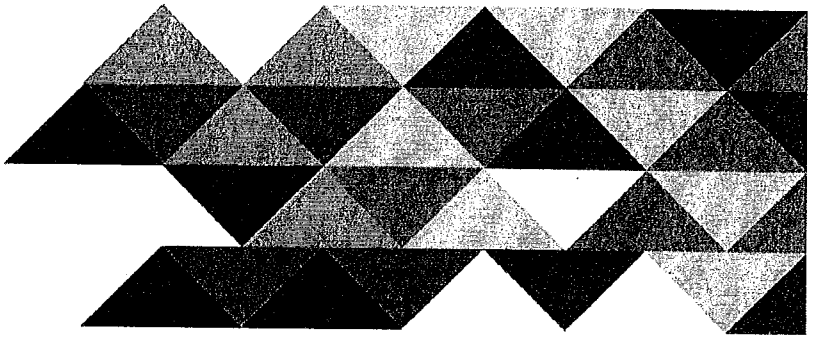
Students will use a guided worksheet and the internet to do research.

Additional Activities Planned:

N/A

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/17/2024

Information

Teacher:

Blackburn

Grade:

10

Subject Area:

English

Number of Students:

20

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

To introduce students to Greek mythology and Greek culture

Description of the lesson evaluation (include materials and activities):

Students researched Greek gods and created presentations about the Greek gods in preparation for reading "The Iliad."

Additional Activities Planned:

Students will present on their Greek god.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/2/2024

Information

Teacher:

Becky Schueth

Grade:

9-10

Subject Area:

Mathematics ... 24 students

Number of Students:

bschueth@shelby.esu7.org

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◯ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Students will explore how math is related to Native Americans. Students investigate Native American culture through geometric applications.

Description of the lesson evaluation (include materials and activities):

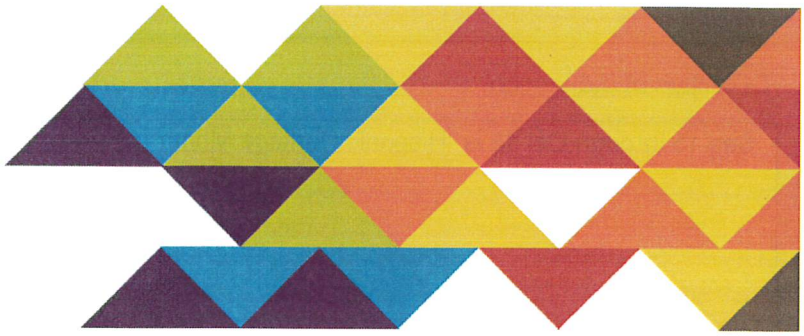
The students will create geometric patterns using polygons. Tangrams are utilized to create Indian symbols and designs. Students will also identify congruent shapes and find angle and side measurements related to Indian culture.

Additional Activities Planned:

Application problems with right triangles connected to multicultural areas.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

week of 09-23-24

Information

Teacher:

Evans

Grade:

2, 3, 5, 11

Subject Area:

ELL

Number of Students:

9

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ◉ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Sep 15 through Oct 15 is "Hispanic Heritage Month"

Description of the lesson evaluation (include materials and activities):

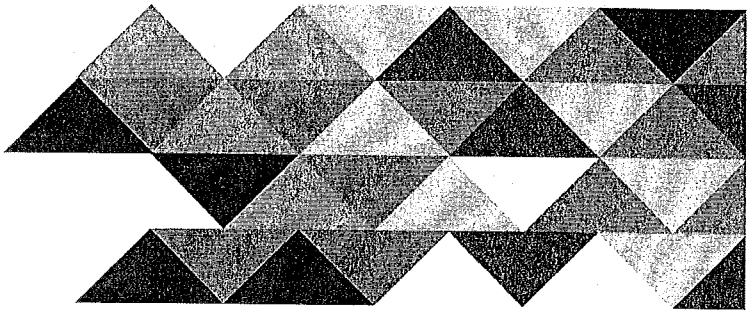
working on various lessons with 2nd, 3rd, 5th and 11th Grade ELL students

lessons include:
- PowerPoint overview
- information cards about events and people
- reading assignment and comprehension questions
- coloring
- recipes

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/21/2024

Information

Teacher:

Schoenrock

Grade:

6th

Subject Area:

Ancient Civilization

Number of Students:

29

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will understand the practices of early Egyptian religious traditions and burial practices.

Description of the lesson evaluation (include materials and activities):

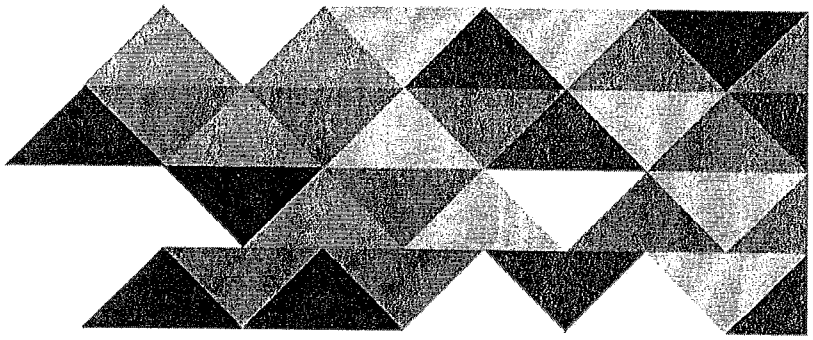
After learning about religious practices involved in the embalming and burial traditions of the pharaohs, students will create their own sarcophagus and meld it with their own life. Students will build a shoebox sarcophagus and decorate it with a mix of Ancient Egyptian artwork and writing with items that represent the student's own life. Objects will be placed in the shoebox that represents their life along with a written essay explaining the meaning of the item. Evaluation will include design and the inclusion of both items with elements of Egyptian culture.

Additional Activities Planned:

This is a closing activity for the lesson on Egyptian culture and religious practices.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

9-18-24

Information

Teacher:

Kristen Wilton

Grade:

8

Subject Area:

ELA

Number of Students:

12

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students will be exposed to life as Asian Americans by reading a memoir, The Great Rat Hunt, by Laurence Yep.

Description of the lesson evaluation (include materials and activities):

Monday: Set up and read the story, including some background information on Yep as well as background information on Asian Americans. Have students complete 1-3 on page 133 independently after reading the text.

Tuesday: Great Rat Hunt Rat quiz, graphic organizer over Conflict

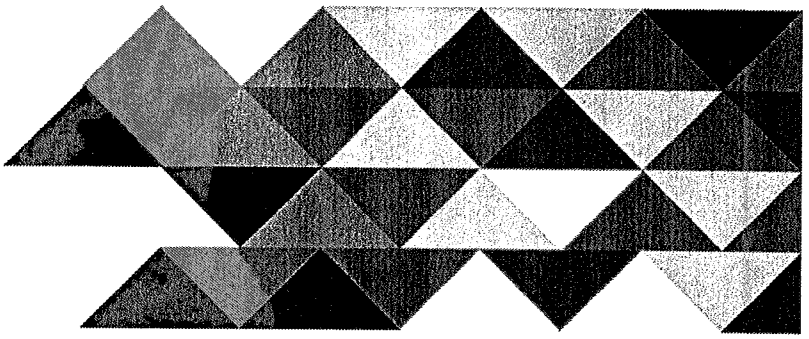
Wednesday: discuss text and margin questions as a class, focus on lit elements and Asian American culture

Thursday: Book questions 4-8 pg 133 with partner

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/21/2024

Information

Teacher:

Melanie Hoegerl

Grade:

11

Subject Area:

Reading

Number of Students:

1

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◯ Hispanic Americans
- ◉ Native Americans

Objective of the lesson:

Learning how Squanto was a kind friend to the Pilgrims.

Description of the lesson evaluation (include materials and activities):

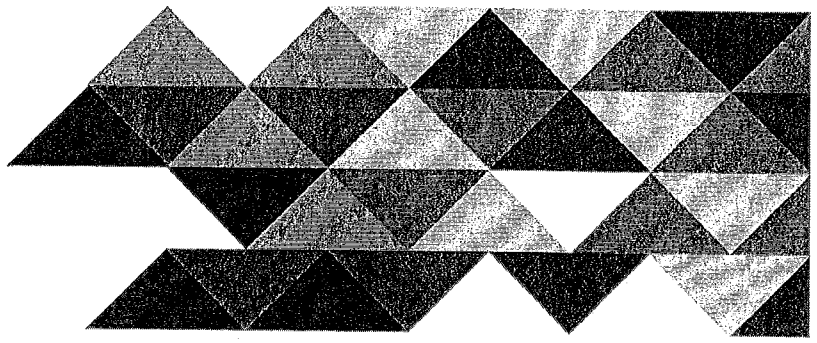
On the Unique Learning Website, the student will access the story "Squanto was a Friend". The student will read the story, discuss ways Squanto helped out the Pilgrims, and answer comprehension questions over the story.

Additional Activities Planned:

The student will also think about how they help out others or teach them something new.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/10/2024

Information

Teacher:

Mrs. Kravig

Grade:

7

Subject Area:

Technology-Computers

Number of Students:

16

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Students create a food menu about foods from foreign countries.

Description of the lesson evaluation (include materials and activities):

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/10/2024

Information

Teacher:

MA. JAMAICA LOMENARIO

Grade:

6th

Subject Area:

MUSIC (Band)

Number of Students:

25

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

1. Identify key rhythms and melodic patterns in the song and demonstrate proper technique in playing their individual parts.
2. Understand the cultural background of Kwanzaa and how music plays a role in celebrating the holiday's values, such as unity and self-determination.
3. Collaborate as an ensemble to perform "Kwanzaa Celebration", demonstrating teamwork and ensemble awareness through dynamic control and musical expression.

Description of the lesson evaluation (include materials and activities):

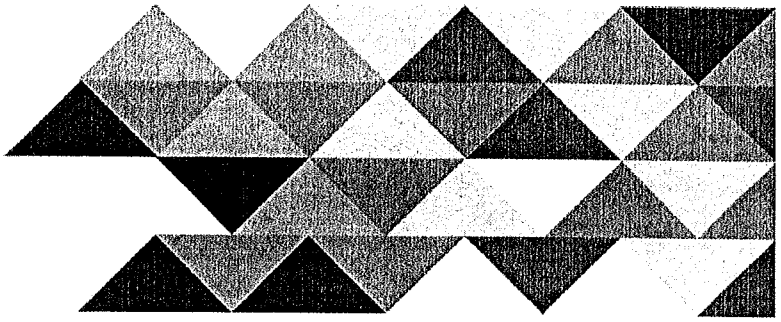
The evaluation focuses on students' ability to demonstrate correct rhythms, melodic accuracy, and ensemble collaboration during the performance of "Kwanzaa Celebration". Students were assessed on their understanding of the cultural significance of Kwanzaa and their ability to incorporate this knowledge into their musical expression. Key factors include individual participation, adherence to dynamics, and teamwork in the ensemble. A brief reflection or discussion at the end of the lesson allow students in sharing their insights about the song's cultural meaning and how they applied it to their performance.

Additional Activities Planned:

Class Sharing: Inviting students to share some of their reflections with the class or in small groups focusing on how music and culture bring people together and why it's important to celebrate diversity.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/09/2024

Information

Teacher:

Mrs. Pflueger

Grade:

6,7,8

Subject Area:

PE

Number of Students:

100

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

/e of the lesson:

its were tasked with thinking like "gladiators" in order to make it across the gym without being hit by a ball.

Description of the lesson evaluation (include materials and activities):

Materials: mats, dodgeballs
Students had to work as a team to develop a way to get the max amount of points in order to get across the gym for their team. There are two teams, Runners and Throwers. Within the Throwers team, there are retrievers who must help gather the balls for the the throwers.

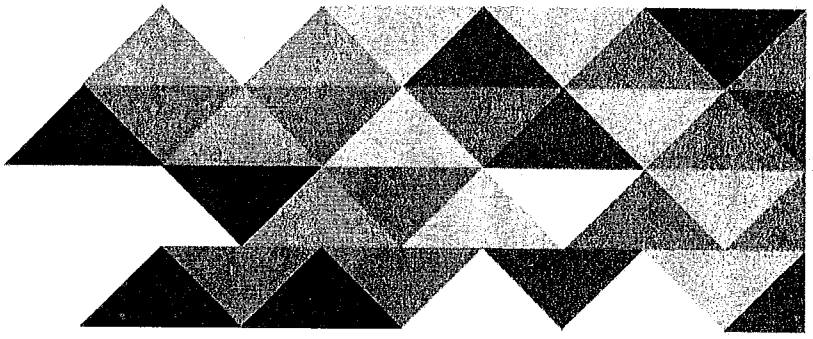
It is made to symbolize going across the Colosseum and battling within there.

Additional Activities Planned:

We will continue the Wonders of the World Game Series next semester.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/9 - 12/13/24

Information

Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Intro to Business

Number of Students:

7

Culture Studied

(Select One)

- (•) African Americans
- (•) Asian American & European Americans
- (•) Hispanic Americans
- ( ) Native Americans

of the lesson:

wareness: Students will identify key aspects of the selected country's cultural norms and values as they relate to business practices.

Etiquette: Students will describe specific business etiquette practices in the selected country, including appropriate greetings, dress codes, nication styles, and meeting protocols.

Global Business Practices: Students will compare and contrast business etiquette in the selected country with those in the United States (or their home country).

Research Skills: Students will develop skills in conducting research using reliable sources to gather information about international business practices.

Presentation Skills: Students will demonstrate effective communication skills by organizing and delivering a professional presentation on their findings.

Description of the lesson evaluation (include materials and activities):

Instructions & Rubric are attached.

Additional Activities Planned:

none

Print and turn in to your building Principal.

ıational Business Etiquette (PROJECT)

ıblished | Assign To | Edit | ⋮

International Business Etiquette (PROJECT)

Success in business comes down to building strong relationships with our associates. As our jobs become more and more globalized, many of us find ourselves traveling and building relationships with people across international borders, where manners and expectations might be different than we're used to.

The ins and outs of international business etiquette can get confusing. For example, punctuality is of utmost importance in England, but in France, you're considered to be "on time" if you arrive 10 minutes late. The intricacies unique to each country's business practices can be difficult to keep track of, but they can make or break your international business relationships.

Directions

Imagine you own or work for a company that is about to travel to a foreign country to conduct business. Does the country you are traveling to have the same business culture and expectations as we do in America? Probably not!

Create a **Google Slides or Canva presentation** that highlights key information one should know when conducting business in a country of your choice (each student must choose a different country -- first come first served!).

Topics that must be covered:

- **Introductions** (must include: proper dress attire, greetings & titles, and anything else you feel relates)
- **Business Meetings** (must include: punctuality, eye contact, gift giving, conversational guidelines, negotiating/making deals, and anything else you feel relates)
- **Dining Etiquette** (must include: toasting, drinking rules, how much you should eat, and anything else you feel relates)
- **Other** (include additional information that is important to know about conducting business in this country)
- **United States Business Culture** (Include a detailed summary of the United States' business culture. Include similar topics that you did for your other country and be sure to highlight similarities and differences.)

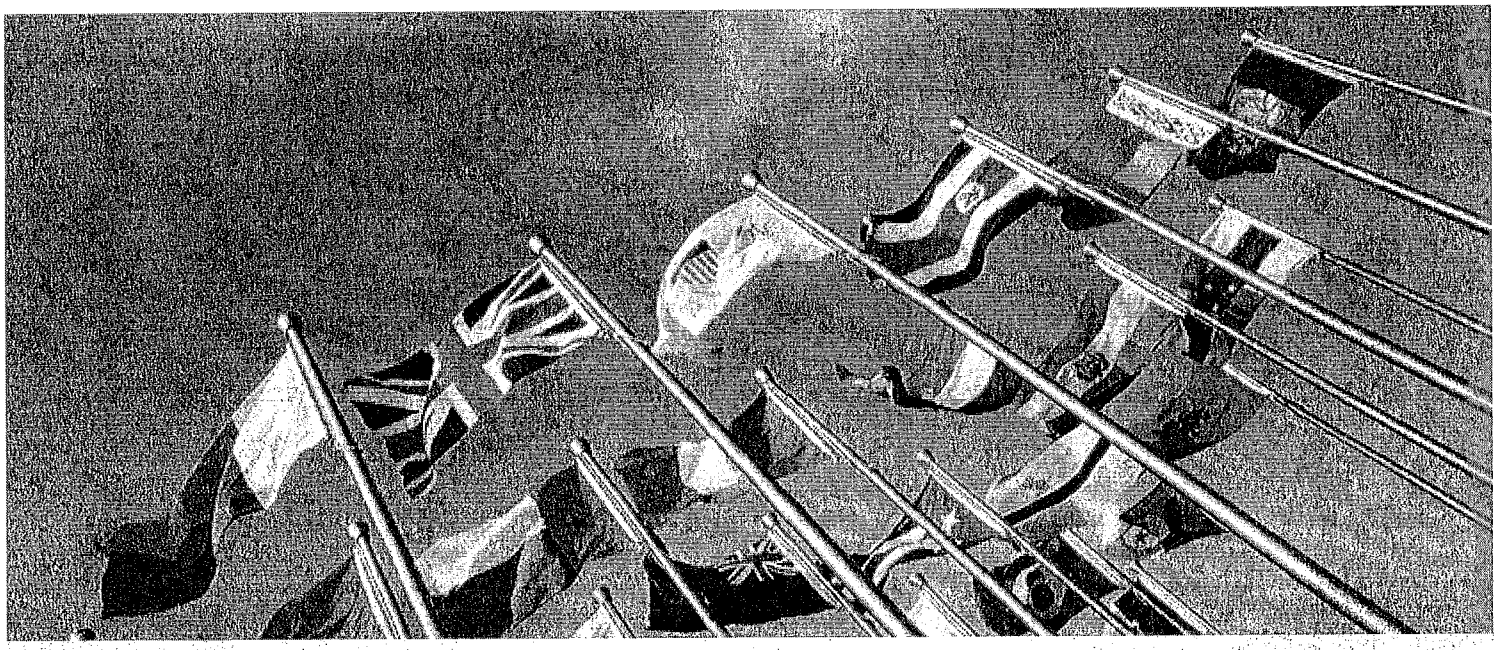
CLICK HERE FOR DETAILED INSTRUCTIONS (https://docs.google.com/document/d/1GiiWPl2zgRSehjt2Ofy3nBsKR34cs_WqfH7ktp8npHY/e usp=sharing) **FOR WHAT KIND OF INFORMATION I AM LOOKING FOR ON YOUR SLIDI**

Additional Requirement --> You must **include a list of the URLs** of any websites you used to obtain information for that specific slide **in the notes section** below the slide if using Google Slides. If using Canva, create a slide at the end of your presentation with the URLs.

Additional Requirement --> You must orally present your presentation to the class. (See attached rubric.)

Helpful links to get you started:

- **How cultural differences impact international business in 2017** (http://www.hult.edu/blog/cultural-differences-impact-international-business/)
- (http://www.hult.edu/blog/cultural-differences-impact-international-business/) **Business Etiquette Around the World (Infographic)** (https://www.ctbusinesstravel.co.uk/news/blog/business-etiquette-around-the-world/)
- **"The Web's Leading Resource for International Business Etiquette"** (http://www.cyborlink.com/)



Google Slides & Visual Appeal

ric indicates, you will be graded on the visual appeal of your presentation slides. In fact, it is /50 points, or 20% of your grade on this project.

e some helpful tips to be mindful of:

- **de background** -- choose something plain/simple; use a color scheme that makes sense
- **graphics/images** -- use them!; the audience likes to focus on an image rather than stare at a bunch of words; make sure you choose your images wisely -- they should relate to the slide and be clear (not blurry); NO WHITE BACKGROUNDS ON IMAGES
- **structure** - make use of the entire slide; use headings to clearly communicate what the slide is about
- **text** - use fonts that are easier to read; use size 18 or bigger; NO COMPLETE SENTENCES; stick to the 7x7 rule (there is no limit on the number of slides you can have); use contrast! (dark slide = lighter font; light slide = darker font)
- **spelling & grammar** -- use spell check; you will lose credibility for every "typo" that you have

Points 50

Submitting a website url or a file upload

Due	For	Available from	Until
-	Everyone	-	-

IBE Project Rubric

Criteria	Ratings		
Introductions Topics that must be covered: proper dress attire, greetings & titles, etc. *Be sure to include additional information to receive the full 5 points!	5 pts Full Marks	0 pts No Marks	5 pts
Business Meetings Topics that must be covered: punctuality, eye contact, gift giving, conversational guidelines, negotiating/making deals, etc.	5 pts Full Marks	0 pts No Marks	5 pts
Dining Etiquette Topics that must be covered: toasting, drinking rules, how much you should eat, etc. *Be sure to include additional information to receive the full 5 points!	5 pts Full Marks	0 pts No Marks	5 pts
Other Important Information Include any other important topics not already required. What else should someone know when traveling to this country for business?	5 pts Full Marks	0 pts No Marks	5 pts
United States Business Culture A detailed summary is included Similarities and differences with other country are noted	10 pts Full Marks	0 pts No Marks	10 pts
Overall Visual Appeal -slide background / graphics / spelling & grammar / use of space / fonts & font sizes / color scheme	10 pts Full Marks	0 pts No Marks	10 pts
Oral Presentation Confident / Familiar with content / Eye contact / Voice	10 pts Full Marks	0 pts No Marks	10 pts
			Total Points: 50

Detailed Instructions for Business Etiquette Project

.ctions

..ess attire	What is the proper dress attire? (professional attire / suit / dress, business casual, casual, jewelry?)
Greetings	How do you properly greet someone? (Hello? Handshake? Kiss on cheek?)
Titles	How do you address someone when you say their name? (Mr. ____, First name? Sir?)
Other	Is there any other information related to introductions that we should be aware of for your country?

Business Meetings

Punctuality	What is considered to be **on time** behavior? (5 minutes early? Is 10 minutes late acceptable?)
Eye contact	Are you expected to look people in the eye when speaking to them? Or is it considered rude for some reason?
Gift Giving	Are you expected to bring and present a gift? Or would they be considered a bribe? What kind of gifts are acceptable/unacceptable?
Conversational Guideliness	What types of conversation are acceptable/expected? (Is it expected to stick to business only, or is "small talk" ok? Are there any topics that are considered to be off limits?)
Negotiating	Is it normal to negotiate a deal? Or is it considered offensive and would cause conflict?
Other	Is there any other information related to business meetings that we should be aware of for your country?

Dining Etiquette

Toasting	Who is expected to make a toast at dinner?
Drinking Rules	Are you allowed to have an adult beverage? Expected to have one?
Eating	Is it rude to finish your plate? Leave food on the plate? Other eating expectations?
Other	Is there any other information related to dining etiquette that we should be aware of for your country?

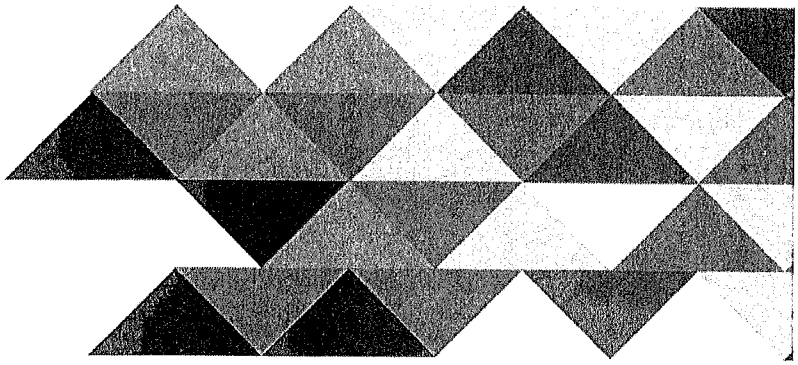
Other

In addition to introductions, business meetings, and dining etiquette -- what other information about your country do you feel is relevant and important to know before conducting business in your country?

United States Business Culture

Include a detailed summary of the United States' business culture. Include similar topics that you did for your other country and be sure to highlight similarities and differences. *NOTE: You will not have to <u>present</u> over this information. We don't need to hear multiple students discuss what business etiquette in the United States looks like.

Multi-Cultural Education
REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/05/2024

Information

Teacher:

Wickham

Grade:

10

Subject Area:

American History

Number of Students:

37

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

ve of the lesson:

e rights of African Americans were eroded after Reconstruction.

Description of the lesson evaluation (include materials and activities):

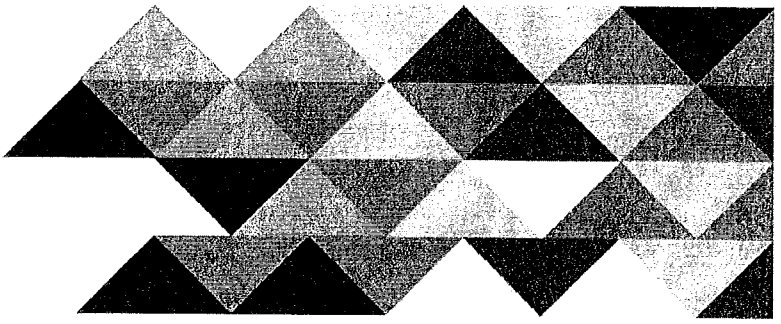
Students will create a graphic web to illustrate African American response to discrimination and segregation.

Additional Activities Planned:

Reading the section of the textbook. Chapter 4 Lesson 5 pg 169-173

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/20/2024

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

35

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Summarize the main motivations for creating the Serengeti National Park and explain how it contributes to the conservation of the great migration.
Identify and describe at least three different points of view and priorities that have shaped human decisions about the Serengeti as a protected space.

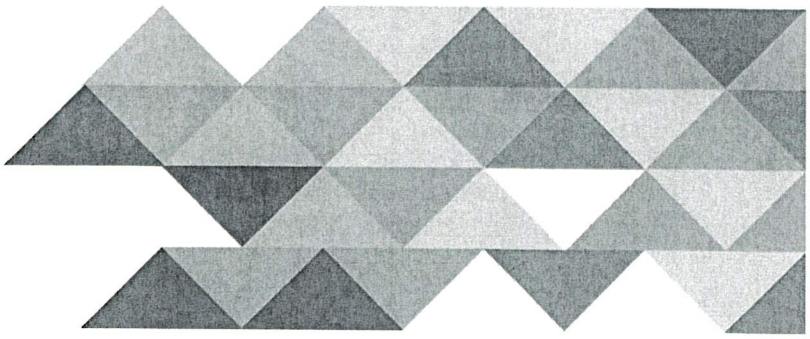
Description of the lesson evaluation (include materials and activities):

https://docs.google.com/document/d/1cfAo-_Fbc6iBEYu6cmY-EB5oLE8CTfFl6r7fQ6liQUk/edit

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/26/24

Information

Teacher:

Gabel

Grade:

6th

Subject Area:

Science

Number of Students:

18

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Students will be able to identify and write a summary on 3 scientists
who have make a significant contribution to the field of science within one culture or gender with 100% accuracy.

https://mentalfloss.com/article/86985/10-game-ch[redacted]g-hispanic-scientists-you-didnt-learn-about-school

Description of the lesson evaluation (include materials and activities):

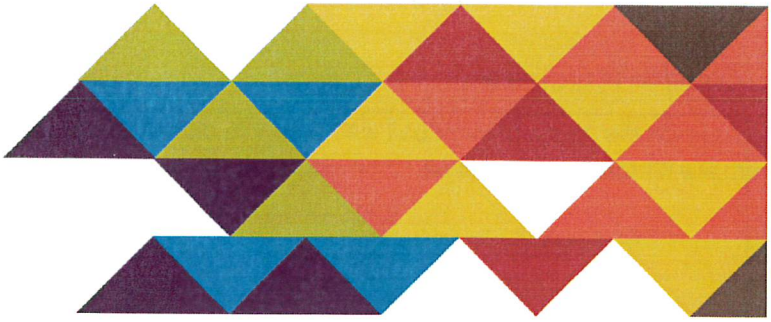
Students will research contributions made by African-American, Hispanic-American, Native-American, and Asian-American Scientists.

Additional Activities Planned:

Students will turn in their assignment on Canvas.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/07/2024

Information

Teacher:

Kubik

Grade:

9th

Subject Area:

Physical Education

Number of Students:

25

Culture Studied

(Select One)

- ◯ African Americans
- ◉ Asian American & European Americans
- ◯ Hispanic Americans
- ◯ Native Americans

Objective of the lesson:

To learn the game of Handball with a couple different twists to the rule as well as play with different sized balls to make it more or less dificult.

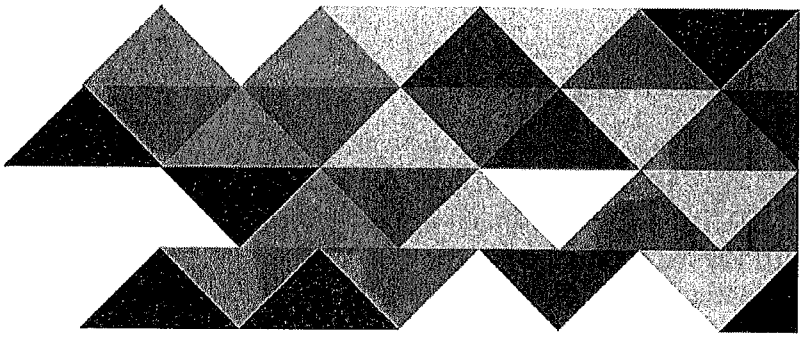
Description of the lesson evaluation (include materials and activities):

Handball was created in scandanavia and germany. Materials needed in activity are nets, and a ball of any size.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/13/2024

Information

Teacher:

Sarah Hernbloom

Grade:

10th-11th

Subject Area:

Spanish 2

Number of Students:

22

Culture Studied

(Select One)

- ◯ African Americans
- ◯ Asian American & European Americans
- ◉ Hispanic Americans
- ◯ Native Americans

Objective of the lesson:

TLW be able to understand what is read in the target language
TLW compare/contrast culture of México to United States
TLW practice intonation and speech patterns
TLW read for comprehension
TLW interpret culture concepts and see similarities and differences

Description of the lesson evaluation (include materials and activities):

TLW read/listen to a short novel La Tumba and complete activties and questions
TLW write a brief compare/contrast and or use Venn diagram
TLW examine cultural concepts as related to Día de los Muertos and similiar celebrations that honor/remember the dead

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/20/2024

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

35

Culture Studied

(Select One)

- (●) African Americans
- ( ) Asian American & European Americans
- ( ) Hispanic Americans
- ( ) Native Americans

Objective of the lesson:

Summarize the main motivations for creating the Serengeti National Park and explain how it contributes to the conservation of the great migration.
Identify and describe at least three different points of view and priorities that have shaped human decisions about the Serengeti as a protected space.

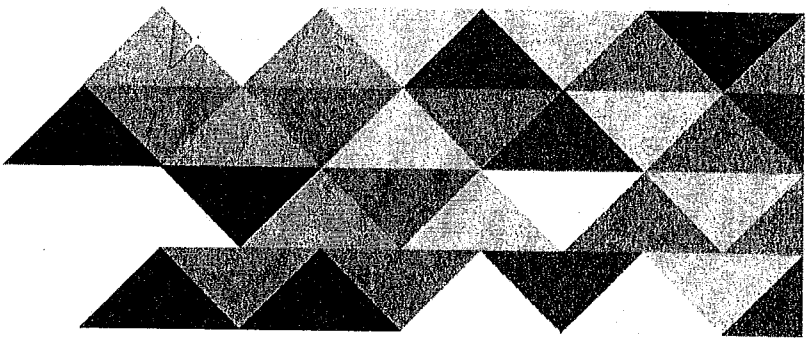
Description of the lesson evaluation (include materials and activities):

https://docs.google.com/document/d/1cfAo-_Fbc6iBEYu6cmY-EB5oLE8CTfFl6r7fQ6liQUk/edit

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/24/2024

Information

Teacher:

Mr. Kravig

Grade:

11

Subject Area:

Chemistry

Number of Students:

17

Culture Studied

(Select One)

- ○ African Americans
- ◉ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans

Objective of the lesson:

Atomic Theory

Description of the lesson evaluation (include materials and activities):

Learn about scientists and discoveries of parts of the atom., including German-Americans such as Neils Bohr and Albert Einstein

Additional Activities Planned:

Print and turn in to your building Principal.

INTUIT quickbooks

Sign in

PAYMENT AMOUNT

$5,697.20 Edit amount

Debit Credit Bank PayPal

Card number 1234 5678 90

Exp date MM/YY

CVV code 123

Name on card First name Last n

Country USA

ZIP code 12345

Save a payment method for faster future payments.

Sign in or create account

Payment Date NEW

Schedule it now, pay it on the date you choose. Set a date

By selecting **Pay**, you accept the Terms of Service. Our Global Privacy Statement will apply to any personal information you provide us. You also allow Intuit to charge $5,697.20 to your card on May 30, 2025.

Pay $5,697.20

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CharacterStrong

Invoice	33408
Due date	June 28, 2025
Invoice amount	$5,697.20
	0
Total	$5,697.20

View invoice

Merchant details

Email: billing@characterstrong.com

Payment instructions

Remittance Address: CharacterStrong PO Box 12415 Newark, NJ 07101-3515

TRUSTe Certified Privacy

Information is protected and kept confidential

Feedback

Shelby-Rising City Public Schools
www.shelby.esu7.org
650 N Walnut St., PO Box 218, Shelby NE 68662
402-527-5946 / Fax 402-527-5133

Tucker Tejkl,
Superintendent

Breakfast, Lunch Prices for the 2025-2026 School Year

Breakfast – Adult	$2.95
Breakfast – Student	$1.95 (Free & Reduce = $0.30)
Lunch – Adult (Includes Milk)	$4.00
Lunch – MS/HS Student	$3.25 (Free & Reduce = $0.40)
Lunch – Elementary Student	$2.85 (Free & Reduce = $0.40)

Extra A-La-Carte/Additional Items:
*Students on free or reduced lunch will have to pay for these items.

Extra Milk		$0.50
Second Entree	$1.00	
A la Carte		$0.75
Slushies – Large		$1.00
Ice Cream/Fudge Bars (Friday Only)	$1.00	

Price increases due to cost of supply:

- Student Breakfast = increase of $0.45
- Adult Lunch = increase of $0.25
- MS/HS Lunch = increase of $0.75
- Elementary Lunch = increase of $0.50

Dear Parent/Guardian:

Shelby-Rising City Public Schools
www.shelby.esu7.org
650 N Walnut St., PO Box 218, Shelby NE 68662
402-527-5946 / Fax 402-527-5133

Tucker Tejkl,
Superintendent

Children need healthy meals to learn. Shelby - Rising City Schools offers healthy meals every school day. Breakfast costs **$1.40**; lunch costs **$2.30 k-5 and $2.45 6-12**. **Your children may qualify for free or reduced price meals.** Reduced price is **$.30** for breakfast and **$.40** for lunch. If your child(ren) qualified for free or reduced price meals at the end of last school year, you must submit a new application by **September 23rd** in order to avoid an interruption in meal benefits.

This packet includes an application for free or reduced price meal benefits and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE OR REDUCED PRICE MEALS?
    - All children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR) are eligible for free meals.
    - Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
    - Children participating in their school's Head Start program are eligible for free meals.
    - Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
    - Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.
2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and haven't been told your children will get free meals, please call or e-mail **Sandy Voss at 402-527-5946 ext. 5007 or svoss@shelby.esu7.org.**
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: **Maritza Velasco at mvelasco@shelby.esu7.org**.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE MEALS? No, but please read the letter you got carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact **Maritza Velasco at mvelasco@shelby.esu7.org**. immediately.

5. CAN I APPLY ONLINE? You are encouraged to complete an online application instead of a paper application if your school district makes this option available. The online application has the same requirements and will ask you for the same information as the paper application. Visit **https://www.shelby.esu7.org** to begin or to learn more about the online application process. Contact **Maritza Velasco at mvelasco@shelby.esu7.org** if you have any questions about the online application.

6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year. If you do not send in a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.

7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.

8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.

9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.

10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Tucker Tejklsuperintendent at ttejkl@shelby.esu7.org**

11. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.

12. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make $1000 each month, but you missed some work last month and only made $900, put down that you made $1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

13. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.

14. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not

include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.

15. WHAT IF THERE ISN'T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper, and attach it to your application. Contact **Maritza Velasco 402-527-5946 ext 5002** **mvelasco@shelby.esu7.org** to receive a second application.

16. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for SNAP or other assistance benefits, please go online to ACCESSNebraska.ne.gov or call 1-800-383-4278.

If you have other questions or need help, call **402-527-5946 ext. 5002**.

Sincerely,

Shelby-Rising City Public Schools
www.shelby.esu7.org
650 N Walnut St., PO Box 218, Shelby NE 68662
402-527-5946 / Fax 402-527-5133
Tucker Tejkl,
Superintendent

Instructions for Completing the Free & Reduced Price School Meals Family Application

For households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR), follow these instructions:

Part 1: List each child's name, the school they attend and their grade.
Part 2: Enter household's Master Case Number if the household qualifies for SNAP, TANF or FDPIR.
Part 3: Skip this part.
Part 4: Complete this part. An adult must sign the form.
Part 5: This part is optional and does not affect your children's eligibility for free or reduced price meals. If you do not select race or ethnicity, one may be selected based on visual observation.

For households with FOSTER, HOMELESS, MIGRANT or RUNAWAY CHILDREN, follow these instructions:

If <u>all</u> children in the household are foster children:
Part 1: List all foster children, the school they attend and their grade. Check the box indicating the child is a foster child.
Part 2: Skip this part.
Part 3: Skip this part.
Part 4: Complete this part. An adult must sign the form.
Part 5: This part is optional and does not affect your children's eligibility for free or reduced price meals. If you do not select race or ethnicity, one may be selected based on visual observation.

If <u>some</u> of the children in the household are foster children or are homeless, migrant or runaway children:
Part 1: List all children, the school they attend and their grade. Check the appropriate box.
Part 2: If the household does not have a Master Case Number, skip this part.
Part 3: Follow these instructions to report total household income from last month.

Column 1 – Household Members: List the first and last name of **each** person living in your household, related or not (such as grandparents, other relatives or friends) who share income and expenses. Attach another sheet of paper if necessary.
Column 2 - Gross Income and How Often it was Received: Gross income is the amount earned **<u>before</u> taxes and other deductions;** it is not your take-home pay. For each household member, list each type of income received for the month. You must also report how often the money is received – weekly, every other week, twice a month, or monthly.

Earnings from Work includes the following:
- Salary, wages, cash bonuses
- Net income from self-employment (farm or business)

If you are in the U.S. Military, include:
- Basic pay and cash bonuses (do not include combat pay, Family Subsistence Supplemental Allowance (FSSA) payments or privatized housing allowances)
- Allowances for off-base housing, food and clothing

Do not include income from SNAP, FDPIR, WIC, Federal education benefits and foster care payments.

Public Assistance/Child Support/Alimony includes the following:
- Unemployment benefits, Worker's compensation
- Supplemental Security Income (SSI), Cash assistance from state or local government
- Veteran's benefits (VA benefits), Strike benefits
- Child support payments, Alimony payments

Pensions/Retirement/All Other Income includes the following:
- Social Security payments (including railroad retirement and black lung benefits)
- Private pensions or Disability benefits
- Regular income from trusts or estates, Annuities, Investment income, Earned interest, Rental income and *Regular* cash payments received from outside the household.

If you have no income, write "0" or leave the income field blank. By doing this, you are certifying there is no income to report.

Household Size: Enter the total number of people in your household.
Social Security Number: The adult signing the form must list the last four digits of their Social Security Number (SSN) or check the box to the right labeled "Check if no SSN."

Part 4: Complete this part. An adult must sign the form.
Part 5: This part is optional and does not affect your children's eligibility for free or reduced price meals. If you do not select race or ethnicity, one may be selected based on visual observation.

Please note: Children who meet the definition of homeless, migrant or runaway, are eligible for free meals. However, the school district must have documentation on file from a migrant coordinator, homeless/runaway liaison or the district's Direct Certification list to approve the child for free meals.

For ALL other households, follow these instructions:

Part 1: List all children, the school they attend and their grade.
Part 2: If the household does not have a Master Case Number, skip this part.
Part 3: Follow these instructions to report total household income from last month.
Column 1 – Household Members: List the first and last name of **each** person living in your household, related or not (such as grandparents, other relatives or friends) who share income and expenses. Attach another sheet of paper if necessary.
Column 2 - Gross Income and How Often it was Received: Gross income is the amount earned **before taxes and other deductions;** it is not your take-home pay. For each household member, list each type of income received for the month. You must also report how often the money is received – weekly, every other week, twice a month, or monthly.

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Social Security Number: The adult signing the form must list the last four digits of their Social Security Number (SSN) or check the box to the right labeled "Check if no SSN."

Part 4: Complete this part. An adult must sign the form.
Part 5: This part is optional and does not affect your children's eligibility for free or reduced price meals. If you do not select race or ethnicity, one may be selected based on visual observation.

RESOLUTION APPROVING CERTAIN STAFF TRAININGS

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District's planned training requirements for the 2025-2026 school year comply with these statutory requirements, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. & 79-3603	Vector Solutions	30 minutes
Dating Violence Prevention	Neb. Rev. Stat. 9 79-2,141	Vector Solutions	30 minutes
••Suicide Prevention	Neb. Rev. Stat. 9 79-2,146	Vector Solutions	60 minutes
Special Education: Safety-in the Classroom	Neb. Rev. Stat. § 79-3603	Vector Solutions	30 minutes
Transportation Safety	Neb. Rev. Stat. 9 79-3603	Vector Solutions	30 minutes
Concussion Awareness	Neb. Rev. Stat. 71-9104	Vector Solutions / Athletic Trainer	30 minutes
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	Administration	10 minutes each (ten)
Tornado Drills	Neb. Rev. Stat. 2,144(8)	Administration	15 minutes each (twice)

Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.0lF; NDE Guidance	Vector Solutions	30 minutes
	(https://www.education.ne,gov/		
Pupil Transportation Drivers	NDE Rule 91.003.02	Vector Solutions & through Kearney	2 hours
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code§ 1681	KSB	3 hours
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Vector Solutions & Nurse	60 minutes
School Resource Officers and Building Administration	Neb. Rev. Stat. § 79-2704	Not Applicable	Not Applicable
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	NDE	30 minutes
Blood Borne Pathogens	State of Nebraska	Vector Solutions	30 minutes
Asthma / Epipen	State of Nebraska	Vector Solutions	30 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this_____ day of _____,2025.

SHELBY-RISING CITY PUBLIC SCHOOLS

By:_____
Board President

Attest:_____
Board Secretary

RESOLUTION APPROVING CERTAIN STAFF TRAININGS

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Special Education: Safety-in the Classroom	Neb. Rev. Stat. § 79-3603	Vector Solutions	30 minutes
Transportation Safety	Neb. Rev. Stat. 9 79-3603	Vector Solutions	30 minutes
Concussion Awareness	Neb. Rev. Stat. □ 71-9104	Vector Solutions / Athletic Trainer	30 minutes
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	(https://www.education.ne,gov/		
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Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Vector Solutions & Nurse	60 minutes
School Resource Officers and Building Administration	Neb. Rev. Stat. § 79-2704	Not Applicable	Not Applicable
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	NDE	30 minutes
Blood Borne Pathogens	State of Nebraska	Vector Solutions	30 minutes
Asthma / Epipen	State of Nebraska	Vector Solutions	30 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

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4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this 16 day of June ,2025.

SHELBY-RISING CITY PUBLIC SCHOOLS

By: _____
Board President

Attest: _____
Board Secretary

SHELBY LUMBER COMPANY, INC.
P.O. Box 100
Shelby, NE 68662
(402) 527-5581

Design Build BY SHELBY LUMBER COMPANY, INC.
2377 39th Avenue
Columbus, NE 68601
(402) 564-8300

PROPOSAL AND ACCEPTANCE

PROPOSAL SUBMITTED TO	PHONE	DATE
Shelby - Rising City School	527-5946	1-29-25
STREET	JOB NAME	
CITY, STATE AND ZIP CODE	JOB LOCATION	
Shelby NE 68662		
ARCHITECT / DATE OF PLANS		JOB PHONE

We hereby submit specifications and estimates for:

24'-0" x 22'-0" Wall to close off kitchen area:

- 2x6 studs framed to ceiling
- 1/2" "fire rated" sheathing both sides
- 5/8" fire code sheet rock
- Tape and smooth walls
- 1 - 3°x7° metal door, frame, and exit hdw.
- 1 3'-0" x 4'-0" Window installed
- Paint both sides of wall to match existing
- Lift Rental included

Total Material and labor: $18,816.00

We Propose hereby to furnish material and labor - complete in accordance with above specifications, for the sum of:

dollars ($ 18,816.00).

Payment to be made as follows:

Thank you

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature Brian V. Schmidt

Note: This proposal may be withdrawn by us if not accepted within _____ days.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature _____

Date of Acceptance _____ Signature _____

SRC Builders LLC
PO BOX 204
RISING CITY, NE 68658
US
+14026413493

Estimate

ADDRESS
Shelby-Rising City Public School
Shelby, NE

ESTIMATE # 2165
DATE 04/11/2025
EXPIRATION DATE 05/11/2025

ACTIVITY	QTY	RATE	AMOUNT
Services The construction of a 21’4" high by 23’8" long wall in the Ag building. Built using 2x6x20 lumber for the bottom portion of the wall with a second wall constructed on top of the 20’ wall to reach a height to the ceiling of the building. Treated sill plate, triple plate between the two walls lagged together with GRK 5/16"x4" lags every 32" and a double top plate. Also install 36" interior door 6 panel and a 3x4 sliding window with tempered glass and no energy rating.	1	3,608.22	3,608.22
Services Drywall finish both sides with smooth wall finish primer/paint ready.	1	4,940.00	4,940.00

Quote is valid for 30 days before material and drywall will need to be re-quoted. If approved, will plan on installing during school summer break.

TOTAL **$8,548.22**

Accepted By

Accepted Date

RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state satute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. Such preliminary enrollment or advanced enrollment for a child of a military family shall also apply if such child has an individualized family service plan, has an IEP under the federal IDEA, receives special accommodations or services under section 504, or receives special education as defined in section 79-1125. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska.

When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Approved _____ Reviewed _____ Revised _____

Legal Reference: Neb. Statute 79-215
Neb. Statute 79-1125
IDEA, 20 U.S.C. 1400 et seq.
Section 504, Rehabilitation Act of 1973, 29 U.S.C. 794

Cross Reference:
101 District Organization and Basic Commitments
503 Student Attendance
801 Transportation

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application~~,~~. See policy 502.01 for preliminary enrollment of children of military families.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district~~,~~; or
2. the student's option district merged with another district effective after February 1, and;
3. the student's attendance would occur during the next immediate and subsequent school years.

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

The standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as allowed by law.

Option Priorities: An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act,, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

Transportation: The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district’s costs for the transportation. All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student’s Individualized Education Plan.

Legal Reference: Neb. Statute 79-215
79-232 to 246
NDE Rule 19.008

Cross Reference: 503 Student Attendance
801 Transportation

STUDENT DRESS CODE AND GROOMING

The Board believes student dress or grooming that causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees or visitors is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a positive learning environment.

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

The Board respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance.

"Caregiver" in this policy shall include any parent, guardian or other adult caregiver who is on record with the District as one of the student's official custodians.

GENERAL PRINCIPLES/STANDARDS:

1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.

2. Respect for Individuality: Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.

4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.

HEALTH AND SAFETY CONSIDERATIONS:
In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individual.

2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

ENFORCEMENT:
Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

TRAINING AND AWARENESS:
The district will communicate this policy with students and families in their preferred language(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

CONFIDENTIALITY:
The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside parties.

PARENTAL CONSENT:
The District shall make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person), explaining why adjustments to the student's attire or grooming are needed to meet health and safety standards.

2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational experience.

3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.

4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the caregiver.

5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

RECORD KEEPING:
The District will establish and maintain records for any efforts made to accommodate a student's appearance or grooming of any kind. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

The district will regularly review and analyse these records to identify areas that may require revisions of policies. It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

DEFINITIONS:
Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one’s teeth or combing one’s hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
Neb. Statute 79-2,158

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students
504.18 Harassment
504.20 Bullying Prevention

Approved: June, 16th, 2025 Reviewed: June, 16th, 2025 Revised: _____

STUDENT ~~APPEARANCE~~DRESS CODE AND GROOMING

The Board believes ~~inappropriate~~ student ~~appearance~~dress or grooming that causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees ~~and~~or visitors~~.~~

is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a ~~good~~positive learning environment. ~~The standards will be those generally acceptable to the community as appropriate in a school setting.~~

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. ~~Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated.~~ When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

~~A student~~ The Board respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance.

"Caregiver" in this policy shall include any parent, guardian or other adult caregiver who is ~~a member of an indigenous tribe~~on record with the District as one of the ~~United States or another country may~~ student's official custodians.

GENERAL PRINCIPLES/STANDARDS:

1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.

2. Respect for Individuality: Students are allowed to wear ~~tribal regalia in any public or private location on the~~ religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school ~~grounds or at any~~ personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.

4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.

HEALTH AND SAFETY CONSIDERATIONS:

In school ~~function~~environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individual.

2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

ENFORCEMENT:

Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

TRAINING AND AWARENESS:

The district will communicate this policy with students and families in their preferred language(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

CONFIDENTIALITY:

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside parties.

PARENTAL CONSENT:

The District shall make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation

needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person ~~is otherwise authorized~~), explaining why adjustments to ~~be as long as~~ the ~~tribal regalia does not interfere~~student's attire or grooming are needed to meet health and safety standards.

~~1.~~2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational ~~process and is not detrimental to the health or safety of the student or another person~~experience.

3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.

4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the caregiver.

5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

RECORD KEEPING:

The District will establish and maintain records for any efforts made to accommodate a student's appearance or grooming of any kind. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

The district will regularly review and analyse these records to identify areas that may require revisions of policies. It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

DEFINITIONS:

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
Neb. Statute 79-2,158

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students
504.18 Harassment
504.20 Bullying Prevention

Approved _____ Reviewed _____ Revised _____

~~REGULATED~~CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

~~Carrying a cellphone~~/The District prohibits the use of cell phones or other electronic communication devices by students while on school property or attending a school instructional function except as provided otherwise below. Violation of this policy may include disciplinary measures under the district's student conduct policies up to and including suspension or expulsion.

Other electronic communication device ~~in the school building is~~means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. This includes personally owned electronic tablets, "smart" watches, earbuds, headphones, and gaming devices. The term "electronic communication device" includes a ~~privilege,~~cell phone.

Students are not prohibited from using an electronic communication device while on school property or attending a ~~right. Cellphones (including ear buds or other communication accessories) may be not used~~school instructional function under any of the following circumstances:

1. When required by a student's individualized education program developed under the Special Education Act and its rules and regulations or a plan developed under section 504 of federal statutes;
~~1.~~2. When authorized by the District for educational purposes during ~~class~~instructional time ~~except when approved by the teacher as part of a specific class activity or school project.~~;

~~Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities.~~

~~Prohibited devices shall include any item which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.~~

3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When appropriate under District policies or otherwise allowed by an appropriate school employee.

In addition to any prohibitions on electronic communication devices ~~defined in the student handbook~~stated above, students shall not use ~~electronic~~such devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students

shall not use electronic devices at any time where there is an expectation of privacy~~.~~ ~~Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school~~.

This policy does not authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Rules for confiscation of prohibited devices, returning of confiscated devices, and disciplinary measures will be published in the student handbook.

The development of this policy shall include stakeholder participation from students, parents, and educators in each community. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference: Rehabilitation Act of 1973, 29 U.S.C. 794
2025 Neb. Legislative session LB140

Cross Reference: 504.03 Student Conduct
505 Student Discipline

Approved _____ Reviewed _____ Revised _____

STUDENT ACTIVITY ELIGIBILITY

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ~~ability~~abilities in the students during their school years and for their lifetime.

However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct themselves in accordance with student conduct policies. Violations of district policies may result in the loss of some or all extracurricular eligibility.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board also will take action. The events must not disrupt the education program or other school district operations.

Participation in interscholastic sports designated as male or female only shall be limited according to statutes. Eligibility requirements as published by the Nebraska School Activities Association (NSAA) shall be observed by all students. Participating students shall follow Policy 506.10 Student Physicals for Athletes. Additional eligibility requirements may be imposed by the school district at the board's discretion.

Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission and good health (sports only). All eligibility requirements shall be published in applicable student/parent handbooks.

~~*[The student must maintain satisfactory conduct, as determined by the building principal. (In any event, if the student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether actual court judgment is withheld, the student should be disqualified from participation in interscholastic extracurricular activities.)]*~~

Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extra curricular activity may appeal the sanction or finding in accordance with the student ~~due process policy.~~ conduct policy. Visitors attending these activities must follow Policy 1005.08 Public Conduct on School Premises.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 20 U.S.C. Sect.1681-1683; 1685-1686 (1994).
34 C.F.R. Pt. 106.41 (1993)
Neb Statute 79-296
79-443

~~Approved~~ _____ ~~Reviewed~~ _____ ~~Revised~~ _____

2025 Neb. Legislature LB89

Cross Reference:
502 Student Attendance
504 Student Rights and Responsibilities
505 Student Discipline
506.10 Student Physicals for Athletes
508 Student Health and Well-Being
1005.08 Public Conduct

STUDENT PHYSICALS FOR ATHLETICS

All boys or girls that participate in any athletics or practices must have a physical examination signed by a physician. The results of the examination and the physician's signature must appear on all local and state forms where it is required. All such examination results must be on file in the school where the student is to participate in athletics. In all cases, these forms should be signed first by parents to signify their permission and then by the physician. Only proper forms are to be used in all cases.

Legal Reference: NSAA Athletic Bylaws sect. 3.4
2025 Neb. Legislature LB89

Approved _____ Reviewed _____ Revised _____