Board of Education Regular Meeting
Thursday, June 11, 2026 7:00 PM
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. Visitor #1: Mrs. Holly Luettel

5. Consent Agenda

   5.1. Minutes

   5.2. Treasurers Report

6. Administrative Reports

   6.1. Superintendents Report

7. District Reports

   7.1. Technology Report

      7.1.1. Camera quote, camera additions as well as repositioning, phone system replacement (next year's agenda), intercom quote, and a plan to rotate our video boards within our classrooms.

   7.2. Maintenance/Facilities/Transportation Report

   7.3. Board/Committee Report

      7.3.1. Item #1: Updated Vehicle Report

7.3.2. Item #2: Building and Grounds Walkthrough

7.3.3. Item #3: District Strategic Plan

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 regarding breakfast and lunch prices for the 2026-2027 school year. We plan to keep the prices the same as last year:

1. Breakfast
    - $1.95
2. Lunch
    - Elementary
        - $2.85
    - MS/HS
        - $3.25
    - Adult
        - $4.00
    - Milk
        - $.50
    - Entree
        - $.75
    - A la Carte
        - $.75
    - Slushies/Froyo/Fudge Bars
        - $1.00

8.6.

8.7. Item #6: 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.

8.8. Item #7: Taking all necessary discussion and possible action about approving adding a HOSA chapter as well as a sponsor to the Extra Duty Pay School in the Negotiated Agreement. The placement of this sponsor would be in the category of 3% of base salary.

8.9. Item #8: Recognition of Mr. Chris Alt for being named NSAA's Above and Beyond Award nominee for the end of May!

8.10. Item #9: Taking all necessary discussion, evaluation, and possible action on O'dell's Construction Inc. Bid for our concrete repairs and additions throughout the district ($20,118) through depreciation.

8.11. Item #10: Taking all necessary discussion, evaluation, and possible action on SRC Builders quote for our Northside windows and wood replacement ($43,611.10) through depreciation.

8.12. Item #11: Area Sub Pay

9. Action Items

9.1. Item #1: Approval of 2026-2027 Calendar with revision of December 2nd becoming a Staff Work Day (no students) as we are hosting District FFA LDEs.

9.2. Item #2: Approval of Electronic Engineering for our subscription to our camera system and maintenance (3 year deal = $8,535)

10. Discuss, review and take action on the resignation of Mr. Tucker Tejkl.

11. Discuss and consider hiring Nebraska Association of School Board Superintendent Search Services in the hiring of a interim superintendent.

12. Set Dates

13. 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.

14. Adjournment

Board of Education Regular Meeting

Monday, May 11, 2026 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:	Present

1. **Call to Order** — **Speaker(s):** Board President

Action(s):
Motion was called to order at 7:00 PM Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

2. **Pledge of Allegiance**

3. **Announce Open Meeting Act Posting and Location** — **Speaker(s):** Board President

4. **Recognition of Visitors**

5. **Consent Agenda**

5.1. Minutes

5.2. Treasurers Report

Action(s):
Motion to approve consent agenda. 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:	Yea

Voting Summary: Yea: 6, Nay: 0

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

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 26-27 school year.

8.3. Item #3: Review Graduation Requirements for SRC for the 26-27 school year.

8.4. Item #4: BOK Financial (Bond) will be paid automatically from our Bond Account in June ($74,426.25)

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) - same as last year.

Action(s):

Approve being a part of the cooperative for PowerSchool through ESUCC which provides support and services for our district ($7,437) - same as last year. 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:	Yea

Voting Summary: Yea: 6, Nay: 0

9.2. Item #2: Consider and take possible action on approving Hiland Dairy Foods Milk Bid for the 26-27 school year.

Action(s):

Approve Hiland Dairy Foods Milk Bid for the 26-27 school year. Passed with a motion by Kasey Hopwood and a second by Crystal Zimmerman.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

9.3. Item #3: Consider and take possible action on the purchase of our Curriculum for CharacterStrong that is utilized for our K-12 students ($6,897.40).

Action(s):

Approve the purchase of our Curriculum for CharacterStrong that is utilized for our K-12 students ($6,897.40). Passed with a motion by Joe Noyd 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:	Yea

Voting Summary: Yea: 6, Nay: 0

10. **Set Dates**

11. **Item: #1 - Performance Review**

Action(s):

Motion made to enter executive session at 7:48 am in order to protect the reputation of a staff member. Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

Executive session was ended at 8:11 pm Passed with a motion by Kasey Hopwood and a second by Geoffrey Ruth.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea

Denise Thelen: Yea
Chris Whitmore: Yea
Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

Executive session was concluded at 9:23 pm. Passed with a motion by Kasey Hopwood and a second by Geoffrey Ruth.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

I move that the board authorize the board president to place the superintendent on a written Performance Improvement Plan to be reviewed at least monthly by the Board of Education. Passed with a motion by Kasey Hopwood and a second by Crystal Zimmerman.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

Motion to adjourn @ 9:30 pm Passed with a motion by Kasey Hopwood and a second by Crystal Zimmerman.

Voting Detail:

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

Voting Summary: Yea: 6, Nay: 0

11.1. Discuss, consider, and take any necessary action with respect to the evaluation of the Superintendent's position and performance.

Action(s):

Executive session entered at 8:13 pm Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

Voting Detail:

Kasey Hopwood: Yea
Joe Noyd: Yea

Geoffrey Ruth: Yea
Denise Thelen: Yea
Chris Whitmore: Yea
Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

12. **Adjournment** **Speaker(s):** Board President

_____
Board Secretary

BOARD OF EDUCATION

SHELBY-RISING CITY PUBLIC SCHOOLS

JUNE 11, 2026

7:00 PM

Check #	Vendor Name	Amount
Checking	**1 Fund: 01 GENERAL FUND**	
43362	CAROLINA BIOLOGICAL SUPPLY CO	233.45
43363	CENTRAL COMMUNITY COLLEGE	1,815.00
43364	CENTRAL VALLEY AG	692.18
43365	CHARACTERSTRONG	6,897.40
43366	CLASSLINK, INC	2,580.00
43367	COLUMBUS MUSIC	11.98
43368	CROWN PLAZA HOTEL KEARNEY	503.85
43369	CUBBYS CORPORATE OFFICE	4,844.32
43370	CULLIGAN OF YORK	595.17
43371	DIETZE MUSIC HOUSE	48.60
43372	DISCOUNT SCHOOL SUPPLY	827.25
43373	EAKES OFFICE SOLUTIONS	1,913.12
43374	EDUCATIONAL SERVICE UNIT 7	26,076.50
43375	EGAN SUPPLY CO.	1,254.96
43376	ELECTRONIC ENGINEERING	77.50
43377	ELECTRONIC SYSTEMS, INC	686.80
43378	ESU7 STUDENT SERVICES	2,102.00
43379	FIRST BOOK	161.10
43380	GENERAL FUND-PETTY CASH	859.95
43381	GO PHYSICAL THERAPY	4,197.20
43382	HOMETOWN LEASING	935.43
43383	INSPIRA FINANCIAL	100.00
43384	J.W. PEPPER & SON, INC.	213.49
43385	JACKSON SERVICES, INC	235.47
43386	JOHN DEERE FINANCIAL	1,369.85
43387	JOURNEYED.COM, INC.	1,868.40
43388	KANSAS CITY AUDIO-VISUAL	250.00
43389	KSB SCHOOL LAW, PC, LLO	644.00
43390	LAKESHORE LEARNING MATERIALS	344.03
43391	M & O DOOR PRODUCTS	431.25
43392	MATHESON TRI-GAS INC.	427.08

43393	MENARDS	415.07
43394	MID-AMERICAN RESEARCH CHEMICAL	8,751.95
43395	MOHAWK USA	1,146.31
43396	NEBRASKA ASSOCIATION OF SCHOOL BOARDS	1,750.00
43397	PEARSON EDUCATION	330.00
43398	PINNACLE BANK	721.25
43399	PIONEER DOOR, INC	180.00
43400	POLK CO. RURAL PUBLIC POWER DISTRICT	8,171.05
43401	QUILL CORPORATION	125.77
43402	QUIZLET, INC	205.14
43403	REALLY GOOD STUFF, LLC	295.88
43404	RUBBERECYCLE, LLC	4,494.00
43405	SCHOOL SPECIALTY	719.39
43406	SHELBY LUMBER CO.	586.00
43407	SPARROW PUBLICATIONS	138.63
43408	STAPLES ADVANTAGE	658.40
43409	SYS CLOUD INC	702.00
43410	TIRE OUTLET, INC.	124.00
43411	TRUCK CENTER COMPANIES	433.39
43412	VALLEY SHOP	1,370.00
43413	VECTOR SOLUTIONS	1,383.30
43414	VERIZON WIRELESS	319.44
43415	VIG SOLUTIONS	3,185.00
43416	VILLAGE OF SHELBY	1,394.00
43417	WAL-MART	423.03
43418	WILLIAM V. MACGILL & CO.	1,619.00
43419	WINDSTREAM NEBRASKA INC.	1,013.86
43420	WOODRIVER ENERGY LLC	2,518.91
43421	YOUR PUBLICATION	156.11

INVOICES:	$ 106,528.21
PAYROLL:	$ 529,065.63
TOTAL:	$ 635,593.84

Batch Description: JUNE 2026 GENERAL FUND INVOICES Processing Month: 06/2026 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: CAROLI **CAROLINA BIOLOGICAL SUPPLY CO** **PO Number:** **Invoice Number: 534312640RI** **Amount: 233.45**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 0145 0 000	UV DAMAGE YEAST KIT		233.45		N	

Vendor ID: CENTRALCC **CENTRAL COMMUNITY COLLEGE** **PO Number:** **Invoice Number: 2129204** **Amount: 1,815.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 2670 330 000 0000 0 000	CPR TRAINING		1,815.00		N	

Vendor ID: CVALLEYAG **CENTRAL VALLEY AG** **PO Number:** **Invoice Number: 2634429-0174** **Amount: 692.18**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	CORNERSTONE 5 PLUS		692.18		N	

Vendor ID: CHARACTERS **CHARACTERSTRONG** **PO Number:** **Invoice Number: 251363** **Amount: 6,897.40**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 2120 610 002 0000 0 000	ELEM GUIDANCE LISC		6,897.40		N	

Vendor ID: CLASSLINK **CLASSLINK, INC** **PO Number:** **Invoice Number: INV24237** **Amount: 2,580.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	ANNUAL SITE LIC		2,580.00		N	

Vendor ID: COLUMBUSMU **COLUMBUS MUSIC** **PO Number:** **Invoice Number: 38127** **Amount: 11.98**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 0170 0 000	ADAPTORS		11.98		N	

Vendor ID: CROWNPLAZA **CROWN PLAZA HOTEL KEARNEY** **PO Number:** **Invoice Number: 16521,16545,16550** **Amount: 503.85**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	ROOMS FOR NETA		503.85		N	

Vendor ID: CUBBYSCORP **CUBBYS CORPORATE OFFICE** **PO Number:** **Invoice Number: 11755286** **Amount: 4,844.32**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		13.78		N	
01 2610 626 000 0000 0 000	MAINTENANCE GAS		209.46		N	
01 2710 626 000 0000 0 000	BUS & VAN GAS		4,131.98		N	
01 2712 626 000 0000 0 000	SPED GAS VAN - 90.03, BUS - 374.20		464.23		N	
01 1100 610 002 0070 0 000	K SUPPLIES		24.87		N	

Vendor ID: CULLIGANYO **CULLIGAN OF YORK** **PO Number:** **Invoice Number: 61026** **Amount: 595.17**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	RENTALS & WATER		595.17		N	

Vendor ID: DIETZE **DIETZE MUSIC HOUSE** **PO Number:** **Invoice Number: FG5108-0** **Amount: 48.60**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 0170 0 000	MUSIC SUPPLIES		48.60		N	

Vendor ID: DISCOUNTSC **DISCOUNT SCHOOL SUPPLY** **PO Number:** **Invoice Number: 011379680101,80102** **Amount: 827.25**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 610 002 0000 0 000	GET MOVING STICKS		133.62		N	
01 1100 610 002 0070 0 000	K SUPPLIES		631.39		N	
01 1100 610 002 0010 0 000	1ST SUPPLIES		62.24		N	

Vendor ID: EAKESO **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 767803** **Amount: 1,913.12**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 PRINTING CONTRACT		1,913.12		N	

Vendor ID: ESU7SP **EDUCATIONAL SERVICE UNIT 7** **PO Number:** **Invoice Number: APRIL26** **Amount: 26,076.50**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 26,076.50
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 2141 591 000 0000 0 000	SPED SA PSYCH & LMHP		6,155.36	6,155.36	N	
01 2151 591 000 0000 0 000	SPED SA DEAF		192.50	192.50	N	
01 2153 591 000 0000 0 000	0-2 SPEECH		238.33	238.33	N	
01 1291 591 000 0000 0 000	3-5 EARLY CHILDHOOD		3,369.00	3,369.00	N	
01 1292 591 000 0000 0 000	0-2 EARLY CHILDHOOD		820.00	820.00	N	
01 1200 591 000 0000 0 000	SPED CONTRACTED SERVICES		15,266.51	15,266.51	N	

01 2182 591 000 0000 0 000	S.A. VISION	34.80	34.80	N

Vendor ID: EGAN **EGAN SUPPLY CO.** **PO Number:** **Invoice Number: 416450** **Amount: 1,254.96**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	PAPER PRODUCTS		1,254.96		N	

Vendor ID: ELECTENGIN **ELECTRONIC ENGINEERING** **PO Number:** **Invoice Number: 117004553-1** **Amount: 77.50**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 352 000 0000 0 000	IP SOLUTIONS/ REMOTE SUPPORT		77.50		N	

Vendor ID: ELECTRONSY **ELECTRONIC SYSTEMS, INC** **PO Number:** **Invoice Number: 37701** **Amount: 686.80**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 ON SYSTEM		686.80		N	

Vendor ID: ESU7STUSER **ESU7 STUDENT SERVICES** **PO Number:** **Invoice Number: 5/4,5/15** **Amount: 2,102.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 340 000 0000 0 000	INTERPERTER		100.00		N	
01 2240 320 000 0000 0 000	ON TO COLLEGE		2,002.00		N	

Vendor ID: FIRSTBOOK **FIRST BOOK** **PO Number:** **Invoice Number: 7002309659** **Amount: 161.10**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 890 000 0000 0 000	BOOKS		161.10		N	

Vendor ID: PETTY **GENERAL FUND-PETTY CASH** **PO Number:** **Invoice Number: 6102026** **Amount: 859.95**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	ROOM FOR CONFERENCE		139.95		N	
01 2310 520 000 0000 0 000	POLICY CHANGE AUTO		720.00		N	

Vendor ID: GOPHYSICAL **GO PHYSICAL THERAPY** **PO Number:** **Invoice Number: SHL52026** **Amount: 4,197.20**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 4,197.20
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		173.75	173.75	N	

01 2173 340 000 0000 0 000	SPED 0-2 PT	332.38	332.38	N
01 2162 340 000 0000 0 000	SPED 3-5 OT	160.00	160.00	N
01 2161 340 000 0000 0 000	SPED SA OT	2,708.05	2,708.05	N
01 2171 340 000 0000 0 000	SPED SA PT	823.02	823.02	N

Vendor ID: HOMETO **HOMETOWN LEASING** **PO Number:** **Invoice Number: 61026** **Amount: 935.43**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		935.43		N	

Vendor ID: INSPIRA **INSPIRA FINANCIAL** **PO Number:** **Invoice Number: 61026** **Amount: 100.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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: JWPEPP **J.W. PEPPER & SON, INC.** **PO Number:** **Invoice Number: 36850080,368552044..** **Amount: 213.49**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 0170 0 000	MUSIC		213.49		N	

Vendor ID: JACKSO **JACKSON SERVICES, INC** **PO Number:** **Invoice Number: 5812272** **Amount: 235.47**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	MOPS & RUGS		235.47		N	

Vendor ID: JOHNDEERE **JOHN DEERE FINANCIAL** **PO Number:** **Invoice Number: 4470440** **Amount: 1,369.85**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	
01 1100 610 001 0135 0 000	AG SUPPLIES		282.54		N	

Vendor ID: JOURNEYED **JOURNEYED.COM, INC.** **PO Number:** **Invoice Number: 2026/00291** **Amount: 1,868.40**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	MICROSOFT OFFICE PRO, OFFICE 360 PRO		1,868.40		N	

Vendor ID: KCAV **KANSAS CITY AUDIO-VISUAL** **PO Number:** **Invoice Number: 62665** **Amount: 250.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	BLUE CHALK ANNUAL SUBSCRIPTION		250.00		N	

Vendor ID: KSBSCHLAW **KSB SCHOOL LAW, PC, LLO** **PO Number:** **Invoice Number: 21616** **Amount: 644.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 644.00
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 2330 317 000 0000 0 000	LEGAL SERVICES		644.00	644.00	N	

Vendor ID: LAKESH **LAKESHORE LEARNING MATERIALS** **PO Number:** **Invoice Number: 93878083** **Amount: 344.03**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	K SUPPLIES		344.03		N	

Vendor ID: MODOORPROD **M & O DOOR PRODUCTS** **PO Number:** **Invoice Number: 109817** **Amount: 431.25**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	SERVICE ON DOOR 15		431.25		N	

Vendor ID: MATHESON **MATHESON TRI-GAS INC.** **PO Number:** **Invoice Number: 33253195,33331845** **Amount: 427.08**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		427.08		N	

Vendor ID: MENARD **MENARDS** **PO Number:** **Invoice Number: 48562,47000** **Amount: 415.07**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		415.07		N	

Vendor ID: MIDAME **MID-AMERICAN RESEARCH CHEMICAL** **PO Number:** **Invoice Number: 879258,0879712** **Amount: 8,751.95**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	CHEMICALS		1,539.00		N	
01 4700 450 000 0000 0 000	WEST GYM FLOOR		7,212.95		N	

Vendor ID: MOHAWKUSA **MOHAWK USA** **PO Number:** **Invoice Number: 17452** **Amount: 1,146.31**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	COMPUTER CASES	1,146.31	N	

Vendor ID: NASB **NEBRASKA ASSOCIATION OF SCHOOL BOARDS** **PO Number:** **Invoice Number: N-55960** **Amount: 1,750.00**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 810 000 0000 0 000	BOARD POLICY SERVICES		1,750.00		N	

Vendor ID: PEARSON **PEARSON EDUCATION** **PO Number:** **Invoice Number: 31790844** **Amount: 330.00**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	MATH XL		330.00		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 61026** **Amount: 721.25**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	ACADEMIC NIGHT		44.88		N	
01 2213 330 000 0000 0 000	REGISTRATION FOR WBDI CONFERENCE		90.00		N	
01 2213 580 000 0000 0 000	STATE TRACK EXPENSE		51.50		N	
01 2320 580 000 0000 0 000	CONFERENCE EXPENSES		345.54		N	
01 2320 890 000 0000 0 000	TEACHER APPRECIATION		51.00		N	
01 2320 643 000 0000 0 000	TINY SUBSCRIPTION		15.00		N	
01 2220 890 000 0000 0 000	LIBRARY SUPPLIES		27.21		N	
01 2710 890 000 0000 0 000	NEW VANS LIC		46.12		N	
01 1190 890 002 0000 0 000	RESERVATION FOR PK FIELD TRIP FOR NEXT Y		50.00		N	

Vendor ID: PIONEERDOO **PIONEER DOOR, INC** **PO Number:** **Invoice Number: 57732** **Amount: 180.00**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 610 000 0000 0 000	WEATHER TRIM		180.00		N	

Vendor ID: POLKCORPP **POLK CO. RURAL PUBLIC POWER DISTRICT** **PO Number:** **Invoice Number: 61026** **Amount: 8,171.05**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		8,171.05		N	

Vendor ID: QUILL **QUILL CORPORATION** **PO Number:** **Invoice Number: 4896809749017458....** **Amount: 125.77**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	K SUPPLIES	28.04	N
01 1100 610 002 0010 0 000	1ST SUPPLIES	97.73	N

Vendor ID: QUIZLET **QUIZLET, INC** **PO Number:** **Invoice Number: y5T3qqd6R0CvIuFUVmVY** **Amount: 205.14**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	QUIZLET		205.14		N	

Vendor ID: REALLY **REALLY GOOD STUFF, LLC** **PO Number:** **Invoice Number: 92172679220300** **Amount: 295.88**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 0145 0 000	HS SCIENCE		295.88		N	

Vendor ID: RUBBERECYC **RUBBERECYCLE, LLC** **PO Number:** **Invoice Number: 444044** **Amount: 4,494.00**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	RUBBER MULCH		4,494.00		N	

Vendor ID: SCHSP2 **SCHOOL SPECIALTY** **PO Number:** **Invoice Number: 61026** **Amount: 719.39**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 610 000 0000 0 000	SPED SUPPLIES		241.53		N	
01 2410 610 000 0000 0 000	ELEM		146.96		N	
01 1100 610 002 0070 0 000	K		189.12		N	
01 1100 610 002 0010 0 000	1ST		141.78		N	

Vendor ID: SHELB5 **SHELBY LUMBER CO.** **PO Number:** **Invoice Number: 162546160855161341..** **Amount: 586.00**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		586.00		N	

Vendor ID: SPARROWPUB **SPARROW PUBLICATIONS** **PO Number:** **Invoice Number: 8386** **Amount: 138.63**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 540 000 0000 0 000	LEGAL POSTING		138.63		N	

Vendor ID: STAPLES **STAPLES ADVANTAGE** **PO Number:** **Invoice Number: 60659546446064146104** **Amount: 658.40**

Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 610 000 0000 0 000	SPED SUPPLIES		483.13		N	
01 1100 610 002 0070 0 000	K		61.31		N	
01 1100 610 002 0010 0 000	1ST		113.96		N	

Vendor ID: SYSCLOUDIN SYS CLOUD INC **PO Number:** **Invoice Number: 2026060074** **Amount: 702.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	GOOGLE WORKSPACE		702.00		N	

Vendor ID: TIREOUTLET TIRE OUTLET, INC. **PO Number:** **Invoice Number: 265216** **Amount: 124.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	MOWER TIRES		124.00		N	

Vendor ID: TRUCKCEN TRUCK CENTER COMPANIES **PO Number:** **Invoice Number: XA111065697:01** **Amount: 433.39**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 2730 431 000 0000 0 000	FENDER & YELLOW BUS PAINT		433.39		N	

Vendor ID: VALLEYSHOP VALLEY SHOP **PO Number:** **Invoice Number: 003908,003915** **Amount: 1,370.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 2730 431 000 0000 0 000	BUS 15 & 16		1,370.00		N	

Vendor ID: VECTORSOLU VECTOR SOLUTIONS **PO Number:** **Invoice Number: 142245** **Amount: 1,383.30**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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	EVALUATIONS		1,383.30		N	

Vendor ID: VERIZON VERIZON WIRELESS **PO Number:** **Invoice Number: 6144761034** **Amount: 319.44**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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		319.44		N	

Vendor ID: VIGSOLUTIO VIG SOLUTIONS **PO Number:** **Invoice Number: 11456** **Amount: 3,185.00**
Description:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 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 734 000 0000 0 000	THINK PADS		3,185.00		N	

Vendor ID: VILLAG **VILLAGE OF SHELBY** **PO Number:** **Invoice Number: 256039** **Amount: 1,394.00**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 704.00
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 - 690, GARBAGE - 704		1,394.00	704.00	N	

Vendor ID: WALMAR **WAL-MART** **PO Number:** **Invoice Number: 61026** **Amount: 423.03**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 0.00
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		400.29		N	
01 2590 610 000 0000 0 000	OFFICE		22.74		N	

Vendor ID: WILLIAMVMA **WILLIAM V. MACGILL & CO.** **PO Number:** **Invoice Number: IN0924863** **Amount: 1,619.00**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 0.00
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 610 000 0000 0 000	NURSE SUPPLIES		1,619.00		N	

Vendor ID: WINDSTREAM **WINDSTREAM NEBRASKA INC.** **PO Number:** **Invoice Number: 61026** **Amount: 1,013.86**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 0.00
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 - 797.65, BUS BARN - 216.21		1,013.86		N	

Vendor ID: WOODRIVERE **WOODRIVER ENERGY LLC** **PO Number:** **Invoice Number: 501391** **Amount: 2,518.91**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 0.00
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		2,518.91		N	

Vendor ID: YOURPUBLIC **YOUR PUBLICATION** **PO Number:** **Invoice Number: 61026** **Amount: 156.11**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/10/2026 Due Date: 06/11/2026 Status: A 1099 Amount: 0.00
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 540 000 0000 0 000	LEGAL POSTINGS		156.11		N	

Batch 1099 Total:	31,621.70	Batch Total:	106,528.21
Report 1099 Total:	31,621.70	Report Total:	106,528.21

MAY 2026 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,693,369.50	$312,163.11	$2,785,707.64	$907,661.86
1150	ENGLISH LANGUAGE LEARNERS	$98,145.57	$7,292.69	$65,770.70	$32,374.87
1160	POVERTY - After School Program	$129,903.85	$10,592.60	$95,119.04	$34,784.81
1175	MUSIC	$0.00	$0.00	$402.32	($402.32)
1190	PRESCHOOL	$152,055.68	$12,349.50	$111,029.36	$41,026.32
1100	REGULAR INSTRUCTIONAL PROGRAMS	$4,073,474.60	$342,397.90	$3,058,029.06	$1,015,445.54
1200	SPECIAL EDUCATION PROGRAMS	$767,974.02	$65,392.44	$600,748.91	$167,225.11
1291	SPED AGES 3-5	$55,000.00	$0.00	$33,201.95	$21,798.05
1292	SPED AGES 0-2	$17,000.00	$0.00	$5,515.00	$11,485.00
1295	UNIFIED SPORTS	$2,115.00	$0.00	$2,202.26	($87.26)
1200	SPECIAL EDUCATION PROGRAMS	$842,089.02	$65,392.44	$641,668.12	$200,420.90
2120	GUIDANCE SERVICES	$218,097.33	$16,984.50	$153,759.76	$64,337.57
2130	HEALTH SERVICES	$73,550.00	$5,609.85	$51,416.83	$22,133.17
2140	PSYCHOLOGICAL SERVICES	$25,000.00	$0.00	$0.00	$25,000.00
2141	SPED Psychological services - Age S.A.	$60,000.00	$0.00	$66,759.46	($6,759.46)
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	$130,041.44	$9,550.40	$93,796.08	$36,245.36
2152	SPEECH PATH SPED 3-5	$1,500.00	$0.00	$3,478.20	($1,978.20)
2153	SPEECH PATH & AUDIOLOGY SERVICES	$3,100.00	$0.00	$745.00	$2,355.00
2161	SPED Occupational Therapy - Age S.A.	$42,000.00	$4,271.80	$37,154.25	$4,845.75
2162	OCCUPATIONAL THERAPY - SPED 3-5	$3,500.00	$1,710.17	$5,102.87	($1,602.87)
2163	SPED Occupational Therapy - Age 0-2	$5,100.00	$0.00	$7,526.88	($2,426.88)
2171	SPED Physical Therapy - Age S.A.	$7,800.00	$953.68	$8,741.98	($941.98)
2172	PHYSICAL THERAPY - SPED 3-5	$1,000.00	$161.47	$630.20	$369.80
2173	SPED Physical Therapy - Age 0-2	$1,000.00	$81.70	$1,666.08	($666.08)
2182	VISUALLY IMPAIRED SPED 3-5	$0.00	$0.00	$497.40	($497.40)
2183	SPED 0-2 VISUALLY IMPAIRED	$0.00	$0.00	$553.32	($553.32)
2100	SUPPORTIVE SERVICES PUPILS	$571,688.77	$39,323.57	$431,828.31	$139,860.46
2211	SCHOOL IMPROVEMENT	$6,500.00	$451.97	$8,772.38	($2,272.38)
2212	INST STAFF TRNG AND CURR DEV	$0.00	$0.00	$150.00	($150.00)
2213	INSTRUCTIONAL STAFF TRAINING	$5,500.00	$167.95	$1,148.13	$4,351.87
2220	LIBRARY/MEDIA SERVICE	$123,626.64	$9,767.40	$91,668.95	$31,957.69
2230	INSTRUCTION RELATED TECHNOLOGY	$282,004.24	$14,790.63	$140,495.02	$141,509.22
2240	ACADEMIC STUDENT ASSESSMENT	$8,000.00	$2,853.75	$2,853.75	$5,146.25
2290	SUPPORT SERVICES	$0.00	$683.70	$683.70	($683.70)
2200	SUPPORT SERVICES STAFF	$425,630.88	$28,715.40	$245,771.93	$179,858.95
2310	BOARD OF EDUCATION	$134,300.00	$359.40	$31,544.23	$102,755.77
2320	EXECUTIVE ADMINISTRATION	$198,952.31	$16,311.54	$144,767.57	$54,184.74
2330	DISTRICT LEGAL SERVICES	$13,000.00	$327.00	$4,966.00	$8,034.00
2300	SUPPORT SERVICES-GEN ADMIN	$346,252.31	$16,997.94	$181,277.80	$164,974.51
2410	OFFICE OF THE PRINCIPAL	$313,359.15	$23,859.25	$216,517.02	$96,842.13
2490	SCHOOL ADMIN - OTHER	$2,000.00	$0.00	$1,401.55	$598.45
2400	OFFICE OF PRINCIPAL	$315,359.15	$23,859.25	$217,918.57	$97,440.58
2510	GENERAL ADMIN-BUSINESS SERVICE	$15,000.00	$0.00	$11,755.00	$3,245.00
2590	GENERAL ADMIN - BUSINESS SERVICE	$340,880.94	$23,940.47	$215,843.28	$125,037.66
2500	SUPPORT SERVICES-BUSINESS	$355,880.94	$23,940.47	$227,598.28	$128,282.66
2610	OPERATION OF PLANT	$499,814.04	$34,713.74	$425,255.99	$74,558.05
2620	MAINTENANCE OF PLANT	$100,000.00	$501.97	$107,570.92	($7,570.92)
2650	GENERAL PURPOSE VEHICLES	$70,000.00	$0.00	$1,881.47	$68,118.53
2670	SCHOOL SAFETY	$8,600.00	$0.00	$2,766.52	$5,833.48
2600	SUPPORT SERVICES-BLDGS & SITES	$678,414.04	$35,215.71	$537,474.90	$140,939.14
2710	Pupil Transportation - Regular ED	$248,058.51	$21,209.88	$190,838.66	$57,219.85
2712	SCHOOL AGE SPEC ED TRANSPORT	$14,800.00	$1,768.09	$12,177.18	$2,622.82
2730	VEHICLE SERVICING & MAINTENANCE	$50,000.00	$2,848.27	$37,572.75	$12,427.25

2700	SUPPORT SERVICES-PUPIL TRANS	$312,858.51	$25,826.24	$240,588.59	$72,269.92
3100	Food Service Operations	$100,708.37	$9,758.72	$82,329.07	$18,379.30
3100	Food Service Operations	$100,708.37	$9,758.72	$82,329.07	$18,379.30
3551	CAREER EDUCATION	$15,000.00	$0.00	$0.00	$15,000.00
3500	Other State Categorical Programs	$15,000.00	$0.00	$0.00	$15,000.00
4700	BUILDING IMPROVEMENTS	$90,000.00	$244.00	$4,974.92	$85,025.08
4700	BUILDING IMPROVEMENTS	$90,000.00	$244.00	$4,974.92	$85,025.08
6200	TITLE I	$118,526.64	$5,067.45	$49,810.83	$68,715.81
6200	TITLE I	$118,526.64	$5,067.45	$49,810.83	$68,715.81
6990	OTHER FEDERAL CATEGORICAL PROGRAMS	$1,500.00	$5,680.90	$5,741.40	($4,241.40)
6992	REAP - FEDERAL SERVICES	$43,000.00	$3,185.00	$29,519.00	$13,481.00
6998	ESSERS III	$20,000.00	$0.00	$0.00	$20,000.00
6900	6900	$64,500.00	$8,865.90	$35,260.40	$29,239.60
8000	TRANSFERS	$457,000.00	$0.00	$0.00	$457,000.00
8000	TRANSFERS	$457,000.00	$0.00	$0.00	$457,000.00
01	GENERAL FUND	$8,767,383.23	$625,604.99	$5,954,530.78	$2,812,852.45

MAY 2026 GENERAL FUND

Fund: 01 GENERAL FUND

Account Number	Description	During Month	To Date
01 1100	LEVIED TAXES	906,938.72	2,891,843.63
01 1115	CARLINE TAX	990.71	1,227.28
01 1120	PUBLIC POWER DIST. TAX	2,542.48	35,221.80
01 1125	MOTOR VEHICLES TAX	25,929.78	216,994.32
01 1140	INTEREST	37.93	5,535.42
01 1190	OTHER TAXES, FINES & LISC.	0.00	679,820.26
01 1370	PRESCHOOL TUITION	2,060.50	10,867.50
01 1510	INTEREST ON INVESTMENT	4,855.90	32,966.92
01 1925	OTHER CATEGORICAL GRANTS FROM CORPORATIO	0.00	1,500.00
01 1951	MISC REVENUE SCHOOLS IN STATE	0.00	19,920.00
01 1990	OTHER LOCAL RECEIPTS	354.13	3,182.17
	Subtotal: LOCAL RECIEPTS	943,710.15	3,899,079.30
01 2110	FINES & LICENSE FEES	2,226.91	13,992.19
01 2210	ESU RECEIPTS	0.00	427.00
	Subtotal: COUNTY AND ESU RECEIPTS	2,226.91	14,419.19
01 3110	STATE AID	123,035.00	1,220,457.34
01 3120	SPECIAL ED. PROGRAMS	97,973.00	582,014.00
01 3125	SPECIAL ED. TRANSPORTATION	101,438.00	101,438.00
01 3130	HOMESTEAD EXEMPTION	9,444.83	28,191.32
01 3131	PROPERTY TAX CREDIT	375,258.69	750,517.38
01 3134	SCHOOL TAX CREDIT	679,820.26	679,820.26
01 3180	PRO-RATA MOTOR VEHICLE	0.00	8,532.65
01 3400	STATE APPORTIONMENT TAX	0.00	91,863.76
01 3535	HIGH ABILITY LEARNERS	0.00	2,487.00
	Subtotal: STATE RECEIPTS	1,386,969.78	3,465,321.71
01 4105	ERATE	0.00	976.50
01 4310	REAP	0.00	43,370.00
01 4505	TITLE I	0.00	61,902.00
01 4516	IDEA 4406	0.00	3,629.00
01 4518	IDEA PART B	0.00	93,792.00
01 4521	IDEA PART B PROPORTIONATE SHARE	0.00	10,074.00
01 4530	OTHER FEDERAL CATEGORICAL GRANTS	0.00	1,428.08
01 4708	MEDICAID IN PUBLIC SCHOOLS (MIPS)	2,934.27	12,826.30
	Subtotal: FEDERAL RECEIPTS	2,934.27	227,997.88
01 5301	INSURANCE ADJUSTMENTS	437.10	897.99
01 5690	OTHER NON-REVENUE RECEIPTS	1,110.80	9,911.30
	Subtotal: NON-REVENUE RECEIPTS	1,547.90	10,809.29
	Fund Total:	2,337,389.01	7,617,627.37

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

Balance 05/01/26		**$ 9,727.80**
RECEIPTS:		
General Fund Reimbursement	$ 210.62	
American Red Cross	$ 2,500.00	
Saddle and Surrey Club	$ 1,000.00	
Polk County foundation	$ 500.00	
Cross Roads Conference	$ 100.00	
Total Receipts:		**$ 4,310.62**
DISBURSEMENTS:		
Brooklyn Baker - Saddle Club Scholarship	$ 1,000.00	
EMC Insurance	$ 720.00	
Comfort Inn	$ 139.95	
Total Disbursements:		**$ 1,859.95**
Balance: 05/31/26		**$ 12,178.47**

Special Deposits:

Cross Roads Conference Scholarship	$ 100.00
EHA Wellness Grant	$ 1,052.34
Polk County Foundation Grant	$ 500.00
American Red Cross	$ 2,500.00

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND

Balance 05/01/26	$	**86,796.20**

RECEIPTS:

Polk County Treasurer	$ 11,762.74	
Butler County Treasurer	$ 8,336.02	
Interest	$ -	
Intra Interest	$ 83.43	
Total Receipts:	$	**20,182.19**

DISBURSEMENTS:

Total Disbursements:	$	-
Balance: 05/31/26	$	**106,978.39**

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

Balance 05/01/26		$ 547,694.76
RECEIPTS:		
Polk Co. Treasury	$ 167,487.08	
Butler Co. Treasury	$ 121,216.79	
Interest	$ 0.37	
Intra Interest	$ 1,216.23	
Total Receipts:		$ 289,920.47
DISBURSEMENTS:		
Total Disbursements:		$ -
Balance: 05/31/26		$ 837,615.23

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT

Beginning Balance 05/01/26:			$ 27,535.12
Receipts:			
General Fund	$ 4,183.30		
Total Receipted:		**$ 4,183.30**	
Expended Out:			
Monthly Claims	$ 35.00		
Monthly Claims	$ 310.72		
Monthly Claims	$ 1,580.79		
Monthly Claims			
Monthly Claims			
Total Expended Out:		**$ 1,926.51**	
Ending Balance 05/31/26:			**$ 29,791.91**

SHELBY - RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

	Balance:	**05/01/26**	**$**	**1,874,033.24**
RECEIPTS:				
Preschool- Tuition	$	862.50		
State of NE - Medicaid	$	1,164.28		
Polk Co. Treas. - Motor	$	18,610.07		
Polk Co. Treas. - Levied	$	515,254.57		
Polk Co. Treas. - Fines & Lisc.	$	1,158.05		
Polk Co. Treas. - Homestead	$	6,781.99		
Polk Co. Treas. - Property Tax Credit	$	228,687.17		
Polk Co. Treas. - School Tax Credit	$	404,688.79		
Polk Co. Treas. - Carline	$	430.36		
Savings - Interest	$	1.11		
Village of Rising City-liquor lic.	$	300.00		
Cubby's Inc- Raise some Dough Program	$	467.00		
Butler Co. Treas. - Motor	$	7,319.71		
Butler Co. Treas. - Levied	$	396,684.15		
Butler Co. Treas. - Interest	$	37.93		
Butler Co. Treas. - Homestead	$	2,662.84		
Butler Co. Treas. - Property Tax Credit	$	146,571.52		
Butler Co. Treas. - School Tax Credit	$	275,131.47		
Butler Co. Treas. - Carline	$	560.35		
Butler Co. Treas. - 5% Gross	$	2,542.48		
Butler Co. Treas. - Fines & Lisc	$	768.86		
ACH Credit Return- Returned ACH	$	643.80		
State of NE - Sped SA	$	97,973.00		
Preschool- Tuition	$	1,198.00		
Petty Cash- Interest	$	1.03		
State of NE - Medicaid	$	605.71		
Village of Shelby - Library Expenses	$	354.13		
Employee - Summer Insurance	$	437.10		
State of NE - Sped SA Transportation	$	101,438.00		
State of NE - Medicaid	$	1,164.28		
State of NE - State Aid	$	123,035.00		
Bank - Interest	$	53.87		
Intra Fund- Interest	$	4,799.89		
	Total Receipts:		**$**	**2,342,389.01**
DISBURSEMENTS:				
Payrol	$	561,574.13		
Invoices	$	63,960.86		
	Total Disbursements:		**$**	**625,534.99**
	Balance:	**05/31/26**	**$**	**3,590,887.26**
			$	3,590,887.26
Savings Account			$	9,035.76
Total General Fund Assets 05/31/26			**$**	**3,599,923.02**

SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND

Beginning Balance 05/01/26 **$ 74,564.89**

RECEIPTS:

	AMOUNT
Family Receipts	$ 9,051.50
Online Lunch Payments	$ 1,530.00
Interest	$ 5.77
State of NE	$ 567.65
SRC Club ice cream for fundraiser	$ 246.40
Total Receipts	**$ 11,401.32**

DISBURSEMENTS:

Name:	Ck No.	AMOUNT
Bimbo Bakeries USA	3398	$ 563.50
Hiland Dairy	3399	$ 1,610.14
US Foods	3400	$ 2,518.04
Cash-Wa Distributing	3401	$ 5,692.94
Sysco Lincoln	3402	$ 7,611.74
Cubby's	3403	$ 18.06
Magic Wrighter	6052	$ 34.95
		$ 18,049.37

Ending Balance 05/31/26 **$ 67,916.84**

SHELBY- RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
May 31, 2026

		Beginning Balance:	$	461,272.47
RECEIPTS:				
	Interest	**$ 0.07**		
	Interest From COD	$ 494.79		
	Interest from Capitalization	$ 597.20		
	Total Receipts:		$	1,092.06
DISBURSEMENTS:				
	Total Disbursements:		$	-
		Ending Balance:	$	462,364.53
	Certificate of Deposit		$	172,000.00
	Total Depreciation and Certificate of Deposit		$	634,364.53

SUMMARY SHEET

May 31, 2026

Account Name:		Amount	Amount to CD
General Fund	$	3,599,923.02	
General Fund Savings	$	9,035.76	
Nutrition Fund	$	67,916.84	
Petty Cash	$	12,178.47	
Building	$	106,978.39	
Depreciation	$	462,364.53	$ 172,000.00
Employment Benefit	$	29,791.91	
Bond	$	837,615.13	
Activity Fund	$	120,438.92	
Total of Accounts	$	5,246,242.97	$ 172,000.00
Total of All Accounts			**$ 5,418,242.97**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

Balance:	**5/1/26**		**$125,939.03**
RECEIPTS:			
Total Receipts	$ 29,821.46		
Total Receipts:		$	29,821.46
DISBURSEMENTS:			
Total Disbursements	$ 35,321.57		
Total Disbursements:		$	35,321.57
Balance:	**5/31/26**	**$**	**120,438.92**

Balance of Account:	$	120,438.92
Certificate of Deposit at Pinnacle Bank	$	38,000.00
Total in Activity Fund Checking	**$**	**82,438.92**

Account Number	Description	Previous Balance	Current Month	Ending Balance
Fund: 05	**ACTIVITIES FUND**			
Current Assets				
05 101	CASH/ACTIVITY FUND	126,351.89	(5,500.11)	120,851.78
	Current Assets Subtotal:	126,351.89	(5,500.11)	120,851.78
	Total Assets and Deferred Outflows of Resources:	126,351.89	(5,500.11)	120,851.78
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	(72,960.32)	446.94	(72,513.38)
05 704 4019	FUND BALANCE - BOYS GOLF	1,991.00	0.00	1,991.00
05 704 4020	FUND BALANCE - CONCESSION	19,077.95	3,173.67	22,251.62
05 704 4030	FUND BALANCE - NHS	1,263.67	(101.40)	1,162.27
05 704 4040	FUND BALANCE - SRC CLUB	10,980.79	(751.93)	10,228.86
05 704 4050	FUND BALANCE - CLASS OF 2027	1,943.69	(584.96)	1,358.73
05 704 4060	FUND BALANCE - CLASS OF 2029	63.38	0.00	63.38
05 704 4070	FUND BALANCE - JUST FOR KIDS	2,387.48	0.00	2,387.48
05 704 4080	FUND BALANCE - CLASS OF 2028	1,575.08	0.00	1,575.08
05 704 4090	FUND BALANCE - CLASS OF 2026	4,811.56	(3,982.84)	828.72
05 704 4100	FUND BALANCE - YEARBOOK	8,359.06	0.00	8,359.06
05 704 4110	FUND BALANCE - MUSIC	(720.27)	(43.50)	(763.77)
05 704 4120	FUND BALANCE - STUDENT COUNCIL	4,082.37	233.00	4,315.37
05 704 4130	FUND BALANCE - DANCE TEAM	3,842.08	0.00	3,842.08
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	17,777.01	(257.56)	17,519.45
05 704 4170	FUND BALANCE - INTEREST	8,963.15	134.16	9,097.31
05 704 4180	FUND BALANCE - BOOK IT	3,652.43	(58.34)	3,594.09
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(7,787.55)	2,855.45	(4,932.10)
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	23,983.84	0.00	23,983.84
05 704 4210	FUND BALANCE - WELLNESS CENTER	(421.39)	(123.34)	(544.73)
05 704 4220	FUND BALANCE - FBLA	9,889.28	(3,978.00)	5,911.28
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	(694.36)	(2,526.00)	(3,220.36)
05 704 4240	FUND BALANCE - QUIZ BOWL	223.10	0.00	223.10
05 704 4250	FUND BALANCE - ALUMNI	2,710.87	0.00	2,710.87
05 704 4260	FUND BALANCE - VIDEO BOARD	23,603.37	(527.50)	23,075.87
05 704 4270	FUND BALANCE - FFA	2,024.81	147.37	2,172.18
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	4,827.04	(1,490.00)	3,337.04
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	3,343.45	0.00	3,343.45
05 704 4320	FUND BALANCE - UNIFIED BOWLING	1,026.08	0.00	1,026.08
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	993.79	214.67	1,208.46
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	773.49	0.00	773.49
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	602.18	1,870.00	2,472.18
05 704 4410	FUND BALANCE - VOLLEYBALL OTHER	7,730.56	2,010.00	9,740.56
05 704 4420	FUND BALANCE - WRESTLING OTHER	11.61	822.00	833.61
05 704 4430	FUND BALANCE - BOYS BB OTHER	10,401.06	19.00	10,420.06
05 704 4440	FUND BALANCE - GIRLS BB OTHER	4,226.08	524.00	4,750.08
05 704 4450	FUND BALANCE - DANCE OTHER	4,427.66	(3,525.00)	902.66
05 704 4460	FUND BALANCE - GOLF OTHER	90.00	0.00	90.00
05 704 4470	FUND BALANCE - HUSKIE POWER	2,141.77	0.00	2,141.77
	Fund Balance Subtotal:	126,351.89	(5,500.11)	120,851.78
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	126,351.89	(5,500.11)	120,851.78

- 38,000

82,851.78

Batch Description: MAY 2026, ACTIVITY FUND INVOICES | Processing Month: 05/2026 | Credit Card Vendor ID: | End of Fiscal Year Expense Invoices:

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 51126** **Amount: 474.00**
Description: Invoice Date: 05/01/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15488 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4040 0 000	HUSKY POINTS		91.80		N	
05 3200 610 000 4050 0 000	PROM SUPPLIES		190.72		N	
05 3200 610 000 4210 0 000	PAPER FOR SCALE		41.30		N	
05 3200 610 000 4010 0 000	WHISTLES WITH LANYARD		65.51		N	
05 3200 610 000 4330 0 000	SUPPLIES FOR SPRING PLAY		84.67		N	

Vendor ID: ANDELALAIN **ANDEL, ALAINA** **PO Number:** **Invoice Number: 1** **Amount: 204.67**
Description: Invoice Date: 04/27/2026 Due Date: 05/27/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15480 Check Date: 05/11/2026

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	FLOWERS FOR BANQUET		204.67		N	

Vendor ID: ANDER **ANDERSON'S** **PO Number:** **Invoice Number: 4695802** **Amount: 394.24**
Description: Invoice Date: 03/27/2026 Due Date: 05/26/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15504 Check Date: 05/19/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4050 0 000	PROM GLASSES		394.24		N	

Vendor ID: ARLINGTON **ARLINGTON HIGH SCHOOL** **PO Number:** **Invoice Number: 51126** **Amount: 9.00**
Description: Invoice Date: 05/11/2026 Due Date: 05/29/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15477 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4220 0 000	PINS FOR FBLA		9.00		N	

Vendor ID: AWARDEN **AWARDS & ENGRAVING** **PO Number:** **Invoice Number: 20680, 20626** **Amount: 370.00**
Description: Invoice Date: 05/18/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15502 Check Date: 05/19/2026

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	TRACK AND FIELD RIBBONS		370.00		N	

Vendor ID: AWARDS **AWARDS UNLIMITED, INC.** **PO Number:** **Invoice Number: 333988** **Amount: 327.71**
Description: Invoice Date: 05/07/2026 Due Date: 06/07/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15493 Check Date: 05/11/2026

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	PLAQUES		327.71		N	

Vendor ID: AWARDS **AWARDS UNLIMITED, INC.** **PO Number:** **Invoice Number: 334899** **Amount: 80.82**
Description: Invoice Date: 05/14/2026 Due Date: 06/13/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15496 Check Date: 05/15/2026

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	DISTRICT MUSIC MEDALS	80.82	N

Vendor ID: BLAZER **BLAZER athletic EQUIPMENT** **PO Number:** **Invoice Number: 76081** **Amount: 216.00**
Description:
Invoice Date: 04/28/2026 Due Date: 05/28/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15471 Check Date: 05/01/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4018 0 000	REPLACEMENT CENTER STRIP		216.00		N	

Vendor ID: CENTEN **CENTENNIAL PUBLIC SCHOOL** **PO Number:** **Invoice Number: 52826** **Amount: 350.00**
Description:
Invoice Date: 05/28/2026 Due Date: 06/01/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15511 Check Date: 05/28/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4430 0 000	SUMMER LEAGUE		350.00		N	

Vendor ID: CLINDUSTRI **CL INDUSTRIES LLC** **PO Number:** **Invoice Number: 355** **Amount: 257.56**
Description:
Invoice Date: 04/24/2026 Due Date: 05/24/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15483 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4160 0 000	MATERIAL TUBING		257.56		N	

Vendor ID: CSPRINTING **COLUMBUS SCREEN PRINTING, INC** **PO Number:** **Invoice Number: 863397** **Amount: 1,100.00**
Description:
Invoice Date: 05/20/2026 Due Date: 06/20/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15508 Check Date: 05/21/2026

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	T-SHIRTS FOR WEIGHTS		1,100.00		N	

Vendor ID: CROSSCO **CROSS COUNTY COMMUNITY SCHOOL** **PO Number:** **Invoice Number: 50126** **Amount: 150.00**
Description:
Invoice Date: 04/30/2026 Due Date: 05/21/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15474 Check Date: 05/01/2026

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	HIGH SCHOOL TRACK ENTRY FEE		150.00		N	

Vendor ID: CROSSROADC **CROSS ROADS CONFERENCE** **PO Number:** **Invoice Number: 51826** **Amount: 660.00**
Description:
Invoice Date: 05/15/2026 Due Date: 05/26/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15498 Check Date: 05/18/2026

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	CRC GOLF OUTING		660.00		N	

Vendor ID: CRC **CROSSROADS CONFERENCE** **PO Number:** **Invoice Number: 51126** **Amount: 80.00**
Description:
Invoice Date: 05/11/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15494 Check Date: 06/11/2026

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	CRC CONFERENCE ENTRANCE		80.00		N	

Vendor ID: CUBBYS **CUBBY'S** **PO Number:** **Invoice Number: 51126** **Amount: 146.89**

Description:
Invoice Date: 05/01/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15492 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4018 0 000	HOSPITALITY ROOM INVITE		23.99		N	
05 3200 610 000 4030 0 000	SNACKS FOR MEETING		52.95		N	
05 3200 610 000 4020 0 000	HOT DOGS		9.95		N	
05 3200 610 000 4015 0 000	GIFT CARDS FOR MANAGERS		60.00		N	

Vendor ID: EXCITEINC **EXCITE, INC** **PO Number:** **Invoice Number: 51126** **Amount: 4,309.00**
Description:
Invoice Date: 05/07/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15476 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4220 0 000	FLIGHTS FOR GARRETT AND LOGAN		4,309.00		N	

Vendor ID: THEFROSTED **FROSTED EDIT, THE** **PO Number:** **Invoice Number: 00001** **Amount: 30.00**
Description:
Invoice Date: 05/19/2026 Due Date: 06/19/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15506 Check Date: 05/19/2026

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	COOKIES		30.00		N	

Vendor ID: JOHNSONFIT **JOHNSON FITNESS & WELLNESS** **PO Number:** **Invoice Number: 21-085004** **Amount: 613.25**
Description:
Invoice Date: 04/30/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15479 Check Date: 05/11/2026

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	PREVENTATIVE MAINTENANCE		613.25		N	

Vendor ID: KRAVIGK **KRAVIG, KRISTA** **PO Number:** **Invoice Number: 52126** **Amount: 98.79**
Description:
Invoice Date: 05/20/2026 Due Date: 05/26/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15507 Check Date: 05/21/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4040 0 000	MEALS FOR HUSKY POINTS		98.79		N	

Vendor ID: LINCOLNCHR **LINCOLN CHRISTIAN HIGH SCHOOL** **PO Number:** **Invoice Number: 51826** **Amount: 150.00**
Description:
Invoice Date: 05/15/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15500 Check Date: 05/18/2026

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 ENTRY FEE		150.00		N	

Vendor ID: LOUISVILLE **LOUISVILLE HIGH SCHOOL** **PO Number:** **Invoice Number: 51826** **Amount: 100.00**
Description:
Invoice Date: 05/12/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15499 Check Date: 05/18/2026

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	HS TRACK ENTRY FEE		100.00		N	

Vendor ID: MRGHAUFF **MRG HAUFF** **PO Number:** **Invoice Number: 192872** **Amount: 255.00**

Description:
Invoice Date: 04/28/2026 Due Date: 05/28/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15478 Check Date: 05/11/2026

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	TABLE THROW AND VINYL BANNER		255.00		N	

Vendor ID: NAEA **NAEA** **PO Number:** **Invoice Number: 2627NAEA** **Amount: 275.00**
Description:
Invoice Date: 03/11/2026 Due Date: 05/11/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15482 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	PROFESSIONAL FEES		275.00		N	

Vendor ID: NCA **NCA** **PO Number:** **Invoice Number: 52826** **Amount: 1,340.00**
Description:
Invoice Date: 05/27/2026 Due Date: 06/27/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15512 Check Date: 05/28/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4010 0 000	COACHES CLINIC AND MEMBERSHIPS		1,340.00		N	

Vendor ID: NSAA **NE SCHOOL ACTIVITY ASSOCIATION** **PO Number:** **Invoice Number: 50126** **Amount: 68.50**
Description:
Invoice Date: 05/01/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15472 Check Date: 05/01/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4110 0 000	MEDALS FOR CHORUS		68.50		N	

Vendor ID: NSAA **NE SCHOOL ACTIVITY ASSOCIATION** **PO Number:** **Invoice Number: 51126** **Amount: 1,340.00**
Description:
Invoice Date: 05/01/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15490 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4010 0 000	MEMBERSHIP		1,340.00		N	

Vendor ID: NEFFAASSOC **NEBRASKA FFA ASSOCIATION** **PO Number:** **Invoice Number: 5038** **Amount: 960.00**
Description:
Invoice Date: 05/04/2026 Due Date: 07/03/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15481 Check Date: 05/11/2026

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	COLT 2 REGISTRATION		960.00		N	

Vendor ID: NEWESL **NEBRASKA WESLEYAN UNIVERSITY** **PO Number:** **Invoice Number: 51526** **Amount: 3,525.00**
Description:
Invoice Date: 05/01/2026 Due Date: 05/29/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15495 Check Date: 05/15/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4450 0 000	DANCE CAMP		3,525.00		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 51126** **Amount: 9,536.80**
Description:
Invoice Date: 05/01/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15489 Check Date: 05/11/2026

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

05 3200 610 000 4030 0 000	PIZZA FOR MEETING	68.45	N
05 3200 580 000 4017 0 000	HOTEL FOR STATE WRESTLING	4,592.18	N
05 3200 610 000 4330 0 000	T-SHIRTS FOR PLAY	160.66	N
05 3200 610 000 4090 0 000	SENIOR TRIP	3,807.30	N
05 3200 610 000 4210 0 000	GOOGLE TV	88.79	N
05 3200 610 000 4040 0 000	HUSKY POINTS	314.94	N
05 3200 610 000 4270 0 000	SUPPLIES FOR BANQUET	367.96	N
05 3200 610 000 4018 0 000	HOSPITALITY ROOM FOR TRACK INVITE	136.52	N

Vendor ID: RCPITSTOP **RC PIT STOP** **PO Number:** **Invoice Number: 51126** **Amount: 134.19**
Description:
Invoice Date: 05/05/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15485 Check Date: 05/11/2026

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	SENIOR WORK DAY		134.19		N	

Vendor ID: RCWATERSE **RISING CITY WATER & SEWER** **PO Number:** **Invoice Number: 17939** **Amount: 250.00**
Description:
Invoice Date: 05/01/2026 Due Date: 06/01/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15503 Check Date: 05/19/2026

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	GYM RENTAL FOR BANQUET		250.00		N	

Vendor ID: SAMS **SAM'S CLUB** **PO Number:** **Invoice Number: 51126** **Amount: 575.49**
Description:
Invoice Date: 05/01/2026 Due Date: 05/15/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15487 Check Date: 05/11/2026

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	CHEESECAKE FOR PROM		41.35		N	
05 3200 610 000 4020 0 000	SUPPLIES FOR CONCESSIONS		534.14		N	

Vendor ID: SCHOLASTIC **SCHOLASTIC INC** **PO Number:** **Invoice Number: 80473101** **Amount: 199.98**
Description:
Invoice Date: 04/04/2026 Due Date: 06/04/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15510 Check Date: 05/27/2026

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	END OF YEAR TOP PRICES		199.98		N	

Vendor ID: SCHOOLPRID **SCHOOL PRIDE** **PO Number:** **Invoice Number: 110089** **Amount: 980.00**
Description:
Invoice Date: 04/30/2026 Due Date: 05/30/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15473 Check Date: 05/01/2026

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	PLAQUES AND BANNERS		980.00		N	

Vendor ID: SCOREVISIO **SCOREVISION, LLC** **PO Number:** **Invoice Number: 27833** **Amount: 527.50**
Description:
Invoice Date: 05/26/2026 Due Date: 05/26/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15509 Check Date: 05/27/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4260 0 000	DECIMATOR		527.50		N	

Vendor ID: SHIRTSAREU **SHIRTS ARE US** **PO Number:** **Invoice Number: 1577** **Amount: 1,490.00**
Description:
Invoice Date: 05/05/2026 Due Date: 05/31/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15484 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4280 0 000	CHOOSE KINDNESS SHIRTS ELEMENTARY		1,490.00		N	

Vendor ID: LUNCHPRO **SRC LUNCH PROGRAM** **PO Number:** **Invoice Number: 51926** **Amount: 246.40**
Description:
Invoice Date: 05/19/2026 Due Date: 05/19/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15505 Check Date: 05/19/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4040 0 000	ICE CREAM FUNDRAISER FOR BOOK MACHINE		246.40		N	

Vendor ID: TEJKLTUCKE **TEJKL, TUCKER** **PO Number:** **Invoice Number: 51126** **Amount: 59.40**
Description:
Invoice Date: 05/11/2026 Due Date: 05/11/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15491 Check Date: 05/11/2026

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4018 0 000	DONUTS FOR HOSPITALITY ROOM		59.40		N	

Vendor ID: WETLANDS **WETLANDS** **PO Number:** **Invoice Number: 51826** **Amount: 2,526.00**
Description:
Invoice Date: 05/18/2026 Due Date: 05/18/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15497 Check Date: 05/18/2026

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 APPRECIATION MEAL		2,526.00		N	

Vendor ID: WILTON **WILTON, KRISTEN** **PO Number:** **Invoice Number: 51926** **Amount: 760.38**
Description:
Invoice Date: 05/19/2026 Due Date: 05/26/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15501 Check Date: 05/19/2026

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 SPEECH AND ONE ACT		760.38		N	

Vendor ID: YORKHS **YORK PUBLIC SCHOOLS** **PO Number:** **Invoice Number: 50126** **Amount: 150.00**
Description:
Invoice Date: 04/29/2026 Due Date: 05/13/2026 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 15475 Check Date: 05/01/2026

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 ENTRY FEE		150.00		N	

Batch 1099 Total: 0.00 Batch Total: 35,321.57

Report 1099 Total: 0.00 Report Total: 35,321.57

S-RC Superintendent's Report

Board of Education Meeting: June 11th, 2026

Financial Update:

- **44.90%** of the budget spent; **75%** of the fiscal year completed with **25%** of year remaining and **%** of budget unspent.
- Through **May 2026**, we have spent (**$5,954,530.78**). At this point in 2025 **($5,635,797.60),** in 2024 (**$5,318,005.72**) and in 2023 (**$5,158,251.70**) we had been spent
- The current cash balance in the General Fund is (**$3,559,923.02**) . In 2025 at this time, the balance was (**$4,041,464.82**), in 2024, the balance was (**$3,366,921.43**) and in 2023, the balance was (**$2,502,487.44**)

Items of Review:

School Items

- Personnel Update:
  - Two (2) Paraprofessionals will be advertised in July
  - One (1) Kitchen assistant will be advertised in July

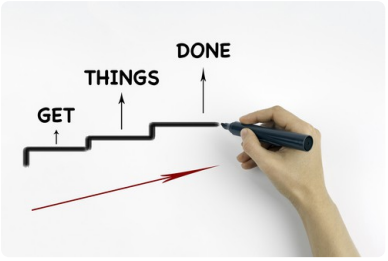
Facilities / Grants

Superintendent's Calendar

Meetings and Due Date Updates:

Legislation Update:

- January 2027



Due Dates and Items to Complete or of Completion

- **Upcoming:**
  - All items are up to date and in

CRC & Commissioner's Update:

- ***CRC SUPERINTENDENT MEETING***
  - May 6th, 2026
- **NEXT CRC SUPERINTENDENT MEETING**
  - August 12th, 2026 @ York Chances "R" (6pm)
- ***Commissioner's Update***
  - **State Board:**
    - May 8th, 2026

AQuESTT Rankings for 2024 - 2025 School Year:

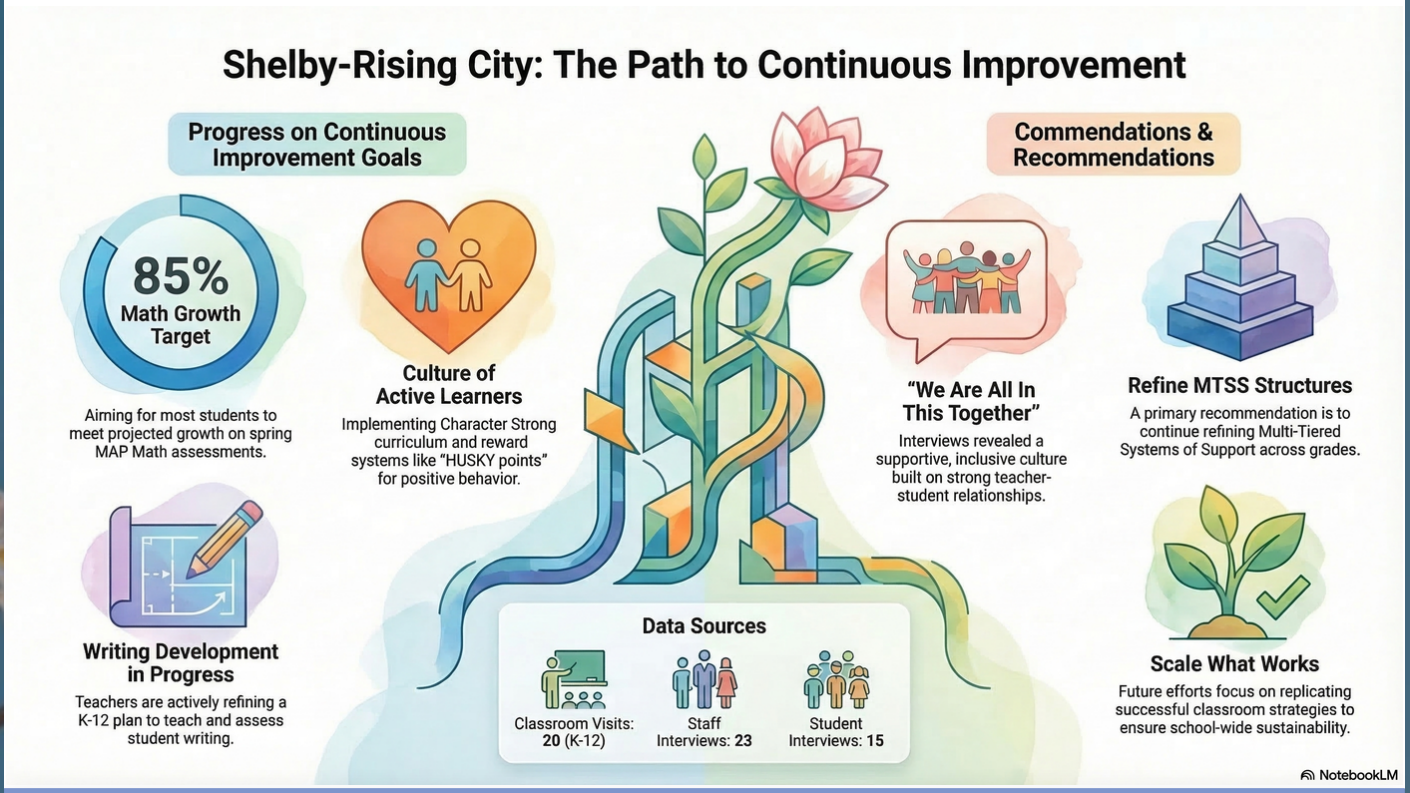
FROM CLASSROOMS TO COMMUNITIES, WE'RE MAKING GREATNESS HAPPEN EVERY DAY!
SHELBY.ESU7.ORG
SHELBY - RISING CITY PUBLIC SCHOOLS
District Classification
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE

GREATNESS BEGINS HERE!
SHELBY-RISING CITY ELEMENTARY: THE FOUNDATION FOR SUCCESS.
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 GREAT PLACE TO LEARN
SHELBY - RISING CITY MIDDLE SCHOOL
Middle School
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE
SHELBY.ESU7.ORG

RISING TO THE CHALLENGE
SHELBY-RISING CITY HIGH SCHOOL INCREASES RATING TO EXCELLENT!
SHELBY - RISING CITY HIGH SCHOOL
High School
EXCELLENT
GREAT
GOOD
NEEDS SUPPORT TO IMPROVE
shelby.esu7.org

Continuous School Improvement NDE External Review



Tucker Tejkl
Tucker is using Smore to create beautiful newsletters

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)**

				2025 (Jan.)	2025 (June)	2026 (May)	**Miles in a Year**	Fuel Type
Vans	**Year**		**Vin Number**	**Miles**	**Miles**	**Miles**	**Difference**	
T-350 MR Pass	2026	12 PASS.	1FBAX2C80TKA05080			919	**919**	Gas
T-350 MR Pass	2026	12 PASS.	1FBAX2C80TKA05371			962	**962**	Gas
T-350 MR Pass	2026	12 PASS.	1FBAX2C80TKA05189			1684	**1684**	Gas
Chrysler Pacifica	2019	7 PASS.	2C4RC1FGXKR627614	34188	38,025	48187	**10,162**	Gas
Chevy Suburban		7 PASS.	1GNSKHKC8JR224940	77449	82,968	94311	**11,343**	Gas
Toyota Sienna LE AWD (SPED)	2025	7 PASS.	5TDKSKFC6SS163820		507	15,465	**14,958**	
BUS								
Thomas Bus 25	2025	65 PASS.	4UZABRFC8SCUX2562		5,137	11358	**6,221**	Diesel
Thomas Bus 22	2022	81 PASS.	4UZABRFBXNCNN6927	39639	45,009	56170	**11,161**	Diesel
Thomas Activity Bus		46 PASS.	1T7YU4E2XF1288429	80306	83,269	89232	**5,963**	Diesel
Thomas Bus 21	2021	71 PASS.	4UZABRFC3MCMJ2479	71189	77,786	92900	**15,114**	Diesel
Thomas Bus 16	2016	77 PASS.	4UZAERDT7GCGT6168	112979	119,007	132961	**13,954**	Diesel
Thomas Bus 15	2015	53 PASS.	4UZABRDT6HCHK7109	141349	147,672	160914	**13,242**	Diesel
Thomas Bus 7 **(spare)**	2007	59 PASS.	4UZABRCT17CW26654	203807	204,562	205836	**1,274**	Diesel

Chevy Micro Bird		14 PASS.	1GB3GRBG2J1342654	27981	30,271	35240	**4,969**	Gas
Chevy Bus 20 (Lift Bus)	2020	14 PASS.	1HA6GUBG0LN004950	39560	44,517	53223	**8,706**	Gas
JD Gator XUV 825M	2023	support	1M0825MAHJM012523		1526	1610	**84**	Gas
JD Skid Steer 324G	2022	support	1T0324GKVJJ339541	274 HR		352.1	**78.01**	Diesel
JD Z970R (mower)	2026	support	1TC970RMJSS140228			16.4	**16.4**	Gas
~~Chevy Express 1~~	~~2012~~	~~10 PASS.~~	~~1GAZGYFG5C1131549~~	~~95231~~	~~98,903~~		~~**sold April 2026**~~	~~Gas~~
~~Chevy Express 2~~	~~2013~~	~~10 PASS.~~	~~1GAZGYFG4D1139093~~	~~104386~~	~~106,411~~		~~**sold April 2026**~~	~~Gas~~
~~Chevy Express 3~~	~~2013~~	~~10 PASS.~~	~~1GAZGYFG5D1139863~~	~~95241~~	~~98,495~~		~~**sold April 2026**~~	~~Gas~~
~~Toyota Sienna LE (SPED)~~		~~8 PASS.~~	~~5TDZK23C79S264023~~	~~179444~~	~~185,755~~		~~**sold April 2025**~~	~~Gas~~

Superintendent
Tucker Tejkl

May 15th, 2026
Date:

Checklist for now and into the summer

Teacher Summer List Items to check:

5/13/2026 13:38:26	cmoon@shelby.esu7.org	Connie Moon	Delivery Of Eakes Orders July 21st	Eakes will deliver our summer order July 21st	x
5/13/2026 13:53:28	lhoeft29@gmail.com	Laura Hoeft	Kitchen	I was undecisive if this pertained to a request...here goes. Is there any way we can have the side walk slab out of our door repaired. It is broken in spots and is a hazard (i feel like) . I wonder in time if someone may one day hurt their leg, ankle, etc . If not for this list, is it possible otherwise to have it repaired. Thank you!😀	x
5/14/2026 7:42:56	mpeterson@shelby.esu7.org	Mandy Peterson	Library	Please swap the non-working innnards of the fireplace for working innards. Heat isn't necessary. Just a visual is cool.	x
5/14/2026 7:43:45	mpeterson@shelby.esu7.org	Mandy Peterson	Library	Please thoroughly clean the upholstery on the blue chairs in the library entryway and the seating by the fireplace.	x
5/14/2026 7:44:12	mpeterson@shelby.esu7.org	Mandy Peterson	Stage	Please remove all of the triangle panels for storage	x
5/14/2026 7:44:38	mpeterson@shelby.esu7.org	Mandy Peterson	Stage	Please fix/replace non-working microphones and lights	x
5/14/2026 8:17:09	bschueth@shelby.esu7.org	Becky Schueth	207	Door #14 is broken - the lever doesn't work.	x
5/14/2026 8:21:29	hluettel@shelby.esu7.org	Holly Luettel	400	Emergency light in room is not working (right outside of office)	x
5/14/2026 8:24:1	hluettel@shelby.esu7.org	Holly Luettel	Ag Shop	Overhead door is not close to sealed on the bottom sides. Snow comes in during the winter and critters can get in also.	x

Checklist for now and into the summer

0					
5/14/2026 8:25:00	hluettel@shelby.esu7.org	Holly Luettel	Ag Kitchen	paint both sides of the wall that was put up last summer	x
5/14/2026 8:25:58	hluettel@shelby.esu7.org	Holly Luettel	Ag Kitchen	Rekey the door to the Ag Kitchen to be the same key as the Ag classrooms. With no lock, students go in the kitchen and do things they shouldn't	x
5/14/2026 8:28:16	hluettel@shelby.esu7.org	Holly Luettel	Ag Shop Outside	the water spigot outside in the nook area between elementary music and the Ag shop doesn't work. This is where animals and plants are kept over the summer. Please look at this ASAP	x
5/14/2026 8:49:54	kkravig@shelby.esu7.org	Krista	104	Outlet on the East wall, to the right of the Mimio board, one outlet doesn't work.	x
5/14/2026 10:18:12	sjensen@shelby.esu7.org	Sara Jensen	204	Window in northwest corner of my room -- the wood is rotted out and there is a decent sized hole. Large enough for mice to enter. Not sure if there is a larger project planned in the near future, but if not, would be nice to get this replaced sooner than later.	x
5/14/2026 11:00:19	kgabel@shelby.esu7.org	Kelsey Gabel	714	Cracks above cabinets and below front window, water pressure on fountain, dent in wall to the east of the door, chips in the wall below south bulliten board	x
5/14/2026 14:30:32	ehoudersheldt@shelby.esu7.org	Emily Houdersheldt	203	Could you paint my west wall (with the smart board) black? Thank you!	x
5/14/2026 15:02:04	ehoudersheldt@shelby.esu7.org	Emily Houdersheldt	Stage	Please move the tri-sided backdrops to the bus barn. Thank you!	x
5/15/2026 7:54:54	zgould@shelby.esu7.org	Zach Gould	206	New classroom whiteboard. The old one does not erase well anymore.	x
5/15/2026 12:26:	ehoudersheldt@shelby.esu7.or	Emily Houdersheldt	203	One of my desks has a broken leg. (I will set it apart from the others and put a sticky note on it.) If possible, could it be repaired or replaced?	x

Checklist for now and into the summer

01	g			Thank you!	
5/18/2026 7:31:19	bevans@shelby.esu7.org	Brian Evans	109	stained ceiling tile need to be replaced	x
5/18/2026 7:32:35	bevans@shelby.esu7.org	Brian Evans	109	ONLY IF you are doing any painting in rooms this summer, I would like to have my blue wall being changed to black.	x
5/18/2026 9:41:07	sdenbo@shelby.esu7.org	Shelly Denbo	Kitchen	Power wash mats please	x
5/18/2026 10:58:11	zkubik@shelby.esu7.org	Zach Kubik	Weight Room	Hang Up Digital clock on east or west wall. The ledge that hangs down from the ceiling.	x
5/18/2026 10:59:00	zkubik@shelby.esu7.org	Zach Kubik	Weight Room	Put hooks up to hang Jump ropes, Bands, and harnesses for sleds	x
5/18/2026 11:00:19	zkubik@shelby.esu7.org	Zach Kubik	South Gym Girls Locker Room	Door is broke on the bottom or loose. Able to get in to the building through that door.	x
5/18/2026 11:01:50	zkubik@shelby.esu7.org	Zach Kubik	Football Locker Room	Urinal runs over and does not flush correctly.	x
5/18/2026 11:03:12	zkubik@shelby.esu7.org	Zach Kubik	Football Locker Room	Shower/Sewer drain backs up in Octover/november did not know if we could snake it out and make sure it doesnt happen	x
5/18/2026 11:04:24	zkubik@shelby.esu7.org	Zach Kubik	Weight Room	Cement is breaking underneath the rubber matting have two holes on the rack closest to the office.	x
5/18/2026 11:06:31	zkubik@shelby.esu7.org	Zach Kubik	Weight Room	Tiles Broken/holes fixed- 8 Light covers broken- 2	x

Checklist for now and into the summer

5/18/2026 11:09:00	zkubik@shelby.esu7.org	Zach Kubik	Weight room	Can we Paint "Husky Power" and husky logo on the ledges on the north and south ledges of the wall?	x
5/18/2026 11:09:43	zkubik@shelby.esu7.org	Zach Kubik	Weight Room	Turf reconditioned in weight room	x
5/18/2026 12:48:03	hluettel@shelby.esu7.org	Holly Luettel	Wood Shop	cover over pipes in the ceiling are coming off (ceiling corner by the storage room)	x
5/18/2026 15:10:15	hluettel@shelby.esu7.org	Holly Luettel	400	New tables have been ordered and will need to be assembled before school in the fall	x
5/19/2026 6:50:50	mgray@shelby.esu7.org	Michelle Gray	Staff RR's & Library RR's	Replace all toilet Fill Valves Except Staff Women's Handicap Stall.	x
5/19/2026 15:06:49	ekravig@shelby.esu7.org	Erik Kravig	202	Used or New Whiteboard on West Wall that lays flat on the wall. This one does not stay flat on the wall	
5/20/2026 7:51:20	saugustin@shelby.esu7.org	Sarah Augustin	708	Weather strip on door 28 is coming off. Wash classroom rugs.	
5/20/2026 7:51:38	saugustin@shelby.esu7.org	Sarah Augustin	Preschool Playground	Tire chip refill.	
5/20/2026 9:49:20	sdenbo@shelby.esu7.org	Shelly denbo	Kitchen	Change bathroom key to C key please	

Checklist for now and into the summer

By the end of the school year:

- Summer Maintenance Projects in from staff
- NDE Transportation Report (Due by June 15th, 2026)
- Scheduled oil/maintenance for vehicles
- ~~Walkthrough with Mr. Tejkl~~
- Meeting with custodial crew on year wrap-up meeting
- Meeting with custodial and summer crew with what the expectations and goals are for the summer

Summer Projects:

- Quotes being gathered for:
    - Northside Windows (Block style and new windows and wood)
        - SRC Builders (Friday 5/22)
        - Shelby Lumber
    - Concrete (Dawson O'del coming today 5/20)
        - Basic repair for the following locations:
            - Entrance to the kitchen
            - Elementary Curn
            - Entrance to Door #15
            - Entrance to Door #11
            - By the flag pole
        - Quotes for bigger project
            - Near the kitchen entrance, making a semi-circle for semis to turn around. Must clear off the rock area (either ½ gone or all gone)
- Ceiling Tiles (before August)
- Classroom Items (Immediately)
    - Clear out rooms of desks (except for heavy shelves with books and what not on it)
    - Windows cleaned
    - Walls scrubbed
    - Carpet vacuumed and shampooed
    - Painting done if necessary or requested
        - Tentative Schedule
            - Upper Elementary
            - MS/HS
            - Lower Elementary
- Maintenance items
    - Vents cleaned
    - Filters changed

Checklist for now and into the summer

- AC Units maintained
- Chemical Spraying of weeds
  - All Islands & Rocks
    - Sports Complex Rocks
- Drainage pipe on Northside of the school right around the corner that is hanging off the wall
- Adding more rock to those areas of islands that need a bit more
- Moving of Benches on the West side of the school (MS/HS offices) and put them under the roof
- T post replacement (25 to order)
  - Replacing of old ones with new
  - Updating signs that need it (stop signs)
  - Saving 12 posts for new Booster Club Parking Spot
- Weight Room concrete near Mr. Kubik's office
- Light Replacement
  - Finish the basement (under 10)
  - Replacement in weight room and throughout the school
    - Create a map of where these are
- ~~Send Mr. Kubik vinyl designs for weight room~~
  - ~~https://www.sportsgraphicsinc.com/products/wall-graphics?utm_source=google&utm_medium=cpc&utm_campaign=branding&gad_source=1&gad_campaignid=1601752232&gbraid=0AAAAAD27DMWhfAvDXHrljagYz_gEL_LcO&gclid=CjwKCAjwt7XQBhBkEiwAtStppwuj-dAyrx04mX0U9YS-F0Ps42BbeB2n_yS4jAz-uaINfeJ42yNzwBoC6QgQAvD_BwE~~
- ~~Rubber Mulch for playground~~
  - ~~4 orders of brown (swing set)~~
  - ~~1 order of black & 1 order of blue for PK playground~~
    - ~~Ordered on May 20th, 2026~~
- Metal Gutter Barrier replacement
  - Any that need it
    - Elementary entrance for sure
- Swing Replacement for Elementary
  - Four swings as well as bolts
- Yearly summer items or beginning of the year
  - Draining of water pipes for fire lines
  - Fire extinguishers replaced/certified
  - Kitchen inspection
  - Fire alarm inspectio

Shelby-Rising City Public Schools

Strategic Plan 2020-2025

Mission Statement

"To provide a quality education through innovation, integrity, accountability, and service"

VISION STATEMENTS

SHELBY-RISING CITY PUBLIC SCHOOLS WILL…

…challenge our students through innovation.
…provide facilities that are state of the art that promote a safe, healthy learning environment.
…continually evaluate our curriculum to offer opportunities that meet the unique interest levels and goals of all students.
…build leadership skills throughout the student body and staff that benefits the school and community.
…provide resources to aide students in becoming technologically proficient.
…ensure our students have the skills to be competitive in their future endeavors.
…be committed to continuous student achievement by providing students with effective instructional practices and support.
…use common instructional language that provides consistency in student learning and achievement across grade levels and content areas.

1-3 YEAR GOALS

- Replace of ceiling paper in West Gym
- Additional of Parking
- JH Locker Room repainting and possible replacement of lockers?
- Track Resurfacing & address corner that is collecting water
- After school program expansion
- Improve parking lot
- Develop a facility expansion plan
- Evaluate and Develop Curriculum and Instructional Strategies that lead to improved Test Scores (Student Achievement)
- Develop business partnerships to foster a Student Work Study - Career Preparation Program
- Create a Staff Development Plan that supports the goals and vision of the District
- Develop and Implement a Teacher Mentor Program
- Implement recommendations through the school improvement process
- Create more opportunities to attract students/parents to school events.
- Replace Secondary Lockers

3-5 YEAR GOALS

- Additional crow's nest
- Evaluate/expand educational technology
- Refine/Evaluate ICUE / Student Support Program
- Lighting Upgrades (LED)
- Replace Secondary Lockers
- Further develop/expand FFA program

5+ YEAR GOALS

- Implement a plan to retain and attract students/families to the school district.
- Collaborate with school communities to develop housing and other economic advantages.
- K-12 students utilize online/ digital textbook resources.
- Develop a District Campus Development Plan

Purchases from Board Meetings the Reflect our Mission & Vision
2025-2026

Items of Purchase and how they relate to Mission/Vision Statements as well as our yearly goals:

- **Arero 3500 Riding Vacuum**
  - **Mission: Service**
  - **Vision: Provide facilities that are state of the art that promote a safe, healthy learning environment.**
  - **1-3 Year Goal: Continuous Improvement**
- **Record Boards**
  - **Mission: Innovation**
  - **Vision: Provide facilities that are state of the art that promote a safe, healthy learning environment.**
  - **1-3 Year Goal: Continuous Improvement**
- **Character Strong Curriculum (PK-12)**
  - **Mission: Innovation & Accountability**
  - **Vision:**
    - **Continually evaluate our curriculum to offer opportunities that meet the unique interest levels and goals of all students.**
    - **Build leadership skills throughout the student body and staff that benefits the school and community.**
    - **Ensure our students have the skills to be competitive in their future endeavors.**
  - **1-3 Year Goal: Continuous Improvement**
- **Outdoor Library Book Return**
  - **Mission: Innovation & Service**
  - **Vision: Provide facilities that are state of the art that promote a safe, healthy learning environment.**
  - **1-3 Year Goal: Continuous Improvement**
- **SRC Track Uniforms (MS & HS)**
  - **Mission: Innovation & Service**
  - **Vision: Be committed to continuous student achievement by providing students with effective instructional practices and support.**
  - **1-3 Year Goal: Continuous Improvement**

Purchases from Board Meetings the Reflect our Mission & Vision
2024-2025

Items of Purchase and how they relate to Mission/Vision Statements as well as our yearly goals:

- **Certified Staff Computers**
  - **Mission: Innovation**
  - **Vision: Innovation for Staff and provide resources for staff**
  - **5+ Year Goal:**

- **Wrestling Mat**
  - **Mission: Innovation**
  - **Vision: committed to the continuous student achievement with effective support**
  - **3-5 Year Goal:**

- **JH and Varsity Girls Wrestling Coop**
  - **Mission: Integrity/Accountability**
  - **Vision: committed to the continuous student achievement with effective support**
  - **2 Year Goal:**

- **Wellness Center Upgrades (two new treadmills, mechanical rower, stair stepper)**
  - **Mission: Innovation/Service**
  - **Vision: provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **5+ Year Goal:**

- **Activities and Replacement Gear (Football, Volleyball, Track)**
  - **Mission: Innovation**
  - **Vision: committed to the continuous student achievement with effective support**
  - **3-5 Year Goal:**

- **Engineered Controls Inc. for Doors #1 & #7**
  - **Mission: Service**
  - **Vision: provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **1-3 Year Goal:**

- **Special Education Van Replacement**
  - **Mission: Accountability/Service/Innovation**
  - **Vision: provide resources to aide students; being committed to our students/staff with provided resources; being committed to continuous student achievement**
  - **5+ Year Goal:**

Purchases from Board Meetings the Reflect our Mission & Vision
2024-2025

- **Camera Additions in Ag Area as well as Shop Area**
  - **Mission: Accountability**
  - **Vision: provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **1-3 Year Goal:**

- **Outdoor Classroom Concrete**
  - **Mission: Innovation/Integrity/Accountability/Service**
  - **Vision: committed to the continuous student achievement with effective support/provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **5+ Year Goal:**

- **Preschool Fence Addition**
  - **Mission: Innovation/Integrity/Accountability/Service**
  - **Vision: committed to the continuous student achievement with effective support/provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **5+ Year Goal:**

- **Roof Replacement plan in three sections**
  - **Mission: Accountability/Service**
  - **Vision: provide facilities that are state of the art that promote a safe, healthy learning environment**
  - **3-5 Year Goal:**

- **Powerschool Service Agreement**
  - **Mission: Innovation/Accountability**
  - **Vision: provide resources to aid students & staff; being committed to our students/staff with provided resources; being committed to continuous student achievement**
  - **1-3 Year Goal:**

Shelby-Rising City Public Schools

Strategic Plan 2026-2031

Mission Statement

"To provide a quality education through innovation, integrity, accountability, and service"

VISION STATEMENTS

SHELBY-RISING CITY PUBLIC SCHOOLS WILL…

…challenge our students through innovation.
…provide facilities that are state of the art that promote a safe, healthy learning environment.
…continually evaluate our curriculum to offer opportunities that meet the unique interest levels and goals of all students.
…build leadership skills throughout the student body and staff that benefits the school and community.
…provide resources to aide students in becoming technologically proficient.
…ensure our students have the skills to be competitive in their future endeavors.
…be committed to continuous student achievement by providing students with effective instructional practices and support.
…use common instructional language that provides consistency in student learning and achievement across grade levels and content areas.

1-3 YEAR GOALS

- Curriculum Review that aligns with our CIP Goals
  - Reading, Reading Comprehension, & Writing
- Academic Growth
  - Utilization of EduClimber, NSCAS, & MAP
  - Evaluate and Develop Curriculum and Instructional Strategies that lead to improved Test Scores)
- Bus Replacement Schedule
- Roof Replacement Schedule
- Parking Lot Improvement by Kitchen
- Expansion plan for outdoor storage
- Continue to expand our Work Based Learning
- Staff Development plan to set standards and maintain what SRC means
- Continue to promote our district to continue to bring new families in
- Outdoor Scoreboard
- Improvement of State (West Gym)
- Unified as a district in our systems from PBiS, MTSS, CharacterStrong, etc. to continue to develop our staff and students
- Continue to improve safety protocols
- Expand Community Engagement Opportunities

3-5 YEAR GOALS

- Career Fair Opportunities
- Career Planning within school
  - Dual Credit
  - Work Based Learning
  - School-wide Campus Visits
  - Career Fairs
- Outdoor welcome sign
- Evaluate expansion possibilities
- Evaluate our technology offerings
- Preschool Playground Replacement

5+ YEAR GOALS

- Implement a plan to retain and attract students/families to the school district.
- Collaborate with school communities to develop housing and other economic advantages.
- Energy Efficiency Upgrades
  - HVAC
- Upgrades to district (weight room, carpet, room improvements, etc.)
- Continue to evaluate the demographics of SRC & offering opportunities for staff & student growh.

Shelby-Rising City Public Schools: Strategic Roadmap 2026–2031

Strengthening the Academic Core

Aligning Reading and Writing curriculum with growth data from MAP and NSCAS testing.

Expanding Career Pathways

Launching dual credit, work-based learning, and campus visits to prepare students for future endeavors.

Digital & Facility Evaluation

Assessing technology offerings and expansion possibilities to ensure state-of-the-art learning environments.

Infrastructure & System Refinement

Executing major maintenance on roofs, gyms, and HVAC systems for improved energy efficiency.

1	**Interior**	Weight room, carpet, and classroom improvements.
2	**Exterior**	Roof replacement, parking lot repair, and new scoreboard.
3	**Systems**	HVAC energy efficiency upgrades and safety protocol improvements.

Community & Economic Synergy

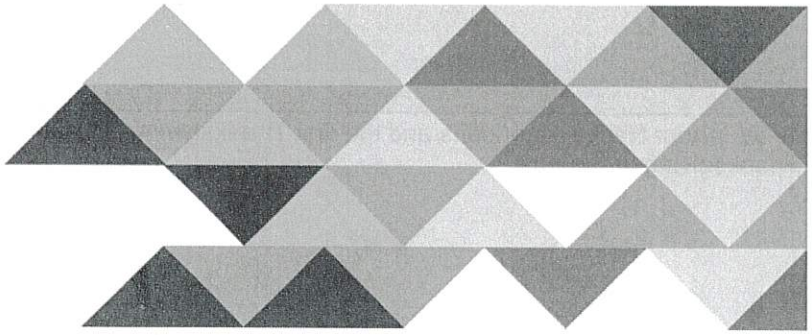
Collaborating with local communities to develop housing and economic advantages for the district.

Unified District Culture

Aligning PBIS and MTSS systems to develop consistent staff and student growth standards.

NotebookLM

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/24/2025

Information

Teacher:

Mrs. Kuhn

Grade:

1

Subject Area:

Reading and Social Studies/Science

Number of Students:

13

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):

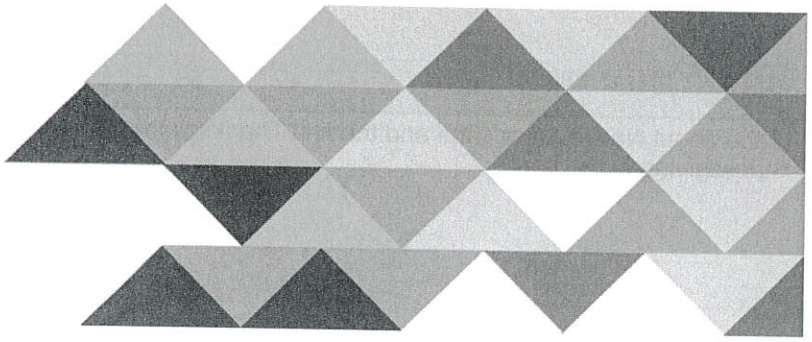
Students read about about Thanksgiving and Native Americans in reading. In Social Studies we also talked about past Thanksgivings and Thanksgiving now and how they are celebrated. We also read about Native Americans from our Social Studies book.

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:

11/24/2025

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies/Science

Number of Students:

14

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 and how they are celebrated. We also read about Native Americans from our Social Studies book.

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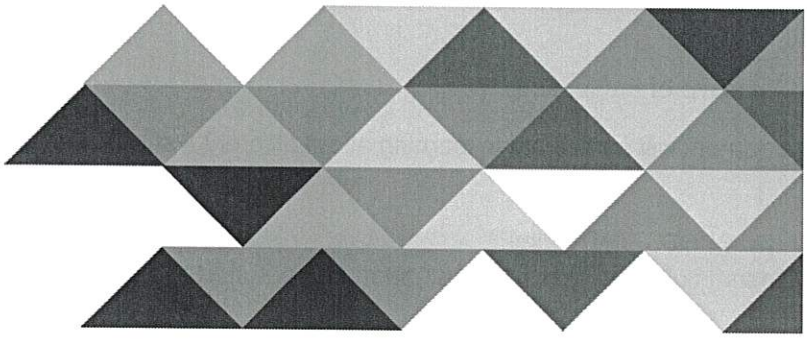
Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/6/2025

Information

Teacher:

Melanie Hoegerl

Grade:

5

Subject Area:

Social Studies

Number of Students:

7

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):

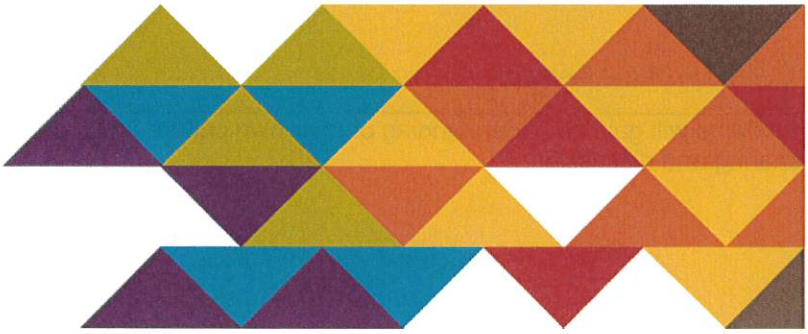
Students will research and complete a worksheet about different Native American Tribes. Learning what area of the United States they mostly live, what customary dress is worn, and what customs they still practice today.

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:

10/7/25

Information

Teacher:

Mrs. Gabel

Grade:

2

Subject Area:

S.S.

Number of Students:

23

Culture Studied

(Select One)

- [ ] African Americans
- [ ] Asian American & European Americans
- [x] Hispanic Americans
- [ ] Native Americans

Objective of the lesson:

Students will gain an understanding of their own culture and learn more about Hispanic and Swedish cultures through sharing and discussion.

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

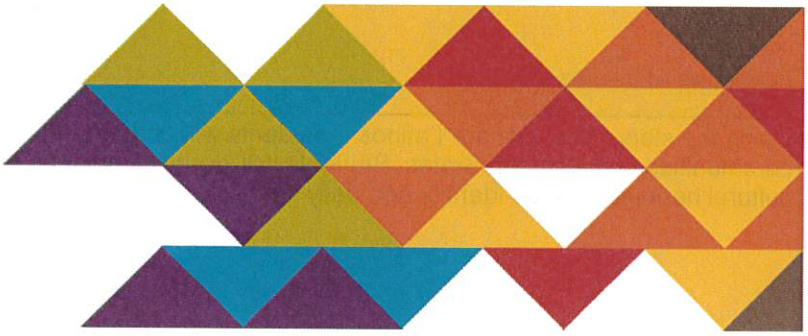
The students will complete a research project and participate in discussions.

Additional Activities Planned:

Students will learn about Hispanic and Swedish cultures through guest speakers. They will conduct research on their own cultures using the internet and print resources. Students will also explore a variety of cultures from around the world through readings in the school's textbooks.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

9/5/25

Information

Teacher:

Kassidy Soulliere

Grade:

4th

Subject Area:

Reading/ELA

Number of Students:

28

Culture Studied

(Select One)

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

Objective of the lesson:

Using the story, "Yes! We are Latinos.," students will understand how Latino people and cultures have contributed to communities in the United States. Students will identify key ideas and supporting details in the text and explain how cultural heritage shapes identity and daily life.

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

We read the story as a class and discussed important events and contributions, that we highlighted in the text. Using a graphic organizer, students recorded 3–4 key details that show how Latino culture influences food, music, language, celebrations, and communities.

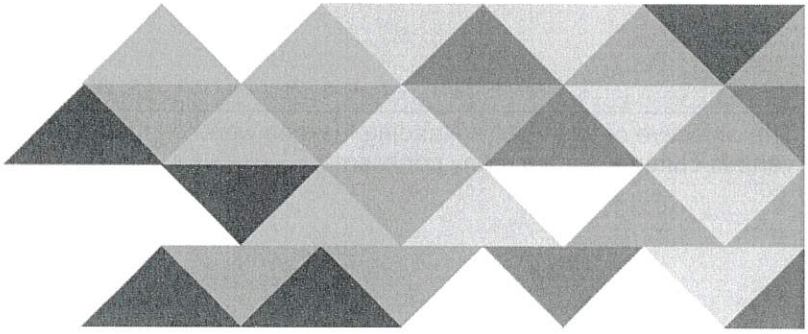
Materials included the textbook and graphic organizer worksheet.

Additional Activities Planned:

I had students compare similarities and differences between their own family traditions and the traditions described in the story.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/8-12/12/25

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 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:

Dreidel game (at another time in the day)
Scholastic News (reinforcing holiday traditions-Hannukkah & Kwanzaa are included)

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

09/23/2025

Information

Teacher:

Jon Riggs

Grade:

5th

Subject Area:

Science

Number of Students:

26

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

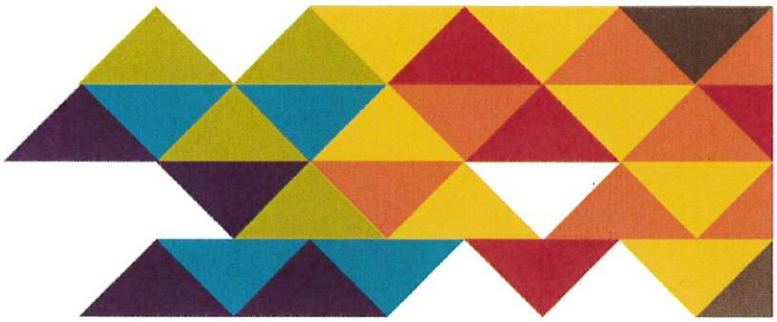
TLW analyze why the sun is the only visible star and look into sizes of both planets and stars with simulations on Amplify.
TLW then listen to and discuss the book Sar Struck to understand the scientific reasons why pluto is not a planet.
Materials: Computers, Star Struck, Science Journals, Pencils, Smart Board

Additional Activities Planned:

TLW will explore different stars and plantes in later lessons. Students will futher examine different planet gravity and their distance from our star (sun).

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/19/2025

Information

Teacher:

Mrs. Ott

Grade:

1st

Subject Area:

Guidance

Number of Students:

14

Culture Studied

(Select One)

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

ctive of the lesson:

To explore our differences and celebrate what makes us unique.

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

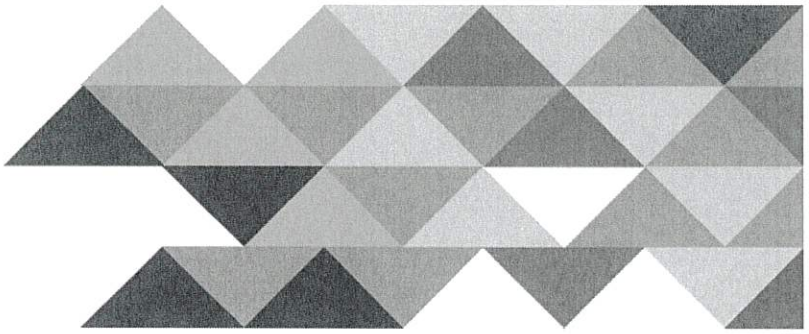
Read the book, Skin like mine By Latashia M. Perry

Group discussion of the differences we have and how that makes us special. Celebrated our unique traits and abilities.

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:

10/17/2025

Information

Teacher:

Jenni Schutt

Grade:

4th

Subject Area:

Social Studies / Unit studies

Number of Students:

Culture Studied

(Select One)

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

f the lesson:

dents will learn about the various tribes that inhabitied the central plains, more specifically the Nebraska territory. We will learn about the Ponca, Pawnee, Arapahoe, Omaha, Souix. We learned about the different ceremonies and traditions each tribe had.

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

The students read about the different tribes in the Social Studies text books. Next the kids wrote down on a graphic organizer the different ceremonies and way of life for younger child. From there the kids compared it to the responsibilities they have now adays compared to the responsibilities the child of Native American tribes had.

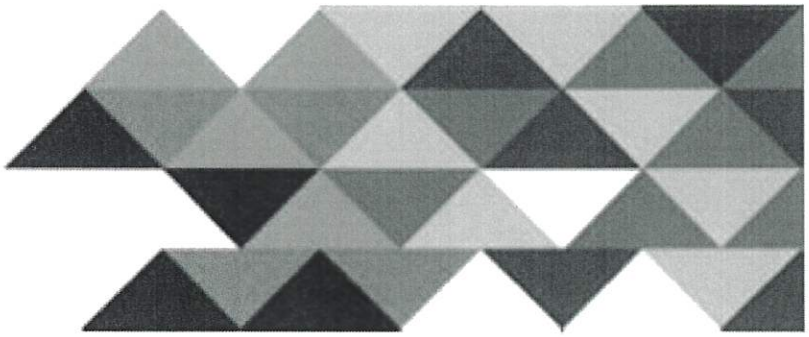
Social Studies book
Worksheet 1 - comparing ceremonies for each tribe
Worksheet 2 - Native American life as a child vs today

Additional Activities Planned:

class discussion
Youtube video - Life as a Pawnee Child
Text book

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

Dec. 5, 8, 9, 12 2025

Information

Teacher:

Kelly Willis

Grade:

4th Gr. - Title 1 Intervention

Subject Area:

ELA

Number of Students:

5

Culture Studied

(Select One)

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

. of the lesson:

*use phonics and word analysis skills to complete **Phonics for Reading Level B Lesson 28** including the biographical article on the life of pilot Bessie Coleman
*participate in class discussion of the biographical text identifying the personal challenges Bessie faced becoming a Black and Native American woman pilot
*generate questions as the text is read and discussed
*discuss the life lesson for us - respectful treatment of others, perseverance, hope, grit, compare/contrast the opportunities available today how laws have changed to increase equity in opportunities
*complete self-reflection - articulate how thinking has changed

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

Session 1
*Less. 28 sections A-G phonics patterns, decodable words, multisyllabic words
Session 2
*cont. Less. 28 sections H-K high frequency words, sentence reading, spelling & sent. dictation, begin section K Text Reading (Bessie Coleman biographical text)- repeated reading & discussion of part 1
Session 3
*cont. Less. 28 section K Text Reading & discussion, begin independent assignments section L - comprehension questions on the Bessie Coleman text
Session 4 continue Section L comprehension questions on the Bessie Coleman text & Section M additional shorter texts
*complete reflection sheet - "I used to think... Now I think. . . "
*group guided research to find answers to their questions generated as we read and discussed the text

Additional Activities Planned:

I will continue to create a "Question" list when we read informational/biographical texts. The students generated some very thoughtful questions for us to explore after we finished the intervention lesson sections.
It was very beneficial to have the students view a video with more biographical info. , hearing more about Bessie's life and personal challenges- I will definitely find videos for any future activities of this type - helps students connect and improves engagement
I will continue to use the "I use to think. . . Now I think. . ." strategy when possible to push students to think about their thinking. It was challenging for the students. Modeling for them helped their understanding of the process and the goal of self-reflection.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/16/2025

Information

Teacher:

Jennifer Topil & Megan Donoghue

Grade:

Kindergarten

Subject Area:

Social Studies

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn about Christmas traditions in Germany.

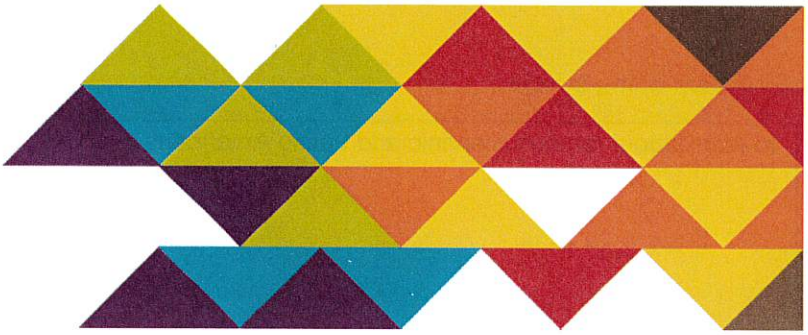
Description of the lesson evaluation (include materials and activities):

Students watched a short video explaining Christmas traditions in Germany. One of those traditions was gingerbread cookies. After watching and discusssing traditions, students were able to decorate a gingerbread house. They enjoyed the yummy treat at snack time.

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:

Dec 1 and 2, 2025

Information

Teacher:

Evans

Grade:

3, 5, 6

Subject Area:

ELL

Number of Students:

6

Culture Studied

(Select One)

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

Objective of the lesson:

to learn about famous Hispanic and Latino Americans

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

lessons included PowerPoint overview highlighting various Hispanic and Latino Americans in:
Entertainment: Jennifer Lopez
Sports: Alex Rodriguez
Civil Rights: César Chávez
Government: Sonia Sotomayor
Science: Ellen Ochoa

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:

10/09/2025

Information

Teacher:

Nissen

Grade:

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):

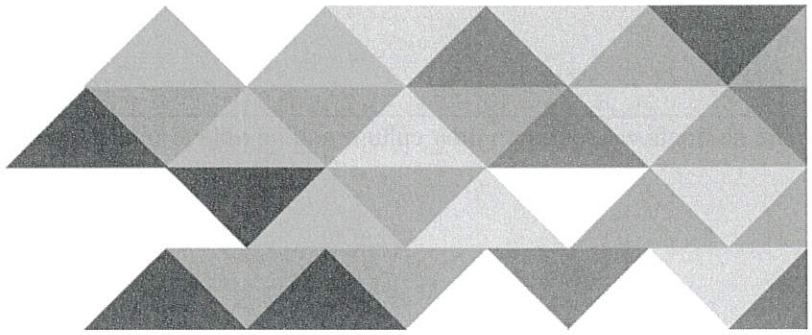
Day 1-2; After viewing multiple examples of Day of the Dead motifs, decorations and sugar skull designs. The students will use a work sheet that already has the skull drawn. They are to use examples that I have provided as well as their own imagination to design the patterning and decoration they can 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 will follow my demonstration of how to fill in and pack the sugar into the mold. One half of the mold must be cradled in one hand over the bowl that has the rest of the sugar to catch any spills. With the free hand, sugar is added and packed. Once the mold is full, use the free hand to scrape off excess sugar with a small sheet of card board. Then, hold the cardboard on

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:

12-1-25

Information

Teacher:

Mrs. Gabel

Grade:

2

Subject Area:

S.S.

Number of Students:

11

Culture Studied

(Select One)

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

Objective of the lesson:

The students will research their culture and be able to share their culture with their class.

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

The students researched and completed a worksheet which asks about the food, clothing, and traditions from their country.

Additional Activities Planned:

We read from our S.S. books about different cultures, we watched videos about different traditions, and we had two visitors come in to teach us about their 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:

11-3-25 and 11-10-

Information

Teacher:

Mandy Peterson

Grade:

4

Subject Area:

School library

Number of Students:

28

Culture Studied

(Select One)

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

Objective of the lesson:

Students will explore PebbleGo to find 5 facts about Indigenous Cultures and ask a lingering question. During the second class period, we will discuss how to find answers to our questions, find the answers, and share them with a classmate

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

5 facts and 1 question notecatcher
See, Think, Wonder card

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:

11-3-25 and 11-10-

Information

Teacher:

Mandy Peterson

Grade:

PK

Subject Area:

School library

Number of Students:

31

Culture Studied

(Select One)

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

Objective of the lesson:

Students will observe how various cultures are reflected in the community of our book "All Are Welcome". Cultures included: African Americas & Hispanic Americans

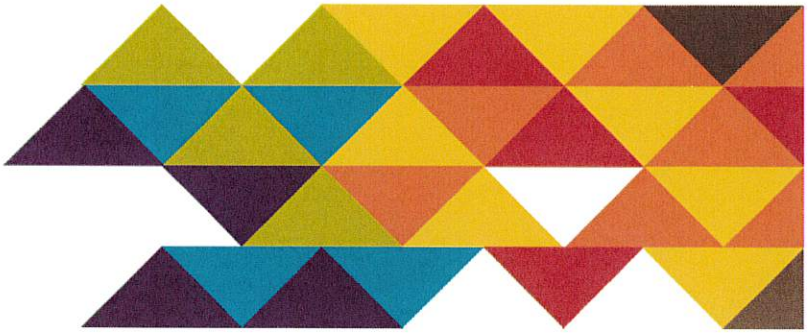
Description of the lesson evaluation (include materials and activities):

Discussion as we read the book and observed the pictures

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:

11/24/25

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

jective 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):

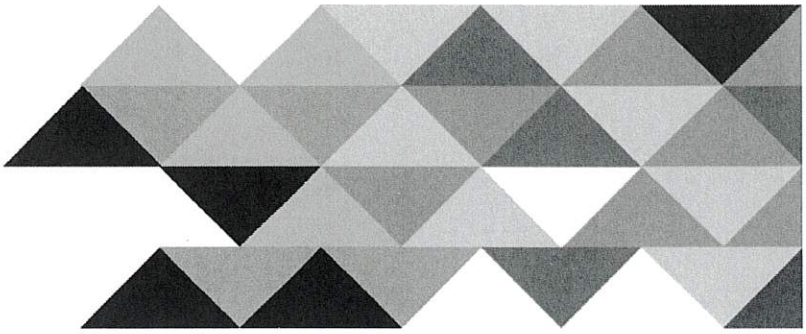
What is Mao dou? Take a look at cover of book and make prediction with a partner.. Ask about prior knowledge of soybeans and their usage with partner, Where is China? use map to locate. Read the story orally and ask comprehension questions to discuss with group or partner research the use of soybeans

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:

09/18/2025

Information

Teacher:

Hyde

Grade:

First Grade

Subject Area:

Music

Number of Students:

28

Culture Studied

(Select One)

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

..jective 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):

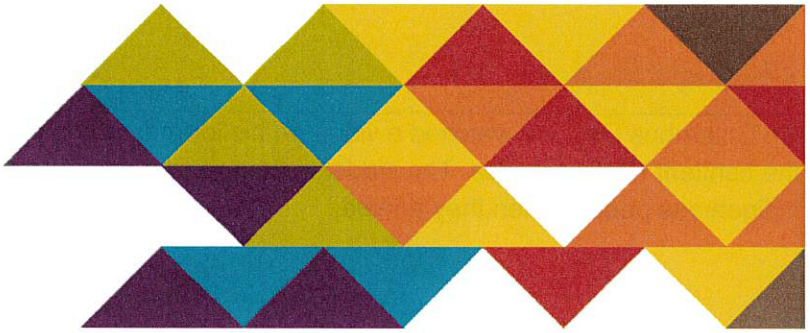
Students will listen to the song "key, Kye, Koolay" two times.
The second time, students will echo sing their part.
Students will watch a four minute video about Ghana.
Students will each share three facts from the video with a partner.
Studnets will volunteer to share thri facts with the class.
Students will sing the song and play the chae 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 rooom without being touced by the person that is it.
Song Lyrics:
Kye Kye Koolay (Kye Kye Koolay)
Cheche kofee sa (Cheche kofee sa)
Kofee salanga (Kofee salanga)
Lalalee langa (Lalalee langa)
Koomadyeday, (Koomadye day)
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:

10/13/2025

Information

Teacher:

Ashlee Rathman & Daryl Kubik

Grade:

3

Subject Area:

Social Studies

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

On Columbus Day, we watched a video on his journey across the world. We busted a few myths like him reaching the contient North America. The students then read a passage on the three ships and how they effected the indigenious people when they arrived.

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

Watched a video, read a passage and answered questions.

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:

10/13/2025

Information

Teacher:

Ashlee Rathman & Daryl Kubik

Grade:

3

Subject Area:

Social Studies

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

On Columbus Day, we watched a video on his journey across the world. We busted a few myths like him reaching the contient North America. The students then read a passage on the three ships and how they effected the indigenious people when they arrived.

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

Watched a video, read a passage and answered questions.

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:

11/17/2025

Information

Teacher:

MeLinda Cromer

Grade:

K, 1, and 2

Subject Area:

Technology/Social Studies

Number of Students:

70

Culture Studied

(Select One)

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

Objective of the lesson:

Students will explore aspects of Native American culture through digital media. They will identify key cultural elements (such as traditional homes, clothing, and community life) and demonstrate understanding through a coloring and labeling activity on their iPads.

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

Students will watch a short, age-appropriate video about Native American tribes using their iPads (for example, Native Americans for Kids: Cherokee, Apache, Navajo, Iroquois and Sioux from Kids Academy on YouTube). While watching, students will complete a digital coloring sheet showing scenes from Native American life. They will color and label one or more items that connect to what they saw in the video—such as a tipi, canoe, or woven blanket.
Materials: iPads, headphones, YouTube video link, digital or printed coloring sheet, crayons.
Evaluation: Students demonstrate understanding by correctly identifying and labeling one or more aspects of Native American culture on their coloring sheet and sharing their learning verbally during class discussion.

Additional Activities Planned:

Digital Extension: Use Seesaw for students to record a short voice clip saying one fact they learned about Native American life.

Art Connection: Students can create their own digital drawing of a Native American home or tool using the iPad drawing app.

2nd Grade HAL: students will research Native American culture (specifically history of dream catchers), read a picture book about dream catchers, discuss facts learned, and create a dream catcher.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10-31-25

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

19

Culture Studied

(Select One)

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

Objective of the lesson:

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

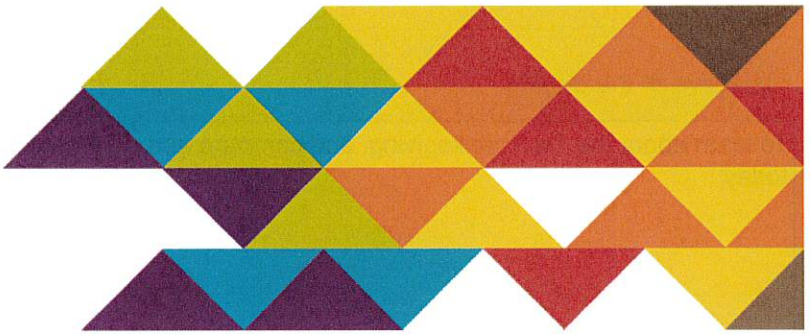
Students will read Dia de los Meurtos to learn about the Day of the Dead and how it is celebrated in Mexico. Using paint dots and a black outline we will make our own skeleton art project.

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:

11/18/25

Information

Teacher:

Alicia Hoadley

Grade:

2nd

Subject Area:

Special Education- Reading

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 the 1st Thanksgiving, and compare and contrast the first Thanksgiving to how we celebrate Thanksgiving today.

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

We watched a video about the 1st Thanksgiving based on a retelling from a child who lived during that time. After watching the video, we talked about the main events that this child and her family went through. We then read a more traditional story, "Twas the Night Before Thanksgiving." After reading, we compared and contrasted similarities and differences from the 1st Thanksgiving to how we typically celebrate it today.

Additional Activities Planned:

We created a Venn Diagram and added our similarities and differences to it. We then talked as a group about what Thanksgiving means to each of us and how thankful we need to be because those that lived during the 1st Thanksgiving were not as lucky, but still were thankful for many things.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/24/25

Information

Teacher:

Mrs. Stewart

Grade:

4th

Subject Area:

Speech/Language-Pilgrim history

Number of Students:

2

Culture Studied

(Select One)

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

ɔjective of the lesson:

To teach students about the history of Native Americans and Pilgrims when connecting it to Thanksgiving.

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

Read paragraphs about pilgrims and Native Americans. Then answer comprehension questions about the paragraph. Read a book about the Mayflower. Sing a song about Native Americans.

Additional Activities Planned:

Partners will talk together to make a Venn Diagram comparing Native Americans 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:

05/08/2026

Information

Teacher:

Mr. Kuhn

Grade:

3rd-5th

Subject Area:

PE

Number of Students:

30

Culture Studied

(Select One)

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

ective of the lesson:

aseball has a rich and exciting history in Hispanic culture, serving as a powerful bridge that brings families and communities together. Long before playing in the major leagues, kids in countries like the Dominican Republic, Cuba, and Puerto Rico grew up playing "béisbol" in the streets using makeshift bats and rolled-up socks for balls. Incredible pioneers like Roberto Clemente didn't just break barriers with their amazing talent on the field; they also became heroes off the field by helping people in need and fighting for equal rights. Today, Hispanic players make up nearly thirty percent of Major League Baseball, bringing vibrant energy, passion, and traditions—like dancing in the dugout and celebrating with loud music—that have permanently changed the game for the better.

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

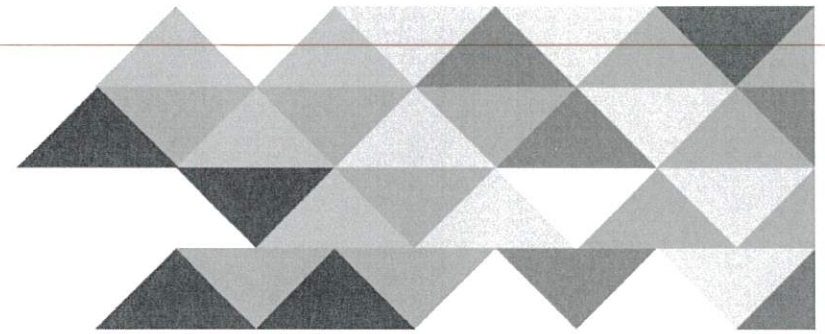
Bats, basses, and baseball (whiffle ball). Play base ball outside.

Additional Activities Planned:

Different forms of baseballl, Example, No strike baseball and for the 5th graders "one pitch' baseball games.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

02/16/2026

Information

Teacher:

Mr. Riggs

Grade:

5

Subject Area:

Science

Number of Students:

28

Culture Studied

(Select One)

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

ɔjective of the lesson:

ΓLW analyze farming practices of native amaericans.

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

When looking at current farming practices and irregations, we will explore three sister farming. Students will look at an ancient practice and current.
1) Mystercy Science (ground water) pre and discuss activity.
2) Discuss challenges faced by farmers.
3) Thrre sister farming.
4) Discuss benefits of ancient practices.
5) Look at why farmers use current practices.

Additional Activities Planned:

Look at 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:

4-27-26

Information

Teacher:

Mandy Peterson

Grade:

4

Subject Area:

Library

Number of Students:

28

Culture Studied

(Select One)

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

Objective of the lesson:

Students will listen to and engage with the picture book Trombone Shorty while exploring themes of perseverance, creativity, identity, and community. Students will make connections between music, storytelling, and personal passions through discussion and response activities.

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

Activities included:
Interactive read-aloud
Think-pair-share discussion questions
Discussion about jazz music and New Orleans culture
Student reflection or drawing activity connected to personal talents/interests
Optional listening activity featuring jazz or brass band music

Evaluation was based on participation in discussion, ability to make story connections, completion of the reflection activity, and demonstration of comprehension during questioning.

Additional Activities Planned:

Students create posters or drawings showing a talent or passion they would like to grow over time.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/18/2026

Information

Teacher:

Bonnie Ott

Grade:

5th

Subject Area:

Guidance

Number of Students:

14

Culture Studied

(Select One)

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

Objective of the lesson:

To learn about an artist who used his creativity to paint murals that share the history of Mexico and their people.

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

Read the story Diego Rivera His World and Ours By Duncan Tonatiuh. Then had a discussion about the story and different student take aways. As well as making connections to their lives.

Additional Activities Planned:

Will continue to provide cultural lessons across various topics and 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:

1/19/2026

Information

Teacher:

Stacy Stewart

Grade:

2nd Grade

Subject Area:

Speech/Language Therapy

Number of Students:

3

Culture Studied

(Select One)

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

ive of the lesson:

To keep the legacy of Martin Luther King Jr alive. 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. The students then glued the timeline together. Then the kids compared each other's timelines and talked about the events.

Additional Activities Planned:

Watch a YouTube video about MLK, Jr and this helped the kids to check their timelines. Talked about a Civil Rights Leader

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/19/2026

Information

Teacher:

Alicia Hoadley

Grade:

2nd

Subject Area:

Special Education- Reading

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To learn Martin Luther King Jr., his life, achievments, and struggles.

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

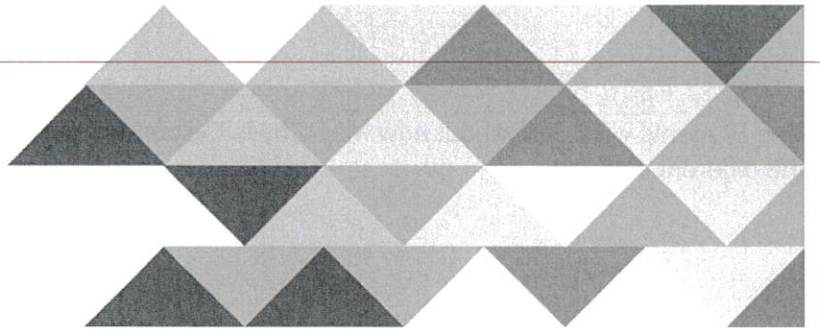
We watched a video about who Martin Luther King Jr. was. In the video it gave us important dates and things that he achieved throughout his life. After watching the video, we talked about the important things King did throughout his life. Then we created a time line with these important events and put them in order in which they happened, highlighting the most important events in his life.

Additional Activities Planned:

As a group we talked about the struggles he went through and what it would be like to spend a day in his shoes. We also talked about how we need to be thankful for the freedoms we have today.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

04/01/2026

Information

Teacher:

Kelsey Gabel

Grade:

2

Subject Area:

Reading

Number of Students:

11

Culture Studied

(Select One)

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

Objective of the lesson:

The Students will Learn about how May Day is Celebrated around the world and be able to compare and contrast the different cultures.

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

While reading the story, students will answer comprehension questions from their My Book. The students will learn how May Day is celebrated in England, Sweden, USA, France, and Hawaii. The students will also take a quiz after reading the story.

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:

2/18/26

Information

Teacher:

Danielle Luettel

Grade:

2nd

Subject Area:

Science (Scholastic News)

Number of Students:

12

Culture Studied

(Select One)

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

Objective of the lesson:

We read a Scholastic News issue all about Ida Van Smith, a black woman who dreamed of becoming a pilot. When she was 50 years old, she finally learned how to fly and then taught kids how to fly in her "flight clubs". These clubs popped up all over the country, resulting in thousands of kids learning how to fly. She inspired thousands to follow their own dreams of flying too.

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

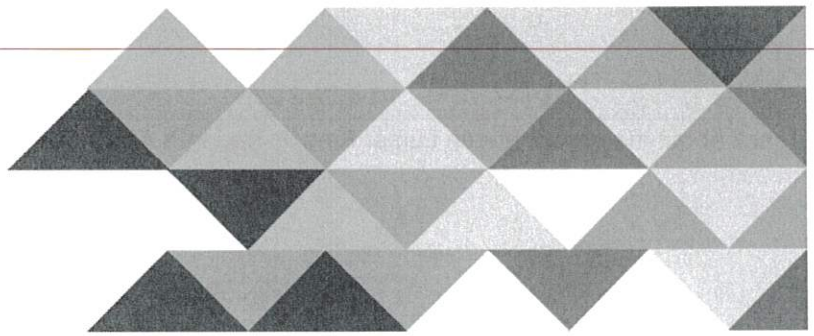
We watched the intro video that hooks the students on the topic (flying planes and introducing Ida). Then we read the Scholastic News issue together as a class. Then we discussed timelines and how it relates to the life of Ida, found on the back of the issue. Students used the timeline to answer questions, then we discussed the answers they found.

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:

1/19/26

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

14

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):

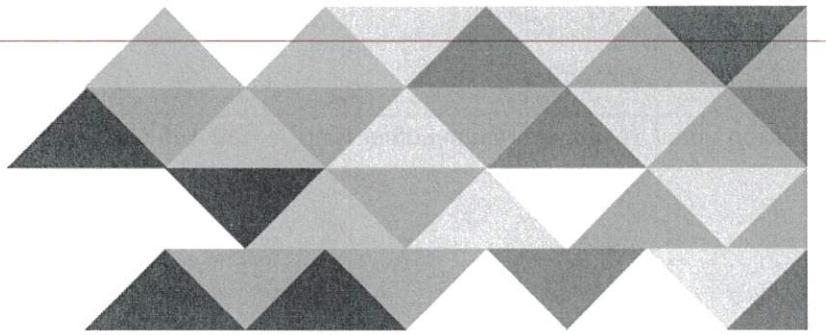
Students read about about Martin Luther King Jr. in reading and evaluated with the weekly assessment on Friday. In Social Studies we also talked about Civil Rights and read about him in our Social Studies book.

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:

1/19/26

Information

Teacher:

Mrs. Kuhn

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

14

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):

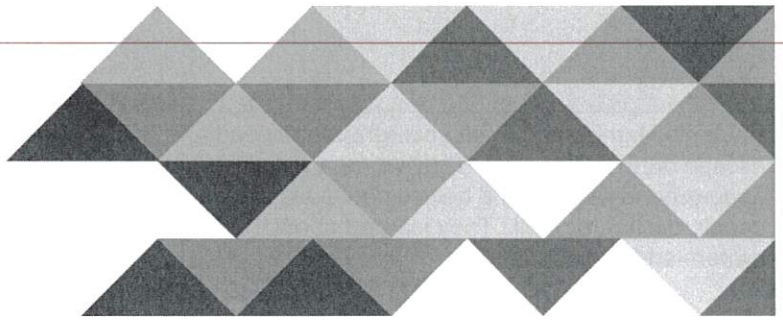
Students read about about Martin Luther King Jr. in reading and evaluated with the weekly assessment on Friday. In Social Studies we also talked about Civil Rights and read about him in our Social Studies book.

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:

5/11/26

Information

Teacher:

Jenni Schutt

Grade:

4th

Subject Area:

Social Studies

Number of Students:

14/14

Culture Studied

(Select One)

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

Objective of the lesson:

Students learned about the underground railroad and the different people that helped enslaved African American's escape north to freedom. They learned about Harriet Tubman the the bravery she had while she traveled the underground railroad and helped countless slaves to freedom. We also learned about Fredrick Douglas and how helped people escape as well. They learned about the different vocabulary they used to help keep it a secret from the slave owners and sympathizers.

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

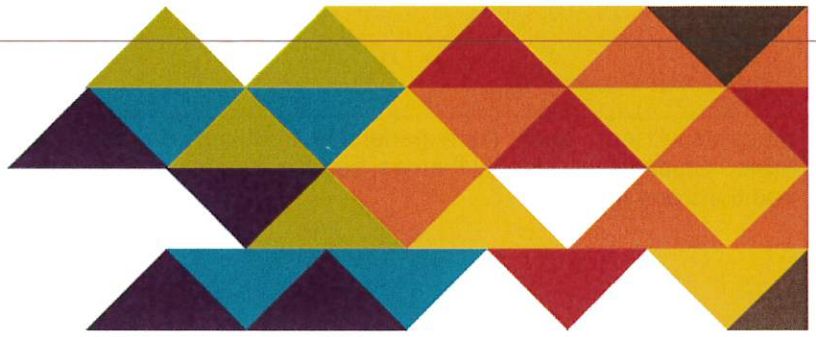
Students drew a map of the Underground railroad and listed the different underground railroad vocabulary to keep it a secret. They listed Harriet Tubman and the various ways she helped people escape.

Materials:
Underground Railroad video
Social studies text book
Harriet Tubman biography
Fredrick Doublas biography

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:

5/11/26

Information

Teacher:

Kassidy Soulliere

Grade:

4th

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:

Students will learn about the experiences, traditions, and contributions of Chinese Americans through the story "Ten Suns." Students will identify themes, summarize important events, and explain how cultural stories help preserve traditions and history.

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

Students listened to and read the story "Ten Suns." While we were reading, we discussed the characters, setting, and important events in the folktale. Students completed a story map identifying the beginning, middle, and end of the story, along with the lesson or moral learned from the text.

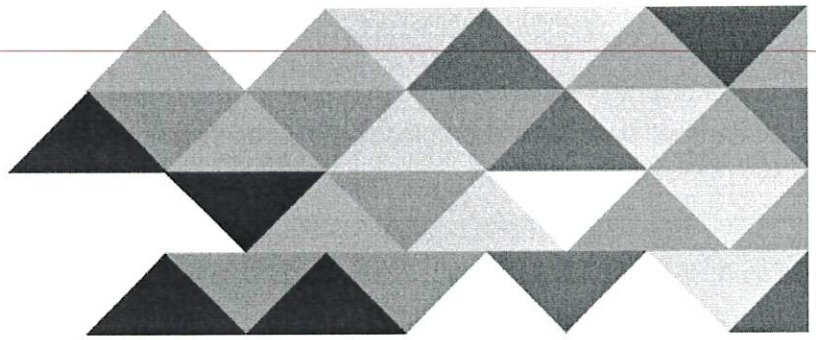
Materials included the textbook & story map worksheet.

Additional Activities Planned:

Students compared "Ten Suns" to another folktale they have read and identify similarities and differences between the stories.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

1/19/2026

Information

Teacher:

Hoegerl

Grade:

3rd

Subject Area:

Reading

Number of Students:

2

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:

05/07/2026

Information

Teacher:

Daryl Kubik and Ashlee Rathman

Grade:

3rd

Subject Area:

Reading- Small Group

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

Students will describe how the main character's actions and choices affect the events in the story.
Students will recount the folktale and determine the central message using evidence from the story.
Students will explain how folktales teach important life lessons through characters and events.
Students will use story details to identify the problem, solution, and theme of the folktale.

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

Rigby Reader "Folktales from Ecosystems Around the World"- Student book
Rigby Reader Questions- Teacher Manual
Students are be able to answer questions about the folktale read during small group time. We focused on theme and lessons learned from the folktale.

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:

05/07/2026

Information

Teacher:

Daryl Kubik and Ashlee Rathman

Grade:

3rd

Subject Area:

Reading- Small Group

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

Students will describe how the main character's actions and choices affect the events in the story.
Students will recount the folktale and determine the central message using evidence from the story.
Students will explain how folktales teach important life lessons through characters and events.
Students will use story details to identify the problem, solution, and theme of the folktale.

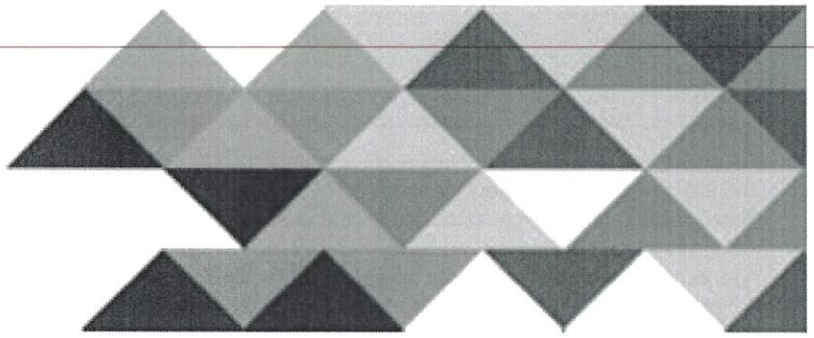
Description of the lesson evaluation (include materials and activities):

Rigby Reader "Folktales from Ecosystems Around the World"- Student book
Rigby Reader Questions- Teacher Manual
Students are be able to answer questions about the folktale read during small group time. We focused on theme and lessons learned from the folktale.

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:

Feb. 23, 26, 27, Mar. 2, 4, 5 2026

Information

Teacher:

Kelly Willis

Grade:

5th Gr. - Title 1 Intervention

Subject Area:

ELA

Number of Students:

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 complete **Phonics for Reading Level C Lesson 12** including the informative article on the life of explorer Matthew Henson
*participate in class discussion of the text identifying the personal challenges Henson faced as an African-American explorer during the late 1800s - early 1900s
*generate questions as the text is read and discussed
*discuss the life lesson for us - respectful treatment of others, perseverance, hope, grit, compare/contrast the opportunities available today how laws and American culture have changed to increase equity in opportunities
*complete self-reflection - articulate how thinking has changed

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

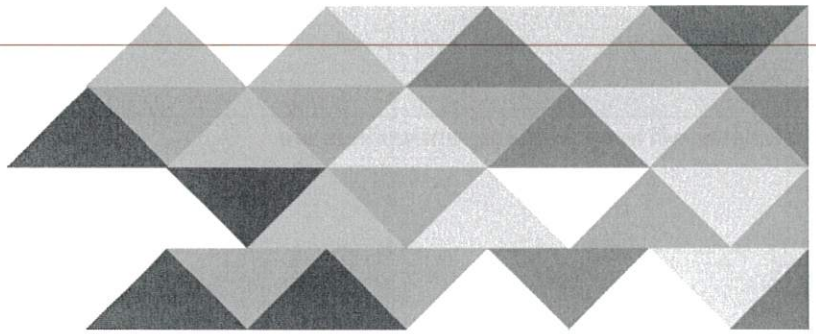
Session 1 - Less. 12 sections A-C phonics patterns, decodable words
Session 2 - sections D-I multi-syll. words, affixes, high frequency words, sentence reading, spelling
Session 3 - section I sent. dictation, section J - Text Reading & discussion,
Session 4 - begin sect. K-L-M - independent assignments sections (comprehension questions)
Session 5 - cont. independent work (K-L-M) & complete reflection sheet - "I used to think... Now I think. . . "
*view & discuss short biographical video (addressing student questions regarding other life events of Henson)

Additional Activities Planned:

I will continue to create a "Question" list when we read informational/biographical texts. The students generated some very thoughtful questions for us to explore after we finished the intervention lesson sections.
It was very beneficial to have the students view a video with more biographical info. , hearing more about Henson's life and personal challenges- I will definitely find videos for any future activities of this type - helps students connect and improves engagement
I will continue to use the "I use to think. . . Now I think. . ." strategy when possible to push students to think about their thinking. It was challenging for the students. Modeling for them helped their understanding of the process and the goal of self-reflection.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

4-22-26

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

31

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):

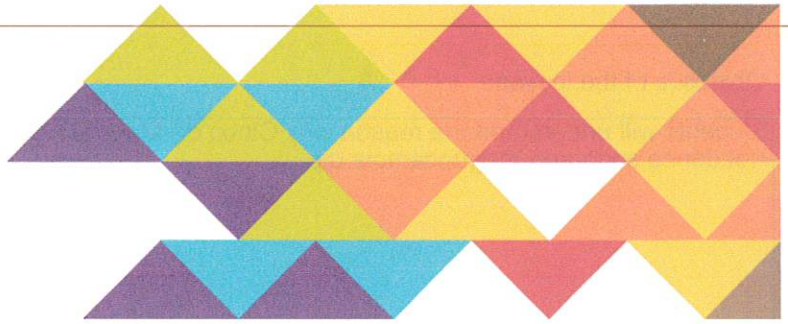
Students will read the book "Radio Man" and discuss what a migrant worker is. They will discuss the different types of farms Diego goes to and how Diego feels about moving around so often with his family. They will also discuss the significance of the radio he takes with him.

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:

05/05/2026

Information

Teacher:

Jennifer Topil & Megan Donoghue

Grade:

Kindergarten

Subject Area:

Social Studies

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

Students will understand the reason why Cinco de Mayo is celebrated. Students will learn to dance to the Mexican Hat dance song and try guacamole dip.

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

Students will be able to follow the simple steps (left, right, left, clap, clap) in the dance.

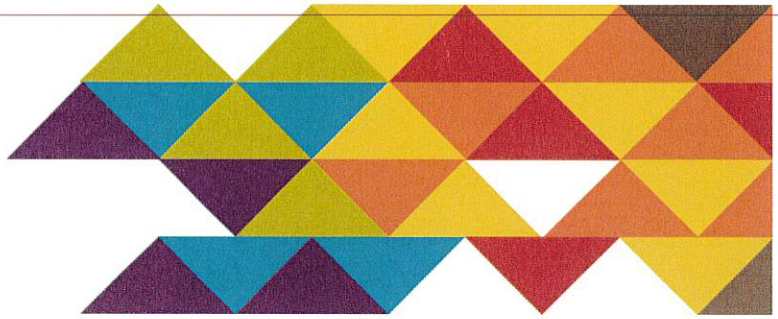
Students will possibly try a new food to determine if they like it or not.

Materials needed: chips, dip: guacamole seasoning packet, avocados, & sour cream,

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:

5/5/26

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

social studies/reading

Number of Students:

Culture Studied

(Select One)

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

Objective of the lesson:

develop an understanding of how cutlural differences play a part in lifestyles.

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

prior knowledge about China
Look at geography of China
Give exmple of everyday thing from China

Read Autie Yang's Great Soybean Picnic

Create a timeline of events (cause/effect)

Sample soybeans flavored different ways.

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:

04-24-26

Information

Teacher:

Evans

Grade:

3rd, 5th, 6th, 10th, 12th

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:

Learning details about the life of Augustus Jackson (1808-1852)
African American
White House chef and modern-day "Father of Ice Cream"

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

Google Slides presentation with embedded questions
teacher and student discussion
comprehension worksheet (fillin-in-the-blank, multiple choice, and short answer)

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:

01/19/2026

Information

Teacher:

MeLinda Cromer

Grade:

Kindergarten, 1, 2, 5

Subject Area:

Technology, STEAM

Number of Students:

77

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. Kindergarten will navigate website to learn about who Martin Luther King Jr. was and his important message to the world. First and second grade will use a teacher-created and monitored AI chat box to "talk" to MLK Jr. They will ask him questions to learn more about is message and life.

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.

1st and 2nd: Using School AI, an AI chat space was created with first and second grade students in mind. The space was set up to focus on MLK Jr.'s life and message to the world. Students learned to ask direct questions (using speech to text) to learn new information about MLK Jr. They learned how to listen to the messages using the text to speech feature. Students shared one fact about what they learned at the end of the lesson.

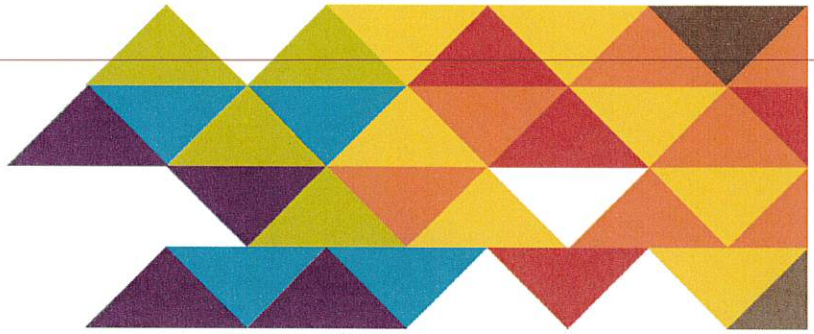
5th grade STEAM Students: Students used School AI spaces to have a chat with Martin Luther King, Jr. (AI). They asked questions about his life and related things they were interested in to the messages that MLK Jr. shared when he was

Additional Activities Planned:

Students will share their final projects/learning activities with others and the meaning behind them (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:

01/28/2026

Information

Teacher:

Mrs. Hyde

Grade:

Grade 5

Subject Area:

Music

Number of Students:

27

Culture Studied

(Select One)

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

ojective 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):

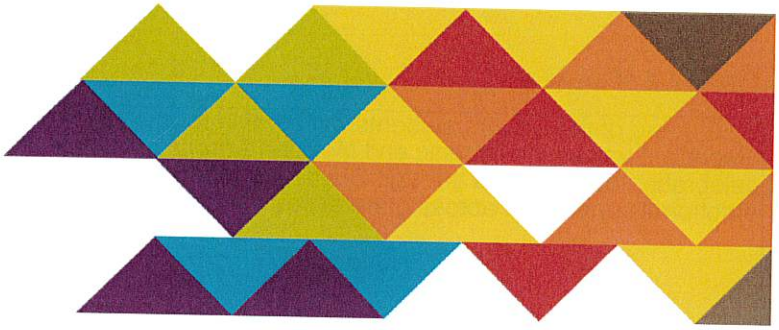
Listen to the reading of the story "follow the Drinking Gourd" by Cari Meister
Learn the history of the song
Learn to sing the song
Discuss the meaning of the symbols in the story.
Repeat the song and point the symbols.

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:

04/01/2026

Information

Teacher:

Jamaica Ruiz

Grade:

6th

Subject Area:

Music

Number of Students:

35

Culture Studied

(Select One)

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

Objective of the lesson:

By the end of the lesson, students will be able to analyze how the song Remember Me from the movie Coco reflects important values in Hispanic and Mexican American culture, including family, remembrance, tradition, and the celebration of ancestors through Día de los Muertos, and explain how music can preserve cultural identity and emotional connection across generations.

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

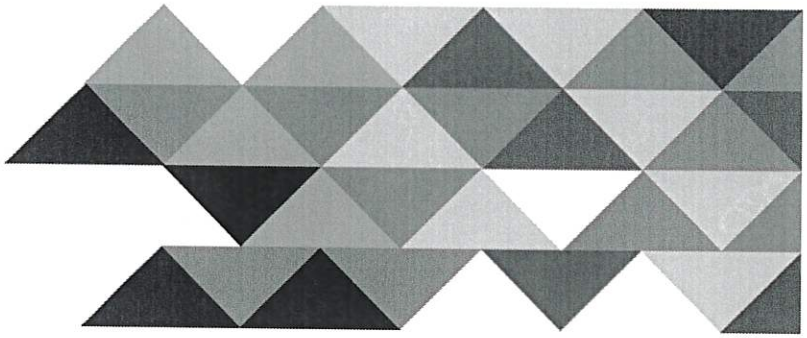
Students will participate in a multicultural lesson using the song Remember Me from Coco to explore Hispanic and Mexican American cultural values such as family, remembrance, tradition, and honoring ancestors through Día de los Muertos. Materials will include the song lyrics, selected movie clips, cultural background information, discussion worksheets, and presentation or art supplies. Activities will include listening to and analyzing the song, participating in class discussions, completing a written reflection or presentation, and creating a cultural or personal connection project. Students will be evaluated based on participation, understanding of cultural themes, and completion of written or creative assignments demonstrating their understanding of the lesson concepts.

Additional Activities Planned:

Students will complete additional activities that strengthen their understanding of Hispanic and Mexican American culture through music, art, discussion, and personal reflection. These activities may include comparing cultural traditions, and participating in group discussions or presentations inspired by Coco and Día de los Muertos themes.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

2-16-2026

Information

Teacher:

Elisa Howitt

Grade:

8-9

Subject Area:

Reading

Number of Students:

2

Culture Studied

(Select One)

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

Objective of the lesson:

Students will understand the social and emotional changes when a person moves from one culture to another. Cultural norms are discussed.

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

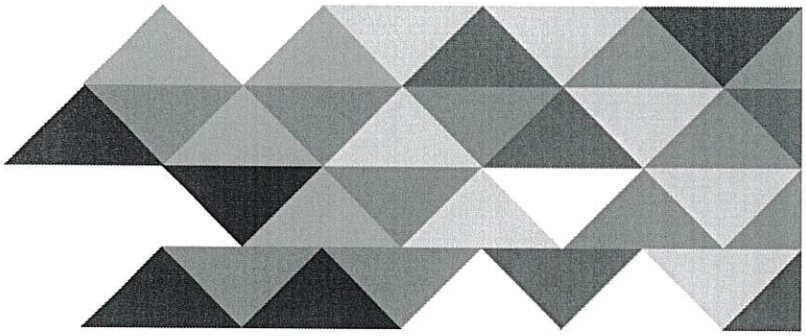
Students read a story "Moving Day" about an African American child who moves to a new city with her family. Students had the story and comprehension questions to complete after.

Additional Activities Planned:

Students were asked how they would feel if they had to move to a new city/house/school. They compared their feelings to what they thought the character felt.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

5/21/2026

Information

Teacher:

Shelby Studnicka

Grade:

9th

Subject Area:

Intro to Ag

Number of Students:

14

Culture Studied

(Select One)

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

ɜ of the lesson:

Students to learn about some of the native crops that were here in North America prior to "us" coming over and how the Native Americans utilized those specifically corn.

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

This lesson is built into a small plant science unit. When talking about crops that are common in Nebraska, as we focus on corn we talk about the history of corn for a day and how it has evolved. With that we learn about how the Native Americans first discovered this crop as maze and how they utilized it for so much more than just food. We then have a classroom discussion about the evolution of maze to the corn we have now a days.

Additional Activities Planned:

In the future I would like to have students make poster about how corn has evolved from maze to what it is today. Currently the lesson is more just a lecture with classroom 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:

5/21/2026

Information

Teacher:

Shelby Studnicka

Grade:

8th

Subject Area:

Exploratory Ag

Number of Students:

15

Culture Studied

(Select One)

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

ve of the lesson:

Students will learn about the journey of the Texas Longhorn and it's Spanish decent. Furthermore they will understand a bit about the Spanish conquistadors that brought the bred to the US in the 1490's.

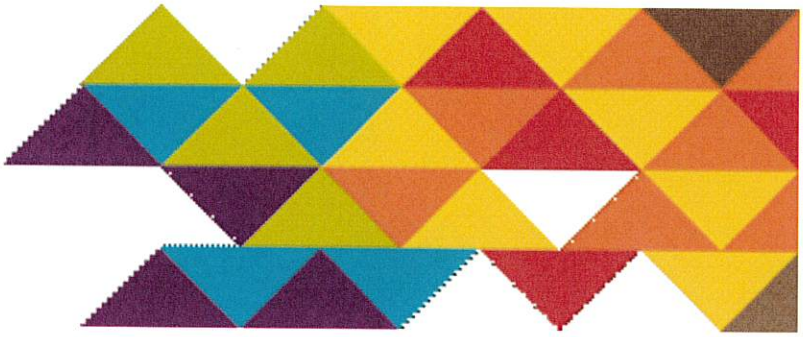
Description of the lesson evaluation (include materials and activities):

When learning about cattle breeds we do a detour during the Texas Longhorn bred to learn about their journey to the US and how they were utilized as a multipurpose bred before coming to the US by the Spaniards who developed the breed. This is taught through lecture and notes.

Additional Activities Planned:

Print and turn in to your building Principal.

Multicultural Education
REPORT



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

Date: 12-2

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

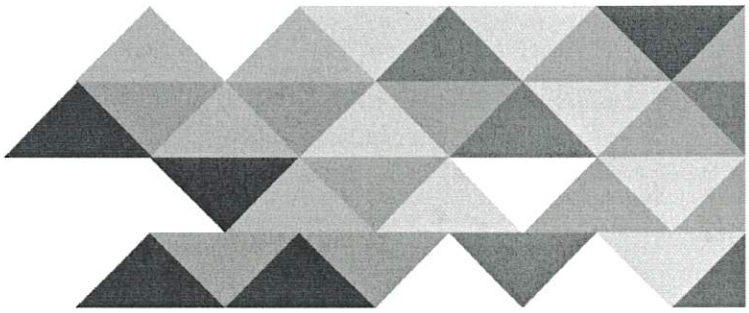
You have decided to open up an ethnic restaurant. (Your choice of country) With this in mind, you will need to research the country of your choice and come up with a menu. A cover for the menu will be designed using clip art, word art, and any graphics saved from the Internet. You will also design the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

11/17/2025

Information

Teacher:

Schoenrock

Grade:

6th

Subject Area:

Ancient Civilization

Number of Students:

35

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):

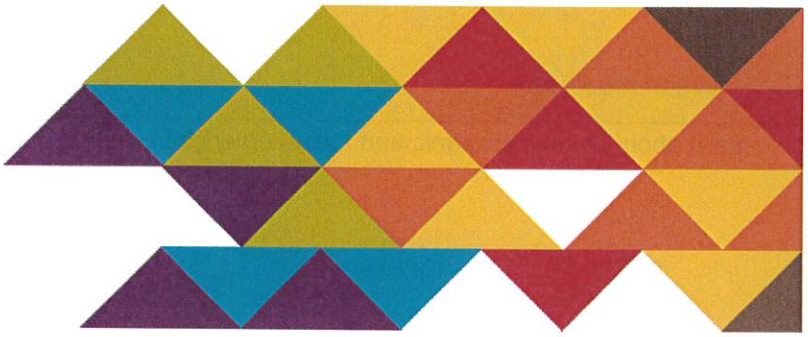
After learning about religious practices involved in the embalming and burial traditions of the pharaohs, students will create their own sarcophagus and meld it with their own life. Students will build a shoebox sarcophagus and decorate it with a mix of Ancient Egyptian artwork and writing with items 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:

Dec 1 and 2, 2025

Information

Teacher:

Evans

Grade:

3, 5, 6

Subject Area:

ELL

Number of Students:

6

Culture Studied

(Select One)

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

Objective of the lesson:

to learn about famous Hispanic and Latino Americans

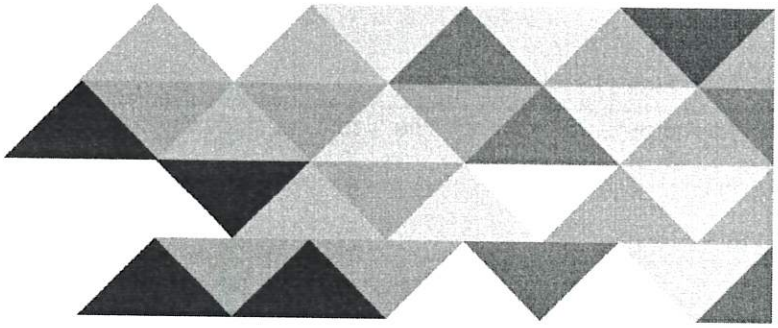
Description of the lesson evaluation (include materials and activities):

lessons included PowerPoint overview highlighting various Hispanic and Latino Americans in:
Entertainment: Jennifer Lopez
Sports: Alex Rodriguez
Civil Rights: César Chávez
Government: Sonia Sotomayor
Science: Ellen Ochoa

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:

09/18/2025

Information

Teacher:

Ms.Houdersheldt

Grade:

10th

Subject Area:

ELA

Number of Students:

15

Culture Studied

(Select One)

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

Objective of the lesson:

Students prepared to read "The Iliad" and study the impact of Greek literature on its society.

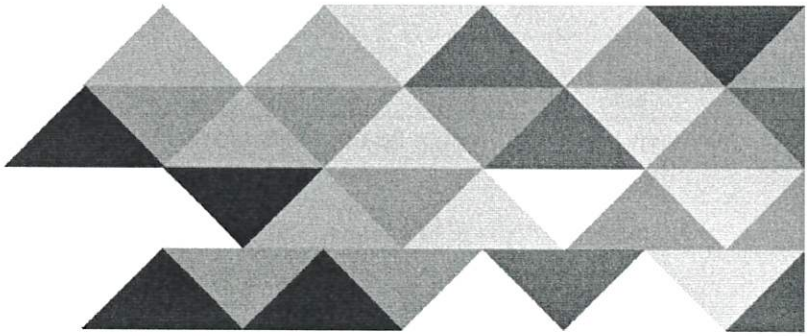
Description of the lesson evaluation (include materials and activities):

Students were introduced to Homer and "The Iliad." They used their background knowledge of Greek gods and archetypes to predict what type of characters may play a role in the story. They also discussed in small groups what the role of literature is and how that may have factored into the popularity of "The Iliad".

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:

12/1/25

Information

Teacher:

Wickham

Grade:

10

Subject Area:

American History

Number of Students:

22

Culture Studied

(Select One)

- [ ] African Americans
- [X] Asian American & European Americans
- [ ] Hispanic Americans
- [ ] Native Americans

Objective of the lesson:

Identify Asian groups of people that immigrated to the United States via Angel Island

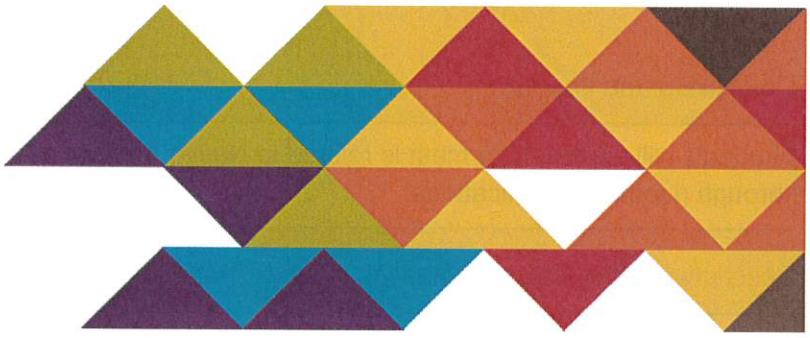
Description of the lesson evaluation (include materials and activities):

Virutal tour of Angel Island with a park ranger.
Text book supplement for background information regarding Angel Island.

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:

12/2/2024

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):

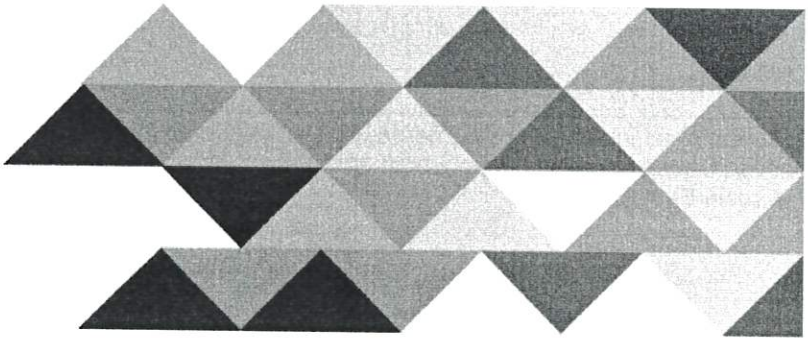
The students will create geometric patterns using polygons. Tangrams are utilized to create Indian symbols and designs. Students will also identify congruent shapes and find angle and side measurements related to Indian culture.

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:

12/02/2025

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

25

Culture Studied

(Select One)

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

Objective of the lesson:

Students will investigate the interdependent relationships among organisms in the Serengeti biome and explore how conservation decisions impact both ecological systems and the cultural traditions, livelihoods, and values of the people living in East Africa.

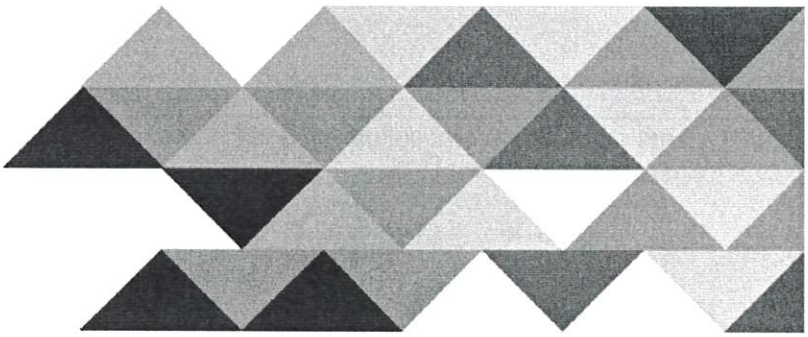
Description of the lesson evaluation (include materials and activities):

https://docs.google.com/document/d/1cfAo-_Fbc6iBEYu6cmY-EB5oLE8CTfFl6r7fQ6IiQUk/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:

12/03/2025

Information

Teacher:

Gould

Grade:

11

Subject Area:

Business Math

Number of Students:

7

Culture Studied

(Select One)

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

Objective of the lesson:

The students studied different cultures money and exchange rates.

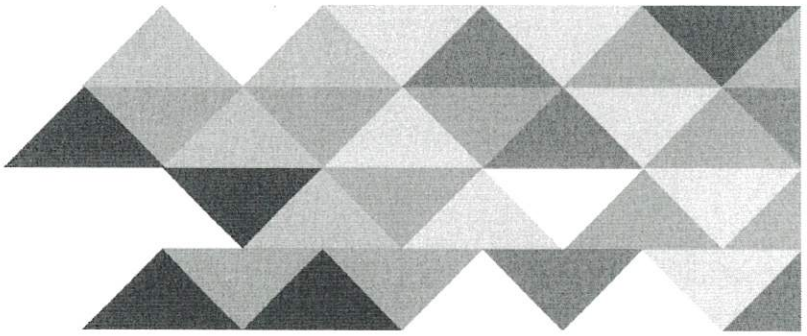
Description of the lesson evaluation (include materials and activities):

Students completed a worksheet with different currencies and calculated the cost in dollars of common goods and salaries.

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:

12/2/25

Information

Teacher:

Brittney Pflueger

Grade:

6th

Subject Area:

Pickleball

Number of Students:

14

Culture Studied

(Select One)

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

Objective of the lesson:

Scoring points by hitting the ball over the net

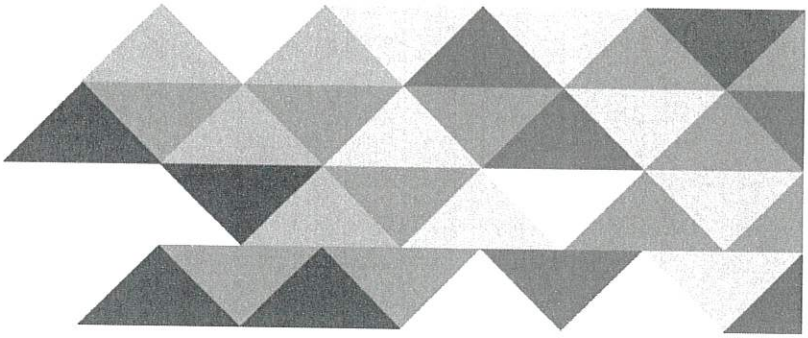
Description of the lesson evaluation (include materials and activities):

Students learn the rules of the game and how it was started. It is said it is used for diplomatic efforts as well. Students are put onto teams and must use the paddle to hit the ball over the net. It is a combination of badmitten and tennis.

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:

09/18/2025

Information

Teacher:

Mr. Kubik

Grade:

9th Grade Physical

Subject Area:

Physical Education

Number of Students:

26

Culture Studied

(Select One)

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

Objective of the lesson:

Students will demonstrate an understanding of team handball as a multicultural sport by actively participating in gameplay, learning basic rules and strategies, and discussing the sport' s global significance. Students will develop teamwork, communication, and fundamental movement skills while recognizing how handball is played and valued in different countries.

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

Handballs or similar-sized balls. Use a dodgeball or volleyball
Cones for boundaries and goals
Pinnies/jerseys to identify teams

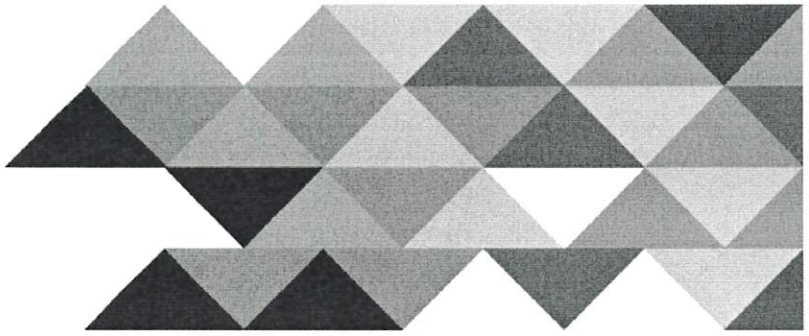
Student learning will be assessed through participation, effort, teamwork, and demonstration of basic skills during gameplay.
Students will be evaluated on:
Understanding of basic rules (no dribbling, three steps, passing, shooting). Ability to work cooperatively during gameplay. Demonstrating respectful behavior when discussing the cultural aspects of the sport.

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:

12/08/2025

Information

Teacher:

Wilton

Grade:

6

Subject Area:

ELA

Number of Students:

34

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn about the history of the Florida Seminole Indian Tribe.

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

The Seminole Indian Reservation is mentioned in our book. Students will have 9 questions that they need to research on the internet regarding the Seminole Indian Tribe history and reservation, as well as drawing a picture of the Seminole chickee. Students will be required to use a minimum of 3 websites to find this information. They will also be required to respond to all questions in complete sentences.

Additional Activities Planned:

Print and turn in to your building Principal.

The Seminole Indians

The Seminole Indians live in Florida, and Roy tricks Dana into thinking he's purchased a carton of cigarettes from their reservation.

What do you know about the Seminole Indians? Using books, encyclopedias, and the Internet, answer the questions below.

1. In what year did the Seminole nation come into existence, and which groups made up this nation?

2. Why did the United States government want to remove the Seminole Indians from Florida?

3. Who is Seminole leader Osceola, and why is he famous?

4. Why do the Seminoles call themselves "The Unconquered People"?

5. What type of artwork do the Seminoles produce?

6. How many reservations does the Seminole tribe maintain in Florida, and what are their names?

7. What two types of language do the Seminoles speak, aside from English?

8. What is Seminole patchwork?

9. What is the Seminole "Chickee"? _____

   Draw a picture of it on the back of this page.

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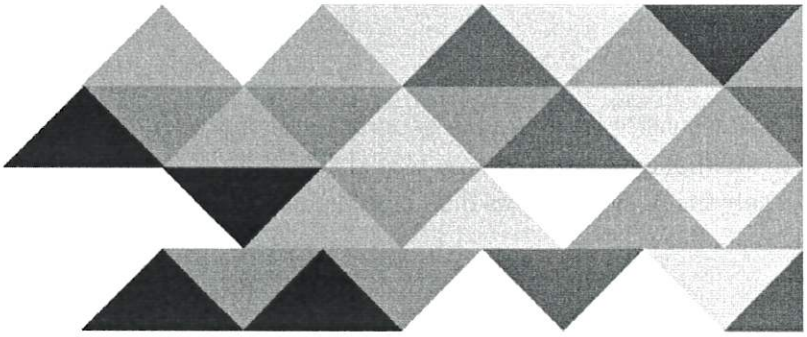
Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/21/2025

Information

Teacher:

Sarah Hernbloom

Grade:

9th/10th

Subject Area:

Spanish

Number of Students:

20

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn about the geography, history, culture and traditions of Puerto Rico. They will view videos and do an internet exploration gather more knowledge about this unique island that is a territory of the United States. After researching, students will then create a poster showcasing all they have learned.

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

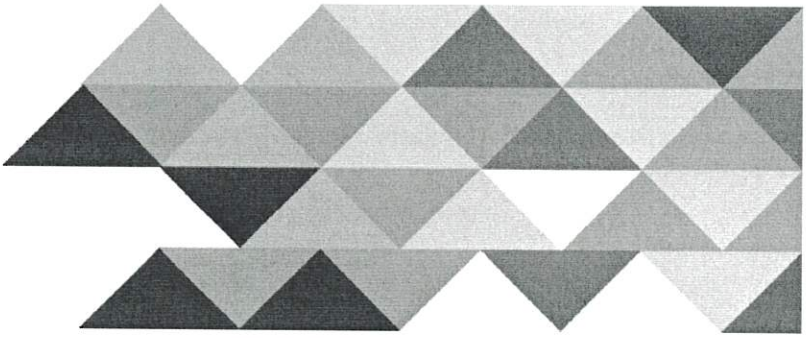
Materials: Teacher-selected videos about Puerto Rico, student laptops to continue exploration about Puerto Rico. Students will view the videos, answer discussion questions and create a poster displaying information about Puerto Rico.

Additional Activities Planned:

Posters are hung in classroom for a gallery walk and 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:

12/09/2025

Information

Teacher:

Cory Waite

Grade:

6th

Subject Area:

Math

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

Ratios and Proportions - Students will learn how to compare quantities and use ratios to solve real-world problems.

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

Students will complete ratios and proportion problems in relation to:

Food and Family Traditions: Students use ratios to adjust recipes for traditional foods such as tortillas, arroz con frijoles, and tamales. For example, students calculate how ingredient amounts change when cooking for large family gatherings.

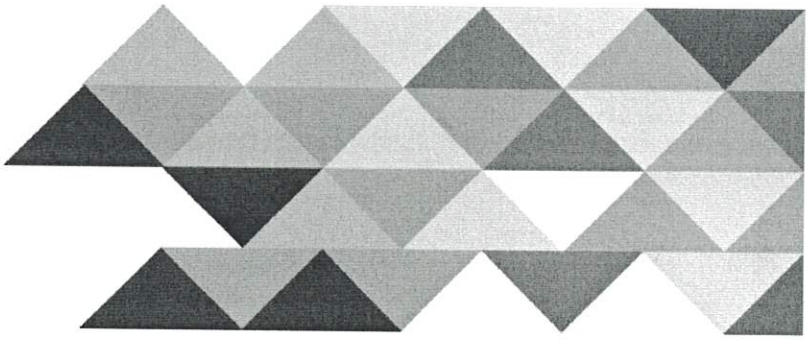
Community Events: Word problems are based on fiestas, quinceañeras, and community celebrations, where ratios are used to compare guests to food servings or decorations.

Additional Activities Planned:

Students will review ratios and proportions at a later time.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/09/2025

Information

Teacher:

Cory Waite

Grade:

6th

Subject Area:

Math

Number of Students:

18

Culture Studied

(Select One)

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

Objective of the lesson:

Ratios and Proportions - Students will learn how to compare quantities and use ratios to solve real-world problems.

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

Students will complete ratios and proportion problems in relation to:

Food and Family Traditions: Students use ratios to adjust recipes for traditional foods such as tortillas, arroz con frijoles, and tamales. For example, students calculate how ingredient amounts change when cooking for large family gatherings.

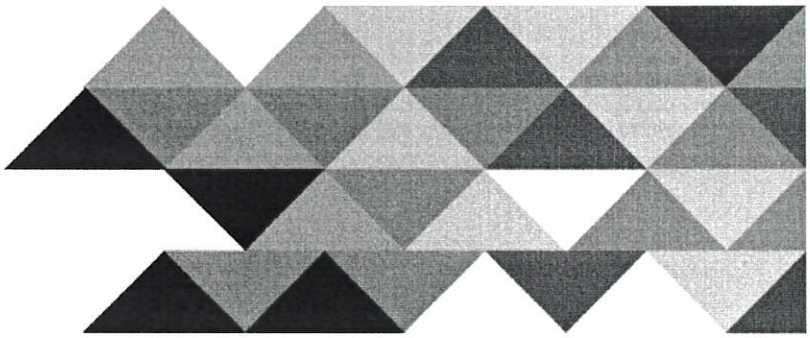
Community Events: Word problems are based on fiestas, quinceañeras, and community celebrations, where ratios are used to compare guests to food servings or decorations.

Additional Activities Planned:

Students will review ratios and proportions at a later time.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/15-17/25

Information

Teacher:

Sara Jensen

Grade:

9-12

Subject Area:

Entrepreneurship

Number of Students:

7

Culture Studied

(Select One)

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

Objective of the lesson:

Students will be able to analyze the impact of international entrepreneurship by researching a non-American founder and evaluating how their business solved a specific regional problem and influenced the global economy.

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

See attachments

Additional Activities Planned:

n/a

Print and turn in to your building Principal.

Global Visionaries

Famous Entrepreneur Research Project

Student Name: _____

Entrepreneur Name: _____

Home Country: _____

Goal: Research and present a famous entrepreneur who was born and built their primary business empire outside of the United States.

1. The Origin Story

- **Early Life:** Describe their upbringing. What was their family life or environment like?
- **Education:** Did they attend university? What was their first "job" or hustle?

2. The "Big Idea"

- **The Business:** What is the name of their company, and what is its primary product or service?
- **The Problem:** What specific problem did they see in their country or the world that they wanted to fix?

3. Obstacles & Grit

- **The Struggle:** Every entrepreneur fails at some point. Describe one major challenge or "naysayer" they faced.
- **The Turnaround:** How did they stay resilient? What was the turning point that led to their success?

4. Cultural & Global Impact

- **Innovation:** How did their company change the daily lives of people in their home region? (e.g., *Did it create jobs? Provide internet? Change how people dress?*)
- **Words of Wisdom:** Find a quote from this person that summarizes their mindset.

5. The "Cool Factor"

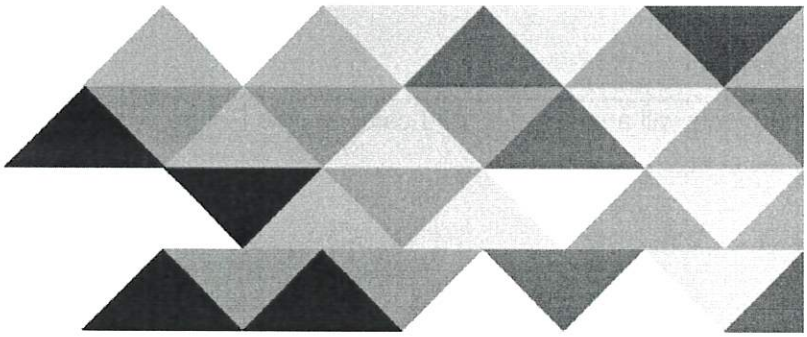
- **Fun Fact:** What is one surprising or unique fact about this person or their business? (e.g., *They started in a garage, they are a pilot, they own a soccer team.*)

Action: Transform their research into a "Founder's Profile" (Poster, Google Slides, or Canva Graphic).

See rubric (attached)

RUBRIC	Expert (4 pts)	Proficient (3 pts)	Developing (2 pts)	Novice (1 pt)
Global Focus	Entrepreneur is clearly born and based outside the US. Strong emphasis on their home country's culture.	Entrepreneur is international, though they may have heavy US business ties.	Entrepreneur has international roots but is primarily known as a US business figure.	Entrepreneur is American; project does not meet the "Global" requirement.
Research Depth	Includes specific details on the "Origin Story," "Pivot," and "Impact." All facts are accurate.	Covers all required research areas, but some details are broad or general.	Missing 1–2 key research sections (e.g., failed to mention an obstacle).	Minimal research; missing most key sections of the organizer.
Critical Thinking	Clearly explains why the business was needed in that specific region and how it changed lives.	Explains what the business does and mentions its success in the region.	Lists what the business sells but doesn't connect it to cultural impact.	Unclear what the business does or why it is important.
Visual Design	Professional layout. Uses images, maps, and icons to enhance information. No typos.	Clean and organized. Images are relevant. Minimal spelling/grammar errors.	Somewhat cluttered or difficult to read. Images are present but generic.	Messy or incomplete. Text is difficult to read or contains many errors.
The "Pitch"	Student can explain the entrepreneur's significance without reading directly from the slide/poster.	Student is familiar with the facts and can answer 1–2 follow-up questions.	Student relies heavily on reading the text aloud during the presentation.	Student cannot explain the entrepreneur's story without constant prompting.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/12/2026

Information

Teacher:

Cory Waite

Grade:

7th

Subject Area:

Mathematics

Number of Students:

15

Culture Studied

(Select One)

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

Objective of the lesson:

Students will analyze data and calculate the Range, Median, Mode, and Mean from the data.

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

Students will utilize their computers to analyze demographic data of ten selected countries. Students will analyze the data and then calculate the Range, Median, Mode, and Mean of the specific selected demographic data for the past 50 years, split into five 10-year intervals.

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:

05/12/2026

Information

Teacher:

Cory Waite

Grade:

7th

Subject Area:

Mathematics

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

Students will analyze data and calculate the Range, Median, Mode, and Mean from the data.

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

Students will utilize their computers to analyze demographic data of ten selected countries. Students will analyze the data and then calculate the Range, Median, Mode, and Mean of the specific selected demographic data for the past 50 years, split into five 10-year intervals.

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:

03/19/2026

Information

Teacher:

Mr. 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:

Students learned about the influence Hispanic athletes have had on sports and how athletics can bring people together through teamwork, leadership, and competition.

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

We started class with a quick conversation about Hispanic athletes that many students recognized, including Lionel Messi and Roberto Clemente. We talked about their impact on sports and how soccer and baseball are a major part of culture and community for many Hispanic families.

After the discussion, students played soccer.Throughout the lesson, I emphasized communication, teamwork, effort, and encouraging teammates.

Students were evaluated based on participation, effort during activities, teamwork, and involvement in class discussion.

Additional Activities Planned:

In the future, I plan to continue incorporating athlete spotlights, cultural discussions connected to sports, and team activities that help students learn about different backgrounds while staying active and engaged.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

2-25-26

Information

Teacher:

K. Wilton

Grade:

6

Subject Area:

ELA

Number of Students:

35

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.

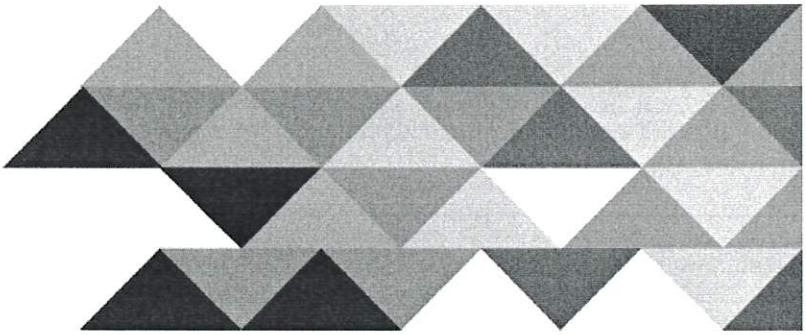
Description of the lesson evaluation (include materials and activities):

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:

4/24/2026

Information

Teacher:

Becky Schueth

Grade:

9-10

Subject Area:

Geometry

Number of Students:

24

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.

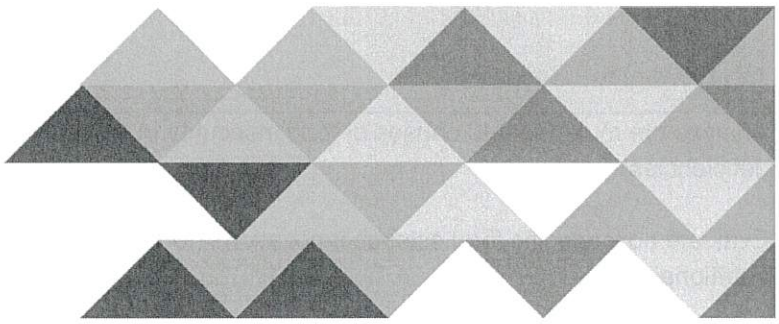
Additional Activities Planned:

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:

05/11/2026

Information

Teacher:

Holly Luettel

Grade:

10-12

Subject Area:

Food Science

Number of Students:

14

Culture Studied

(Select One)

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

Objective of the lesson:

Analyze the multi-faceted causes of food insecurity in a specific country (e.g., climate change, spoilage, nutrient deficiencies).

Evaluate how specific food science innovations (fortification, preservation, GMOs) can improve a community's nutritional status.

Propose a science-based solution to a global food challenge

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

Evaluation Type: Project-Based Learning (PBL) Portfolio and Presentation.
Required Materials
-Access to the World Food Prize "Global Challenges" list.
-Laptops/Tablets for research.
-Lab Equipment: PH meters, refractometers, or dehydration kits (if performing preservation labs).
-Poster boards or digital presentation software (Canva/Slides).
Evaluation Criteria: Students are graded on the scientific feasibility of their solution, their cultural empathy (understanding local diets), and the clarity of their data presentation.

Additional Activities Planned:

The "Global Plate" Audit: Students select a country and research its primary staple crops. They must identify one major food insecurity in that country.
The Innovation Lab: Students conduct a small-scale experiment mimicking a food science solution.
The Report Draft: Students write a 3-5 page proposal identifying a specific food crisis in their chosen country and a technological or scientific intervention to solve it.
Additional Activities Planned: "World Food Prize" Guest Speaker: A Q&A with a local agricultural scientist to discuss careers in global food systems.
Sensory Evaluation Lab: A tasting session of "fortified" vs. "standard" foods (e.g., Golden Rice concepts or fortified cereals) to discuss the challenges of consumer acceptance when changing a culture's staple food.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/16/2026

Information

Teacher:

Gould

Grade:

9

Subject Area:

Math - Algebra

Number of Students:

14

Culture Studied

(Select One)

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

Objective of the lesson:

Students will solve linear equations (one-step and multi-step), interpret variables in real-world cultural contexts, and translate situations into equations

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

Students will complete a worksheet about solving Equations in real-world contexts.

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:

02/16/2026

Information

Teacher:

Sarah Hernbloom

Grade:

10-11

Subject Area:

Spanish 2

Number of Students:

26

Culture Studied

(Select One)

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

Objective of the lesson:

TLW be able to understand wha tis 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 concernings a family traveling to Mexico.
TLW highlight words I know/visual cues.
TLW use reading strategies to increase comprehension.
TLW write a brief compare/contrast and use a Venn diagram to examine life and traditions in USA and Mexico.
TLW examine cultural concepts and Mexican history while reading story segments.

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:

4/16/26 - 4/21/26

Information

Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Introduction to Business

Number of Students:

4

Culture Studied

(Select One)

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

Objective 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):

Additional Activities Planned:

none

Print and turn in to your building Principal.

national Business Etiquette (PROJECT)

Publish | 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.)

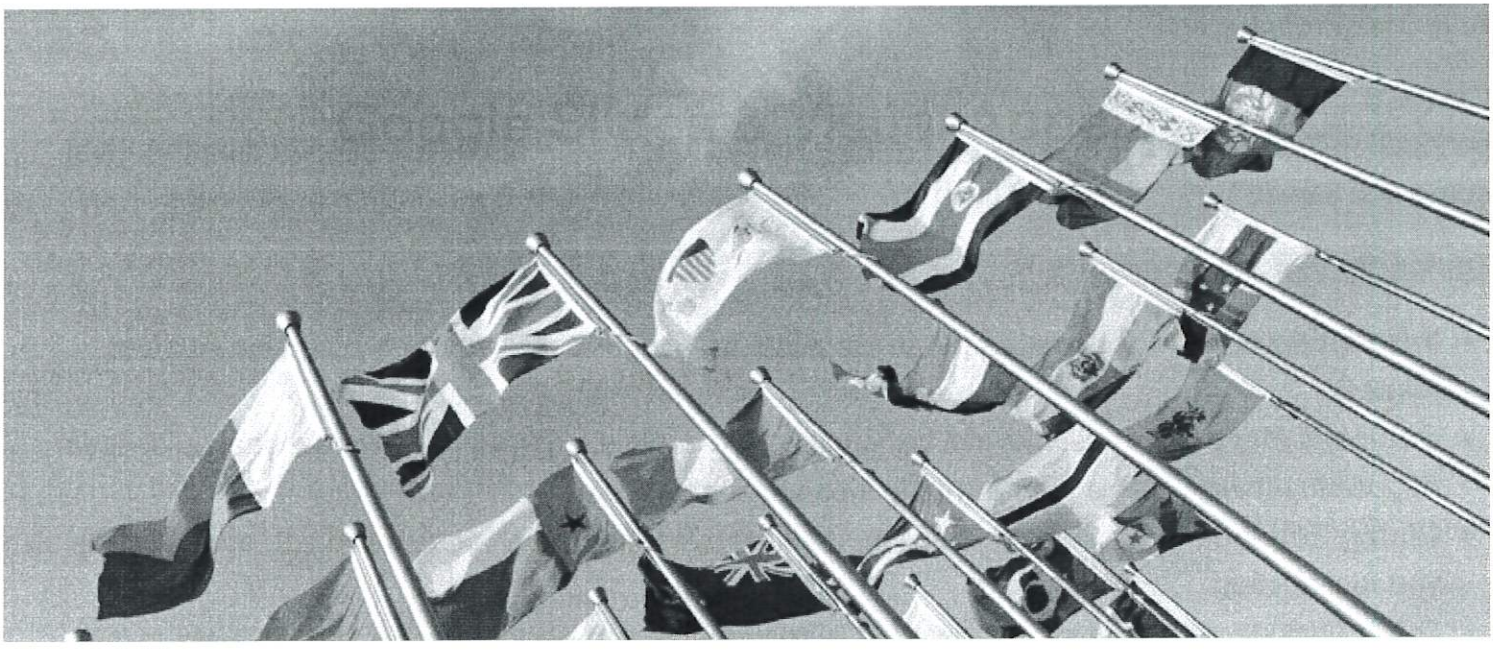
CLICK HERE FOR DETAILED INSTRUCTIONS (https://docs.google.com/document/d/1GiiWPI2zgRSehjt2Ofy3nBsKR34cs_WqfH7ktp8npHY/edit?usp=sharing) FOR WHAT KIND OF INFORMATION I AM LOOKING FOR ON YOUR SLIDES

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

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

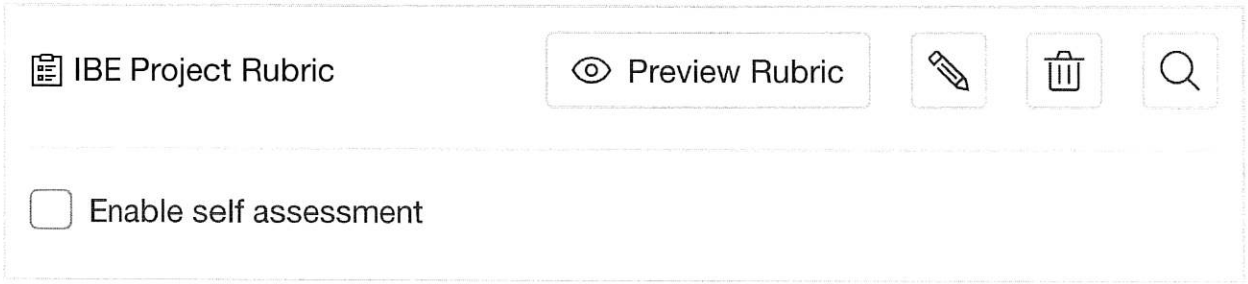
..ere are some helpful tips to be mindful of:

- **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

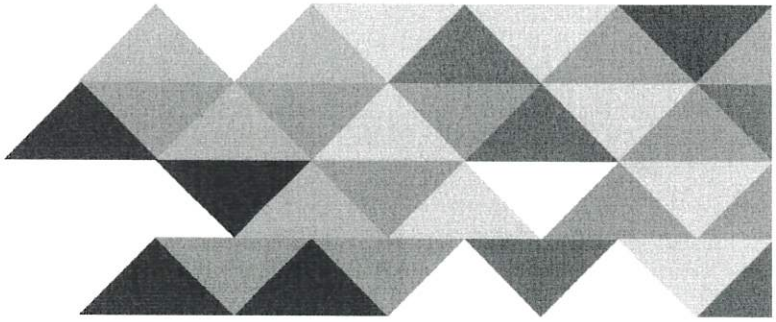
Points 50

Submitting a website url or a file upload

Due	For	Available from	Until
-	Everyone	-	-



Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/11/2026

Information

Teacher:

Brittney Pflueger

Grade:

MS

Subject Area:

PE

Number of Students:

90

Culture Studied

(Select One)

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

Objective of the lesson:

We discussed the hardships that some African Americans faced when it came to playing sports.

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

discussion based

Additional Activities Planned:

played baseball along with talking about who contributed to baseball

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/29/2026

Information

Teacher:

Schoenrock

Grade:

8th

Subject Area:

American History

Number of Students:

28

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):

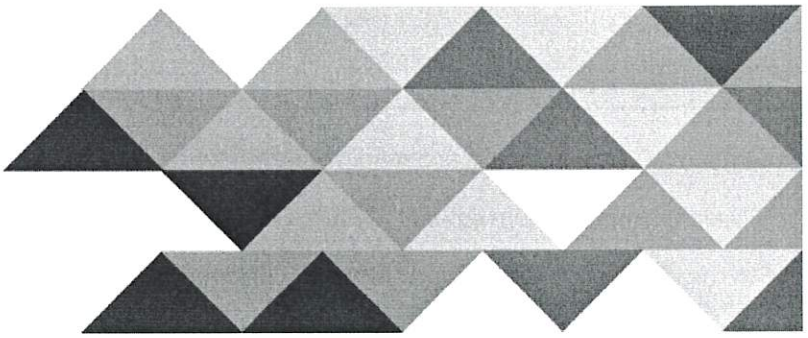
Students will watch a video clip from a 1999 Nightline telecast entitled Found Voices. It will provide background on the United States' WPA program that allowed former slaves to record their experiences in slavery and the Slave Narrative program. When they have completed the video, students are then 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:

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:

April 30, 2026

Information

Teacher:

Wickham

Grade:

10

Subject Area:

American History

Number of Students:

30

Culture Studied

(Select One)

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

Objective of the lesson:

1. Describe the economic and social changes that reshaped American life during World War II.

2. Summarize both the opportunities and the discrimination Asian Americans and other minorities experienced during the war

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

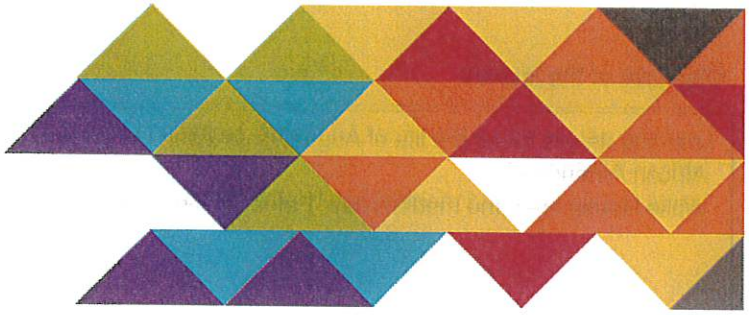
Map: Japanese Relocation Camps, 1942
Historic Decisions of the Supreme Court: Korematsu v. United States
U.S. Government, Japanese-American Testimony from the National Defense Migration Hearings, 1942
Reading Study Guide, pp. 177–178
Section 4 Quiz

Additional Activities Planned:

Video provided by the US Government regarding their version of why Japanese Americans were relocated.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04-24-26

Information

Teacher:

Evans

Grade:

3rd, 5th, 6th, 10th, 12th

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:

Learning details about the life of Augustus Jackson (1808-1852)
African American
White House chef and modern-day "Father of Ice Cream"

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

Google Slides presentation with embedded questions
teacher and student discussion
comprehension worksheet (fillin-in-the-blank, multiple choice, and short answer)

Additional Activities Planned:

Print and turn in to your building Principal.

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
Marcus Donner, Secondary Principal
Heather Thompson,, Elementary Principal

Breakfast, Lunch Prices for the 2026-2027 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

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Tucker Tejkl, Superintendent
Marcus Donner, Secondary Principal
Heather Thompson,, Elementary Principal

Dear Parent/Guardian:

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.

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650 N Walnut St., PO Box 218, Shelby NE 68662
402-527-5946 / Fax 402-527-5133

Tucker Tejkl, Superintendent
Marcus Donner, Secondary Principal
Heather Thompson,, Elementary Principal

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
Marcus Donner, Secondary Principal
Heather Thompson,, Elementary Principal

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.

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
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- Social Security payments (including railroad retirement and black lung benefits)
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- 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.

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 _____,2026.

SHELBY-RISING CITY PUBLIC SCHOOLS

By:_____
Board President

Attest:_____
Board Secretary

Proposal to Establish a HOSA–Future Health Professionals Chapter

Shelby-Rising City Public Schools
Proposed Launch: 2026–2027 School Year
Submitted by: Carrie Bauers

Purpose

This proposal requests approval to establish a **HOSA–Future Health Professionals** chapter at Shelby-Rising City Public Schools beginning in the **2026–2027 school year**. The chapter will operate as a **Curriculum-Related Student Organization** under **Board Policy 506.02**, fully integrated with the district's approved Health Science curriculum and aligned with Nebraska Department of Education (NDE) career pathway expectations.

Rationale and Policy Alignment

Curriculum-Related Organization (Policy 506.02)

HOSA meets the criteria of a curriculum-related student organization by directly supporting and extending instruction in district-approved coursework:

- **Current courses:**
  - Anatomy & Physiology
  - Medical Terminology
- **Approved for 2026–2027:**
  - Health Science I
  - Health Science III

HOSA competitive events, leadership activities, and service projects directly reinforce course standards related to:

- Human Anatomy and Physiology
- Medical Terminology
- Patient care and safety
- Professional ethics and communication
- Career readiness in healthcare fields

This alignment ensures HOSA is instructional in nature and compliant with Board Policy 506.02.

Student Interest and Participation

An initial interest survey indicates strong and broad student interest in establishing a HOSA–Future Health Professionals chapter at Shelby-Rising City High School. Interest spans multiple grade levels, demonstrating both immediate viability and long-term sustainability.

- **Class of 2026:** 8 students
- **Class of 2027:** 8 students
- **Class of 2028:** 6 students
- **Class of 2029:** 4 students

With an average high school enrollment of approximately **90 students**, this represents **26 interested students**, or nearly **30% of the student population**, expressing interest in participation. This level of interest provides a strong foundation for launching the chapter while allowing participation to naturally stabilize at a manageable level as the organization becomes established.

This distribution across four graduating classes supports continuity of leadership, mentorship, and program stability over multiple years.

Advisory Plan and Time Commitment

Chapter Advisor

- **Advisor:** Carrie Bauers
- **Responsibilities include:**
    - Chapter registration and compliance
    - Student membership management
    - Supervision of meetings, competitions, and conferences
    - Coordination of service projects and fundraising
    - Travel supervision as needed

Advisor Compensation

A stipend in the **4% bracket** is requested for the initial year, reflecting:

- The scope of responsibilities associated with establishing and advising a CTSO
- Anticipated student interaction hours outside of contract time
- Participation expectations for meetings, competitions, and conferences
- Alignment with existing CTSO advisor stipends

Funding for the stipend will be included in the **2026–2027 budget cycle**.

Following the first year of implementation, advisor compensation may be **reviewed and adjusted as appropriate based on documented hours, program scope, and student participation**, ensuring equitable compensation aligned with actual time commitment.

Student Membership Expectations

- Meet the following HOSA Organization requirements:
    - is enrolled in a state-approved Health Science program or is planning to pursue a career in the health professions;
    - has not received a high-school diploma (or its equivalent) prior to the state's annual conference; or
    - has been within the continuous, sequential educational system for two or more years prior to the current year's HOSA National Leadership Conference.
- Payment of state and national HOSA membership dues
- Compliance with school eligibility requirements
- Participation in at least one service activity annually

Conferences and Travel Expectations

- **Nebraska HOSA State Leadership Conference:**
    - Attended annually
    - Typically held in early March
    - Anticipated absence: 2–3 school days
- **HOSA National Leadership Conference:**
    - Attended every fourth year or when students qualify
    - Participation dependent on qualification, funding, and board approval

A detailed calendar will be submitted annually to avoid conflicts with testing, FFA/FBLA events, and other major activities.

Budget Considerations

Projected Costs

- Advisor stipend
- Student membership dues (primarily student-funded)
- Conference registration and travel

Funding Sources

- District activity funds
- Perkins support where applicable
- Student fundraising in compliance with board policy

Implementation Timeline

Timeframe	Action
2025–2026	Final curriculum alignment and planning
Spring 2026	Budget amendment submitted
Summer 2026	Official chapter registration
Fall 2026	Begin meetings and student participation
March 2027	First State Leadership Conference

Proposed Annual Calendar – HOSA–Future Health Professionals

(Sample Academic Year: 2026–2027)

Monthly Chapter Meetings

- **When:** One Friday morning each month (before school)
- **Where:** Health Science classroom or designated meeting space
- **Purpose:** Chapter business, leadership development, competitive event planning, guest speakers, and career exploration

Meeting dates will be established at the beginning of each semester and adjusted as needed to accommodate student schedules and school activities.

Competitive Event Preparation

- **When:** Individually or small-group scheduled practices
- **Timing:** Before school, after school, or during approved activity periods
- **Purpose:** Event-specific preparation (skill demonstrations, written tests, presentations, simulations)
- **Notes:** Practice frequency and duration will vary by event and student participation. All practices will be supervised and scheduled to minimize instructional disruption.

Fall Semester Activities

September–October

- **Fall Health Science Field Trip**

- Location: College of Saint Mary *or* University of Nebraska Medical Center (UNMC)
- Focus: Healthcare career exploration and postsecondary pathway awareness
- Estimated Absence: 1 school day

October (Date Set by State HOSA)

- **Fall Regional Leadership Conference**
  - Time: 9:00 a.m. – 2:45 p.m. CT
  - Duration: One day
  - Focus: Leadership development and CTSO skill building
  - Estimated Absence: 1 school day

November (Annually)

- **Competitive Events Expo**
  - Focus: Event selection, rules review, and preparation expectations
  - Estimated Absence: Minimal or partial school day, depending on location

---

Spring Semester Activities

January (Annually)

- **NECC Health Science Experience Day**
  - Time: 9:00 a.m. – 2:00 p.m.
  - Focus: Hands-on health science experiences and career exploration
  - Estimated Absence: 1 school day

February

- **Spring Health Science Field Trip**
  - Location: University of Nebraska at Kearney (UNK) *or* University of Nebraska Medical Center (UNMC)
  - Focus: Advanced health science programs, labs, and career pathway exposure
  - Estimated Absence: 1 school day

March (Annually)

- **Nebraska HOSA State Leadership Conference**
  - Duration: 3 days
  - Focus: Competitive events, leadership development, and networking
  - Scheduling: Coordinated to minimize conflicts with other STSO organizations and major school events
  - Estimated Absence: 2–3 school days

Conclusion

Establishing a HOSA–Future Health Professionals chapter completes Shelby-Rising City's Health Science pathway and provides students with a rigorous, leadership-focused extension of their coursework. Launching in 2026–2027 ensures full policy compliance, secure funding, and long-term program sustainability.

I respectfully request approval to proceed with this proposal and to begin the formal board approval process.

DAWSON O'DELL
Ph. 402-367-9943
350 West Pine
Rising City, NE 68658

O'DELL CONSTRUCTION INC.

Performing all types of Concrete - Commercial & Residential

SHANE O'DELL
Ph. 402-432-1369
P.O. Box 113
Rising City, NE 68658

STATEMENT / BID

JOB NAME & LOCATION: Shelby School

DATE 5-26-26

DESCRIPTION:

23'x5'x5" Sidewalk & 10' Curb tear out & replace	$1,393.-
47'x25'x5" Pour and Finish	$7,552.-
86' Curb tear out	
64'x32'x5" Circle Drive Pour & Finish	$9,336.-
Light Pole tear out & replace	$393.-
Flag Pole 3'x2' tear out & replace	$200.-
Activity Sidewalk 13'x6' tear out & replace	$639.-
Elementary Entrance 20' of Curb tear out & replace	$600.-

SRC Builders LLC
PO BOX 204
RISING CITY, NE 68658
US
+14026413493

Estimate

ADDRESS
Shelby-Rising City Public School
Shelby, NE

ESTIMATE # 2185
DATE 06/02/2026
EXPIRATION DATE 07/05/2026

ACTIVITY	QTY	RATE	AMOUNT
Services Window, siding and drywall work on the north side of the school.	1	0.00	0.00
Services Material: Replace four windows 47x58 and one window 47x42 in the kitchen area. Gerkin double casement white vinyl with vinyl veneer jambs, argon filled insulated glass.	1	6,994.08	6,994.08
Services Tax @ 7%	0.07	6,994.08	489.59
Services Labor to R&R kitchen windows which includes insulation, caulking, fasteners.	5	250.00	1,250.00
Services Extra work and material needed/performed that is not in the standard install. Mouldings needed for the outside vertical edges of the windows and removing and reinstalling interior trim to rip down the existing sill.	5	145.00	725.00
Services Material: Replace 12 windows 28x54 and two windows 41x24 in the classrooms and science lab. EZ-V Harmony Double hung (12) and fixed pane (2) windows specifically designed to be installed with steel siding. Windows can be removed without having to remove all steel siding around it and eliminates the need for J and C trims because they are built in. Low-e argon filled glass panes for energy efficiency.	1	13,519.50	13,519.50
Services Tax @ 7%	0.07	13,519.50	946.37
Services	14	200.00	2,800.00

ACTIVITY	QTY	RATE	AMOUNT
Labor to R&R classroom and science windows which includes insulation, caulking, fasteners and window tape.			
Services There are 12 sections on the north side of the building, some of which have windows and some of which do not, have siding that is degrading rapidly. The plan is to remove all siding, interior wall board and framing members and rebuild walls, drywall, finish and paint interior walls; install osb sheathing with built-in vapor barrier and sheets of ribbed steel similar to the finish where the existing walk-in door on the north side is located. New walls will be insulated R-30. Material & Labor	1	13,846.48	13,846.48
Services The siding on the east side of the science lab is in bad shape. The plan is to remove the old siding and replace with ribbed steel to match the north wall. The windows as quote above will be replaced at this time as well. Material & Labor	1	3,040.08	3,040.08
Services IF NEEDED: New wall sheathing for science lab with built-in vapor barrier. Removal & Install Material & Labor $1268.23	1		0.00
Services IF NEEDED: If sheathing is in good shape but a new vapor barrier is necessary. Material & Labor $196.02	1	0.00	0.00
Services Shipping Cost for EZ-V Harmony windows and Lester Uni-rib steel and accessories is currently projected at $2129.00(full semi load). Shipping will be less if combined with other orders heading this way to split the cost of a full semi load.	1	0.00	0.00

Estimate is good until July 5th when the current Lester price file expires and the new price file takes effect at which time materials must be repriced.

TOTAL **$43,611.10**

Accepted By

Accepted Date

2026-2027 School Calendar

Shelby-Rising City Huskies

650 N Walnut Street
402-527-5946 (Fax) 402-527-5133
Shelby NE 68662

July 2026

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14

September 2026

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21

October 2026

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21

November 2026

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18

December 2026

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14

January 2027

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19

February 2027

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19

March 2027

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19

April 2027

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22

May 2027

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10

June 2027

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- *August 1-6 - Flex Day for Staff*
- *August 6 - New Staff Orientation*
- *August 7, 10, 11 - Staff Development*
- *August 12 - K-12 Starts School (1:15/1:27 Early out)*
- *August 17 - Pre-K Starts School*
- *August 26 - PD (1:15/1:27 Early Out)*
- *September 7 - No School Labor Day*
- *September 9 - PD (1:15/1:27 Early Out)*
- *September 23 - PD (1:15/1:27 Early Out)*
- *September 30 - Fall PTC (11am - 6pm)*
- October 5th - October 9th = Homecoming
- *October 14 - PD (1:15/1:27 Early Out)*
- *October 16 - End of Quarter (46)*
- *October 23 - Fall Break - No School*
- *October 28 - PD (1:15/1:27 Early Out)*
- *November 11 - PD (1:15/1:27 Early Out)*
- *November 25, 26, & 27 - No School Thanksgiving Break*
- *December 2 - Staff Work Day (District FFA LDE's)*
- *December 16 - PD (1:15/1:27 Early Out)*
- *December 18 - 1:27 dismissal & end of semster (41)*
- *December 21 - January 3 - Christmas Break*
- *December 24 to 28 - NSAA Moratorium*
- *January 4 - Teacher Workday (PD)*
- *January 5 - Start of 2nd Semester (Normal day)*
- *January 13 - PD(1:15/1:27 Early Out)*
- *January 27 - PD(1:15/1:27 Early Out)*
- *February 10- PD (1:15/1:27 Early Out)*
- *February 15th - Spring PTC (11am - 6pm)*
- *February 19 - Winter Break/No School*
- *February 24 - PD (1:15/1:27 Early Out)*
- *March 10 - PD (1:15/1:27 Early Out)*
- *March 10 - End of Quarter (45)*
- *March 11 & 12 - No School Spring Break*
- *March 23 - ACT Day / No Elementary School PK-5 (Tentative)*
- *March 24 - PD (1:15/1:27 Early Out)*
- *March 26 & 29 - No School Easter Break*
- *April 7 - PD (1:15/1:27 Early Out)*
- *April 21 - PD (1:15/1:27 Early Out)*
- *April 27 - No School (SRC Track Invite)*
- *May 5 - Seniors Last Day (35)*
- *May 8 - Graduation*
- *May 12 - PD (1:15/1:27 Early Out)*
- *May 14 - Last Day of School (1:15/1:25 dismissal) (45)*
- *May 17 & 18 - Teacher Work Day (Grades)*
- *May 17 - 21 / Make-Up Day* (Students &/or Teachers)*

Total Hours	HS/MS	Elementary
	1,159.99	*1,118.67*

88

FIRST SEMESTER	
88	Student Days
93	Teacher Contract Days
10	1:15/1:25 Dismissals (PLC/PD)
0	10:10 am Start

MINUTES OF INSTRUCTION
Regular Day 6-12 = 407
Regular Day K-5 = 395
1:25 Day HS/MS = 285
1:15 Day Elementary = 275
10:10am Day HS/MS = 287
10:10am Day Elementary = 275

89

SECOND SEMESTER				
6-12	-	K-5		*Year*
88		87	Student Days	177/176
92			Teacher Contract Days	185
10	1:15/1:25 Dismissals (PLC/PD)			
0	10:10 am Start			

No School
2 hour late start (10:10am)
Alternate HS/MS/ELEM
No School (Parent Teacher Conference)
Beginning/End of Semesters
Early Out (1:25pm)
Professional Development **(No School for Students)**
End of Quarter

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Electronic Engineering
1106 E 19th Street
Columbus, NE 68601
Phone: 402-564-8497
Toll Free: 866-208-6248

QUOTE

853006312

Prepared For: Shelby-Rising City Public Schools
650 N Walnut
PO Box 218
Shelby, NE 68662
Chip
402-527-5946

Your Account Representative

Name: Kathie Hansel
Phone: 402-564-8497
Fax: 402-564-1421
Cell: 402-681-0191

Quantity	Product/Service Name	Unit Price	UOM	Extended
69	ADV/CAM/PRO/3Y	115.00	EA	$7,935.00
12	ADV/PRO READER SMA/3Y	50.00	EA	$600.00

Remark

Total Tangibles :	$8,535.00
Total Services :	$0.00
Total Charges :	$0.00
Total Discount :	$0.00
Tax:	$0.00
Total Quote :	$8,535.00

Prices quoted are F.O.B. factory. Quotation good for 30 days.
Delivery: Receipt of goods are determined by manufacturer lead time.

Quotation Prepared By:	Accepted By:
Name: _____	Name: _____
Date: 05/26/2026	Date: _____

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

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

Shelby-Rising City Schools

June 10, 2026

Dear President Ruth and Members of the Board of Education,

Please accept this letter as formal notification that I am resigning from my position as Superintendent of Shelby-Rising City Public Schools, effective on June 30th, 2026.

Reflecting on the past five years at Shelby-Rising City, I am incredibly grateful for the time I have spent serving this district. I want to extend my deepest gratitude to our exceptional staff and our students. It has been an absolute privilege to work alongside such dedicated professionals and to witness the incredible growth and achievements of our students. I am incredibly proud of what we have accomplished together.

I am fully committed to assisting with a smooth and professional transition of leadership over the coming weeks to ensure our staff and students are set up for continued success. Thank you for the opportunity to have been a part of the SRC community.

Respectfully,

Tucker Tejkl