

Board of Education Regular Meeting
Monday, July 10, 2023 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.
5. Consent Agenda
 - 5.1. Minutes
 - 5.2. Treasurers Report
6. Administrative Reports
 - 6.1. Athletic Director/Activities Director Report
 - 6.2. Elementary Principals Report
 - 6.3. Secondary Principals Report
 - 6.4. Superintendents Report
<https://www.smores.com/wh02j>
7. District Reports
 - 7.1. Technology Report
 - 7.2. Maintenance/Facilities/Transportation Report
 - 7.3. Board/Committee Report

8. Discussion Items

8.1. Discussion Item #1: Substitute Pay for the 2023-2024 school year

8.2. Discussion Item #2: Benefits and Summer Pay

8.3. Discussion Item #3: Resurfacing of the Track Proposal Options

8.4. Discussion Item #4: 2023-2024 Safe Return Plan

8.5. Discussion Item #5: Classes/Curriculum/Course Descriptions for the 23-24 school year

8.6. Discussion Item #6: Annual Board Calendar

8.7. Discussion Item #7: Facility Usage (Prom, etc.)

9. Action Items

9.1. Action Item #1 - Approval after the 2nd Reading of NonResident Students/Option Enrollment (Policy 502.02)

9.2. Action Item #2 - Approval after the 2nd Reading of Weapons (Policy 502.11)

9.3. Action Item #3 - Approval after the 2nd Reading of Student Organizations (Policy 506.02)

9.4. Action Item #4 - Approval after the 2nd Reading of Part-Time Enrollment (Policy 605.07)

9.5. Action Item #5 - Approval after the 2nd Reading of Graduation Requirements (Policy 611.07)

9.6. Action Item #6: Approval of Student & Activities Handbook for Shelby-Rising City Public Schools for the 2023-2024 school year.

9.7. Action Item #7: Approval of Multicultural reports that goes to completing NDE's requirement of Rule 10

10. Set Dates

11. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

12. Adjournment

Board of Education Regular Meeting

Monday, June 19, 2023 8:00 AM

Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

1. **Call to Order** **Speaker(s):** Board President
Discussion: Meeting was called to order at 8:00am by Geoff Ruth.

2. **Pledge of Allegiance**

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

4. **Recognition of Visitors**

5. **Consent Agenda**

Action(s):

Motion to approve Consent Agenda Passed with a motion by Heath Vrbka and a second by Crystal Zimmerman.

Voting Detail:

Kasey Hopwood: Yea

Joe Noyd: Yea

Geoffrey Ruth: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

5.1. Minutes

5.2. Treasurers Report

6. **Administrative Reports**

6.1. Athletic Director/Activities Director Report

6.2. Elementary Principals Report

6.3. Secondary Principals Report

6.4. Superintendents Report

<https://www.smores.com/vxpnm>

7. **District Reports**

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. **Discussion Items**

- 8.1. Discussion Item #1: Co-op with David City and East Butler to form the Blue River Girls Wrestling Team
- 8.2. Discussion Item #2: Bully Prevention Policy Review (Policy 0504.20) - no changes from legislation
Discussion: Board reviewed the Bully Prevention Policy Review (Policy 0504.20).
- 8.3. Discussion Item #3: Policy regarding appropriate relationships with students; contents (Policy 0402.15) - no changes from legislation
Discussion: Board reviewed the Policy regarding appropriate relationships with students; contents (Policy 0402.15).
- 8.4. Discussion Item #4: Hold public hearing to discuss, consider and receive input on our Parental and Family Engagement Policy Review (Policy 1005.12) - no changes from legislation
Discussion: Board reviewed the policy to hold public hearing to discuss, consider and receive input on our Parental and Family Engagement Policy Review (Policy 1005.12).
- 8.5. Discussion Item #5: Hold public hearing to discuss, consider and receive input on our Student Fees Policy (Policy 504.19) - no changes from legislation
Discussion: Board reviewed the policy to hold public hearing to discuss, consider and receive input on our Student Fees Policy (Policy 504.19).
- 8.6. Discussion Item #6: 1st Reading of NonResident Students/Option Enrollment (Policy 502.02) - redline document attached. Approval of such a policy can be approved during our next BOE Meeting in July.
Discussion: Board reviewed the 1st Reading of NonResident Students/Option Enrollment (Policy 502.02).
- 8.7. Discussion Item #7: 1st Reading of Weapons (Policy 502.11) - redline document attached. Approval of such a policy can be approved during our next BOE Meeting in July.
Discussion: Board reviewed the 1st Reading of Weapons (Policy 502.11).
- 8.8. Discussion Item #8: 1st Reading of Student Organizations (Policy 506.02) - redline document attached. Approval of such a policy can be approved during our next BOE Meeting in July.
Discussion: Board reviewed the 1st Reading of Student Organizations (Policy 506.02).
- 8.9. Discussion Item #9: 1st Reading of Part-Time Enrollment (Policy 605.07) - redline document attached. Approval of such a policy can be approved during our next BOE Meeting in July.
Discussion: Board reviewed the 1st Reading of Part-Time Enrollment (Policy 605.07).

8.10. Discussion Item #10: 1st Reading of Graduation Requirements (Policy 611.07) - redline document attached. Approval of such a policy can be approved during our next BOE Meeting in July.
Discussion: Board reviewed the 1st Reading of Graduation Requirements (Policy 611.07).

8.11. Discussion Item #11: District Handbooks

8.12. Discussion Item #12: Track Resurfacing Timeline (bid attached)

8.13. Discussion Item #13: Discuss the Camera Quotes for upgrading our system. Approval can happen after discussion when deciding what company to move forward with.

Action(s):

Motion to approve the bid with Electronic Engineering for upgrades to the existing cameras. Passed with a motion by Heath Vrbka and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood: Yea
Joe Noyd: Yea
Geoffrey Ruth: Yea
Heath Vrbka: Yea
Chris Whitmore: Yea
Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

8.14. Discussion Item #14: T-mobile to Skybeam

Action(s):

Motion to accept the amended contract from T-Mobile to Skybeam. Passed with a motion by Crystal Zimmerman and a second by Geoffrey Ruth.

Voting Detail:

Kasey Hopwood: Yea
Joe Noyd: Yea
Geoffrey Ruth: Yea
Heath Vrbka: Yea
Chris Whitmore: Yea
Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

8.15. Discussion Item #15: Recognition that Shelby-Rising City Public Schools is approved for the 23-24 school year as an Accredited school.

8.16. Discussion Item #16: Grass area by the kiosk

9. **Action Items**

9.1. Action Item #1: Approval of Breakfast and Lunch Prices for the 2023-2024 School Year. Increase is due to inflation and NDE recommendation.

1. **Breakfast**

- \$1.45 → \$1.50
- 2. **Lunch**
 - **Elementary**
 - \$2.30 → \$2.35
 - **MS/HS**
 - \$2.45 → \$2.50
 - **Adult**
 - \$2.60 → \$2.75
 - **Milk**
 - .35 → .40

Action(s) :

Approval of Breakfast and Lunch Prices for the 2023-2024 School Year. Increase is due to inflation and NDE recommendation. Passed with a motion by Kasey Hopwood and a second by Crystal Zimmerman.

Voting Detail:

Kasey Hopwood: Yea
 Joe Noyd: Yea
 Geoffrey Ruth: Yea
 Heath Vrbka: Yea
 Chris Whitmore: Yea
 Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

9.2. Action Item #2: Approval of Hiland Dairy Milk Bid for the 2023-2024 School Year

Action(s) :

Approval of Hiland Dairy Milk Bid for the 2023-2024 School Year Passed with a motion by Heath Vrbka and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood: Yea
 Joe Noyd: Yea
 Geoffrey Ruth: Yea
 Heath Vrbka: Yea
 Chris Whitmore: Yea
 Crystal Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

9.3. Action Item #3: Approval of Pre-School Prices for the 2023-2024 school year

3. 3 year old Preschool

- \$55 → \$65

4. 4 year old Preschool

- \$75 → \$85

Action(s) :

Approval of Pre-School Prices for the 2023-2024 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
Heath Vrbka: Yea
Chris Whitmore: Yea
Crystal
Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

9.4. Action Item #4: Approval of Boruch Masonry Construction Bid for Activities Entrance from Parking Lot (\$8,414)

Action(s):

Approval of Boruch Masonry Construction Bid for Activities Entrance from Parking Lot (\$8,414)
Passed with a motion by Heath Vrbka and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood: Yea
Joe Noyd: Yea
Geoffrey Ruth: Yea
Heath Vrbka: Yea
Chris Whitmore: Yea
Crystal
Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

9.5. Action Item #5: Approval to Surplus our extra Bleachers located on the Northwest side of the school

Action(s):

No action was taken to Surplus our extra Bleachers located on the Northwest side of the school. Withdrawn with a motion by Kasey Hopwood and a second by Joe Noyd.

9.6. Action Item #6: If approved upon, co-op for girls wrestling for 2 years

Action(s):

Motion to approve the girls wrestling co-op for 2 years. Passed with a motion by Heath Vrbka and a second by Geoffrey Ruth.

Voting Detail:

Kasey Hopwood: Yea
Joe Noyd: Yea
Geoffrey Ruth: Yea
Heath Vrbka: Yea
Chris Whitmore: Yea
Crystal
Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0

10. **Set Dates**

11. **Executive Session**

12. **Adjournment**

Speaker(s): Board

Discussion: Meeting was adjourned at 9:36am with President
a motion by Geoff Ruth and a 2nd motion by Kasey
Hopwood.

Board Secretary

BOARD OF EDUCATION
SHELBY-RISING CITY PUBLIC SCHOOLS
JULY 10, 2023
7:00 PM

Check #	Vendor Name	Amount
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Check #	Vendor Name	Amount
40902	BLICK ART MATERIALS	1,521.52
40903	CDW-GOVERNMENT	5,805.50
40904	CENGAGE LEARNING	5,168.99
40905	CHROME BOOK PARTS. COM	1,599.00
40906	COUGHLAN COMPANIES LLC	839.40
40907	CUBBYS CORPORATE OFFICE	1,378.17
40908	CULLIGAN OF YORK	148.00
40909	DICKINSON WRIGHT PLLC	30.32
40910	EAKES OFFICE SOLUTIONS	771.58
40911	EDUCATIONAL SERVICE UNIT 10	150.00
40912	EDUCATIONAL SERVICE UNIT #7	946.00
40913	EDUCATIONAL SERVICE UNIT #7	25,552.03
40914	ELECTRONIC ENGINEERING	2,329.00
40915	ESSENTIAL FOR LIVING P.A.	256.45
40916	ESU COORDINATING COUNCIL	351.00
40917	ESU7 STUDENT SERVICES	2,816.00
40918	FIT AND FUN PLAYSCAPES LLC	152.00
40919	FLINN SCIENTIFIC INC.	1,976.84
40920	GENERAL FUND-PETTY CASH	391.12
40921	HOMETOWN LEASING	932.27
40922	HUMLICEK, DENISE	210.00
40923	JOHN DEERE FINANCIAL	1,087.31
40924	KSB SCHOOL LAW, PC, LLO	427.50
40925	LAKESHORE LEARNING MATERIALS	148.92
40926	LINGO	395.98
40927	M & O DOOR PRODUCTS	158.68
40928	MACKIN EDUCATIONAL RESOURCES	415.99
40929	MATHESON TRI-GAS INC.	758.40
40930	MCGRAW-HILL EDUCATION	1,624.01
40931	MECHANICAL SALES, INC	180.00

40932 MENARDS	1,767.99
40933 MID-AMERICAN RESEARCH CHEMICAL	9,628.75
40934 MOSYLE CORPORATION	917.00
40935 ORIENTAL TRADING COM	116.20
40936 ORKIN PEST CONTROL	126.25
40937 PAY FLEX	100.00
40938 PINNACLE BANK	4,658.80
40939 PLANK ROAD PUBLISHING	182.45
40940 POLK CO. RURAL PUBLIC POWER DISTRICT	9,228.11
40941 QUILL CORPORATION	587.15
40942 REALLY GOOD STUFF, LLC	296.07
40943 SAVVAS LEARNING COMPANY LLC	3,864.05
40944 SCHOLASTIC INC	523.00
40945 SCHOOL LIFE, a division of ImageStuff	242.69
40946 SCHOOL SPECIALITY	128.08
40947 SHELBY LUMBER CO.	869.92
40948 SOFTWARE UNLIMITED INC	5,800.00
40949 SPARROW PUBLICATIONS	597.69
40950 SPHERO, INC	470.94
40951 STAPLES ADVANTAGE	89.99
40952 STAPLES TECHNOLOGY SOLUTIONS	18,208.40
40953 TIRE OUTLET, INC.	15.00
40954 TREND ENTERPRISES, INC.	110.35
40955 TRUCK CENTER COMPANIES	1,217.11
40956 VERIZON WIRELESS	368.10
40957 VILLAGE OF SHELBY	1,095.18
40958 WINDSTREAM NEBRASKA INC.	763.41
40959 WOBLEWORKS INC	65.98
40960 WOLFE, WENDY	457.42
40961 YOUR PUBLICATION	189.10

INVOICES:	\$ 121,207.16
PAYROLL:	\$ 429,091.45
TOTAL:	\$ 550,298.61

Invoice Listing - Detail
JULY 2023 GENERAL FUND INVOICES

Batch Description: JULY 2023 GENERAL FUND INVOICES

Processing Month: 07/2023

Credit Card Vendor ID:

End of Fiscal Year Expense Invoices:

Vendor ID: BLICK	BLICK ART MATERIALS	PO Number:	Invoice Number: 848216,991604,987040	Amount: 1,521.52
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 610 000 0185 0 000	ART SUPPLIES		1,492.46	N
01 2220 610 000 0000 0 000	LIBRARY SUPPLIES		29.06	N
Vendor ID: CDW	CDW-GOVERNMENT	PO Number:	Invoice Number: KJ70648	Amount: 5,805.50
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 6992 650 000 0000 0 000	IPAD & CHROMEBOOK CASES		5,805.50	N
Vendor ID: CENGAGE	CENGAGE LEARNING	PO Number:	Invoice Number: 81277014	Amount: 5,168.99
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 640 000 0000 0 000	PRECALCULUS & CALCULUS TEXT BOOKS		5,168.99	N
Vendor ID: CHROBOOKPA	CHROME BOOK PARTS. COM	PO Number:	Invoice Number: 170055	Amount: 1,599.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2230 650 000 0000 0 000	65W CHARGERS		1,599.00	N
Vendor ID: COUGHLANCO	COUGHLAN COMPANIES LLC	PO Number:	Invoice Number: 324662	Amount: 839.40
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 643 000 0000 0 000	PEBBLE GO		839.40	N
Vendor ID: CUBBYSCORP	CUBBYS CORPORATE OFFICE	PO Number:	Invoice Number: 7469723	Amount: 1,378.17
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2610 626 000 0000 0 000	MAINTENANCE GAS		112.35	N
01 2710 626 000 0000 0 000	VAN GAS		1,169.13	N
01 2712 626 000 0000 0 000	SPED VAN GAS		96.69	N
Vendor ID: CULLIGANYO	CULLIGAN OF YORK	PO Number:	Invoice Number: 7823	Amount: 148.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2610 610 000 0000 0 000	RENTAL & WATER		148.00	N

Vendor ID: DICKINSONW	DICKINSON WRIGHT PLLC	PO Number:	Invoice Number: 1819925	Amount:	30.32
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 30.32
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2330 317 000 0000 0 000	LEGAL SERVICES		30.32	30.32	N
Vendor ID: EAKESO	EAKES OFFICE SOLUTIONS	PO Number:	Invoice Number: 8717488-0	Amount:	771.58
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2590 443 000 0000 0 000	COPIER CONTRACTS		241.21		N
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		530.37		N
Vendor ID: ESU #10	EDUCATIONAL SERVICE UNIT 10	PO Number:	Invoice Number: 23472-1	Amount:	150.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2320 810 000 0000 0 000	REALITY-BASED LEADERSHIP WORKSHOP		75.00		N
01 2213 330 000 0000 0 000	REALITY-BASED LEADERSHIP WORKSHOP		75.00		N
Vendor ID: ESU71	EDUCATIONAL SERVICE UNIT #7	PO Number:	Invoice Number: 7823	Amount:	946.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1200 643 000 0000 0 000	SRS - STUDENT RECORD SYSTEM		946.00		N
Vendor ID: ESU7SP	EDUCATIONAL SERVICE UNIT #7	PO Number:	Invoice Number: 22-23 FINAL BILL	Amount:	25,552.03
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 25,552.03
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1292 591 000 0000 0 000	0-2 SPED SERVICES		997.94	997.94	N
01 1291 591 000 0000 0 000	PK SPED SERVICES		17,545.34	17,545.34	N
01 1200 591 000 0000 0 000	S.A. SPED SERVICES		6,356.60	6,356.60	N
01 2140 591 000 0000 0 000	NON SPED ESU SERVICES		652.15	652.15	N
Vendor ID: ELECTENGIN	ELECTRONIC ENGINEERING	PO Number:	Invoice Number: 853004875-1	Amount:	2,329.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2230 643 000 0000 0 000	GSC/PRO/CAM RENEWAL		2,329.00		N
Vendor ID: ESSENFORLI	ESSENTIAL FOR LIVING P.A.	PO Number:	Invoice Number: 4195	Amount:	256.45
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2410 610 002 0000 0 000	TEACHING MANUAL, HANDBOOK		256.45		N	
Vendor ID: ESUCOORD	ESU COORDINATING COUNCIL	PO Number:	Invoice Number: COOP002539		Amount:	351.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2230 643 000 0000 0 000	MOVIE LICENSING		351.00		N	
Vendor ID: ESU7STUSER	ESU7 STUDENT SERVICES	PO Number:	Invoice Number: 62223		Amount:	2,816.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2240 320 000 0000 0 000	ON TO COLLEGE WITH JOHN BAYLOR		2,816.00		N	
Vendor ID: FITFUNPLAY	FIT AND FUN PLAYSCAPES LLC	PO Number:	Invoice Number: ORD901121		Amount:	152.00
Description:		Invoice Date: 07/10/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 610 000 0000 0 000	SUPER STICKERS		152.00		N	
Vendor ID: FLINN	FLINN SCIENTIFIC INC.	PO Number:	Invoice Number: 2879373		Amount:	1,976.84
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 001 0145 0 000	FLINN HOT PLATE & SCIENCE SUPPLIES		1,976.84		N	
Vendor ID: PETTY	GENERAL FUND-PETTY CASH	PO Number:	Invoice Number: 7823		Amount:	391.12
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1150 610 000 0000 0 000	ELL SUPPLIES		33.65		N	
01 6998 610 000 0000 0 000	SUMMER SCHOOL SUPPLIES		218.73		N	
01 2410 610 002 0000 0 000	ELEM REWARDS		138.74		N	
Vendor ID: HOMETO	HOMETOWN LEASING	PO Number:	Invoice Number: 7823		Amount:	932.27
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 443 000 0000 0 000	COPIER PAYMENTS		932.27		N	
Vendor ID: HUMLICEKDE	HUMLICEK, DENISE	PO Number:	Invoice Number: 7823		Amount:	210.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>

01 2130 610 000 0000 0 000	CALIBRATION OF PURE TONE AUDIOMETER	65.00	N
01 2130 810 000 0000 0 00	REIM FOR NE SCHOOL HEALTH CONFERENCE	145.00	N

Vendor ID: JOHNDEERE JOHN DEERE FINANCIAL **PO Number:** **Invoice Number: 7823** **Amount: 1,087.31**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
 01 2610 440 000 0000 0 000 EQUIPMENT PAYMENTS 1,087.31 N

Vendor ID: KSBSCHLAW KSB SCHOOL LAW, PC, LLO **PO Number:** **Invoice Number: 14377** **Amount: 427.50**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 427.50
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
 01 2330 317 000 0000 0 000 LEGAL SERVICES 427.50 427.50 N

Vendor ID: LAKESH LAKESHORE LEARNING MATERIALS **PO Number:** **Invoice Number: 804409062323** **Amount: 148.92**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
 01 2590 610 000 0000 0 000 OFFICE SUPPLIES 148.92 N

Vendor ID: LINGO LINGO **PO Number:** **Invoice Number: 7823** **Amount: 395.98**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 530 000 0000 0 000 LONG DISTANCE 395.98 N

Vendor ID: MODOORPROD M & O DOOR PRODUCTS **PO Number:** **Invoice Number: 104077** **Amount: 158.68**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 DOOR PARTS 158.68 N

Vendor ID: MACKINEDRE MACKIN EDUCATIONAL RESOURCES **PO Number:** **Invoice Number: 809886** **Amount: 415.99**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
 01 2220 640 000 0000 0 000 LIBRARY BOOKS 415.99 N

Vendor ID: MATHESON MATHESON TRI-GAS INC. **PO Number:** **Invoice Number: 52189858** **Amount: 758.40**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 GAS 758.40 N

Vendor ID: MCGRAW	MCGRAW-HILL EDUCATION	PO Number:	Invoice Number: 128420014001	Amount:	1,624.01
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 6998 640 000 0000 0 000	READING WONDERS - 4TH GRADE		1,624.01		N
Vendor ID: MECHANICAL	MECHANICAL SALES, INC	PO Number:	Invoice Number: 56656	Amount:	180.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2620 431 000 0000 0 000	MILEAGE FOR VISIT		180.00		N
Vendor ID: MENARD	MENARDS	PO Number:	Invoice Number: 88974,87936,87877	Amount:	1,767.99
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		1,767.99		N
Vendor ID: MIDAME	MID-AMERICAN RESEARCH CHEMICAL	PO Number:	Invoice Number: 793234A-IN	Amount:	9,628.75
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 4700 450 000 0000 0 000	GYM FLOOR COMPLETE		9,628.75		N
Vendor ID: MOSYLECORP	MOSYLE CORPORATION	PO Number:	Invoice Number: 2359286	Amount:	917.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1100 643 000 0000 0 000	ONE K-12 LICENSES		917.00		N
Vendor ID: ORIENT	ORIENTAL TRADING COM	PO Number:	Invoice Number: 72514833402	Amount:	116.20
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1100 610 002 0020 0 000	2ND GRADE SUPPLIES		116.20		N
Vendor ID: ORKINP	ORKIN PEST CONTROL	PO Number:	Invoice Number: 246594100	Amount:	126.25
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2610 420 000 0000 0 000	PEST CONTROL		126.25		N
Vendor ID: PAYFLEX	PAY FLEX	PO Number:	Invoice Number: 7823	Amount:	100.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	

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

Vendor ID: PINNACLEOM PINNACLE BANK PO Number: Invoice Number: 7823 Amount: 4,658.80

Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 000 0000 0 000	TEACHER TAPE & CROMER SUPPLIES		2,352.80		N	
01 6200 610 002 0000 0 000	TITLE I SUPPLIES		126.38		N	
01 1100 610 001 0145 0 000	HS SCIENCE SUPPLIES		471.06		N	
01 2220 640 000 0000 0 000	LIBRARY BOOKS		215.69		N	
01 2320 580 000 0000 0 000	TEJKL MEETING EXPENSES		303.18		N	
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		48.88		N	
01 2590 643 000 0000 0 000	BAMBOO		536.60		N	
01 2730 431 000 0000 0 000	BUS PARTS		346.90		N	
01 1100 610 002 0070 0 000	K SUPPLIES		158.31		N	
01 1100 643 000 0000 0 000	SMORE.COM		99.00		N	

Vendor ID: PLANK PLANK ROAD PUBLISHING PO Number: Invoice Number: 23-036586 Amount: 182.45

Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 643 000 0000 0 000	MUSIC K-8 SUBSCRIPTION		182.45		N	

Vendor ID: POLKCORPP POLK CO. RURAL PUBLIC POWER DISTRICT PO Number: Invoice Number: 7823 Amount: 9,228.11

Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 621 000 0000 0 000	ELECTRICITY		9,228.11		N	

Vendor ID: QUILL QUILL CORPORATION PO Number: Invoice Number: 31625064,27053,20229 Amount: 587.15

Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 000 0160 0 000	BUSINESS SUPPLIES		294.58		N	
01 1100 610 001 0140 0 000	HS MATH SUPPLIES		162.42		N	
01 1200 610 000 0000 0 000	SPED SUPPLIES		100.57		N	
01 2230 650 000 0000 0 000	TECH SUPPLIES		29.58		N	

Vendor ID: REALLY REALLY GOOD STUFF, LLC PO Number: Invoice Number: 8244876 Amount: 296.07

Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 002 0010 0 000	1ST SUPPLIES		140.21		N	

01 1100 610 002 0020 0 000 2ND SUPPLIES 155.86 N

Vendor ID: SAVVASLEAR SAVVAS LEARNING COMPANY LLC **PO Number:** **Invoice Number: 7028430949,417458** **Amount: 3,864.05**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 6998 643 000 0000 0 000 COLLEGE ALGEBRA 2,461.88 N
 01 1100 643 000 0000 0 000 MY MATH LAB 1,402.17 N

Vendor ID: SCHOLASTIC SCHOLASTIC INC **PO Number:** **Invoice Number: 7500136** **Amount: 523.00**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 ELEM BOOKS 523.00 N

Vendor ID: SCHOOLLIFE SCHOOL LIFE, a division of ImageStuff **PO Number:** **Invoice Number: 200068429** **Amount: 242.69**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 ELEM AWARDS 242.69 N

Vendor ID: SCHOSP SCHOOL SPECIALITY **PO Number:** **Invoice Number: 208132465392,70472** **Amount: 128.08**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 Status: A 1099 Amount: 0.00
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
 01 2590 610 000 0000 0 000 SUPPLIES 74.27 N
 01 1100 610 002 0050 0 000 5TH GRADE SUPPLIES 53.81 N

Vendor ID: SHELBY SHELBY LUMBER CO. **PO Number:** **Invoice Number: 135614,848,136374** **Amount: 869.92**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 869.92 N

Vendor ID: SOFTWA SOFTWARE UNLIMITED INC **PO Number:** **Invoice Number: 20230620-64** **Amount: 5,800.00**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 643 000 0000 0 000 CENSUS & ACCOUNTING SYSTEM 5,800.00 N

Vendor ID: SPARROWPUB SPARROW PUBLICATIONS **PO Number:** **Invoice Number: 2017,2204,2324,2397** **Amount: 597.69**
 Description: Invoice Date: 07/08/2023 Due Date: 07/10/2023 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 597.69 N

Vendor ID:	Vendor Name:	PO Number:	Invoice Number:	Amount:
SPHERO	SPHERO, INC		166979	470.94
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 610 000 0000 0 000	INDI STUDENT KIT		470.94	N
STAPLES	STAPLES ADVANTAGE		3540382052	89.99
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1200 610 000 0000 0 000	SPED SUPPLIES		89.99	N
STAPLESTEC	STAPLES TECHNOLOGY SOLUTIONS		NYM011,NWN090	18,208.40
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 6992 734 000 0000 0 000	LENOVO CHROMEBOOKS		17,748.00	N
01 2230 650 000 0000 0 000	TARGUS USB-C		460.40	N
TIREOUTLET	TIRE OUTLET, INC.		246273	15.00
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2730 431 000 0000 0 000	TIRE REPAIR		15.00	N
TREND	TREND ENTERPRISES, INC.		2159437,524 RI	110.35
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 6200 610 002 0000 0 000	TITLE I SUPPLIES		110.35	N
TRUCKCEN	TRUCK CENTER COMPANIES		RA111004238	1,217.11
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2730 431 000 0000 0 000	REPAIRS ON BUS 15		1,217.11	N
VERIZON	VERIZON WIRELESS		9938355023	368.10
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2710 530 000 0000 0 000	BUS CELL PHONES		368.10	N
VILLAG	VILLAGE OF SHELBY		244005	1,095.18
Description:		Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A 1099 Amount: 485.00

Invoice Listing - Detail
JULY 2023 GENERAL FUND INVOICES

Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 410 000 0000 0 000	WATER,SEWER & GARBAGE		1,095.18	485.00	N	
Vendor ID: WINDSTREAM WINDSTREAM NEBRASKA INC.			PO Number:	Invoice Number: 7823	Amount:	763.41
Description:			Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 382 000 0000 0 000	SCHOOL - 568.63, BUS BARN - 194.78		763.41		N	
Vendor ID: WOBBLEWORK WOBBLEWORKS INC			PO Number:	Invoice Number: EDUB2268	Amount:	65.98
Description:			Invoice Date: 07/10/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 000 0000 0 000	CROMER SUPPLIES		65.98		N	
Vendor ID: WOLFE WOLFE, WENDY			PO Number:	Invoice Number: 7823	Amount:	457.42
Description:			Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 457.42
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 333 000 0000 0 000	SPED MILEAGE		60.92	60.92	N	
01 1200 320 000 0000 0 000	CONTRACTED SPED SERVICES		396.50	396.50	N	
Vendor ID: YOURPUBLIC YOUR PUBLICATION			PO Number:	Invoice Number: 1160185,188,209	Amount:	189.10
Description:			Invoice Date: 07/08/2023	Due Date: 07/10/2023	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2310 540 000 0000 0 000	LEGAL POSTING		189.10		N	

Batch 1099 Total:	26,952.27	Batch Total:	121,207.16
Report 1099 Total:	26,952.27	Report Total:	121,207.16

BUDGET REPORT

JUNE 2023 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,259,440.00	\$271,879.36	\$2,742,901.63	\$516,538.37
1150	ENGLISH LANGUAGE LEARNERS	\$117,300.00	\$6,805.75	\$64,833.97	\$52,466.03
1160	POVERTY - After School Program	\$76,200.00	\$2,461.45	\$28,831.92	\$47,368.08
1190	PRESCHOOL	\$123,100.00	\$11,111.46	\$106,698.63	\$16,401.37
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,576,040.00	\$292,258.02	\$2,943,266.15	\$632,773.85
1200	SPECIAL EDUCATION PROGRAMS	\$484,300.00	\$48,939.96	\$535,691.51	(\$51,391.51)
1291	SPED AGES 3-5	\$2,000.00	\$3,350.54	\$47,672.99	(\$45,672.99)
1292	SPED AGES 0-2	\$9,000.00	\$76.38	\$3,064.81	\$5,935.19
1295	UNIFIED SPORTS	\$2,025.00	\$0.00	\$1,616.95	\$408.05
1200	SPECIAL EDUCATION PROGRAMS	\$497,325.00	\$52,366.88	\$588,046.26	(\$90,721.26)
2120	GUIDANCE SERVICES	\$212,350.00	\$13,288.23	\$134,277.98	\$78,072.02
2130	HEALTH SERVICES	\$72,150.00	\$5,592.15	\$58,242.03	\$13,907.97
2140	PSYCHOLOGICAL SERVICES	\$90,000.00	\$1,428.00	\$33,718.80	\$56,281.20
2141	SPED Psychological services - Age S.A.	\$4,000.00	\$5,067.06	\$28,691.31	(\$24,691.31)
2142	PSYCH SPED 3-5	\$350.00	\$0.00	\$0.00	\$350.00
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	\$100,700.00	\$8,165.36	\$83,977.72	\$16,722.28
2152	SPEECH PATH SPED 3-5	\$11,500.00	\$1,501.00	\$24,320.43	(\$12,820.43)
2153	SPEECH PATH & AUDIOLOGY SERVICES	\$1,600.00	\$0.00	\$0.00	\$1,600.00
2161	SPED Occupational Therapy - Age S.A.	\$17,000.00	\$3,350.95	\$46,894.04	(\$29,894.04)
2163	SPED Occupational Therapy - Age 0-2	\$0.00	\$18.25	\$1,286.18	(\$1,286.18)
2171	SPED Physical Therapy - Age S.A.	\$7,000.00	\$746.02	\$7,592.10	(\$592.10)
2100	SUPPORTIVE SERVICES PUPILS	\$516,700.00	\$39,157.02	\$419,802.48	\$96,897.52
2211	SCHOOL IMPROVEMENT	\$1,650.00	\$0.00	\$1,729.22	(\$79.22)
2213	INSTRUCTIONAL STAFF TRAINING	\$7,800.00	\$3,299.00	\$8,458.62	(\$658.62)
2214	IMPLEMENTATION OF STANDARDS	\$1,850.00	\$0.00	\$0.00	\$1,850.00
2219	OTHER IMPROVEMENT INSTRUCTION SERVICES	\$600.00	\$0.00	\$0.00	\$600.00
2220	LIBRARY/MEDIA SERVICE	\$110,900.00	\$8,762.53	\$93,762.22	\$17,137.78
2224	EDUCATIONAL TV SERVICES	\$8,000.00	\$0.00	\$0.00	\$8,000.00
2230	INSTRUCTION RELATED TECHNOLOGY	\$151,000.00	\$17,859.67	\$145,025.83	\$5,974.17
2240	ACADEMIC STUDENT ASSESSMENT	\$9,425.00	\$0.00	\$782.57	\$8,642.43
2200	SUPPORT SERVICES STAFF	\$291,225.00	\$29,921.20	\$249,758.46	\$41,466.54
2310	BOARD OF EDUCATION	\$40,200.00	\$10.94	\$29,155.24	\$11,044.76
2320	EXECUTIVE ADMINISTRATION	\$215,300.00	\$18,245.46	\$168,524.84	\$46,775.16
2330	DISTRICT LEGAL SERVICES	\$10,000.00	\$5,002.02	\$12,224.23	(\$2,224.23)
2300	SUPPORT SERVICES-GEN ADMIN	\$265,500.00	\$23,258.42	\$209,904.31	\$55,595.69
2410	OFFICE OF THE PRINCIPAL	\$284,600.00	\$12,332.74	\$114,874.82	\$169,725.18
2490	SCHOOL ADMIN - OTHER	\$2,000.00	\$0.00	\$1,498.10	\$501.90
2400	OFFICE OF PRINCIPAL	\$286,600.00	\$12,332.74	\$116,372.92	\$170,227.08
2510	GENERAL ADMIN-BUSINESS SERVICE	\$12,000.00	\$0.00	\$9,971.00	\$2,029.00
2590	GENERAL ADMIN - BUSINESS SERVICE	\$241,900.00	\$24,961.98	\$228,814.99	\$13,085.01
2500	SUPPORT SERVICES-BUSINESS	\$253,900.00	\$24,961.98	\$238,785.99	\$15,114.01
2610	OPERATION OF PLANT	\$464,200.00	\$37,767.94	\$431,925.26	\$32,274.74
2620	MAINTENANCE OF PLANT	\$161,800.00	\$2,070.14	\$68,337.35	\$93,462.65
2640	CARE & UPKEEP OF EQUIPMENT	\$300.00	\$0.00	\$0.00	\$300.00
2650	GENERAL PURPOSE VEHICLES	\$2,000.00	\$0.00	\$1,827.00	\$173.00
2660	SECURITY	\$11,500.00	\$0.00	\$0.00	\$11,500.00
2670	SCHOOL SAFETY	\$8,900.00	\$0.00	\$4,300.25	\$4,599.75
2600	SUPPORT SERVICES-BLDGS & SITES	\$648,700.00	\$39,838.08	\$506,389.86	\$142,310.14
2710	Pupil Transportation - Regular ED	\$383,700.00	\$14,255.36	\$189,529.09	\$194,170.91
2712	SCHOOL AGE SPEC ED TRANSPORT	\$85,175.00	\$963.45	\$12,827.57	\$72,347.43
2730	VEHICLE SERVICING & MAINTENANCE	\$18,000.00	\$269.80	\$29,447.05	(\$11,447.05)
2700	SUPPORT SERVICES-PUPIL TRANS	\$486,875.00	\$15,488.61	\$231,803.71	\$255,071.29
4600	SITE IMPROVEMENTS	\$0.00	\$0.00	\$720.90	(\$720.90)
4600	SITE IMPROVEMENTS	\$0.00	\$0.00	\$720.90	(\$720.90)
4700	BUILDING IMPROVEMENTS	\$115,000.00	\$0.00	\$19,968.80	\$95,031.20
4700	BUILDING IMPROVEMENTS	\$115,000.00	\$0.00	\$19,968.80	\$95,031.20
6200	TITLE I	\$121,750.00	\$7,356.97	\$99,277.20	\$22,472.80
6200	TITLE I	\$121,750.00	\$7,356.97	\$99,277.20	\$22,472.80
6406	IDEA 3-5 SPED	\$3,500.00	\$0.00	\$0.00	\$3,500.00
6408	IDEA PART B 0-21	\$78,000.00	\$0.00	\$0.00	\$78,000.00
6422	IDEA ARP PART B - 619	\$1,500.00	\$0.00	\$0.00	\$1,500.00
6400	6400	\$83,000.00	\$0.00	\$0.00	\$83,000.00

6990	OTHER FEDERAL CATEGORICAL PROGRAMS	\$100.00	\$0.00	\$0.00	\$100.00
6992	REAP - FEDERAL SERVICES	\$40,000.00	\$3,471.99	\$23,970.85	\$16,029.15
6997	COVID - ESSER II	\$98,700.00	\$0.00	\$13,770.00	\$84,930.00
6998	ESSERS III	\$59,800.00	\$58,993.85	\$95,819.51	(\$36,019.51)
6900	6900	\$198,600.00	\$62,465.84	\$133,560.36	\$65,039.64
8000	TRANSFERS	\$50,000.00	\$0.00	\$0.00	\$50,000.00
8000	TRANSFERS	\$50,000.00	\$0.00	\$0.00	\$50,000.00
01	GENERAL FUND	\$7,391,215.00	\$599,405.76	\$5,757,657.40	\$1,633,557.60

Revenue Summary Report
JUNE 2023 GENERAL FUND

Fund: 01 GENERAL FUND			
<u>Account Number</u>	<u>Description</u>	<u>During Month</u>	<u>To Date</u>
01 1100	LEVIED TAXES	460,991.72	4,547,556.06
01 1115	CARLINE TAX	0.00	1,855.34
01 1120	PUBLIC POWER DIST. TAX	2,553.92	34,118.58
01 1125	MOTOR VEHICLES TAX	20,790.47	212,651.43
01 1140	INTEREST	657.38	12,756.11
01 1370	PRESCHOOL TUITION	0.00	7,121.20
01 1510	INTEREST ON INVESTMENT	4,380.10	18,460.42
01 1951	MISC REVENUE SCHOOLS IN STATE	12,360.00	12,360.00
01 1990	OTHER LOCAL RECEIPTS	407.10	2,391.30
	Subtotal: LOCAL RECIEPTS	502,140.69	4,849,270.44
01 2110	FINES & LICENSE FEES	1,374.11	10,796.39
01 2210	ESU RECEIPTS	887.33	9,113.77
	Subtotal: COUNTY AND ESU RECEIPTS	2,261.44	19,910.16
01 3110	STATE AID	53,262.00	532,841.00
01 3120	SPECIAL ED. PROGRAMS	44,232.00	280,820.00
01 3125	SPECIAL ED. TRANSPORTATION	0.00	9,935.00
01 3130	HOMESTEAD EXEMPTION	7,027.79	28,111.16
01 3131	PROPERTY TAX CREDIT	0.00	488,475.12
01 3180	PRO-RATA MOTOR VEHICLE	0.00	8,169.34
01 3400	STATE APPORTIONMENT TAX	0.00	59,725.14
01 3535	HIGH ABILITY LEARNERS	0.00	2,616.00
	Subtotal: STATE RECEIPTS	104,521.79	1,410,692.76
01 4310	TITLE IIA	74,135.00	74,135.00
01 4505	TITLE I	0.00	39,657.00
01 4708	MEDICAID	2,857.64	12,342.87
01 4997	ESSER II	103,841.00	103,841.00
	Subtotal: FEDERAL RECEIPTS	180,833.64	229,975.87
01 5300	INSURANCE ADJUSTMENTS	0.00	67,707.60
01 5301	INSURANCE ADJUSTMENTS	728.40	728.40
01 5690	OTHER NON-REVENUE RECEIPTS	346.92	16,053.84
	Subtotal: NON-REVENUE RECEIPTS	1,075.32	84,489.84
	Fund Total:	790,832.88	6,594,339.07

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

Balance 06/01/23 \$ 5,732.53

RECEIPTS:

General Fund Reimbursement	\$	1,450.92
Pop Machine	\$	80.00
1st Grade Field Trip	\$	363.00
Cross Roads Conference	\$	100.00

Total Receipts: \$ 1,993.92

DISBURSEMENTS:

Cubby's Inc.	\$	80.00
Capital One (Wal-Mart)	\$	172.39
Capital One (Wal-Mart)	\$	218.73

Total Disbursements: \$ 471.12

Balance: 06/30/23 \$ 7,255.33

Special Deposits:

Innovations Grant	\$	1,000.00
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**SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND**

Balance 06/01/23 \$ 172,436.64

RECEIPTS:

Polk County Treasurer	\$	2,029.18
Butler County Treasurer	\$	1,596.06
Interest	\$	215.48

Total Receipts: \$ 3,840.72

DISBURSEMENTS:

Total Disbursements: \$ -

Balance: 06/30/23 \$ 176,277.36

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

Balance 06/01/23 \$ 783,477.04

RECEIPTS:

Polk Co. Treas.	\$ 46,618.53
Butler Co. Treas	\$ 36,656.59
Interest	\$ 972.07

Total Receipts: \$ 84,247.19

DISBURSEMENTS:

ACH - BOK Financial	\$ 91,426.25
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Total Disbursements: \$ 91,426.25

Balance: 06/30/23 \$ 776,297.98

**SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT**

Beginning Balance 06/01/23: \$ 22,753.91

Receipts:

General Fund	\$	3,994.50	
Total Receipted:			\$ 3,994.50
			\$ -

Expended Out:

Monthly Claims	\$	135.00	
Monthly Claims	\$	4,372.48	
Monthly Claims	\$	14.61	
Monthly Claims	\$	2,683.60	
Total Expended Out:			\$ 7,205.69

Ending Balance 06/30/23: \$ 19,542.72

SUMMARY SHEET

June 30, 2023

Account Name:	Amount	Amount to CD
General Fund	\$ 2,684,878.80	
General Fund Savings	\$ 9,035.76	
Nutrition Fund	\$ 70,472.99	
Petty Cash	\$ 7,255.33	
Building	\$ 176,277.36	
Depreciation	\$ 354,292.81	\$ 172,000.00
Employment Benefit	\$ 19,542.72	
Bond	\$ 776,297.98	
Activity Fund	\$ 74,067.31	
<u>Total of Accounts</u>	<u>\$ 4,172,121.06</u>	<u>\$ 172,000.00</u>
<u>Total of All Accounts</u>		<u>\$ 4,344,121.06</u>

SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND

Beginning Balance 06/01/23

\$ 76,384.06

RECEIPTS:

	AMOUNT
Family Receipts	\$ 55.60
State of NE Payment	\$ 9,699.83
State of NE Payment	\$ 1,005.76
Interest	\$ 91.27

Total Receipts

\$ 10,852.46

DISBURSEMENTS:

Name:	Ck No.	AMOUNT
Cash-Wa Distributing	3180	\$ 5,894.45
US Foods	3181	\$ 1,597.78
Hiland Dairy	3182	\$ 1,414.79
Cubby's	3183	\$ 163.91
Bimbo Bakeries USA	3184	\$ 354.73
SRC General Fund	3185	\$ 7,086.87
Kamen Murray Schoenrock	3186	\$ 216.05
Magic Wrighter	6016	\$ 34.95

Total Disbursements:

\$ 16,763.53

Ending Balance 06/30/23

\$ 70,472.99

**SHELBY- RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
June 30, 2023**

	Beginning Balance:	\$	353,000.98
RECEIPTS:			
Interest	\$	726.35	
Interest COD	\$	565.48	
<u>Total Receipts:</u>		\$	1,291.83
DISBURSEMENTS:			
<u>Total Disbursements:</u>		\$	-
	Ending Balance:	\$	354,292.81
Certificate of Deposit		\$	172,000.00
Total Depreciation and Certificate of Deposit		\$	526,292.81

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

Balance: 6/1/23 \$116,273.90

RECEIPTS:

Total Receipts \$ 4,503.09

Total Receipts: \$ 4,503.09

DISBURSEMENTS:

Total Disbursements \$ 8,709.68

Total Disbursements: \$ 8,709.68

Balance: 6/30/23 \$ 112,067.31

Balance of Account:	\$ 112,067.31
Certificate of Deposit at Pinnacle Bank	\$ 38,000.00
Total in Acitivity Fund Checking	<u>\$ 74,067.31</u>

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	ACTIVITIES FUND			
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	116,403.27	(4,206.59)	112,196.68
	Current Assets Subtotal:	116,403.27	(4,206.59)	112,196.68
Total Assets and Deferred Outflows of Resources:		116,403.27	(4,206.59)	112,196.68
<u>Fund Balance</u>				
05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	299.00	0.00	299.00
05 704 4010	FUND BALANCE - ATHLETICS	(38,191.30)	(6,823.13)	(45,014.43)
05 704 4019	FUND BALANCE - BOYS GOLF	715.00	0.00	715.00
05 704 4020	FUND BALANCE - CONCESSION	12,923.81	0.00	12,923.81
05 704 4030	FUND BALANCE - NHS	648.30	0.00	648.30
05 704 4040	FUND BALANCE - SRC CLUB	5,373.93	0.00	5,373.93
05 704 4050	FUND BALANCE - CLASS OF 2023	643.72	(190.03)	453.69
05 704 4060	FUND BALANCE - CLASS OF 2025	1,357.89	0.00	1,357.89
05 704 4070	FUND BALANCE - JUST FOR KIDS	2,391.06	(99.32)	2,291.74
05 704 4080	FUND BALANCE - CLASS OF 2024	1,273.74	(22.10)	1,251.64
05 704 4090	FUND BALANCE - CLASS OF 2022	492.00	0.00	492.00
05 704 4100	FUND BALANCE - YEARBOOK	1,745.26	0.00	1,745.26
05 704 4110	FUND BALANCE - MUSIC	(129.19)	600.00	470.81
05 704 4120	FUND BALANCE - STUDENT COUNCIL	3,623.56	(50.77)	3,572.79
05 704 4130	FUND BALANCE - DANCE TEAM	(314.20)	(272.12)	(586.32)
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	17,504.41	(47.99)	17,456.42
05 704 4170	FUND BALANCE - INTEREST	1,730.56	167.41	1,897.97
05 704 4180	FUND BALANCE - BOOK IT	1,178.48	(20.35)	1,158.13
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(3,693.05)	0.00	(3,693.05)
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	25,026.13	0.00	25,026.13
05 704 4210	FUND BALANCE - WELLNESS CENTER	15,701.28	548.00	16,249.28
05 704 4220	FUND BALANCE - FBLA	9,231.16	0.00	9,231.16
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	1,355.56	(89.23)	1,266.33
05 704 4240	FUND BALANCE - QUIZ BOWL	220.00	0.00	220.00
05 704 4250	FUND BALANCE - ALUMNI	1,141.01	0.00	1,141.01
05 704 4260	FUND BALANCE - VIDEO BOARD	8,228.37	0.00	8,228.37
05 704 4270	FUND BALANCE - FFA	18,658.10	2,239.89	20,897.99
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	2,659.62	(107.93)	2,551.69
05 704 4290	FUND BALANCE - STUDENT FEES	3,268.00	0.00	3,268.00
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	4,661.40	0.00	4,661.40
05 704 4320	FUND BALANCE - UNIFIED BOWLING	1,209.96	0.00	1,209.96
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	1,804.02	0.00	1,804.02
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	1,314.64	(38.92)	1,275.72

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 4332	FUND BALANCE FACILITY RENTAL	200.00	0.00	200.00
05 704 4333	FUND BALANCE - YADA	1,311.32	0.00	1,311.32
	Fund Balance Subtotal:	116,403.27	(4,206.59)	112,196.68
<u>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</u>		116,403.27	(4,206.59)	112,196.68

- 38,000

74,196.68

Batch Description: JUNE 2023, ACTIVITY FUND INVOICES		Processing Month: 06/2023	Credit Card Vendor ID:	End of Fiscal Year Expense Invoices:	
Vendor ID: BSNSPO	BSN SPORTS	PO Number:	Invoice Number: 920916023	Amount:	160.62
Description:		Invoice Date: 05/12/2023	Due Date: 06/12/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13368	Check Date: 06/05/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4010 0 000	NIKE VAPOR ONE FOOTBALL OFFICIAL		160.62		N
					In Full
Vendor ID: CUBBYS	CUBBY'S	PO Number:	Invoice Number: 61223	Amount:	138.24
Description:		Invoice Date: 06/01/2023	Due Date: 06/30/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13369	Check Date: 06/12/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4331 0 000	PIZZA WITH PRINCIPAL		38.92		N
05 3200 610 000 4070 0 000	SNACKS GIRLS ON THE RUN		99.32		N
					In Full
Vendor ID: ESU71	EDUCATIONAL SERVICE UNIT #7	PO Number:	Invoice Number: 61523	Amount:	1,011.56
Description:		Invoice Date: 05/31/2023	Due Date: 06/30/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13375	Check Date: 06/15/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4180 0 000	BOOK IT CERTIFICATES		20.35		N
05 3200 610 000 4010 0 000	POSTERS, ACTIVITIES BANQUET		969.11		N
05 3200 610 000 4080 0 000	INVITES FOR PROM 2023		22.10		N
					In Full
Vendor ID: HYVEE	HY VEE	PO Number:	Invoice Number: 60523	Amount:	166.03
Description:		Invoice Date: 06/01/2023	Due Date: 06/30/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13366	Check Date: 06/05/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4230 0 000	PLANT FOR FUNERAL		53.50		N
05 3200 610 000 4018 0 000	DONUTS FOR COACHES TRACK INVITE		112.53		N
					In Full
Vendor ID: MEDCO	MEDCO SPORTS MEDICINE	PO Number:	Invoice Number: 96419839	Amount:	29.37
Description:		Invoice Date: 05/23/2023	Due Date: 06/23/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13371	Check Date: 06/12/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4010 0 000	BENZOIN TINCTURE		29.37		N
					In Full
Vendor ID: NECOAC	NE COACHES ASSOCIATION	PO Number:	Invoice Number: 61223	Amount:	885.00
Description:		Invoice Date: 06/01/2023	Due Date: 06/07/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13370	Check Date: 06/12/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 890 000 4010 0 000	COACHES CLINIC ENTRY FEE		885.00		N
					In Full
Vendor ID: NSAA	NE SCHOOL ACTIVITY ASSOCIATION	PO Number:	Invoice Number: 62123	Amount:	1,490.00
Description:		Invoice Date: 06/16/2023	Due Date: 06/30/2023	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 13376	Check Date: 06/21/2023	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
					In Full

Invoice Listing - Detail

05 3200 890 000 4010 0 000 NE COACHES ASSOCIATION MEMBERSHIP FEES 1,490.00 N

Vendor ID: OFFTHEWALL OFF THE WALL GRAPHICS & PRINTING PO Number: Invoice Number: 62923 Amount: 576.50

Description: Invoice Date: 06/27/2023 Due Date: 07/20/2023 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13377 Check Date: 06/29/2023

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4011 0 000	FOOTBALL PRACTICE JERSEYS		576.50		N	

Vendor ID: PINNACLEOM PINNACLE BANK PO Number: Invoice Number: 61423 Amount: 3,621.44

Description: Invoice Date: 06/01/2023 Due Date: 06/30/2023 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13374 Check Date: 06/14/2023

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4011 0 000	FOOTBALL KNEE PADS		268.23		N	
05 3200 610 000 4011 0 000	FOOTBALL WITH LOGO		534.79		N	
05 3200 610 000 4130 0 000	SHIRTS, TIE DYE KIT,		272.12		N	
05 3200 610 000 4015 0 000	GOLF BALLS		380.89		N	
05 3200 610 000 4050 0 000	GRADUATION FLOWERS		190.03		N	
05 3200 610 000 4010 0 000	COACHES AND SPONSORS SHIRTS		764.09		N	
05 3200 580 000 4018 0 000	HOTEL FOR STATE TRACK AND FIELD		1,014.00		N	
05 3200 610 000 4120 0 000	PLANTS		50.77		N	
05 3200 610 000 4210 0 000	GOOGLE TV		77.00		N	
05 3200 610 000 4230 0 000	SUPPLIES FOR TEACHERS ROOM		69.52		N	

Vendor ID: SHELBYLUM SHELBY LUMBER CO. PO Number: Invoice Number: 61423 Amount: 155.92

Description: Invoice Date: 06/01/2023 Due Date: 06/30/2023 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13372 Check Date: 06/14/2023

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4160 0 000	PAINT		47.99		N	
05 3200 610 000 4280 0 000	PAINT, BRUSHES		107.93		N	

Vendor ID: SIDELINE SIDELINE POWER PO Number: Invoice Number: 9769 Amount: 475.00

Description: Invoice Date: 05/24/2023 Due Date: 06/23/2023 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13373 Check Date: 06/14/2023

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4010 0 000	END ZONE SYSTEM SERVICE, 2 BATTERY PACK		475.00		N	

Batch 1099 Total:	0.00	Batch Total:	8,709.68
Report 1099 Total:	0.00	Report Total:	8,709.68



SUPERINTENDENT REPORT

JUNE 19TH, 2023



NASB Events

- 2023 Area Membership Meetings (York on August 24th)
- Labor Relations Conference (Lincoln on October 4th-5th)
- New Board Member Workshop (Kearney on November 1st)
- State Education Conference (Omaha on November 15th-17th)



Tejkl update for July:

- Handbooks completed by principals and athletic director
- Multiple zoom meetings with Bryce Wilson from NDE accounting department
- Meeting with Michelle Cartwright on July 12th to start on SRC's budget planning



NDE Update:

- The next regular meeting of the State Board of Education will be held Friday, August 4, 2023, at 9 a.m.



Maintenance / Projects

- [Maintenance Report](#)



Expenses for the month

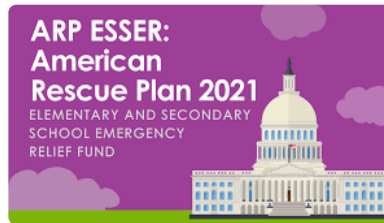
- Final Staff Orders
- Resurfacing of Floors



Latest on the legislation floor (nothing new from last BOE meeting)

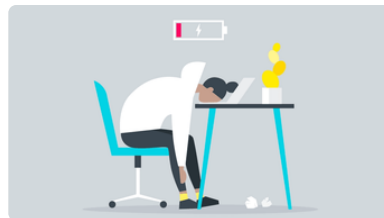
- [2023 Session, Legal Implications](#) that took place on Monday
 - LB 298 - report any dyslexia to NDE; Dress code / grooming to be approved by BOE with guidance from NDE by July 1st, 2025.
 - LB 414 - Option students must be denied with a letter and guardian/parent contact (we do this). Will have to declare class size and caseload.
 - LB 372 - Any homeschool student can take a part-time class (5 credits) and is eligible for activities

- LB 585 - Requires behavioral and mental health training (emphasis on suicides) for at least an hour. We do this.
- LB 201 - Graduation requirements include filling out FAFSA
- LB 805 - Any youth organizations can present to the student body as long as it is during non-instructional hours.
- LB 632 - Prohibits an elementary school from suspending a student in PK-2nd grade.
- LB 705 - ESU must provide annual behavioral awareness training and a teacher support system



ESSER I

Officially closed.



ESSER II Update

- Funds Reimbursed = 49,610
- Funds Reimbursed = 103,841 (**in last month**)
- Funds Remaining = 47,156 (spent and is the next in line for reimbursement)



ESSER III

Following items to being purchases with funds:

- MS/HS seating
- Mobile Desks
- Curriculum
- Computers for Mrs. Kravig's room
- IPADS for elementary

Financial Update:

- **70%** of the budget spent; **83%** of the fiscal year completed. **17%** of year remaining and **30%** of budget unspent.
- Through May 2023, we have spent **(\$5,158,252)**. At this point in 2022 **(4,898,767.26)** and in 2021 **(\$4,665,698.75)** had been spent
- The current cash balance in the General Fund is **(\$2,502,487.44)** . In 2022 at this time, the balance was **(\$3,054,417.75)** and in 2021, the balance was **(\$3,206,942.52)**

What is coming up?

July.

- East and West Gyms Refinished (5th-26th)
- SRC Vball Camp (11th - 13th)
- SRC Youth Football Camp for K-6 (24th - 27th)
- SRC JH/HS Football Camp (10th, 11th, 13th, 14th, 17th)
- SRC Golf Camp (17th, 31st)
- NCA Coaches Clinic (25th - 27th)

August

- 5th - Booster Club Steak Fry
- 11th - First day back with Staff
- 14th - MS/HS Open House
- 15th - Elementary Open House
- 16th - First day with Students [K-12] (1:25 dismissal)
- 21st - First day of PK

Board Evaluation Standards:



Shelby-Rising City Public Schools
Innovation, Integrity, Accountability, & Service

Standard I: Mission, Vision, & Goals

- Continuous Improvement wrapping up in Year 2. Surveys given to students and staff with CIP team then breaking down the top priorities. With those



Standard III: Budget Planning & Management

top priorities, we will be asking each grade level to elaborate, in their point of view, how we can improve as a staff/school.

- MAP and NSCAS data will be collected over the next month and evaluated by our data team. Schoolzilla will also help with the data collection.
- Addressing possible barriers moving forward as in big numbers in MS/HS which may require an additional teacher or two.
- Aligning new evaluation tool for staff

Standard II: Policy

- Monthly policy review or updates when necessary during BOE meetings.
- Access to all public material is viewable via website.
- Handbooks will be evaluated during the end of May and into June by Administration team with insight given from staff/board.
- Curriculum had a deep dive this past April PD day with staff as we reviewed our priority standards.
- Updates rolled out from Legislation during June's Board Meeting

- I have been in contact with Michelle Cartwright of NDE and will be working with her via zoom and live sessions through this summer to update budget and make a seemly transition from FNBO to NDE help with budget.
- Budget for staff was given and COOP/EAKES orders are coming in.
- ESSERS is back on track with refunds coming in for May with ESSER II being officially wrapped up by the end of May.
- Working with Carl and Michelle on Budget update as I prepare for Board Retreat and presentation.



Standard IV: Educational Leadership

- Student Board Advisory has been a great group and look forward to next year establishing this right away in August.
- Students have had a great say with their learning with the past questions that have come from our CIP team.
- Title 1 night was a great success for our families! (apologies for my kids running around the entire time.)
- DOK was a great PD for us



Standard V: Organizational & Cultural Leadership

- Emphasis on this summer on how we can continue to become a more cohesive group in 23-24 (example were the appreciation comments, letters to selves, etc.)
- EOP plan aligns with the responsive district crisis and safety plans
- Recruiting and Hiring has been a positive this year. We continue to learn on why some may choose to



Standard VI: Community Relations

- Many activities going on but making a conscious effort to coordinate with our admin team to get to all when we can (calendar created for organization between us). Personally try to attend as many events that are possible.
- Track meets have been fun to attend (hot and windy so far), was part of FFA Officer Interviews, looking forward to Spring Play, Prom (late after Cohen's Bday but will be there), our track meet, music concerts and graduations!

standards (shout out to Ms. Thompson for the organization)!

- Our selection of classes gives many choices and offers many career and ready opportunities.
- New Evaluation tool for our staff will be submitted to the state (end of the month is the goal).
- Many items provided for our staff and students that align our curriculum and assessments to support student success (HAL/STEAM/Sensory Room/IXL)

improve our school to keep teachers here.

- PBiS and policy have been effective for conflict resolution.
- Will continue to look into supporting the health and well-being of staff and students by taking in opinions, thoughts and active listening. Our ESU has been a great help with this as well.
- We are learning to trust each other when it comes to communication. As I told the MS/HS staff, it is easy to say to come to me but when I have the "boss" label, we can assume that I will use that later against. Not the case but we still continue to grow together.
- Cy Wakeman presentation
- Administration Days
- SchoolMasters Conference

- Continuing to build relationships with students but feel I have feel short this last semester but still in hallways and calling all by name.
- I'm continuing to build a positive relationship with parents and community members by getting out to more events outside of "school" events.
- FFA Progress Show
- Farmers Market



Standard VII: Professional Leadership

- Many conversations have occurred throughout the year that have been challenging yet have been good to have. Continuing to follow policy/handbook when making decisions. Our staff continues to grow together in my short time here.



Other:

Standard VIII: Board Relations

- Looking to continue to grow board relationships at events outside of "school related" events. However, still enjoy talks

- PD opportunities have included NCSA admin days, ESU 7 Superintendent Meetings, Region 1 Superintendent Meetings, NASBO conference (this week), and NCSA extras like Legislative Day.
- Evaluation process will continue to develop for myself, principals, activities director, counselors and classified staff.
- ESU 7 continues to provide support on evidence-based practices for teaching and learning and seeks to develop others in this area.
- during those events as well.
- Weekly newsletter to public
- Biweekly updates to board members on happens in the school (give or take on events)!
- Emails detailing of what discussions are coming up for board meetings to be prepared as much as we can.
- Will continue to be more involved with legislation. Have been part of zoom conferences with Senator Hughes of our district bi-weekly.

Shelby-Rising City Public Schools
Innovation, Integrity, Accountability, & Service

JUST OVER 400 STUDENTS!!!

Average Class Size 15.8

Public Weight Room and Community Library

Starring our Extracurricular Activities:
 Speech, One Act, Band, Choir, Dance Team,
 Cheerleading, Softball, Wrestling, Golf,
 Student Council, Volleyball, Basketball,
 Football, SRC-Club, FBLA, FFA,
 National Honor Society
 Unified Bowling, Track, Quiz Bowl

Days Worked: 3 (July 10th)



Tucker Tejkl

Tucker is using Smore to create beautiful newsletters



Shelby-Rising City Public Schools

A Safe Return Plan

2023-2024



Shelby-Rising City Public Schools

650 North Walnut Street

Shelby, NE 68662

Phone 402-527-5946

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Section I: A Safe Return Plan

General Information (Pursuant to the Federal American Rescue Plan)

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021, Public Law. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 pandemic. The ARP Act requires each school district that receives ARP ESSER funds to develop and make publicly available on the school district's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction, and continuity of services for all schools (Safe Return Plan). The ARP Act further requires that the district seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. A school district must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

***Please Note:** The district plans to operate in a traditional learning environment during the 2021-2022 school year unless there is a state or federal mandate that requires school districts to implement the protocols listed below or if there is a COVID-19 outbreak (10% or more of the student/staff population testing positive for COVID-19 or 50 individuals total). If a COVID-19 outbreak were to occur, the district would look to implement some or all of the safety protocols listed below for a short timeframe (1 to 10 consecutive days that school is in session).*

Universal & Correct Wearing of Masks

Actions occurring during a COVID-19 outbreak: The district will look to implement universal wearing of masks for all students in grades K-12 for a short timeframe including in school vehicles, during class, during passing periods, in lunch lines, and during any other times that social distancing is not possible. Exceptions may be made only as required by law, such as based upon the decisions of a student's IEP or 504 teams, or as otherwise necessary such as while eating or drinking.

Masks must be worn over both the nose and mouth at all times, and students and staff will be instructed not to touch the outside of the mask as well as how to safely and effectively put on and take off the mask. School staff shall model correct and consistent mask use. Students who refuse to wear masks will face consequences consistent with the district's student discipline policies. Parents may provide an approved face covering for their children, but the district will have them available at no cost to the student.

Staff may also be required to wear approved masks when not teaching, and to the extent possible when teaching. Special circumstances may constitute not wearing a mask during the school day. Students will also be required to wear masks on school buses.

Modifying Facilities to Allow for Physical Distancing (e.g., Cohorts or Podding)

Actions occurring during a COVID-19 outbreak: Physical distancing will be maximized to the greatest extent possible and with a goal of achieving 3 feet of distance between students while seated in classrooms. If 3 feet of physical distancing is not possible, in some circumstances, students may be assigned to cohort groups to minimize interaction with students in other groups (e.g., Students may be assigned seats during lunch or assigned to play groups during recess). In large classroom environments, students may be required to maintain 6 feet of distance from one another if possible. Large group assemblies and unnecessary trips will be eliminated in the event of an outbreak. Students will be spaced as far apart as possible in school vehicles or buses with ideally one student assigned per row. Windows may be opened, if safe and weather permitting, to improve circulation of fresh air. Students may be required to enter their school buildings through an assigned door and stay in an assigned area after school to reduce interaction and possible transmission.

Handwashing & Respiratory Etiquette

Actions occurring during a COVID-19 outbreak:

Elementary School (PK-5):

Students will be required to wash their hands 3-4 times a day. Each self-contained classroom teacher will set up a time in the morning and a time in the afternoon for their class to wash their hands. Students will also wash their hands before lunch every day.

Middle & High School (6-12):

Students will be required to wash their hands 3-4 times a day. Each class will take five minutes during second period to wash hands and a schedule will be set up by each second period teacher. Students will wash their hands on their way to get their lunches. Each class will take five minutes to wash hands during seventh period and a schedule will be set up by each seventh period teacher.

In addition, the district will post signage about frequent hand washing, cough etiquette, and nose blowing. Signage will be widely posted, disseminated, and encouraged through various methods of communication.

Cleaning & Maintaining Healthy Facilities (Including Improving Ventilation)

Actions occurring during a COVID-19 outbreak: The following essential actions will be taken to ensure that the facilities are safe for students and staff to inhabit. The district will:

- Change air filters regularly.
- Distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transition between classrooms (Pending availability).
- Post signage about frequent hand washing, cough etiquette, and nose blowing. Signage will be widely posted, disseminated, and encouraged through various methods of communication.

- Follow guidance from the CDC when performing all cleaning related duties.

Contact Tracing (Isolation & Quarantine)

The district will follow the contact tracing (Isolation & Quarantine) guidelines from both the CDC and Public Health Solutions during the 2021-2022 school year and the district will comply with all privacy laws. An internal tracking document has been created to record the dates, medical orders, and isolation or quarantine requirements for students and staff across the district. This document is accessible only to authorized district personnel and our local public health department. Our local public health department will be contacted when the district becomes aware of a potential exposure requiring their assistance in contact tracing, and the district will assist the department in contacting close contacts. The district will use its website to publish the most current health department recommendations concerning quarantine and isolation.

Students and staff who show symptoms of COVID will be encouraged to stay home. Those symptoms will be communicated to students, their families, and staff using the district's website, social media platforms, and communications system. Sick leave policies and practices may need to be modified during an outbreak to accommodate this expectation. Available substitute teachers will be identified and principals will assist in developing staffing plans to cover the classrooms of quarantined or isolated staff members.

Diagnostic & Screening Testing

Actions occurring during a COVID-19 outbreak: The district shall refer students and staff having COVID symptoms to local diagnostic testing locations. If diagnostic or screening testing is recommended and becomes available in schools, the district will make its facilities available to students and staff who provide informed consent. Rate of community transmission will be monitored to determine whether asymptomatic screening is warranted through temperature checks or other means as directed from the local health officials.

Efforts to Provide Vaccinations to School Communities

The district will continue to work collaboratively with our local public health department, local medical providers, and community leaders to promote and disseminate information on vaccinations to students, staff, and the community at large. The district will allow Public Health Solutions to use our facilities to provide free vaccinations to all eligible students and patrons in our community.

Accommodations for Children with Disabilities

Students qualifying for extra support through an IEP or through a 504 plan will continue to receive services and support according to their plans throughout the 2021-2022 school year. Accommodations, modifications, and related services will be provided as outlined in a student's plan during in-person learning.

Coordination with State & Local Health Officials

District personnel will continue to participate in weekly information-sharing sessions with local health care providers, public health department personnel, and other ESU 5 school district leaders. In addition, District administrators will continue to participate in regular Nebraska Department of Education and governor briefings.

Continuity of Services

The district has invested in iPads/laptops/Chromebooks for all PK-12 students and provided our teachers with remote learning trainings to ensure continuity of instruction will still occur should in-person learning not be possible due to a COVID-19 outbreak. In addition, students will continue to be provided accommodations as stated in their IEP or 504 plans during remote learning. Parent input will be sought to develop a plan for the provision of remote IEP services and student progress will be reviewed by the student's team when in-person learning resumes.

The district is continuing to implement a PK-6 social and emotional learning curriculum during the 2022-2023 school year called Second Step. In the event of a COVID-19 outbreak, regular communication, using all available modalities, with students will be required of administrators and teachers to ensure the safety, academic engagement, and wellness of students. If in-person instruction is not possible, breakfasts and lunches may be provided to students through a USDA approved system. School counselors and mental health support staff will be available online by appointment for any students or staff in need of assistance.

Closures

The district would like to personally thank all Shelby-Rising City staff members, students, and parents for your dedication and efforts during the 2020-2021 school year. Everyone worked tirelessly to ensure that students were being educated in-person again during a global pandemic. The district has appreciated everyone's flexibility and patience. We all know that there will be some uncertainty of what lies ahead this school year regarding the COVID-19 pandemic, but the district's plan is to operate in a more traditional learning environment during the 2021-2022 school year.

Please Note: The district's A Safe Return Plan may change as new guidance becomes available from the Nebraska Department of Education, the CDC, and other state or local public health agencies.

Shelby-Rising City High School



Course Descriptions 2023-2024

The Shelby - Rising City Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding non-discrimination policies.

Tucker Tejkl, Superintendent
650 N. Walnut
Shelby, NE 68662
402-527-5946

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GRADUATION REQUIREMENTS

The Shelby-Rising City Public School Board of Education has set the following graduation requirements for the upcoming school year. The classes listed under each category will be required for graduating classes of 2020 and beyond.

English -- 45 credits to include:

- Speech (5 credits)
- English 9 (10 credits)
- English 10 (10 credits)
- English 11 (10 credits)
- English 12 Composition, English 12 Literature, Contemporary Novels, Applied Communications or other English Approved Courses (10 credits)

Social Science -- 30 credits to include:

- World History (10 credits)
- American History (10 credits)
- Civics (10 credits)

Mathematics -- 30 credits to include:

- Algebra I or Intro to Algebra (10 credits)
- Geometry (10 credits)
- Other Math Approved Courses (10 credits)

Science -- 30 credits to include:

- Physical Science (10 credits)
- Biology (10 credits)
- Chemistry (10 credits)

Visual and/or Performing Arts -- 10 credits

Career Education -- 20 credits for Classes through 2026, 25 credits for the Class of 2027 and beyond to include:

- Personal Finance (5 credits)
- IT Fundamentals (5 credits) beginning with the Class of 2027
- Other Approved Career Education Courses (15 credits)

P.E. and/or Health -- 10 credits

Electives -- 95 credits for Classes through 2026, 90 credits for the Class of 2027 and beyond Senior Service Project

In order to graduate, students must have 8 semesters of secondary attendance and be classified as a senior at the beginning of the school year in which the student wishes to graduate.

Refer to the secondary handbook for more details regarding graduation.

Schedule Changes:

Changes that need to be made in schedules can occur prior to the start of the school year and be made as late as the **end of the fifth day of the semester**. Students who make changes in their schedule after school starts may, at the teacher's discretion, have to make up the new course work. Notification of changes must be given to the teacher of the dropped class, the new class, and either the high school principal or school counselor. The changes may also need to have parental approval. Second semester changes will be reviewed in the same manner as first semester changes.

Students will be encouraged to stay in classes - particularly year long classes. Factors taken into consideration to withdraw will include out of level placement, or incorrect level of difficulty. Other extenuating circumstances might include court related situations, medical conditions, or a clinically diagnosed psychiatric condition.

*Students, who request a change of schedule and are **denied**, may be asked to take the following steps to better insure their success:*

1. Plan of remedial academic action developed by the student, counselor, and teacher.
2. The student set a conference with the teacher to discuss the problem.
3. The student makes arrangements with the teacher to get extra help.

University of Nebraska Admission Requirements:

Category	Units	University-Wide Requirements
English	4 units	All units must include intensive reading and writing experiences.
Math	3 units	Algebra I, Geometry, & Algebra II
Social Studies	3 units	American or World History & one additional unit of history, American government or geography.
Natural Science	3 units	2 units selected from biology, chemistry, physics, or earth science. One of which includes lab instruction.
Foreign Language	2 units	Both units must be in the same language.
Additional Academic Req's	1 unit	UNK – chosen from any academic discipline UNL – Math: one additional unit that builds on algebra UNO – chosen from any academic discipline
Class Rank or ACT/SAT		For assured admission you must also graduate in the upper half of your class or have an ACT composite score of 20 or higher, or an SAT combined score of 950. *Test optional schools are referencing admissions only. Students applying for scholarships need to submit test scores.
Notes:		1 unit = 1 year of high school instruction

Please note that each college may have a unique set of requirements. Make sure to check with the college you are thinking of attending to find out their specific requirements.

Early College/Career Pathway Opportunities
(in partnership with Central Community College)

Students availing themselves of the Early Entry option will be able to take online college courses through a Career Pathway period without the need to leave the building. Several opportunities are available for Juniors and Seniors to take courses involved in a Career Pathway or that will apply to their chosen area of study beyond high school. Every attempt will be made for students to take courses with a dually certified (high school AND college certified) instructor but cannot be guaranteed. Options will be covered at the time of registration.

Students enrolling in classes through CCC must work through the counseling office. **CCC will need qualifying Assessment scores on file before processing your enrollment. ACT scores are best sent from ACT - please choose this as one of your options when registering for the ACT.**

Students participating in this program are responsible for all of their own expenses for college classes. They will receive college and/or high school credit upon successful completion of the classes. To take part in this option you will need to work through the School Counselor. Students enrolled in a CCC class must follow the college's established dates for dropping courses.

Students taking college classes will follow the CCC calendar. This may include expectations/deadlines or due dates while Shelby-Rising City Public School is not in session.

CRITERIA FOR ENROLLMENT:

Students of Shelby-Rising City Public Schools must meet the following requirements to participate in this program:

1. Students must be in "good academic standing" and be a Junior or Senior
2. Students must meet the MAP and/or ACT scores for the chosen class (these are set by the college).
IT IS MOST ADVANTAGEOUS TO HAVE YOUR ACT SCORES SENT TO CCC
DIRECTLY FROM ACT
3. Students must have approval of the School Counselor and/or the High School Principal.

ENGLISH / LANGUAGE ARTS
(45 Credits Required for Graduation)

ENGLISH 9 (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

This course is designed to give students experience in reading and analyzing a variety of literary genres. Students will compare and contrast literature selections for style, theme, and context. Also included in course work are vocabulary lessons, review of basic grammar rules, and writing for different audiences.

ENGLISH 10 GEN (Grades 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

This course is designed to give students experience in reading and analyzing a variety of literary genres in World Literature. Students learn to write essays in 5 paragraph format and to write a research paper in MLA format. Also included in course work are vocabulary lessons utilizing grade level vocabulary and enhancing vocabulary skills and comprehension, review of basic grammar rules and writing, note taking, technical writing incorporating grammar techniques, and writing for different audiences such as comparison/contrast, persuasive/argumentative, research.

ENGLISH 10 CP (Grades 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: With teacher approval or with signed Parent Waiver

This course will focus on the evaluation of various types of literature, including novels, short stories, poetry, etc. in the literary genre of World Literature. Students will be expected to examine what they have read through discussion and academic writing. This course will also focus on good academic writing. Students will look at all aspects of a strong paper, from the foundations of thought and organization to the production of a grammatically correct, critical paper. Students will have practice on all different types of academic writing as well – persuasive, narrative, creative, research, etc. Vocabulary skills will also be integrated into the course’s study.

ENGLISH 11 GEN (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: None.

This course provides students with a survey of important literary periods and works from American Literature – including short stories, essays, poetry, biographies, historical documents, etc. The literature studies will emphasize comprehension and interpretation of literature. Additionally, emphasis will be placed on writing skills, particularly technical writing. Vocabulary skills will also be integrated into the course’s study.

ENGLISH 11 CP (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: With teacher approval or with signed Parent Waiver

This course provides students with a survey of important literary periods and works from American Literature. Students study key literary terms and concepts along with the literature unit and novel studies. Additionally, students will perform a variety of writing tasks including but not limited to literary analysis, personal reflection, persuasion, and argument. Vocabulary skills will also be integrated into the course’s study.

APPLIED COMMUNICATION (Grade 12) **10 Credits (2 semesters)**

PREREQUISITES: With teacher approval

This course is designed for students who are entering the workforce after graduation. This course emphasizes the development of effective speaking, reading, writing and listening skills. Application of these skills is stressed in letter, memo, email and resume writing. Brief oral situations/opportunities are given to the students to improve their speaking, listening and presentational skills for the workforce and life beyond graduation. Units of study include soft skills needed for the workplace, time management, effective communication and conflict resolution, cultural awareness in the workplace, writing your resume and cover letter, email etiquette and writing and speaking to persuade.

ENGLISH 12 COMPOSITION (Grade 12) 5 Credits (1 Semester)

PREREQUISITES: English 11CP or teacher permission

This course is a semester long and provides students with a general introduction to the principles of writing with emphasis on the writing process, thesis, context, purpose and audience. Students will write in a variety of manners, including narrative, persuasive, and expository. Vocabulary skills will also be integrated into the course's study.

ENGLISH 12 INTRO TO BRITISH LITERATURE (Grade 12) 5 Credits (1 Semester)

PREREQUISITES: English 11CP or teacher permission

This course is a semester long and provides students with a survey of British Literature. The literature is chronologically divided into historical literary periods, beginning with the Anglo-Saxon Period and ending with Twentieth Century Period literature. Attention is given to some theme-oriented poetry, short stories, essays, non-fiction, and full-length literary works. Literary devices, content, style, and cultural diversity are studied. Vocabulary skills are also integrated into the semester's study. Emphasis is placed on the development of critical and analytical thinking skills through discussion and some compositions.

SPEECH (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None **This course is REQUIRED for graduation*

Speech is a performance-based course designed to help students improve their speaking skills. Students will be introduced to both the theory and practice of oral communication in various public speaking situations. The goals are to develop a positive attitude toward public speaking, to develop critical listening skills, and to develop skills in dealing with various communication situations. Students will learn fundamental principles of public speaking, developing the creative capacity to create prepared and extemporaneous speeches.

ADVANCED SPEECH (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: Successful completion of Speech or participation on the Speech team

Advanced Speech is a performance-based course designed to help students improve their speaking. This course will provide an introduction to the theory and practice of oral communication by applying the NSAA guidelines of competitive speech. The course will focus on learning fundamental principles, generalizations, and theories associated with competitive speech, while developing the creative capacity to create/prepare Informative, Persuasive, Extemporaneous, Humorous, Serious, Poetry, Entertainment, OI, and Duet speeches.

CONTEMPORARY NOVELS (Grades 11-12) 10 Credits (2 Semesters)

PREREQUISITES: With teacher approval or with signed Parent Waiver

This course provides students with the opportunity to experience current issues through contemporary fiction and non-fiction. Through analysis of novels (fiction and nonfiction) students will examine the relevance of the literature to their experience. While reading high-interest literature, students will employ various techniques for discussing, evaluating, and writing about literature.

JOURNALISM I (Grades 9-12) 10 Credits (2 Semesters)

PREREQUISITES: None

This course is designed to introduce students to the field of journalism. Students will learn about journalistic writing style, editing, reporting, and interviewing. Students will develop time management and organizational skills in order to meet deadlines. Students will develop an understanding of photography and journalistic layout/design. Students will be expected to attend activities to enhance photography and reporting skills. This class counts as elective credit.

MATHEMATICS
(30 Credits Required for Graduation)

INTRODUCTION TO ALGEBRA I (Grade 9) **10 Credits (2 Semesters)**

PREREQUISITES: Teacher Recommendation

**This course is designed to be a 2 year course - this being year one.*

Intro to Algebra is a class that will focus on the basic elements of Algebra. Topics will include, but are not limited to simplifying numerical and polynomial expressions, solving equations, solving systems of equations, graphing equations, and applications.

**This Math sequence will make admission to UNL difficult as they require 4 years of Math.*

INTRODUCTION TO ALGEBRA/GEOMETRY II (Grade 10) **10 Credits (2 Semesters)**

PREREQUISITES: Successful completion of Intro to Algebra I or Teacher Recommendation

**This course is the second year of a 2 year course.*

Intro to Algebra/Geometry is a class that will focus on the basic elements of Geometry and Algebra. Topics will include, but are not limited to triangles, polygons, right triangles, circles, area, surface area, volume and similarity. In addition, algebra concepts will be completed from the previous course and reinforced throughout this course.

**This Math sequence will make admission to UNL difficult as they require 4 years of Math.*

ALGEBRA I (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: Successful completion of Pre-Algebra or with signed Parent Waiver

Algebra I is a course designed for students in high school. It is considered a college prep course, although it has many useful real world applications. Concepts taught include, but are not limited to: solving equations and inequalities, polynomials, graphing, roots of numbers, percents, systems of equations, and applications of these concepts.

BUSINESS MATH (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: Teacher Recommendation

This course will reinforce real-world applications of business math. Topics include foundation mathematical principles for business math calculations, banking, percents and applications, discounts, markups/markdowns, payroll, interest, annuities/sinking funds, inventory/overhead, loans, taxes, insurance, and business statistics.

**This Math sequence will make admission to UNL difficult as they require 4 years of Math Algebra I and higher.*

GEOMETRY (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: Successful completion of Algebra I or with signed Parent Waiver

Geometry is considered a college prep course, although it has many useful real world applications. Concepts taught include, but are not limited to: patterns, constructions, relationships between and within plane figures, area and perimeter of plane figures, surface area and volume of three-dimensional figures, proportion, and applications of these concepts.

ALGEBRA II (Grades 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: Successful completion of Geometry or with signed Parent Waiver

Algebra 2 is considered a college prep course, although it has many useful real world applications. Concepts taught include, but are not limited to: solving equations and inequalities, quadratics, graphing, complex numbers, functions, systems of equations and inequalities, logarithms, trigonometry, probability, statistics, and applications of these concepts.

TECHNICAL MATH (Grades 11-12) 10 Credits (2 Semesters)

PREREQUISITES: Successful completion of Algebra II or Math Essentials

This course provides the math skills required in career/technical fields. The course includes a review of arithmetic operations, exponents, algebraic operations, and right triangle trigonometry with emphasis placed applications.

**This course may be taken for college credit - MATH 1020*

PRECALCULUS with TRIGONOMETRY (Grades 11-12) 10 Credits (2 Semesters)

PREREQUISITES: Successful completion of Algebra II (B or better) or with signed Parent Waiver

This course is intended to prepare students to take Calculus. The course covers linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. In addition, derivatives will be introduced. Functions will be analyzed using a variety of methods, including a graphing calculator. Appropriate applications will be included.

**This course may be taken for college credit - MATH 1410*

COLLEGE ALGEBRA (Grades 11-12) 10 Credits (2 Semesters)

PREREQUISITES: Successful completion of Algebra II or with signed Parent Waiver

This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs, inequalities, and linear, quadratic, piecewise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

**This course may be taken for college credit - MATH 1150*

CALCULUS (Grade 12) 10 Credits (2 Semesters)

PREREQUISITES: Successful completion of PreCalculus or with signed Parent Waiver

Calculus is the mathematical study of change. This course is used to describe motion and it has multiple applications in mathematics, physics, engineering and other sciences. This class will study two major concepts and their applications: the derivative and the integral. Students will need a solid foundation in algebra and geometry as well as PreCalculus with trigonometry.

**This course may be taken for college credit - MATH 1600*

SOCIAL SCIENCES
(30 Credits Required for Graduation)

WORLD HISTORY (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

World History offers an in-depth look at the history of the world starting with the rise of civilizations. The course moves through the rise and development of civilizations to the emergence of the modern world, focusing on topics such as the Renaissance and Reformation and various empires and their expansion. The course also covers the Age of Revolution focusing on the scientific revolution, the English and American revolutions, and the French Revolution. The course concludes by explaining the impact of industry and nationalism in our world and the various conflicts we have been involved in, including: WWI, WWII, The Cold War, and current problems with the Middle East.

AMERICAN HISTORY (Grade 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

Modern American History offers an overview of the rise of industry. It offers an in-depth look at the events that led to World War I, the Great Depression, World War II, The Cold War, the struggle for civil rights, the Vietnam War, and the reinvention of government toward the end of the 20th century. The classroom textbooks will be utilized for instruction. In addition, the Internet will also be used as a resource for information about the topics we will be covering. Students will be encouraged to use outside resources to help them with various classroom projects.

CIVICS (Grades 12) **10 Credits (2 Semesters)**

PREREQUISITES: None

The course focuses on the United States' founding principles and beliefs. Students will study the structure, functions, and powers of government at the national, state, and local levels. Students will explore the purpose of government and will examine how various governments meet the needs of the people. Students will examine the duties, responsibilities, and individual roles of citizens in a democracy, as well as prepare them to become contributing members of American society.

***Juniors considering Mid-term graduation would be eligible to take during the second semester.**

PSYCHOLOGY (Grades 10-12) **5 Credits (1 Semester)**

PREREQUISITES: None - Prefer to have juniors and seniors due to the nature of some topics.

The course provides an introduction to the study of Psychology. Psychology is the scientific study of behavior that is tested through scientific research. Students will study the various approaches to psychology, the life span from the viewpoint of a psychologist, the workings of the mind and the body and our learning and cognitive processes. Students will examine personality and individuality, psychological disorders and treatment for disorders. They will also briefly learn about social psychology. This class counts as elective credit.

SOCIOLOGY (Grades 10-12) **5 Credits (1 Semester)**

PREREQUISITES: None - Prefer to have juniors and seniors due to the nature of some topics.

The course provides an introduction to the study of Sociology. Sociology is the scientific study of social structure. Students will examine sociological research methods. They will develop an understanding of society from the sociological viewpoint. Students will examine culture and social structures, social inequality, social institutions, and social change. This class counts as elective credit.

CURRENT EVENTS (Grades 10-12) **5 Credits (1 Semester)**

PREREQUISITES: None - Prefer to have juniors and seniors due to the nature of some topics.

Current Events will focus on the news. The class will revolve around class discussion, news clips, and newspaper/Internet articles. Students will examine these things to gain a better understanding of the world that they are living in and will gain an understanding and appreciation of the media industry and the impact it has on our lives. Students will discuss current issues that are going on in the world around them. They will be expected to be knowledgeable about topics in the news and will relate their opinions about these topics. This class counts as elective credit.

NATURAL SCIENCES
(30 Credits Required for Graduation)

PHYSICAL SCIENCE (Grade 9) **10 Credits (2 Semesters)**

PREREQUISITES: None

Physical Science is typically taken as a freshman and will include components of physics and earth science. Physical Science covers topics of forces and motion (nature of field forces and their interactions with matter); energy (energy systems relating to the conservation and interaction of energy and matter); and components of earth science. The course uses a simple algebraic approach and incorporates lab based activities. A graphing calculator is not necessary but a calculator with scientific functions is required.

BIOLOGY (Grade 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

Biology is typically taken as a sophomore. The topics of study include: structure and function of living systems; cellular processes; basic genetics; flow of matter and energy in ecosystems; evolutionary history; and biodiversity. This course combines scientific inquiry with technology and the nature of science along with various labs and hands-on activities to investigate the various topics surrounding the life sciences. This course spans an entire year and is a requirement for graduation.

ANATOMY & PHYSIOLOGY I AND II (Grade 11-12) **10 Credits (2 semesters)**

PREREQUISITES: “C+” in Biology, or with signed Parent Waiver.

Anatomy and Physiology is a one-year course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Course content will focus on the skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, and reproductive system. The course is an overview of the body’s structure (anatomy) and function (physiology) which involves laboratory activities, projects, dissections, models, diagrams, journal writings, and clinical studies. The target audience will be Juniors and Seniors interested in careers in health and human sciences. This class counts as elective credit and spans an entire year.

CHEMISTRY GENERAL (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

Chemistry is typically taken as a Junior. The topics of study include: basic matter and its properties, the atomic structure of the atom, the periodic table, chemical formulas, the mole, chemical bonding, chemical reactions, and proportions. The course uses a basic algebraic approach and incorporates lab based activities. Graphing calculators are useful but not necessary. A calculator with scientific functions is required.

CHEMISTRY CP (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: Meet or exceed Pre-ACT Math scores of 19, Science scores of 21 and, successful completion of Algebra II; or obtain permission with a signed Parent Waiver.

Chemistry is an advanced course in the study of physical science with an extensive focus on matter and its properties. This course is typically taken as a junior and the topics addressed are the atomic structure of the atom, the periodic table, chemical formulas, the mole, stoichiometric calculations, chemical bonding, reaction rates, chemical equilibrium, acids, bases, and salts. The course uses an algebraic approach and incorporates lab based activities. Graphing calculators are useful but not necessary. A calculator with scientific functions is required.

PHYSICS (Grades 11-12) 10 Credits (2 Semesters)

PREREQUISITES: “B” or higher in Algebra II or with signed Parent Waiver

Successful completion of Algebra II is required. It is highly recommended for students to be enrolled in a math course beyond Algebra II. Physics is considered a college prep class for any student considering furthering their education beyond high school. Opportunities of inquiry and developing upper level thinking and learning strategies are emphasized. Physics offers an introduction to the principles of motion, waves, optics, and electricity. Emphasis is also placed on showing how physics applies to everyday life. The course uses an algebraic approach, along with geometry concepts and trigonometry functions to investigate the various principles and laws of physics. Lab based activities are incorporated. Computer graphing and on-line textbook materials are utilized. Graphing calculators are useful but not necessary. A calculator with trigonometric functions is necessary. This class counts as elective credit.

FORENSIC SCIENCE (Grades 11-12) 5 Credits (1 Semester)

PREREQUISITES: Successful completion of Biology and Physical Science

Forensic Science is the application of scientific processes (biology, chemistry, physics) to the criminal and civil laws enforced in a criminal justice system. Throughout this course, students would gain knowledge about, but not limited to, ballistics, blood spatter, blood evidence, DNA evidence, fiber analysis, fingerprinting, and crime scene investigation. Students will be taught the proper collection, preservation, and laboratory analysis of various samples. Emphasis shall be placed on the science behind real-life encounters of forensics. This class counts as elective credit.

TOPICS IN SCIENCE (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: None.

Topics in Science is an elective course that provides students the opportunity to delve into science topics within our world that are not typically covered in required courses at Shelby-Rising City. This course is open to all students, grades 9-12, and will explore various topics such as Space Exploration, Extreme Weather Events, Infectious Diseases, STEM, Ethics in Science, Conservation Biology, Climate Change, Genetics, etc. Students taking this course will provide input on which topics they would like to learn from a predetermined list decided upon by the SRC science department.

PHYSICAL EDUCATION & HEALTH
(10 Credits Required for Graduation)

PHYSICAL EDUCATION (Grade 9)

10 Credits (2 Semesters)

PREREQUISITES: None

Students will develop fundamental skills needed for physical activities. Students will be responsible for learning the rules and strategies of individual and team activities such as flag football, soccer, basketball, floor hockey, volleyball, paddle ball, badminton, golf, pickleball, and speedball. Students will also increase their cardiovascular endurance through fast paced activities, weightlifting, and cardiovascular workouts. Students will NOT be CPR certified but could learn the skills necessary to be able to provide CPR if necessary. This class can only be taken once.

WEIGHTS (Grades 10-12)

5 Credits (Each Semester)

PREREQUISITES: Completion of one year of Physical Education and/or Health.

This course introduces the fundamental skills of weight training for personal and sport fitness. Emphasis will be placed on proper technique, training programs, nutrition, and the overall benefit of weight training. Upon completion of the course, students should have a general knowledge of weight training. Be able to demonstrate proper lifting technique. Identify muscles worked during training. Gain knowledge of how weight training can benefit lifetime fitness and understand how proper nutrition aids in the development of physical fitness. This class can be taken only once per semester but can be taken both semesters throughout the year and multiple years.

HEALTH (Grades 9)

5 Credits (1 Semester)

PREREQUISITES: None

This class is designed to help students understand the many aspects of wellness in building good overall health. Students will develop skills needed in confronting difficult situations; understanding preventive health measures, and promoting techniques that will establish a solid personal understanding of achieving overall well being. Potential topics include personal health and injury prevention, nutrition and fitness, and alcohol, tobacco, and drug use/abuse and the structure of the body. Students will NOT be CPR certified but could learn the skills necessary to be able to provide CPR if necessary. This class can only be taken once.

VISUAL AND PERFORMING ARTS
(10 Credits Required for Graduation)

ART I (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

This high school class gives a general knowledge of art for students planning on seeking art at the college level and as a career. It is a two semester course that includes the fundamentals in art, some detailed study of artists and beginning projects in the area of drawing, painting, and ceramics.

ART II (Grades 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: Must complete both semesters of Art I w/ a “B” or higher and teacher approval.

This high school class is a continuation of Art I. It continues the fundamentals in art, some detailed study of artists and more in depth study of drawing, painting and ceramics. The student will be expected to improve his/her ability level and will be graded accordingly.

INDEPENDENT ART (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: Teacher approval

This high school class is for building an art portfolio for college or an art and design school submission. This class will be on a more independent level, with exposure to tools and techniques that require advanced artistic skills. The student will be expected to complete artwork at a level commensurate with their ability. Students will be graded upon work ethic and a submission of artwork at the end of each semester.

BAND (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: Must be able to demonstrate ability to play a band instrument

The high school band is the main instrumental performance ensemble. Included within this organization are the marching band, pep band, concert band, and various solos/small ensembles. The school year is divided into three main seasons, some of which overlap. The year begins with marching band, rehearsing outside when weather permits, for competitions and other performances. Pep band also starts in the fall to prepare for football, volleyball, and basketball seasons. The band will typically perform once a week for home games at football, basketball, and volleyball. Concert season begins in late October and continues through the end of the school year with the addition of solo/small ensemble performances in the spring. Students will also be assessed on musical skills and performance ability and growth throughout the year in addition to in-class performances and assessment. Public performances include various parades, the Veterans Day assembly, a winter concert, district music contest, a spring concert, graduation, and Memorial Day. **Students enrolling in this course are responsible for attending band performances and activities, including those occurring outside of the school day.**

VOCAL MUSIC (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

The high school choir is a performance-based class that focuses on developing vocal techniques and general musicianship skills such as reading notes and rhythms, counting, and pitch matching in order to perform 2-, 3-, and 4-part choral music through rehearsals and performance. Students will be assessed on musical skills and performance ability growth throughout the year in addition to in-class performances and concerts. Students will perform in a variety of settings including a winter concert, spring concert, large ensemble contest, solo/small ensembles, and other performances. **Students enrolling in this course are responsible for attending these performances and activities including those occurring outside of the school day.**

CAREER EDUCATION
(20 Credits Required for Graduation - Classes through 2026)
(25 Credits Required for Graduation - Classes of 2027 and beyond)

DIGITAL MEDIA (Grades 10-12) **5 Credits (1 Semester)**

PREREQUISITES: None

Students will create, design, and produce digital media including sound, video, and graphics. Emphasis will be placed on the effective use of tools for interactive multimedia production including storyboarding, visual development, project management, and web processes.

FOUNDATIONS OF WEB DESIGN (Grades 11-12) **5 Credits (1 Semester)**

PREREQUISITES: None

Students will demonstrate knowledge of web design and languages, including HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation, and project management.

VIDEO PRODUCTION (Grades 10-12) **5 Credits (1 Semester)**

PREREQUISITES: None

Students will focus on developing advanced skills to plan, design, and create interactive projects using elements of texts, graphics, and digital imaging. These skills will prepare students for entry-level positions in the digital design field. Students will demonstrate proper use of copyright and fair use throughout the course.

ACCOUNTING 1 (Grades 10-12) **5 Credits (1 semester)**

PREREQUISITES: None

This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology. *Students who take Accounting 1 are expected to continue on with Accounting 2 in the spring semester.

ACCOUNTING 2 (Grades 10-12) **5 Credits (1 semester)**

PREREQUISITES: Accounting 1

This one-semester course will develop accounting skills that build upon those acquired in Accounting I. Students will continue to apply concepts of double-entry accounting systems related to a merchandising business organized as a corporation. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating, recording, and adjusting entries, and interpreting financial information. Students are given the opportunity to explore career-related skills and perform accounting applications using technology. Accounting 1 is a prerequisite to this course.

ACCOUNTING 3 (Grades 11-12) 5 Credits (1 Semester)

PREREQUISITES: “C” or higher in Acct. 1 & 2, or teacher approval

This is a one-semester course that includes accounting for a merchandising business, adjustments in inventory control systems, and other general accounting adjustments. Accounting 1 and Accounting 2 are prerequisites to this course. *Students who take Accounting 3 are expected to continue on with Accounting 4 in the spring semester.

ACCOUNTING 4 (Grades 11-12) 5 Credits (1 Semester)

PREREQUISITES: Accounting 1, 2, & 3

This is a one-semester course that evaluates financial planning and decision-making for corporate and managerial accounting and other types of business. Accounting 1, Accounting 2, and Accounting 3 are prerequisites to this course.

BUSINESS LAW (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: None

In this course, students develop an understanding of laws and regulations that impact business. Topics included are contracts, employment law, sources of law, and the United States judicial system and legal procedures.

PERSONAL FINANCE (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: None *This course is REQUIRED for graduation

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments.

ENTREPRENEURSHIP (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

INTRODUCTION TO BUSINESS (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

MARKETING (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: None

This course develops student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

WEALTH BUILDING (Grades 11-12) 5 Credits (1 Semester)

PREREQUISITES: “C” or higher in Personal Finance, or teacher approval

This course is designed to provide knowledge of personal financial management. Students learn to manage their resources to make sound personal financial decisions, interpret data to develop short- and long-term budgetary plans, and develop product knowledge related to financial planning. Students will develop a financial plan that includes savings, investing, credit management, risk management, and retirement.

IT FUNDAMENTALS (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None *This course is REQUIRED for graduation class of 2027 and beyond

IT Fundamentals develops the student's abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices.

COLLEGE AND CAREER READINESS 1 (Grade 10) 5 Credits (1 Semester)

PREREQUISITES: None

Students will work with On To College Test Prep materials in preparing for the Pre-ACT held in early December. Materials from the Habitudes collection will also be used to help guide college and career ready leadership and attitude habits. Use of the state provided career website, Nebraska Career Connections, will also be utilized. Grading will be pass/fail.

COLLEGE AND CAREER READINESS 2 (Grade 11) 5 Credits (1 Semester)

PREREQUISITES: None

Students will work On To College with John Baylor ACT Prep in preparation for the state ACT test held in April. Preparation for job shadowing, career and college planning, resume writing, interviewing skills, job applications, and leadership skills will be addressed during the class. Students will be expected to complete a job shadow in a career field that they are interested in pursuing in the future. Grading will be pass/fail.

DRAFTING (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None

The student will understand sketching, lettering, use and care of drafting equipment, multi-view drawings, dimensioning, auxiliary views, basic geometry, use of sectional views, line types, using a drawing scale, and the careers available in the CAD- CAM field.

WOODWORKING I (Grades 9-12) 5 Credits (1 Semester)

PREREQUISITES: None

The learner will be shown and be able to demonstrate the safe proper use and techniques involving hand, portable and stationary power tools. They will successfully complete a visual or a written safety exam. They will successfully build and finish a wood project as instructed by the teacher.

WOODWORKING II (Grades 10-12) 5 Credits (Each Semester)

PREREQUISITES: Successful completion of Woodworking I

The learner will understand and use all proper safety practices and techniques involving hand, portable and stationary power tools; successfully complete a visual or refresher safety exam; and finally build and finish a wood furniture project by the end of a semester. Larger projects are subject to review to advise on semester or year enrollment in this class.

TRADES I (Grades 10-12)**5 Credits (1 Semester)****PREREQUISITES:** None

Students will obtain and apply knowledge in the trades of (residential) electrical wiring and (residential) plumbing. This knowledge is obtained through the use of handouts, note taking on classroom lectures, and pertinent material applied to each of these two distinct trades. The student will, through the use of lap boards and lab demonstrations, be able to design and install simple as well as complex circuits. The student will also be given the opportunity to apply knowledge to pipe fitting and other types of plumbing connections.

WELDING I (Grades 10-12)**5 Credits (1 Semester)****PREREQUISITES:** None

Students will, through the use of lectures, videos, handouts and demonstrations, learn the art of metal fusion. The student will learn safety and safe practices and will be familiar with but not limited to the use of Oxygen/ Acetylene used in full metal fusion, filler rod welding, cutting, brazing, silver soldering, and hard surfacing. Students will be introduced to AC and DC arc welding safety and usage. Students will have the opportunity to use welding equipment to learn basic bead formation and construct proper joining techniques. Students will be introduced to all welding equipment both Gas and Electric Arc.

WELDING II (Grades 11-12)**5 Credits (1 Semester)****PREREQUISITES:** Successful completion of Welding I

Students will use knowledge gained from Welding I and apply that to further understand the art of metal fusion using MIG and TIG welding procedures and techniques. Students will be subject to but not limited to the understanding of MIG and TIG applications for steel and nonferrous alloys. The students will understand and determine proper voltages and wire speed, and understand and demonstrate the difference in wire transfers used in the welding process. Students will utilize TIG techniques to achieve sound weld practices on air pressure vessels, watertight vessels and other sensitive areas not easily achieved through the use of standard Oxy/ Acetylene or SMAW or MIG applications. The students will also demonstrate TIG applications on aluminum to achieve sound properly structured welds.

INDEPENDENT WELDING (Grades 11&12)**5 credits (Each Semester)****PREREQUISITES:** Successful completion of Welding I, Welding II and approval by teacher

Students that have achieved High Grading standards in Welding II will be given an opportunity to apply and use acquired skills necessary to fabricate and produce projects for the physical plant and also small personal projects. The student is responsible for obtaining materials to perform and achieve a small metal project for personal use in the course of a semester. Size of the project should be limited to allow a proper time frame for fabrication and completion of the build. Finishing or painting of said project is subject to time limitations.

INTRODUCTION TO AGRICULTURAL SCIENCES (Grades 9-12) Credits: 5 (1 semester)

PREREQUISITES: None

This is a semester only course that serves as an orientation and introduction to the other Agriculture Education courses. This course is strongly encouraged for freshman and new FFA members. This course includes a study of the National FFA Organization, leadership, basic record keeping, animal science, plant science, food science, and natural resources. This course develops basic agricultural literacy and is a foundation for further coursework, therefore it is the prerequisite for almost all other agriculture courses offered.

ANIMAL SCIENCE 1 & 2 (Grades 10-12) Credits: 10 (2 semesters)

PREREQUISITES: None

This year- long course and lab is designed for the advanced study of animal science and livestock production. In this course we will look at world food and animal production, genetics, livestock feeding, beef, dairy cattle, sheep, swine, poultry and horses. Animal Science 1(1st Semester) must be taken prior to taking Animal Science 2. If taken as Dual Credit, successful completion of CCC AGRI 1030 is a prerequisite.

**This course may be taken for college credit - AGRI 1700*

FOOD SCIENCE (Grades 10-12) Credits: 10 (2 semesters)

PREREQUISITES: None

This is a year-long course designed for the study of the area of food science and related careers. This class introduces students to the science of food and food processing and production. Students will learn the scientific principles involved in the food industry: food science, food processing, microbiology, toxicology, meats, and regulations concerning the protection of the food supply.

PLANT SCIENCE (Grades 10-12) Credits: 10 (2 semester)

PREREQUISITES: None

This year-long course is an overview of the study of the agronomic plant kingdom with emphasis on anatomy, development, and reproduction of angiosperms, along with the broad study of basic principles of facts relating to the major field, food and fiber crops produced in the United States. Plant Science 1(1st Semester) must be taken prior to taking Plant Science 2.

AGRICULTURE CAREERS (Grades 10-12) Credits: 5 (1 semester)

PREREQUISITES: None

This is a semester course designed to introduce students to careers in agriculture by exploring the nine agriculture career pathways. The nine agriculture career pathways are as follows: Agribusiness system, Animal system, Biotechnology system, Environmental Service system, Food products & processing system, Natural Resource system, Plant systems, Power, Structural & Technical system, and Agricultural Education system. This course will also emphasize employment skills, recordkeeping skills, and financial planning.

FOREIGN LANGUAGE
(0 Credits Required for Graduation)

SPANISH I (Grades 9-12) **10 Credits (2 Semesters)**

PREREQUISITES: None

Spanish I is a highly recommended class for all students planning to attend a four-year college or university. Spanish I is intended to function as an introduction to the basics of the Spanish language, including a basic vocabulary and an introductory knowledge of the structure of the language and cultures of Latin America and Spain. Spanish I will develop communication skills of reading, writing, listening and speaking. Strong study skills as well as a commitment to the study of vocabulary and grammatical concepts are recommended. Technology is an important tool in accessing authentic information in the foreign language and in providing students with additional practice.

SPANISH II (Grades 10-12) **10 Credits (2 Semesters)**

PREREQUISITES: “C” or higher in Spanish I, teacher approval or with signed Parent Waiver

In Level II Spanish, students continue to develop their proficiency in the four modes of communicative competence: understanding oral and written passages in the foreign language and making oral and written presentations in the foreign language. Emphasis continues to be placed on the use of the foreign language in the classroom as well as on the use of authentic materials to learn about the culture. A strong commitment to mastering vocabulary and using structures correctly is required for students to experience their highest potential. Technology continues to be an important tool in accessing authentic information in the foreign language and in providing students with additional practice.

SPANISH III (Grades 11-12) **10 Credits (2 Semesters)**

PREREQUISITES: “C” or higher in Spanish I and II, teacher approval or with signed Parent Waiver

In Level III Spanish, students continue to develop their proficiency in the four modes of communicative competence: understanding oral and written passages in the foreign language and making oral and written presentations in the foreign language. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Emphasis continues to be placed on the use of the foreign language in the classroom as well as on the use of authentic materials to learn about the culture. Technology to enhance language-learning and understanding of cultures is emphasized.

Shelby-Rising City Public Schools
Board of Education Annual Board Calendar

Date Last Reviewed: July 10th, 2023

- Monthly: Excuse Absent Members**
- Monthly: Approve Agenda**
- Monthly: Minutes**
- Monthly: Bills**
- Monthly: Treasurer's Report**
- Monthly: Board/Administrator Reports**
- Monthly: Correspondence**
- Monthly: Accept Resignations**
- Monthly: Approve New Contracts**
- Monthly: Review Policies**
- Quarterly: Review Board Calendar: Jan, Apr, July, Oct**
- Quarterly: Review Board/Superintendent Goals: Feb, May, Aug, Nov**

- January: Election of Officers: President, Vice-President, Secretary, Treasurer**
Appointment of Committees: *Activities, Americanism & Curriculum, Buildings & Grounds, Finance, Negotiations, Policy, Safety, School Foundation, Transportation, and Government Relations*
- January: Financial Affiliates: Bands & Approval of Signatures for Officers, Superintendent & Business Manager**
- January: Appointment of Superintendent as District Rep for Federal Programs**
- January: Approve Superintendent Contract**
- January: Annual Review of Code of Conduct/Code of Ethics**
- January: Annual Conflicts of Interest Signed by Board Members**
- January: NASB: Legislative Issues Conference**
- January: Board Work Session for Goal Planning with NASB (Late in month)**
- January: Building & Grounds Committee Meeting to Review & Set Priorities for Capital Projects Plan (Late in month)**

February: Approve Board Goals/Superintendent Goals
February: Approve Capital Projects Plan
February: NASA/NASB Education Forum
February: Presidents Retreat (NASB)
February: Cabinet Member Report: Director of Transportation & Maintenance

March: Approve Annual School Calendar
March: Review Interlocal/Local Options
March: NASB: Back to Basics/Spring Legal Workshop
March: Cabinet Member Report: Information Technology Director
March: Board Committee on American Civics: Semi-Annual Meeting

March/April: Approve Classified Salaries/Administrative Salaries/Substitute Pay/Bus Pay
March/April: Administrative Employment Contracts: Teacher Contracts after March 15th

April: Scholarship Committee Selection of Recipients
April: NASB: Open Meetings Law Workshop

May: Approve Summer Activities
May: Cabinet Member Report: Activities Director

June: NASB: School Law Seminar
June: Distribute Handbooks: Parent-Student, Faculty & Staff Handbook
June: Approve Student Fee Structure/Lunch Fund Fee Structure/Activity Fees & Admission Prices
June: Policy 1005.03 Parental Involvement (Hearing)
June: Policy 0504.19 Student Fees
June: Policy 504.20 Bullying Prevention
June: Policy 604.04 Multi-Cultural Education
June: Policy 612.07 Participation in Assessment

July: Acceptance of Handbooks: Parent-Student, Faculty & Staff Handbook

August: Budget Work Session
August: NASB: Area Membership Meetings

September: Budget Hearing/Adoption
September: Special Hearing to Set Final Tax Request/Adoption of Final Tax Request
September: Resolution for County on Property Tax Request
September: Approval of Capital Projects Plan
September: NASA/NASB Labor Relations Conference

October: Closed Session: Negotiation Strategies
October: Cabinet Member Report: Food Services Director
October: Board Committee on American Civics: Semi-Annual Meeting

November: Cabinet Member Report: Curriculum & Assessment Director
November: Schedule NASB for January Board Workshop
November: Distribute Board Self-Assessment
November: Distribute Superintendent Evaluations
November: Annual Review of Safety & Security Plan
November: NASB: Annual State Education Conference

Nov/Dec/Jan/Feb: Ratify Negotiated Agreement with SRCEA
December: Accept Annual Audit Report
December: Review of Superintendent Evaluation & Negotiation of Proposed Contract
December: Review Board Self-Assessment

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district prior to the option district's consideration for acceptance.

The application for option enrollment does not require a release from the resident district and the receiving district has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline. For those applications, the option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution setting forth and publish its specific standards for acceptance and rejection of applications as an option school. ~~Standards will conform prior to those set forth by~~ October 15 of each school year for

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Approved _____ Reviewed _____ Revised _____
the next school year. Standards will conform to those set forth by state statute. These
may include the capacity of a program, class, grade level, or school building ~~or.~~

Capacity for the availability of appropriate district's special education programs operated
by services shall be determined on a case-by-case basis as determined by the Director of
Special Education or designee. If the district receives an option enrollment application
indicating the student has an individualized education program under the Individuals with
Disabilities Education Act or may be eligible to receive special education or related
services, it shall be evaluated to determine if the appropriate class, grade level, or school
building in the district has the capacity to provide the student with the appropriate
services and accommodations.

The standards shall not include previous academic achievement, athletic or other
extracurricular ability, disabilities, proficiency in the English language, or previous
disciplinary proceedings except as allowed by law.

An option district shall give first priority for enrollment to siblings of option students
within the requirements of state statutes. The board shall follow statutes regarding the
application of a student who relocates in a different district but wants to continue
attending his or her original resident district or current option district.

Nonresident students not going through option enrollment may also be admitted under a
contract with the student's resident district at the discretion of the superintendent upon
application and payment of tuition as stated in the contract. The tuition rate shall be the
current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue
attending school for the remainder of the school year without payment of tuition.

The district may choose to provide transportation to the option student in the same
manner as for resident students and may choose whether or not to charge the parents of
those option students a fee to recover the district's costs for the transportation. All option
students who qualify for free lunches are eligible for either free transportation or the
reimbursement of transportation costs from the school district as provided by state
statute. Students receiving special education services shall receive transportation services
as provided in the student's Individualized Education Plan.

Legal Reference: Neb. Statute 79-215
 79-232 to 246
 NDE Rule 19.008

Cross Reference: 503 Student Attendance
 801 Transportation

WEAPONS

The board believes weapons and other dangerous objects and look-a-likes in school district facilities including concealed weapons cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

The term “dangerous object” shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns) chemical weapons (i.e. mace, pepper spray), martial arts weapons or other instruments including those which eject a projectile or substance of any kind, or any replica or facsimile of any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

Parents of students found to possess weapons or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects including concealed weapons shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms as defined in 18 U.S.C. 921 to school or knowingly possessing firearms including concealed firearms at school may be expelled for a period of not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons or dangerous objects under the control of law enforcement officials shall be exempt from this policy. Firearms kept in a locked firearm rack that is on a motor vehicle or that are contained within a private vehicle operated by a nonstudent adult that are not loaded are also exempt. Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes and must be kept in a designated location during the school day. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Approved _____ Reviewed _____ Revised _____

Legal Reference:

Neb. Statute 79-263
Neb. Statute 28-1204.04
Improving America's Schools Act of 1994, P.L. 103-382.
18 U.S.C. § 921 (1994).
McClain v. Lafayette County Bd. of Education, 673 F.2d
106 (5th Cir. 1982).

Cross Reference:

505 Student Discipline
508 Student Health and Well-Being

STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time. Nothing in this policy shall contradict the federal Equal Access Act.

Non-instructional time shall mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings shall not interfere with the orderly conduct of the education program or other school district operations. It shall be within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program shall have priority over the activities of another organization.

Access by Federally Recognized Youth Organizations

The district shall, upon request, allow a representative of any federally recognized youth organization to provide (1) oral or written information to the students regarding that youth organization and how the organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship and (2) services and activities to any student who is a member of the organization. A federally recognized youth organization is one listed in 36 U.S.C. Subtitle II, Part B. Each requesting youth organization shall be permitted to provide such information, services, and activities at school at least once during each school year. Administrators shall make a good faith effort to select a date, time, and location for each requesting organization to provide such information, services, or activities that is mutually agreeable to the school district and to the organization, but all final decisions rest with the administration. Any such organization representative not employed by the district shall be subject to a background check at the organization's expense. Administrators may prohibit any organization representative convicted of a felony or otherwise presenting safety concerns as described in the district's Visitors to School Policy from being on the school grounds. Nothing in this section shall override or contradict the district's Parental Involvement Policy.

NON-FEDERALLY RECOGNIZED ORGANIZATIONS

Curriculum-Related Organizations

It shall also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?

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Revised

- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees shall be assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations shall be provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance shall be strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Approved	Reviewed	Revised
Legal Reference:	Westside Community Board of Education v Mergens, 496 U.S. 226 (1990). 20 U.S.C. § 4071 et seq. – Denial of Equal Access Prohibited	

Cross Reference: 504 Student Rights and Responsibilities

DUALPART-TIME ENROLLMENT

The parent, guardian, or custodian of a student receiving instruction at a private, denominational or parochial school, or a school choosing not to meet accreditation or approval requirements may also enroll the student in the school district. ~~The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the superintendent on a form provided by the school district. On the form, they shall indicate the academic courses and extracurricular activities in which the student is interested in participating. The district's application form for part-time enrollment must be received by the Superintendent by August 1st preceding the school year for the student to be considered for part-time enrollment.~~

The parent, guardian, or custodian requesting part-time enrollment for the student shall indicate the academic courses and extracurricular activities in which the student will participate. Considerations of educational appropriateness and district capacity limits that generally apply to option enrollment students will also apply to part-time students. Part-time students will not receive priority over full-time students.

A dual enrollment student is eligible to participate in the school district's academic and extracurricular activities in the same manner as other students enrolled in the school district to the extent allowed within NSAA regulations. The student must be enrolled in five credit hours at the district in a semester during the year. The policies and administrative rules of the school district shall apply to the ~~dual~~part-time enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, rules governing student conduct, academic eligibility requirements, and payment of the fees required for participation. Full-time and part-time students shall have the same opportunities and expectations to participate in extracurricular activities regardless of full- or part-time status.

It shall be the responsibility of the superintendent to develop administrative regulations as needed regarding deadlines, specific courses or activities approved, restrictions of classroom space, maximum or minimum course number limitations and other procedures for this policy.

Legal Reference: Neb. Statute 79-2,136

Cross Reference: 502 Student Admissions
 504 Student Rights and Responsibilities
 505 Student Discipline
 506 Student Activities
 508 Student Health and Well-Being
 611 Academic Achievement

Approved _____ Reviewed _____ Revised _____

GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and the Nebraska Department of Education in order to graduate.

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete [200; other] credits prior to graduation. The following credits will be required:

Language Arts	- 40 - credit hours
Science	- 30 - credit hours
Mathematics	- 30 - credit hours
Social Studies	- 30 - credit hours
Physical Education	- 10 - credit hours
<u>Financial Literacy</u>	<u>5 credit hours</u>
Total Required Hours	140 <u>145</u> credit hours
Total Elective Hours	-60- <u>55</u> credit hours

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Total Required Hours for Graduation ~~_____~~ 200 credit hours

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Electives – 90 credits in 2023-2024)

Total Course Credits - _____ (State of NE requires 200 – 80% must be core – Rule 10)

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

~~Class of 2020 Graduation Requirements~~

~~Grading and Class Promotion~~

~~Course grades and promotion for the Class of 2020 are determined by local school board policies and not by state requirements. The District has latitude in determining what grades to award, if any, for coursework and what coursework is required for credit.~~

~~Alternate Learning Environments, Changes in Instruction, and Graduation~~

~~Some students in the Class of 2020 may fall in the following categories regarding graduation credits:~~

- ~~• Students who currently have attained the district graduation requirements, which include the state required credits.~~

- ~~Students who have completed the state required graduation credits but have not completed all the district requirements. Local options may include:~~

IDEA Considerations

Graduating with a regular high school diploma or reaching the maximum age of eligibility both result in termination of a student's eligibility for Special Education (IDEA) services. Procedurally, the student's Individualized Education Program (IEP) team must meet to review the student's status and issue the appropriate coding for the student, specifically 210 or 211 as described in the ADVISER Data Elements Manual, a reasonable time before the student's eligibility is terminated. These meetings may be held via the telephone or through a virtual platform (e.g. Zoom, Google, etc.) and should include the student (if possible). The school district must also provide the student with a summary of performance prior to graduation or ending services because of age. Some

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- ~~Local school boards could decide to modify district policy to grant a high school diploma.~~
- ~~Local school boards could determine that coursework currently completed is sufficient to award credit for the district required graduation credits.~~
- ~~As part of a Continuity of Learning Plan, districts could provide additional learning opportunities that students could complete in an alternate learning environment to meet district requirements/credits for graduation.~~
- ~~Students who have not met the minimum state required graduation credits but were on track to meet those requirements through current coursework prior to entering an alternate learning environment. Local options may include:~~
 - ~~Local school boards could determine coursework currently completed is sufficient to award credit for the state required graduation credits.~~
 - ~~As part of a Continuity of Learning Plan, districts could provide additional learning opportunities students could complete in an alternate learning environment to meet state required graduation credits.~~
- ~~Students who are further behind in meeting high school graduation requirements and who would not have been able to meet the state graduation requirements with the normal coursework currently taken prior to the end of the 2019-20 school year. Local options may include:~~
 - ~~As part of a Continuity of Learning Plan, districts could provide targeted educational opportunities for these students and consider summer educational opportunities to complete coursework.~~

IEP teams may have already provided a Notice of Graduation or Notice of Ending Services Due to Age to certain students. As this is an issue of IDEA eligibility, the Nebraska Department of Education recommends that school districts make every effort to complete these steps in a timely manner.

Requirements Related to American Civics (Nebraska Revised Statute 79-724)

The requirements within Nebraska Revised Statute 79-724 took effect on September 1, 2019, and the NDE considers 2019-2020 a transition year for implementation. Even so, opportunities may exist in an alternate learning environment to meet requirements within 79-724.

- If a district intends to administer the civics portion of the U.S. Citizenship and Immigration Service Naturalization Test, students are required to take the test twice - once prior to completing 8th grade and a second time prior to completing 12th grade. It may be possible for seniors to complete the second testing in an alternate learning environment. For example, the University of Nebraska High School is offering “Citizenship 101” for free (non-credit), and it prepares students to take the naturalization test at the completion.
- For districts that intend to have students attend/participate in a meeting of a public body OR complete a project/paper and class presentation as outlined in 79-724, those requirements may also be met in an alternate learning environment.

• For questions related to these requirements, contact Cory Epler (cory.epler@nebraska.gov).

IDEA Considerations

~~Graduating with a regular high school diploma or reaching the maximum age of eligibility both result in termination of a student's eligibility for Special Education (IDEA) services. Procedurally, the student's Individualized Education Program (IEP) team must meet to review the student's status and issue the appropriate coding for the student, specifically 210 or 211 as described in the ADVISER Data Elements Manual, a reasonable time before the student's eligibility is terminated. These meetings may be held via the telephone or through a virtual platform (e.g. Zoom, Google, etc.) and should include the student (if possible). The school district must also provide the student with a summary of performance prior to graduation or ending services because of age. Some IEP teams may have already provided a Notice of Graduation or Notice of Ending Services Due to Age to certain students. As this is an issue of IDEA eligibility, the Nebraska Department of Education recommends that school districts make every effort to complete these steps in a timely manner. For questions related to these requirements, contact Amy Rhone (amy.rhone@nebraska.gov).~~

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SHELBY-RISING CITY PUBLIC SCHOOLS

STUDENT HANDBOOK

2023-2024 Edition

650 North Walnut
P.O. Box 218
Shelby, NE 68662

Phone: (402) 527-5946
Fax: (402) 527-5133



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WELCOME

Dear Students and Parents:

On behalf of the faculty, administration and board of education, we welcome you to another school year. We are excited to continue and build upon the successes we've had at Shelby-Rising City! As always, our number one priority remains the same: providing opportunities for student success and excellence in a safe and nurturing environment! Back-to-school time is an exciting time for staff and students, and we hope to keep enthusiasm for learning at a high level throughout the year! The purpose of this handbook is to provide both parents and students with guidelines to maintain an environment conducive to learning.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook, which you must read, sign and return.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office. We can't wait to see you in our hallways and classrooms as the new school year is here!

Sincerely,

A handwritten signature in black ink, appearing to read "Tucker Tejkl". The signature is fluid and cursive, with the first name "Tucker" and last name "Tejkl" clearly distinguishable.

Tucker Tejkl, Superintendent

Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word “parents” refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

Although the information in this handbook is detailed and specific on many topics, it is not intended to be all encompassing or to cover every situation and circumstance that may arise during a school day or school year. This handbook does not create a “contract” with parents, students or staff, and the administration may make decisions and rule revisions at any time to implement the educational program and to assure the wellbeing of all students. The administrative team is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administrative team will make a decision based on applicable school district policies, and state and federal statutes and regulations.

Notice of Non-Discrimination

This school district does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, or age or in admission or access to, or treatment of employment, in its programs and activities and provides equal access to designated youth groups. Any person having inquiries concerning this school district’s compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Superintendent Tucker Tejkl in writing at, 650 N. Walnut, Shelby, NE 68662 or by telephone at (402) 527-5946. For further assistance, you may also contact the Office for Civil Rights (Kansas City Office), U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, Telephone: 816-268-0550, FAX: 816-823-1404; TDD: 877-521-2172, Email: OCR.KansasCity@ed.gov. Also see the “Discrimination and Harassment” section in this handbook.

MISSION STATEMENT

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

VISION STATEMENTS

SHELBY-RISING CITY PUBLIC SCHOOLS WILL...

...challenge our students by providing innovative educational opportunities that develop skills for their ever-changing worlds.

...evaluate our curriculum to offer opportunities that meet the unique interests, goals, and social-emotional needs of all students.

...build leadership skills throughout the student body and staff that benefit the school and community.

...provide resources to aid students in becoming technologically proficient.

...provide and promote a safe, healthy learning environment.

BASIC SCHOOL RULES AND GENERAL PRACTICES

Attendance

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age for kindergarten. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable. A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child.

Discontinuing Enrollment – 5-Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17-Year Old Students

Only children who are at least 16 years of age may be dis-enrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form attached to this policy. The district will follow the procedures

outlined on the required NDE form in considering requests to dis-enroll.

Only children dis-enrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides.

Excused Absences/Not School Excused Absences

The circumstances for all absences from school will be identified as School Excused or Not School Excused. All absences, except for illness and/or death in the family, require advance approval.

- **Absent School Excused (ASE)**: The parent must provide the school documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, pre-arranged college visits, court, immigration, death of a family member, or suspension.
- **Absent Excused/Not School Excused (AE)**: Parent acknowledged absences that include but are not limited to undocumented illness, vacations, DMV, and other situations where the parent notifies the school that the child will be gone.
- **Absent Unexcused (AU)**: Any non-reported or not confirmed absences. This could include truancy.

Excessive Absenteeism

When a student receives eight (8) Absent Excused (AE) or Absent Unexcused (AU) or the hourly equivalent in any semester, the Building Principal will follow the procedure for addressing barriers to the student's attendance.

When a student is absent more than twenty (20) Absent Excused (AE) and/or Absent Unexcused (AU) days per year or the hourly equivalent, the Building Principal will file a report with the county attorney of the county in which the student resides. At the High School level, 10 days of reported absences from a class during any one semester will constitute justification for an incomplete or loss of credit in that class. Additional information is located in the S-RC School Board Policy.

Absences due to illness

Any student who is absent due to illness has two days from the date of their return to school following an absence to make-up work missed. If a secondary student is absent on the day that an assignment is due, the student will be required to turn in the assignment on the first day of his/her return to school. Any student who has make-up work may appeal the amount of time to make up the work to the principal.

Planned absences

Parents who know in advance that a student will be absent must call the school or send a written

note at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Juniors and Seniors are allowed up to 3 days total for college visits if the guidance office sets up the visit. These days will count as a school excused. Additional days must be approved by the principal or designee.

Students are obligated to:

- 1) Complete all class work in advance for any absence that can be anticipated;
- 2) Check out of school at the office if leaving school during the school day; and
- 3) Make up any and all work that is assigned by teachers as make-up work for the instructional time that has been missed.

Parents are obligated to:

- 1) Call the appropriate building office prior to 9:00 a.m. to inform the school of the reason for each absence; and
- 2) Submit a doctor's statement, for each documented illness.

Pregnant and Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.

Absences and Activity Participation

Students must attend school a full day before attending practice or participating in a scheduled student activity, except in cases of family emergencies or pre-arranged absences approved by the principal. A full day is defined as being in class within the first fifteen (15) minutes of the school day. Pre-arranged absences are those absences for which the school and teachers are notified a minimum of one day in advance that the student will be absent.

Band

Students may participate in the elementary band and begin taking band lessons in the 5th grade. Students in grades 6-8 may participate in the middle school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

Bicycles and Skateboards

Students are to park their bikes in the appropriate racks. Under no circumstances are students to borrow or tamper with bicycles that are not their own. Bicycles must be parked in the bike rack and left there until dismissal time. After school, the bikes are to be taken home. Roller-skates, rollerblades, or shoes with rollers in them are not to be worn inside of the school building.

Books and Supplies

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students must supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. Each classroom teacher will prepare a supply list for students at the beginning of the school year.

Bulletin Boards/Television information Screens

Bulletin boards and Television Information Screens are maintained throughout the building to communicate general information, material, and school announcements.

The following general limitations apply to all posting or publishing:

1. **All postings** must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice. Teacher Tape or other removable material must be used.
3. Material shall be removed the day following the event being promoted to assure full access to the bulletin boards or electronic publishing media.
4. Students are encouraged to use the Television Information Screens to relay organization information.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators are authorized to use both of these definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal.

Cafeteria Rules

1. All food must be consumed in the areas designated by the school. 2. All straws, papers, milk cartons should be deposited in the trash cans. All leftover food should be scraped off the tray into the trash can.
2. Forks and spoons should be placed in the appropriate container, not thrown away.
3. Students are to use proper manners including eating quietly.
4. There will be no throwing of food or other items.
5. Students should remain at their tables or designated area until they are dismissed.
6. Students are expected to eat their lunch at school.

7. Students must treat lunch personnel with respect.
8. Students who violate the above rules will be disciplined.

Cell Phones and Other Electronic Devices

Students may not use cellular (cell) phones or other electronic devices while at school, except as permitted in this handbook.

Students may use cell phones or other electronic devices on the school sidewalks, in the common areas of the school before and after school, and during lunch so long as they do not create a distraction or a disruption. Cell phones or other electronic devices must be turned off and kept out of sight during the school day. Exception: cell phones may be used in the classroom if being utilized for educational purposes and under teacher supervision.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately.

1st Offense: Office Referral Form Written. Parent notified; device returned to student at the end of the day.

2nd Offense: Office Referral Form Written. Parent notified; device will be returned to the parent, & detention assigned.

3rd Offense: Office Referral Form Written. Parent notified, device will be returned to the parent, meeting with parent will be held to discuss future consequences, & detention assigned.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution and possible inclusion on sex offender registries.

Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; or (5) sexually abused.

Class Dismissal

Classes are in session from the ringing of the tardy bell until the teacher dismisses the class. The bell at the end of the period is not a dismissal bell, and students may not leave their classrooms until they have been excused by their classroom teacher.

Closed Campus

Students may not leave the building without permission from the administration.

Classroom Behavior

Student behavior and attitude in the classroom must be cooperative and respectful. As stated in the PBIS Model, all students must:

- arrive to class on time;
- prepare for class with all necessary materials;
- be considerate of others;
- respond promptly to all directions of the teacher; and
- take care of school property and the property of others.

Teachers will establish classroom conduct rules.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a "best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition, please call the Polk County Health Department at 402/747-2211.

Communicating with Parents

PowerSchool is the District's Student Information System. All parents are assigned an access code for the purpose of monitoring student grades, lunch balances, and attendance. Please contact the school if you need assistance in setting up your account!

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

Computer Network Use by Students

Students are expected to use computers and the Internet as an educational resource. A written parental and student permission and agreement form will be signed prior to the student being granted access to electronic media and District technological devices. The use of the District's electronic network and technological devices is a privilege, not a right. The Building Principal will make all decisions regarding whether or not a user has violated their agreement and may deny, revoke, or

suspend access at any time. The following procedures and guidelines govern the use of computers and the Internet at school. Additional guidelines can be found in board policy.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

Students may not:

1. ...bypass the school's filter and use their cell phone to access the Internet.
2. ...access personal accounts during the school day without teacher permission.
3. ...use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
4. ...use district assigned electronic mail, and shall not use chat rooms, instant messaging, or other forms of direct electronic communications on school computers.
5. ...use school computers to participate in online auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
6. ...disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
7. ...use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
8. ...publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
9. ...erase, rename or make unusable anyone else's computer files, programs or disks.
10. ...share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
11. ...copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
12. ...write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
13. ...configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
14. ...take home technology equipment (hardware or software) without permission of the system administrator.
15. ...forge email messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other disciplines as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Online Privacy Protection Act (COPPA)

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.
3. The District shall comply with the Nebraska Student On-line Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the on-line privacy of all students.

B. Education About Appropriate On-Line Behavior

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on:
 - a. Appropriate interactions with other individuals on social networking websites and in chat rooms.
 - b. Cyberbullying awareness and response.
3. The School District's technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction, which occurs in compliance with this policy.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students, and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below:

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher.
2. The second step is for the complainant to speak to the building principal, superintendent of schools, or president of the board of education, as set forth below.
 - a. Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b. Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c. Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d. Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's superintendent. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator, the administrator shall promptly and thoroughly investigate the complaint, and shall:
4. Determine whether the complainant has discussed the matter with the staff member involved.
 - a. If the complainant has not, the administrator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - b. If the complainant refuses to discuss the matter with the staff member, the administrator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
5. Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - a. All relevant details of the complaint;
 - b. All witnesses and documents which the complainant believes support the complaint;
 - c. The action or solution which the complainant seeks.
 - i. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator received the complaint.
 - d. A complainant who is not satisfied with the administrator's decision regarding a complaint may appeal the decision to the superintendent.
 - i. This appeal must be in writing.
 - ii. This appeal must be received by the superintendent no later than ten (10)

- business days from the date the administrator communicated his/her decision to the complainant.
- iii. The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - iv. Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
- e. A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.
- i. This appeal must be in writing.
 - ii. This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - iii. This policy allows but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - iv. The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - v. There is no appeal from a decision of the board.
- f. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- i. Determine whether the complainant has discussed the matter with the superintendent.
 - 1. If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - ii. Strongly encourage the complainant to reduce his or her concerns to writing.
 - iii. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting. d. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Conferences

Students' academic success has been closely linked to parental involvement in school. The school

district has formal parent-teacher conferences during the first and second semester.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the building principal to discuss parental concerns, student needs or any other issue.

Contact Information

Parents must supply the school with their student's address and telephone number as well as information about how to reach a responsible adult during the school day. Parents must promptly inform the school if this contact information changes during the school year.

Copy Machines

A copy machine is located in the library for student use. There is no cost to make copies. Students may not use any other copy machine located in the school building without permission.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

Dating Violence

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

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

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

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students may report discrimination or harassment to any staff member who will then forward it onto the appropriate coordinator or administrator.

The staff member will follow school district policies to respond to the report.

Dress Code

Students must come to school dressed in clean and appropriate clothing to conform with educational standards. In addition to the above guidelines the school will not approve the following items and/or method of grooming. This list is not inclusive of all items that may be excluded:

1. Clothing which is soiled.
2. Bare feet.
3. See-through clothing or clothing that is excessively revealing such as bare back, low cut or mid-riff, tank top with deep armholes, shirt unbuttoned to show sport bra underneath, muscle t-shirts, halter tops, mesh tops, strapless tops, and abbreviated miniskirts or shorts or any other type of clothing that exposes undergarments.
4. Articles which could cause damage to individuals (ie. chains).
5. Printed wording or pictures on clothing that advertise or promote alcohol, tobacco or drugs, logos and trademarks, or carry derogatory or sexual connotations, or shirts with emblems, wording or phrases which are considered to have "double" meanings or other objectionable material.
6. No vape wear.
7. No hats, caps, hoods, or sunglasses will be worn in the school building during school hours.
8. Coats and blankets intended to be worn as outerwear may not be worn inside the classroom.
9. No undergarments are to be showing.
10. Clothing identified by police and other law enforcement agencies that are associated with gang's i.e. sagging pants, long baggy coats, specific colors associated with a gang, bandanas.

Students who are not in compliance with the dress guidelines will be sent to the office. In instances of inappropriate dress, students will be asked to change into a school appropriate garment provided by the school or will be sent home to change. Violation of the dress code will result in the following disciplinary action:

- 1st Offense - Written warning and school-provided change of clothing
- 2nd Offense - Notification of Parents and a 30 minute detention
- 3rd Offense - One (1) day In-School Suspension and Parents notified

Driving and Parking

Students who drive privately owned motor vehicles to school must obey the following rules:

- Students may not move their vehicles during the school day without the permission of the building principal or designee. Students will not be allowed to sit in or be around their vehicles during the school day, without administrative permission.
- Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
- By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.
- Students are asked to park in designated areas for student use.

Visitors who are here to pick up or drop off students must comply with the following:

- Ash Street Entrance is one-way from 7:30am – 5:00 pm.
- A drop-off zone has been designated in a lane closest to the South Gym on the south side of

the gym. Drivers will not be allowed to leave their vehicles in this drop-off zone. The exception to this is for Pre-school drop-off and pick-up.

- Parents who want to leave their vehicle to walk their student into the building will be required to park in the diagonal parking stalls.
- No parking is permitted in the bus lane.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing or selling any drug, alcohol or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Eligibility

Following the second week of each quarter, all 7-12 grade students will undergo an "eligibility" check each Monday. Students who have two (2) failing grades in the same week, will be deemed ineligible to participate in all school-related activities for seven (7) days (Monday through Sunday). The activity sponsor will determine if the ineligible student is allowed to attend practices. Page 80 includes the activities that pertain to the eligibility policy.

Evacuations

The school district will hold routine evacuation drills throughout the school year. Whenever directed, all students and faculty must evacuate the building in a quiet and orderly fashion and remain outside until told to return to the building. Classroom teachers will provide students with detailed instructions on building evacuations.

Eye Exams

All students enrolling in kindergarten or transferring into the school district from out of state must undergo a visual examination. They must provide evidence of the vision examination within six months prior to entrance. The cost of such physical examination and visual evaluation shall be borne by the parent or guardian of each child who is examined.

Food Service Program

The school district provides a food service program that is designed to provide adequate nutrition and an educational experience for students.

Breakfast

The school will serve breakfast daily from 7:40 a.m. until 8:10 a.m. ~~7:50 a.m. until 8:20 a.m.~~ Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast.

Food Service Meal Charge Policy

Students are required to keep a positive balance in their food service family account. Students with a zero or negative family balance will not be permitted to purchase a-la carte items or seconds from the food service. Students with a negative family balance will not be permitted to purchase regular meals once the negative balance has reached \$50. Students on free and reduced meals are still required to pay for additional purchases and are subject to the same guidelines above.

Deposits into family food service accounts can be made in two ways:

- Bring cash or check to the Food Service Director, located in the kitchen/lunchroom.
- Online through the following Wordware website by logging onto your account or beginning the set-up process at <https://family.wordwareinc.com/?p=login> ○ The online process takes up to 48 hours to post a new balance.
 - The online service is managed by a third-party vendor and the District has no control over additional fees that may be charged.
 - Parents/Guardians should access the above link to inquire about lunch balances on a regular basis.

Account balances that remain negative for 90 days or more may be referred to third-party services for collection.

If you have questions regarding the application process for the free or reduced lunch program or food service policies, please contact your child's building Principal.

Notice of Non-discrimination

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department.

To file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to the U.S. Dept. of Agriculture Director, Office of Civil Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or by fax (202) 690-7442, or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Field trips are an extension of the school day; therefore, a signed permission form authorizing your child to participate is not needed. Parents who do not want their students to participate must notify the school. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

First-Aid

First-aid items may only be distributed by the school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

Food and Drink

During the normal classroom situation students shall not consume food or beverage during scheduled classes. Exception: Students may consume water if kept in a water bottle with a lid during scheduled classes (teacher discretion). Food and drinks may be consumed on field or activity trips at the sponsor's discretion. Food and drink may be consumed on bus routes as long as it is disposed of properly. Unless approved by the principal, the only place in the school building where food and beverages may be consumed is in the Cafeteria during the school day.

All foods offered on the school campus will meet or exceed the USDA SmartSnacks in School nutrition standards and will meet or exceed state nutrition standards, including:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The freshman, sophomore, and senior classes may have only one (1) out-of-school fundraiser per school year. The junior class may have two (2) out-of-school fundraisers per year. Classes & organizations may have fundraisers such as soup suppers, etc. with administrative approval. Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus. Fundraising is not permitted during the school academic day.

Head Lice

Students found to have live head lice or louse eggs, will not be permitted at school and will be sent home. Upon discovering the presence of any live head lice or indication of louse eggs, parent or guardian will be notified and if appropriate, will be asked to pick up the student immediately.

The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Health Problems

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If the request to be excused from these activities is for consecutive days, a doctor's verification is required. Parents should notify the principal or school nurse if their student has any special health problems such as diabetes, asthma, and the like.

Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental conditions are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Illness or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever necessary. If a student has a temperature of ~~100.4~~ 100.0 degrees Fahrenheit, he/she will be sent home and must be fever-free for 24 hours without medication before returning to school. When school officials determine that a student needs immediate medical attention, but the parents and/or emergency contact cannot be reached by phone, emergency services will be summoned, or the student will be taken directly to the doctor and/or hospital. Parents must provide emergency information for each child enrolled in the district.

Shelby-Rising City School District does not provide injury, accident, health, or medical insurance for individual students and will not reimburse or pay for medical expenses or deductible/co-insurance costs related to injuries sustained at school or a school event held on or off District property. It is the responsibility of the student's family or guardian to provide insurance to cover the student through the federal health insurance exchange, the Children's Health Insurance Program (DHHS), or Student Assurance. For additional information on these programs please contact the school office.

Immunizations

All students must furnish one of the following to school officials:

- Proof of adequate immunizations.
- A signed parental statement of refusal to provide the immunization history. Guidelines for required vaccines are as follows:

Student Age Group Required Vaccines

Ages 2 through 5 years enrolled in a school based program not licensed as a childcare provider

4 doses of DTaP, DTP, or DT vaccine
3 doses of Polio vaccine
3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age
3 doses of pediatric Hepatitis B vaccine
1 dose of MMR or MMRV given on or after

Students entering 7th grade

(Students transferring from outside the state at any grade)
3 doses of DTaP, DTP, DT, or Td vaccine,

12 months

1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.

4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
one given on or after the 4th birthday
3 doses of Polio vaccine
3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age
2 doses of MMR or MMRV vaccine, given on or after 12 months of age and

Commented [1]: 100.0 has been the practice. Does that need to change to match the handbook, or should the handbook change to match the practice?

Commented [2]: If our practice is 100, we will change in our handbook

separated by at least one month

2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child

has had varicella disease, they do not need any varicella shots.

Must be current with the above vaccinations

AND receive

1 dose of Tdap (contain Pertussis booster)

Must be immunized appropriately according to the grade entered.

Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records.

Provisional Enrollment:

Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations. Students who are exempted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

Initiations and Hazing

Initiations by classes, clubs, or athletic teams are prohibited except by permission of the administration. Hazing in connection with any school organization is absolutely prohibited. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Lockers and Other School Property

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration. School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause. Students are not to leave items on top of the lockers. Book bags are to remain in lockers during the day.

Lost and Found

All lost and found articles are to be taken to the elementary or secondary offices **appropriate lost and found locations found throughout the school**. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medications

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication. (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

Non-prescription medication. (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication.

Note: All prescription and non-prescription medications must be kept in the nurse's office.

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Media Center

Students must check out materials from the librarian on duty. Each borrower is responsible for all books checked out in his/her name. A fine of five cents per day per book may be charged for overdue books. Each student is responsible for any fine, which accumulated on a book charged to him/her. If a book is lost and not found by the end of the semester, the student must pay for it. Students must also pay for any damage they cause to library books.

Memorials

Memorials or plaques honoring deceased students are not allowed in or on the school grounds. Dedications to students will not be allowed.

Scholarships in the deceased person's name will not be set up by the school. Scholarships set up by outside organizations or individuals will be allowed.

National Honor Society

At the beginning of a school year, all Juniors and Seniors with a class average of 93% are eligible to apply to the National Honor Society. The NHS sponsor will provide an application to those who qualify. (Additional information regarding the NHS can be found in the back of this handbook.)

Parent Visitation/Other Visitation

Routine visitation by parents is encouraged by the school. Teachers are encouraged to invite parents to discuss problems regarding students. The Principal should be informed of serious difficulties that require parental involvement and should always be involved when parents come to school with a serious school problem. The Principal is to be given prior notice when patrons or parents visit the school, meet with the Principal, visit classes, etc., to allow school officials time to make necessary preparations.

Students may have visitors to school only if permission has been granted in advance by the building Principal. Visits will be limited to one day or less per year unless special permission is granted by the Principal.

Parties

Elementary classes may have seasonal parties during the year. Parents shall communicate with their student's classroom teacher for the teacher's rules regarding birthday and holiday parties. Although birthday parties, etc. are an "out of school" activity, it is permissible for a student to distribute invitations at school provided all children in the class receive one. If it is an all girl or all boy party, then all of the girls or all of the boys will be provided with an invitation if they are to be handed out at school.

Personal Items

The school provides the necessary equipment for classroom and school day activities. The school is not responsible for ruined or lost personal equipment. Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator.

Pets

Please see that dogs and other pets are kept home and not allowed to follow students to school. If children have a special pet that they would enjoy showing to their classmates, they may do so if previous arrangements have been made with their teacher. A parent or guardian must accompany the pet to the classroom for a short visit and take the pet home after the visit.

Physical Exam

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

The school nurse or designee will provide health checks for detection of defective sight, hearing, and/or dental conditions as specified by the DHHS. Parents will be notified of any condition requiring additional professional attention.

Pictures

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Included in the individual packet is a class composite. Parents who want pictures of their students or of their student's class composite may purchase them directly from the photographer.

Playground Rules

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.
4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.
5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

Police/Other Questioning and Apprehension

Police, other law enforcement officers, persons of the court, or DHHS may be called to the school at the request of school administration or may initiate contact with the school in connection with a criminal/neglect/other investigation. The school district shall inform parents when such officials seek access to their student prior to the student being questioned unless the investigating may include charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police/other questioning of students. Minor students shall only be released into the custody of law enforcement upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes.

Prom and Banquet

As hosts of the prom and banquet, juniors attending the event are expected to remain in attendance until it is over. All juniors and seniors may invite their dates to the banquet. There will be a charge for any date that is not a Shelby - Rising City Junior or Senior. There will be no charge for any Shelby - Rising City Junior or Senior. Admission for students who are not invited to the banquet but wish to attend the dance will be determined by the junior class sponsor. Only Shelby -Rising City High School students and their dates are allowed to participate in the dance. Dates may be no younger than a high school freshman, and no more than two years out of high school (no older than age 20). There will be

no admission charge for anyone who just wishes to view the grand march and coronation. All students attending the prom and banquet should enter the building through the North front door. Any junior or senior is free to leave and then return to the banquet or prom but all students participating in the dance are asked to be in attendance by 8:30 and then they will be required to remain in attendance. Any arrivals after 8:30 will be handled on a case-by case basis by the Principal.

A Breathalyzer test will be conducted by Polk County authorities for all Shelby - Rising City students and their dates who will be attending the Grand March and/or dance. If a student or date tests positive for alcohol, they will not be allowed to attend the dance and will be removed from the premises and dealt with by authorities. The school has the right to check purses, coats, etc. for illegal/disruptive items.

All faculty assigned to work with junior or senior students will be invited to the banquet free of charge.

Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA) and The No Child Left Behind Act (NCLB). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is July/August. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

Public Displays of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching or any other display of affection that a staff member determines to be inappropriate.

Retention

It is not ordinarily the practice of the Shelby-Rising City Elementary School to retain a student. However, in situations where a student displays extreme immaturity or has extreme difficulty doing the work expected, retention may be an option. Ordinarily retention, if it should be necessary, would be in Kindergarten or first grade, since immaturity or serious learning problems may best be remediated at the early primary level. Retention will be handled, by the Principal, on a case-by-case basis.

Rights of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary

physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their student's records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Self Management of Diabetes or Asthma/Anaphylaxis

The school district will work with the parent or guardian in consultation with a physician to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis subject to school policy. Parents desiring to develop such a plan should contact the school nurse.

Senior Trip

No overnight senior trip for Shelby-Rising City Public School will be permitted. Only graduating seniors, who have completed all necessary requirements as defined by the Principal, will be permitted a one day activity trip within 100 miles of Shelby-Rising City. The trip must have the Principal's approval. Seniors must depart from and return to Shelby-Rising City on the same day. All other costs shall be absorbed through senior class funds or personal funds. The date selected for the activity trip shall be in the final 10 days of senior classes.

Smoking and Tobacco

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

Student Assistance

If your child has any learning, behavior, or emotional needs that you believe are not being addressed by the school district under existing circumstances, please contact your child's teacher. If appropriate, the teacher may convene the Multi-Tiered System of Support (MTSS). The MTSS Team can explore possibilities and strategies that will best meet the educational needs of your child.

Student Fee Policy

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

Listing of Fees Charged by this District.

- **Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.
- **Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
- **Personal or Consumable Items.** The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
- **Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all curricular projects. In courses where students produce a project that requires more than minimal cost for materials, the finished product will remain the property of the district unless the students either furnish or pay for the reasonable cost of materials required for the course project.
- **Technological Devices** The district is committed to providing student access to technological devices necessary to complete curricular projects/assignments. In grades 6-12 students are permitted to take devices home from school. As with all school property, students will be charged for damage to such devices. To protect against such potential losses, students and parents

(Grades 6-12) must pay a lease fee for the devices. The cost of the lease fee is \$25.00 per student or \$50.00 per family. Families must complete a device loan agreement at the beginning of each school year. A student fee waiver and sliding payment scale is available for those who qualify. In the event circumstances require students in grades K-5 to take their technology devices home a lease fee may be implemented to offset the potential cost of damages to those devices.

- **Extracurricular Activities.** The school district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities or may charge a reasonable fee for the use of district owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.
- **Post-Secondary Education Costs.** Some students enroll in post-secondary courses while still enrolled in high school. As a general rule, students must pay all costs associated with such post-secondary courses. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post secondary educational institution.
- **Copies of Student Files or Records.** The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.
- **Charges for Musical Extracurricular Activities.** Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:
 - a. Band students must provide their own instruments.
 - b. Swing choir students must purchase outfits and shoes selected by the sponsor and/or student group.

Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Students are not required to participate in the free or reduced-price lunch program to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal. Application forms are available in each school building office.

Voluntary Contributions to Defray Costs.

When appropriate, the district will request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to communicate that fact clearly to students, parents and patrons.

Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and support under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and make arrangements for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district will require a physician's statement confirming the illness and before allowing such students to return to school.

Student Records

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

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

medical consultant or therapist. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

- a. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA should be directed to the following:
 - i. Family Policy Compliance Office
 - ii. U.S. Department of Education
 - iii. 400 Maryland Avenue, S.W.
 - iv. Washington, D.C. 20202

Student Schedule Changes

Student schedule changes may be made without penalty during the first five school days of each semester. Drop and Add slips are to be obtained from the office of the Guidance Counselor and must be signed by the guidance counselor and building principal before they are presented to the teacher of the class that is to be added or dropped.

Before students are allowed to withdraw from a class, the parents of the student must provide their permission.

Students as Spectators

It is the parent's responsibility to provide supervision for their children while at school activities. Students who are causing disruptions may be asked to sit with their parents or leave if their parents are not in attendance.

Tardiness

Elementary Students

1. Be in the South Gym by 8:05 a.m. ~~8:25.~~
2. Students arriving after 8:15 a.m. & before 9 a.m. ~~8:30 & before 9:15~~ are tardy. They must report to the office for a pass to class.
3. Students arriving after 9:00 a.m. & by 11:30 a.m. ~~9:15 & by 12:00~~ are considered in attendance for ½ the day.
4. Students arriving after 11:30 a.m. or leaving before 11:55 a.m. ~~12:03 or leaving before 11:54~~ (not returning that day) will be counted as a full day absence.
5. Students leaving after 11:55 without returning will be counted for ½ the day. (after 12pm)
6. No absence is counted if students leave after 2:30 p.m. ~~2:57.~~

Middle School and High School Students

1. A tardy is defined as not being in your assigned area when the tardy bell rings. Assigned Areas are determined by each teacher.

2. A student reporting to school within the first fifteen (15) minutes of the first period of the school day without a pre-excused absence will be considered tardy. A student that is more than fifteen (15) minutes late for the first period will be considered absent or truant for that period. Students must report to the office for a pass to their first period class.
3. For periods two (2) through eight (8), any student who is less than five (5) minutes late to class following the tardy bell will be counted as tardy. A student who is more than five (5) minutes late to class following the tardy bell may be counted as absent or truant. Failure to come to class without an admit slip, when needed, constitutes a tardy or an absence. If an administrator or a teacher keeps a student late, a pass should be written for the student to take to the next teacher.
4. Two (2) tardies per semester will be allowed with no consequences.
5. An office referral with detention time will be assigned on the third tardy (regardless of class or period), and each tardy thereafter for the rest of the semester.
6. For every 3rd (third) tardy in any one-class period, an Absent Excused (AE) will be recorded.
7. Habitual infractions during the semester to the tardy policy may result in additional consequences assigned by the principal.

Telephone Calls

The school's telephone may be used only with permission of staff. Students are not permitted to use cellular telephones during school hours or on school property without the express permission of a member of the staff.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Obligation to Report threatening Statements or Behaviors.

- a. All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made, or the threatening behavior occurred.
- b. THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

2. Threat Assessment Team

- a. The threat assessment team (team) shall consist of the Superintendent of schools, building principal(s), and local law enforcement. It also could include the school nurse, guidance counselor, members of the mental health profession who would be willing to work with the school. The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response.

3. Threat Assessment Investigation and Response

- a. All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the team determines to be reasonable and useful.
- b. At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

4. Communication with the Public about Reported Threats

- a. To the extent possible, the team will keep members of the school community informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence if that individual is a minor.

Transportation Services

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

Transportation to School

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses. The Transportation Director will schedule bus routes, and questions concerning them should be directed to that office. For routes with drop off points for multiple students where bus drivers wait for parental pick-up and parental contact has been attempted for students who are not picked in a timely manner, law enforcement may be contacted.

Bus Regulations

Riding school vehicles is a privilege, not a right. The bus drivers have the same authority as teachers while transporting students. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed

to ride the bus.

A. Rules of Conduct on School Vehicles:

- a. Students must obey the driver promptly.
- b. Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- c. Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- d. Students must enter the bus without crowding or disturbing others and go directly to their seats.
- e. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- f. Students are prohibited from throwing or passing objects on, from, or into vehicles.
- g. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on school vehicles.
- h. Students may not carry weapons, look-a-like weapons, or hazardous materials, nuisance items or animals onto the vehicle.
- i. Students may carry on conversations in ordinary tones but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- j. Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- k. Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- l. Students must respect the rights and safety of others at all times.
- m. Students must help keep the vehicle clean, sanitary and orderly.
- n. Students must remove all personal items and trash upon exiting.
- o. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure.
- p. Video cameras are installed to monitor student behavior on the bus.

B. Consequences

- a. Drivers must follow the PBiS protocol for documenting behavior (Behavior Logs). Students who violate the Rules for Conduct will be referred to their building principal for discipline.

This program will promote instant accountability for unsafe behavior. It includes a defined discipline plan to encourage the student to make better behavior choices. Consequences are as follows:

- 1st Offense: Driver/student conference and parent contacted. Student is put on probation and assigned to the front of the bus for 1 week.
- 2nd Offense: Driver/student conference and parent contacted. Student is put on a 2 week bus suspension.
- 3rd Offense: Bus Suspension for the rest of the semester. Upon return the student is assigned the front of the bus. In addition, students and parents must sign a behavior contract.

School officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

Requests to be dropped off at a point **not** on the regular route will not be accommodated, unless extenuating circumstances arise, and the request is approved by the transportation director or administration.

Students who are not regular route riders may not ride the bus home with a friend, unless the parent of the non-route student presents written permission to the bus driver ahead of time. The written permission should include the date, the non route rider's name, the signature of the non-rider's parent, and the place approved for drop off. Such requests may not be granted if they cause overcrowding of buses.

Transportation to Activities

The school district provides transportation to students who are participating in school-sponsored events, and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor, which has been signed by that student's parent.

Video Surveillance and Photographs

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

The school district generally prohibits students from taking photographs or making video recordings on school grounds, in a school vehicle, or at a school event except as provided in this policy or as otherwise required by law. An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Weather-Related School Closing

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow or ice. School closings will be announced on television stations KLKN Channel 8 and KOLN Channel 10 and via Thrillshare by Apptegy, the Mobile Applicant and Notification System. In addition, Facebook and Twitter will be updated with school closing information. Parents should assume that school is open, and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office; however, the absence will count as a parent excused absence (AE) not as a school excused absence (ASE).

If school is closed due to severe weather conditions, all before and after-school activities and practices will be canceled.

Withdrawal From School

Parents need to notify the school office if they are moving from the district. Students must complete a check-out sheet and return all properties to school prior to departure. If you are 16 or older and are permanently withdrawing from school, it will require completed NDE documentation.

Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

ACADEMIC INFORMATION

Class Rank

Student class rank shall be determined by using a numeric percentage derived from all classes graded on a percentage basis.

Grades

Students will receive percentage grades for their academic classes.

The grading system for grades 2 - 12 is as follows:

- A 100% - 94%
- B 93% - 86%
- C 85% - 78%
- D 77% - 70%
- F 69% - 0%

The grading system for grades K – 1 is as follows:

- “E” = Excellent
- “S” = Satisfactory
- “N” = Needs Improvement
- “I” = Improving

A student may earn an incomplete score when he or she fails to complete classroom assignments. Any student in grades 6-1 who receives an incomplete will have this grade recorded on his/her permanent record until the required work is completed to the teacher's satisfaction. If a student does not remove an incomplete by completing the minimum classroom assignments, the incomplete will be calculated as a failing grade in determining the student's grade point average.

If a student does not remove an incomplete by completing the necessary work within two weeks of the end of the grading period, the incomplete will become a failing grade that the student may make up only by taking the entire course again or enrolling in summer school. The two-week period may be extended by mutual agreement of the teacher, principal, and student.

A student who receives an incomplete during his/her senior year must satisfactorily complete the classroom assignments to participate in the graduation ceremony. Seniors with incomplete grades will not be dismissed from school attendance until the classroom assignments are completed to the teacher's satisfaction.

Graduation Awards

The semester grades, by numerical percentage of each student for all scholastic courses shall be averaged to determine Cum Laude status. The students with the highest (98% or higher) shall graduate Summa Cum Laude (Yellow cords). The second highest average (94%-97.99%) shall graduate Magna Cum Laude (White cords). The third highest average (92-93.99%) shall graduate Cum Laude (Blue cords). Students will receive cords for graduation based on their Cum Laude status.

The above averages will be determined, by carrying percentages to the hundredth place. A Senior's GPA that is calculated for Cum Laude is the cumulative total after seven semesters. Any student graduating Cum Laude or higher are eligible for the student speaking parts in the graduation ceremony. The High School Principal will determine the process for selecting those speakers.

Graduation Requirements

Students must earn 270 total credit hours in order to graduate from high school.

Required courses and credit hours that students must complete beginning with their Freshman year in order to qualify for the Shelby-Rising City High School Diploma are:

English	40 Semester Hours to include English 9, 10, 11
Social Studies	30 Semester Hours to include: American History, World History and Civics
Mathematics	30 Semester Hours
Science	30 Semester Hours to include: Physical Science and Biology
Visual/Performing Arts	10 Semester Hours
Electives	90 Semester Hours

Career Education	20 Semester Hours to include: Informational Technology I
P.E. and/or Health	10 Semester Hours
Speech	5 Semester Hours
Personal Finance	5 Semester Hours

Juniors are required to enroll in a math, science, and English course.

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

Homework

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact the teacher. Each student is expected to spend some time preparing for studies outside of school hours. The amount of time that is needed will depend upon each student.

Students who struggle to complete assignments or who must spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers.

Honor Roll

To qualify for the Honor Roll, a student must have earned a grade of 86 or above in all subjects. To qualify for the Roll of Excellence, a student must have earned a grade of 94 or above in all subjects.

Any student who receives an "I" Incomplete in any subject is not eligible to be on the Roll of Excellence or Honor Roll.

Mid-Term Graduation

Students are generally required to attend four years of high school to be eligible to receive a diploma from the school district. The Board of Education, upon receiving administrative recommendation, may grant mid-term exit from high school to students who have completed the requirements for graduation. To be considered for mid-term exit from high school, the student and his/her parents or guardian must apply on or before the April Board Meeting of the student's Junior year. The Board of Education will act on all requests. Any student who is granted mid-term exit from high school forfeits all privileges of high school enrollment, except the right to participate in commencement exercises.

Report Cards

Grades are continually updated and available via the PowerSchool Student Information System. Please contact the school if you need assistance in setting up your account. Report Cards at the end of each semester will be sent home once grades are finalized for that semester.

STUDENT DISCIPLINE

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon

the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after school time or a detention so that the parents may make plans to pick up the student the following day. A student who has a conflict with an after-school session is responsible for working it out with the teacher or Building Principal.

- A student who fails to attend an after school session may be given detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion.
- A student who fails to serve their detention may not be allowed to participate in activities.
- Detentions are 30 minutes, served in the office or designated detention room.

In-School Suspension

The Building Principal may require a student to serve in-school suspension. Students not completing the requirements of ISS will face further disciplinary action. The student is expected to complete all work assigned & WILL receive credit for all completed work. Students who earn ISS are not allowed to participate or attend student activities. This includes activities such as NSAA sponsored events. There will be zero tolerance for behavior problems for students placed in ISS. The Building Principal will make the final determination if a specific activity qualifies.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The principal may suspend a student up to 5 school days for conduct which constitutes grounds for expulsion under the law or violates the rules of the Board of Education and/or the school.

1. The principal will investigate.
2. The student will receive oral or written notice of the charges and reason for the suspension.
 - a. They will also be told the basis of the evidence used to make the decision.
3. The student will be given the opportunity to present their version of the story.
4. An attempt to notify parents will be made within 24 hours.
5. A conference for re-entry to school may take place with parents.

The student is expected to complete all work assigned & WILL receive credit for all completed work. Students who earn OSS are not allowed to participate or attend student activities at home or away. Students in OSS are not allowed on school grounds without permission from the Building Principal.

Long-Term Suspension

Students may be excluded, by the Principal, from school or any school function for a period of more than 5 days but less than 20 school days (long term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

On the date of the decision, a written charge and a summary of the evidence supporting such charge shall be filed with the superintendent. The school will, within two days after the decision, send written notice by registered or certified mail to the student and his or her parent or guardian informing them of the rights established under State Law 79-254 & 79- 296. Refer to board policy for an outline of what will be included in the letter.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board

of education or a committee of such a board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Short & Long-Term Suspension, Expulsion, or Mandatory

Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Uses violence, force, threat or intimidation in a manner causing substantial interference with school purposes; or
2. Causes or attempts to cause substantial damage to school or private property or steals or attempts to steal school or private property of substantial value; or
3. Causes or attempts to cause physical injury to another person except in self-defense; or threatens or intimidates any student for the purpose or intent of obtaining something of value from the student; or
4. Possesses or transmits any firearm, knife, explosive or other dangerous object that is ordinarily considered a weapon; or
5. Engages in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103 or being under the influence of a controlled substance or alcoholic liquor; or
6. Commits public indecency as defined in Nebraska statute 28-806 if that student is at least twelve years of age but less than nineteen years of age; or
7. Commits or attempts to commit sexual assault against any person if a complaint has been filed by a prosecutor alleging the incident as required in Nebraska statute 79-267.8; or
8. Engages in bullying as defined in section 79-2,137; or
9. Engages in any other illegal activity which constitutes a danger to other students or interferes with school purposes; or
10. Repeatedly violates the policies, rules and standards of student conduct established by the district; or
11. Violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory

- toward a group or individual based upon race, gender, national origin, or religion;
- b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
 - i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
 - j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
 - k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Guidelines for Various Infractions

ALCOHOL AND/OR DRUGS: The use or possession on school grounds or at school functions. This includes the misuse of prescription and/or over-the-counter drugs. *MANDATORY REPORTING TO LAW ENFORCEMENT.*

1ST Offense: Maximum 15 days OSS.

2ND Offense: Recommendation of Expulsion.

BULLYING/HARASSMENT: Behaviors that are found to be threatening or disturbing towards another person.

Each Offense: Maximum 5 days Suspension.

CHEATING: Copying someone's work and passing it off as your own original work or allowing your work to be copied by someone else who then passes it off as their own original work. *(The student may, in writing, appeal any loss of credit due to cheating to the Principal. That decision will be binding.)*

- a. Each Offense: Office Referral Form shall be completed and turned into administration immediately. Student(s) will be responsible for learning and will redo assignments in a timeframe and with parameters provided by administration. Additional administrative action may be taken.

DISORDERLY CONDUCT: Insubordination, vulgar language, or behavior that impedes the learning environment, causing a student to report to the principal's office.

Each Offense: Maximum 5 days Suspension.

ELECTRONIC DEVICE MISUSE: Cell phones & other electronic devices must be turned off and kept out of sight during the school day.

1ST Offense: Office Referral Form Written. Parent notified; device returned to student at the end of the day.

2ND Offense: Office Referral Form Written. Parent notified; device will be returned to the parent, & detention assigned.

3RD Offense: Office Referral Form Written. Parent notified, device will be returned to the parent, meeting with parent will be held to discuss future consequences, & detention assigned.

FIGHTING: Engaging in or threatening physical contact for the purpose of inflicting harm on another person (not a pushing match). *MANDATORY REPORTING TO LAW ENFORCEMENT.*

1ST Offense: Minimum 5 days OSS for all students involved in the fight.

2ND Offense: Minimum 15 days OSS.

3RD Offense: Recommendation of Expulsion.

TOBACCO: Possessing, using, selling, or dispensing tobacco, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.

1ST Offense: Maximum 5 days Suspension.

2ND Offense: Maximum 15 days Suspension.

3rd Offense: Recommendation of Expulsion.

TRUANCY: The absence of which the parent is not aware at the time you are not at school. Parent awareness must be before the absence, not after the fact.

1st Offense: Maximum of 2 days ISS with additionally assigned detention time.

2nd Offense: 2 -5 days ISS with additionally assigned detention time.

3rd Offense: A meeting with the parent and principal will be held to determine appropriate consequences which could include credits being withheld at the end of the semester.

VANDALISM (Misdemeanor) AND/OR THEFT: MANDATORY REPORTING TO LAW ENFORCEMENT

1st Offense: Maximum 5 days Suspension.

2nd Offense: Maximum 15 days Suspension.

3rd Offense: Recommendation of Expulsion.

Consequences for felony vandalism will be based on the seriousness of the infraction.

VIOLENT BEHAVIOR/THREATS OF PHYSICAL HARM TO STUDENTS OR STAFF: The principal must believe there was a true threat to classify the incident under this category. All incidents under this category will require *MANDATORY REPORTING TO LAW ENFORCEMENT*.

1st Offense: Maximum 5 days Suspension.

2nd Offense: Maximum 15 days Suspension.

3rd Offense: Recommendation of Expulsion.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures

- for appealing any decision rendered at the hearing;
- e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
 4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
 5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
 6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing, but the consequence imposed may continue in effect pending final determination.
 7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing. In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79- 254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

PBiS – Positive Behavioral Interventions and Supports

PBiS is a process to increase student achievement and success while decreasing students' challenging behaviors. By working together, staff, students, and parents help create a safer, more effective environment. Behavior expectations are defined, taught, and reviewed with all students. The expectations are posted throughout the school in designated areas. We encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior.

We know that when good behavior and good teaching come together, our students will excel in their learning. Our strategies are based on the belief that:

“Positive behaviors from adults and students lead to an improved learning environment and increased learning.”

Our consistent school rules are:

- ◆ Be Responsible
- ◆ Active Learning
- ◆ Respect Others and school
- ◆ Keep Safe

These four rules apply to all areas of the school buildings and grounds. Classroom teachers also post their individual rules and expectations for their academic areas.

Students earn **‘Positive Paws’** for positive behaviors. **‘Paws’** are posted at the entryways and a copy is sent home to parents. Any staff member can give out a ‘Paw’ to any student to recognize their behavior. Drawings are held monthly **on a regular basis** for the students & staff to win prizes as rewards for their positive behavior!

Consequences are given to student non-compliant behaviors. These fall into 2 groups, minor and major according to the definitions within the program guidelines (see Student Behavior Management Process Flowchart). Students who exhibit poor choices that are defined as Minor behaviors are retaught the expectation and acknowledge this choice by signing a Behavior Log (the yellow sheet). Students who display behaviors identified as Major are referred to the Building Principal for consequences of their actions (an office referral). Serious infractions that result in suspension (ISS and OSS) or expulsion have been outlined in the “Guidelines for Various Infractions” section of this handbook.

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BELL AND LUNCH SCHEDULES

Regular School Day

1st	2nd	3rd	4th	5th	6A	6B	7th	8th	Advisory
8:10 - 8:58	8:58 - 9:46	9:46 - 10:34	10:34 - 11:22	11:22 - 12:10	12:10 - 12:40 (Lunch)	12:10 - 12:58 (Class)	1:28 - 2:16	2:16 - 3:04	3:04 - 3:27
					12:40 - 1:28 (Class)	12:58 - 1:28 (Lunch)			

Two Hour Late Start (10:10am)

1st	2nd	3rd	Advisory	6A	6B	4th	5th	7th	8th
10:10 - 10:42	10:43 - 11:16	11:16 - 11:49	11:49 - 12:10	12:10 - 12:43 (Lunch)	12:10 - 12:43 (Class)	1:16 - 1:49	1:49 - 2:22	2:22 - 2:55	2:55 - 3:27
				12:43 - 1:16 (Class)	12:43 - 1:16 (Lunch)				

Early Out (1:25pm)

1st	2nd	3rd	4th	5th	7th	8th	6A	6B
8:10 - 8:45	8:45 - 9:20	9:20 - 9:55	9:55 - 10:30	10:30 -	11:05 -	11:40 -	12:15 -	12:15 -

				11:05	11:40	12:15	12:50 (Lunch)	12:50 (Class)
							12:50 - 1:25	12:50 - 1:25 (Lunch)

(PRE SCHOOL DAY)

- 3 years old - 8:15 a.m. to 11:15 a.m. (Monday - Thursday)
- 4 years old - 12:10 p.m. to 3:10 p.m. (Monday - Thursday)
 - Friday morning - 8:15 a.m. to 11:15 a.m.
- NO PRE SCHOOL ON PD DAYS FOR STAFF (Wednesdays at the end of the month)

ELEMENTARY SCHOOL DAY

- 8:30 a.m. to 3:35 p.m. (8:10 a.m. to 3:15 p.m.)

SECONDARY SCHOOL DAY

- 8:30 a.m. to 3:45 p.m. (8:10 a.m. to 3:27 p.m.)

Lunch Schedules

- Kindergarten 10:50-11:20
- First Grade 10:50-11:20
- Second Grade 11:20-11:50
- Third Grade 11:20-11:50
- Fourth Grade 11:30-12:00
- Fifth Grade 11:30-12:00

- Secondary Lunch A 12:10-12:40
- Secondary Lunch B 12:58-1:28

NATIONAL HONOR SOCIETY - (NHS)

Shelby-Rising City Public Schools will sponsor a Chapter of the National Honor Society by developing local procedures that are in accordance with the National guidelines.

Principal: Appoints a faculty member to serve as sponsor and other faculty to serve as council members for the NHS. Principal is in attendance at all council meetings as a non-voting participant.

Sponsor: Faculty member who is appointed to serve as advocate for the Shelby-Rising City Chapter of NHS. The sponsor is in attendance at all meetings as a non-voting participant. Sponsor duties include, but are not limited to: organize all Chapter activities, including election, disciplinary and dismissal procedures; chair all Faculty Council meetings, and anything else that pertains to NHS.

Faculty Council: A 5-member faculty team is responsible for voting on matters pertaining to the Chapter, including election, discipline and dismissal of members. An individual faculty member serves in two-year blocks of time and membership on the team is rotated through the secondary faculty.

Candidates: Any Shelby-Rising City 11th or 12th grade student who meets the criteria.

Criteria for Membership

Scholarship: The member must maintain a minimum grade point average (GPA) of 93%.

Service: The member upholds scholarship and is loyal to the school, participates in some outside activity (scouts, church, volunteer work in school, home or community), works well with others while assuming difficult responsibilities, cheerfully renders requested service to the school, represents the class or school in inter-class or inter-school activities, does committee work without complaining, shows courtesy by assisting visitors, teachers, and students.

Leadership: The member promotes school activities, influences peers in upholding school ideals, improves civic life in the school, has a positive attitude, inspires positive behavior in others, holds office or other positions or responsibility, is dependable and accepts responsibility, demonstrates leadership at home, school, work, and community.

Character: The member takes constructive criticism willingly, exemplifies desirable qualities of

behavior, upholds principles of morality and ethics, cooperates and complies with school regulations, demonstrates honesty and reliability, shows courtesy, concern and respect for others, observes school instructions and rules, is truthful and avoids cheating, actively works to rid the school of negative influences.

Selection Process

Beginning with the class of 2016: At the end of second semester, the guidance counselor will inform the Sponsor of all students (those entering 11th and 12th grade) who have a minimum GPA of 93%. The Sponsor will inform students at the beginning of the next school year that they meet the scholarship criteria. The student will be asked to complete a questionnaire indicating their desire to be selected as a member of NHS. Once students complete the questionnaire and return it to the Sponsor, the Faculty Council will evaluate the materials. The Faculty Council will conduct an interview with each of the candidates prior to final selection. The Faculty Council then evaluates the student questionnaire, the interview and the faculty responses. The Faculty Council will make their decision on the applicant's candidacy by having each Council member assign a number value from 1 to 10 for each criterion: scholarship, leadership, service, character and the interview for each applicant. The minimum value given for scholarship has been determined to be 8. Those students whose point total averages 40 or above will receive a letter notifying of their selection for membership. A parent and student meeting will take place prior to the candidate submitting a letter of acceptance or refusal into the organization. Induction will be held during September and students become active NHS members after the initiation ceremony.

Disciplinary Procedure

A member who fails to adhere to all criteria will be subjected to the NHS members' predetermined point system that will be used to help the Faculty Council determine when a member needs to receive a warning or possible dismissal from the NHS. If a member accumulates less than half the points for dismissal in a year, the points accumulated will be dismissed and a clean slate will occur for the next school year. If a member has accumulated one-half or more of the points that could lead to dismissal, those points will be rolled over into the new school year for returning students.

A member who fails to adhere to all the criteria may be dismissed from the Chapter by a vote of the Faculty Council. Members will not be dismissed from NHS without receiving a written warning from the Sponsor identifying and detailing the deficient criteria. The decision to issue a warning will be by majority vote of the Faculty Council or a predetermined point accumulation. In the case of scholarship, a warning will be issued if a member's cumulative average falls below 93%. The member must raise the average to 93% or above by the following semester's grading period to remain a member. If other criteria are not being met, a member will not be allowed a second violation of the indicated deficiency, nor would they be allowed other additional deficiencies. A vote for dismissal does not require a second warning before the action of the Council.

Exception: *No warning is required if a member is guilty of, or confesses to, violating school rules that require a long term suspension or an expulsion; also, no warning is required if a member is found guilty of, or confesses to, any action of flagrant violation of civil laws or school laws.*

Reviewed March 2023 - no revisions

**Shelby-Rising City Public School
Combined District and School
Title I Parent and Family Engagement Policy**

Shelby-Rising City Public School intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

In General The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand. Some events include:

Back to School Night	Parent-Teacher Conferences	Annual Parent Meeting
Book-It Kick-off Event	Family Fun Nights	Science Fair
Wax Museum Event	Elementary Awards Assembly	Circle of Friends

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities. Some activities include:

Perceptual Surveys	Annual Parent Meeting	Advisory Board
PBIS Committee	School Improvement	Family Engagement Event Committees

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand. Some information includes:

Online Student Handbook	Standardized Test Results
Parent -Teacher Conferences	Progress Reports and Report Card

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children. Some activities include:

Migrant Summer Program	SRC Elementary Summer School
Shelby Community Library Story Hours	

Revised May 2022

Shelby-Rising City Public School

Política Combinada de Distrito y Escuela Title 1 para Padres y Familiares

Shelby-Rising City Public School tiene la intención de seguir las pautas de la Política de participación de padres y padres del Título I de acuerdo con la ley federal, Sección 1116 (a-f) ESSA, (Cada estudiante triunfa) de 2015.

En General

La política escrita de participación del padre y la familia del distrito se ha desarrollado conjuntamente con, actualizaciones periódicas y distribuida a los padres y familiares de los niños participantes y la comunidad local en un formato comprensible y uniforme. Esta política acordada por dichos padres describe los medios para llevar a cabo los requisitos que se enumeran a continuación.

· Los padres y familiares de todos los estudiantes son bienvenidos y alentados a involucrarse con la escuela y la educación de sus hijos; esto incluye a los padres y miembros de la familia que tienen un dominio limitado del inglés, alfabetización limitada, están en desventaja económica, tienen discapacidades, antecedentes de minorías raciales o étnicas o son niños migratorios. La información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades se envían a los padres de los niños participantes en un formato, y en la medida de lo posible, en un idioma que los padres puedan entender.

Algunos eventos incluyen:

Noche de regreso a la escuela	Conferencias de padres y maestros	Reunión anual de padres
Evento de lanzamiento Book-It	Noches de diversión familiar	Feria de ciencias
Evento del museo de cera	Asamblea de premios de primaria	Círculo de amigos

· Los padres participan en la planificación, revisión, evaluación y mejora del programa de Título I, la Política de participación de padres y familias y el Acuerdo entre escuela y padres en una reunión anual de padres programada en un momento conveniente. Esto incluiría la planificación e implementación de actividades efectivas de participación de los padres y la familia.

· Conducta, con la participación significativa de los padres y la familia, una evaluación anual del contenido y la eficacia de la Política de participación de los padres y la familia. Use los hallazgos de la evaluación para diseñar estrategias basadas en la evidencia para una participación más efectiva de los padres, y para revisar la Política de participación de padres y familias.

· Se ofrecen oportunidades para que los padres y familiares participen en las decisiones relacionadas con la educación de sus hijos. La escuela y la agencia educativa local deberán proporcionar otro apoyo razonable para las actividades de participación de los padres.

Algunas actividades incluyen:

Encuestas de percepción	Reunión anual de padres	Junta asesora
Comité PBIS Comités	mejoramiento escolar	eventos de participación familiar

· Los padres de los niños participantes recibirán información oportuna sobre los programas de esta parte, una descripción y explicación del plan de estudios en uso, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los estándares académicos estatales desafiantes. La escuela brindará asistencia, oportunidades y / o materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar los logros académicos de sus hijos en un formato, y cuando sea factible, en un idioma que los padres y familiares puedan entender.

Parte de la información incluye:

Manual del estudiante en línea	Resultados de exámenes estandarizados
Conferencias	Informes de progreso y

· Educar a los maestros, personal de apoyo instructivo especializado, directores y otros líderes escolares, con la asistencia de los padres sobre el valor y la utilidad de las contribuciones de los padres, cómo llegar, comunicarse y trabajar con los padres como socios iguales.

· Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares que fomentan y apoyan a los padres para que participen más plenamente en la educación de sus hijos.

Algunas actividades incluyen:

Programa de verano para inmigrantes	SRC Elementary Summer School
Shelby Horario de cuentos de la biblioteca comunitaria	

visado en mayo de 2022

revisado en marzo de 2023 - sin revisiones



Parent-Student-School
Schoolwide Title I
Elementary Learning Compact
Shelby-Rising City Public School



This Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. At the annual parent-teacher conferences the compact shall be discussed as it relates to the individual child's achievement.

PARENT/GUARDIAN AGREEMENT

As a parent/guardian, I understand that being actively involved in my child's learning will help him/her be successful and have a good attitude about learning. Therefore, I agree to carry out the following responsibilities:

- provide a homework routine for my child
- support the school's discipline program
- read to or with my child 15 minutes a day, 5 days a week so he/she will experience the joy of reading

STUDENT AGREEMENT

As a student, I understand that school is important because it will help me learn skills to be successful in my life. Therefore, I agree to carry out the following responsibilities:

- always try to do my best by following the school's discipline program
- be responsible and cooperative at home with homework and when my family reads to/with me
- attend school regularly and be prepared to learn and complete homework

TEACHER AGREEMENT

As a teacher, I understand how important it is for every student to have a positive school experience and for parents to have support as they help their child with school tasks. Therefore, I agree to carry out the following responsibilities:

- provide positive communication between students, parents, and teachers (via email, notes, and/or phone calls)
- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet State academic achievement standards
- provide daily classroom practices, at-home practices, and extra optional practices with important and meaningful skills
- support the school's discipline program

Reviewed February 2022 – no revisions

Reviewed March 2023 - no revisions



**Escuela - estudiante - padre
Schoolwide Título I
Pacto del aprender primaria
Shelby-Rising City Public School**

Este Acuerdo de Escuela Título I-Padres se ha desarrollado conjuntamente con los padres y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad del logro académico mejorado de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado. En las conferencias anuales de padres y maestros se discutirá el pacto en lo que se refiere a los logros del niño individual.

Pacto del estudiante y padre

Como padre, yo entiendo que mi participación en el aprendizaje de mi hijo le ayudará a lograr y tener un actitud positivo del aprendizaje. Por eso, yo prometo cumplir con las responsabilidades que siguen:

- Proveer una rutina para hacer tarea por mi hijo
- Apoyar la disciplina de la escuela
- Leerle a mi hijo o escucharle leer por 15 minutos al día, 5 días de la semana para que disfruta de la lectura.

Pacto del estudiante

Como un estudiante, yo entiendo que la escuela es importante porque me ayudará a aprender habilidades para tener éxito en la vida. Por eso, yo prometo cumplir con las responsabilidades que siguen:

- Siempre tratar de hacer mi mejor intento en cumplir con el programa escolar de disciplina
- Ser responsable y cooperativo en casa con la rutina de tarea y cuando mi familia lee conmigo
- Asistir a la escuela regularmente y estar listo para aprender y hacer tarea

Pacto de la profesora

Como profesora, yo entiendo la importancia por el estudiante de tener una experiencia positiva en la escuela y que los padres tienen apoyo para ayudar a sus hijos con trabajos escolares. Por eso, yo prometo cumplir con las responsabilidades que siguen:

- Proveer comunicación positiva a y entre los estudiante, padres y otros profesores (por correo electrónico, cartas y/o teléfono)
- Proporcionar currículo de alta calidad y la enseñanza en un apoyo efectivo y entorno de aprendizaje que permite a los niños para cumplir con las normas estatales sobre el logro académico
- Proveer practicas en la clase, practicas en casa y otras practicas adicionales por habilidades importantes
- Apoyar la disciplina de la escuela

febrero 2022 – no revisiones

revisado en marzo de 2023 - sin revisiones

Student Activity Handbook

Pre-practice requirements: ATHLETIC ACTIVITIES ONLY

EACH ATHLETE PARTICIPATING IN ANY SPORT MUST MEET THE FOLLOWING REQUIREMENTS BEFORE BEING ALLOWED TO PRACTICE.

1. Turn in a school approved physical examination form.
2. Turn in a school approved student participation agreement.
3. Turn in a school approved parent/guardian consent form.
4. Turn in a school approved insurance verification form/waiver form.
5. Turn into the office an activities handbook verification form.

Forms 1, 2, 3, 4, must be filled out, completed in full and turned into the sponsor before a student will be allowed to participate. Form 5 will be turned into the office along with the Student Handbook verification form, they are one and the same. This need be done only once each year for the first athletic activity a student takes part in.

ALL OF THE INFORMATION AND RULES LISTED BELOW ARE INTENDED FOR ALL PARTICIPANTS WHO TAKE PART IN THE CO-CURRICULAR ACTIVITIES OF SHELBY PUBLIC SCHOOL. IF THE TERM ATHLETE IS USED, IT COULD BE REPLACED WITH PARTICIPANT OR MUSICIAN ETC. IF THE TERM COACH IS USED, IT COULD BE REPLACED WITH DIRECTOR OR SPONSOR.

In order to better inform parents and students of the various activities, some activity sponsors have written handbooks for their area of responsibility. These booklets cover the various aspects of a particular activity in more detail than this activity booklet. The individual sponsor's activity booklets will be subject to the overall policies in this activity book or School Board Policy. These booklets will be distributed to the students at the beginning of an activity season. All other reasonable rules or regulations adopted by the sponsor, and approved by the ACTIVITY DIRECTOR, of a co-curricular activity shall be followed provided that participants shall be notified of such rules and regulations by written handouts or posting on bulletin boards prior to the beginning of the season.

PARTICIPANT RESPONSIBILITY

A participant is any boy/girl attending Shelby -Rising City High School that is taking part in an activity.

In order to be the best possible participant and follow the activity philosophy of the Shelby -Rising City Public School, the participant must assume the following responsibilities:

Responsibility to yourself:

1. Attend all practices or rehearsals and practice with intensity; thus, improve as an individual and a participant.
2. Adhere to training rules.
3. Expect no favors from the coach/sponsor or teammates. You must earn your position.
4. Develop a competitive attitude. Be willing to compete against your friend in practice as you would your opponent in interscholastic competition.
5. Be honest with yourself about your skills.
6. Maintain respect for yourself in victory and defeat.

Responsibility to your activity:

1. Don't be selfish. You should be willing to sacrifice personal achievement for team success.
2. Be able to separate personal matters from team matters.
3. Respect your teammates. They can make you a winner!
4. Follow the sponsor's directions.
5. Be loyal to your team. When your team needs your experience and ability, be there.

Responsibility to your school and community:

1. Recognize your leadership role both during and after competition.
2. Realize a good participant works to his/her ability in the classroom.
3. Respect the property of others.
4. Promote school spirit.

SPONSOR: RESPONSIBILITY

A sponsor is the person or his/her assistant that is directly in charge of an activity i.e. head football coach is a sponsor of the football team. The assistant football coach is a sponsor of the football team.

The sponsor's role is to give the community the best possible performances with the available talent each year. All sponsors will follow the Nebraska Coaches Creed which reads:

- **I BELIEVE** interschool activities have an important place in the general education scheme and pledge myself to cooperate with others in the field of education to so administer them that their values shall never be questioned.
- **I BELIEVE** the other sponsors of interschool activities are earnest in their desire to keep the interschool program high on the plans of citizenship training and I shall do all that I can to further their efforts.
- **I BELIEVE** my own actions should be so regulated as to reflect credit to this profession.
- **I BELIEVE** in the exercise of all the patience, tolerance, and diplomacy at my command in my relations with all participants, co-workers, activity officials, and spectators.
- **I SHALL** abide by the rules of the activity in letter and spirit.
- **I BELIEVE** proper administration of all activities offers effective laboratory methods for development of high ideals of sportsmanship, qualities of cooperation, courage, unselfishness and self-control, desires for clean, healthful living and respect for wise discipline and authority.
- **I BELIEVE** these admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carry-over and will aid each one connected with the activity to become a better citizen.
- **I BELIEVE** in and will support all reasonable moves to improve activity conditions to provide for adequate equipment, and to promote the welfare of an increased number of participants.

GENERAL INFORMATION

- A. Once each year before being permitted to start practice, a participant in athletic activities must have a complete physical examination. A copy of the form used for the exam can be picked up from your sponsor, from the activities director, at the school office or from the Shelby Clinic. The physical examination must be turned into your sponsor prior to participation. The record of your physical examination will be kept on file with the activities director. The form must be signed by the student, his/her parent or guardian, and a medical doctor. This physical exam will be paid for by the student or his/her parent or guardian.
- B. No practice will be scheduled on Sundays unless a contest is scheduled on the following Monday or prior approval is given by the administration.
- C. No participant will practice using school facilities unless supervised by a sponsor or as per board policy.
- D. All participants will wear the clothing and equipment required by the sponsor.
- E. If a participant suffers an injury or illness which requires a doctor's attention, he/she must have a written release from the doctor in order to resume practice/play.
- F. If a participant is injured, he/she will be expected to attend all practices, games, meets, contests, or other events even though he/she cannot actually participate unless excused by the sponsor.
- G. No practice will exceed 2 1/2 hours in length.
- H. Be at all practices. All practices are important and one participant missing may endanger the success of the team. If a participant knows he/she will be missing practice, he/she is expected to notify the sponsor before the missed practice. Legitimate reasons for missing practice are: illness, funeral, another school function, and work for one's father or mother. The sponsor will determine if any other excuses are legitimate. A participant must

notify the sponsor BEFORE missing any practice. A sponsor may discipline participants for missing practice without a legitimate reason.

I. Any participant who is a member of any Shelby -Rising City High School interscholastic athletic squad cannot participate on any other organized team in that sport, in school or out of school, during the period that he/she is a member of the Shelby -Rising City High School interscholastic squad.

a. **Example:** A student cannot participate on a town team volleyball team while a member of the high school volleyball team.

J. Extracurricular Participation (300.28, #7):

a. **IN ORDER TO PRACTICE OR PARTICIPATE IN ANY ACTIVITY HELD OUTSIDE OF SCHOOL HOURS, THE STUDENT MUST BE IN ATTENDANCE ALL DAY ON THE DAY OF THE ACTIVITY. THE ONLY EXCEPTION TO THIS SECTION WOULD BE A PRE-ARRANGED ABSENCE APPROVED BY THE PRINCIPAL/ACTIVITIES DIRECTOR OR EXTENUATING CIRCUMSTANCES.**

K. Guidelines for Participation in a Cooperative Activity.

1. Students will provide their own transportation to practices and contests.
2. Students will pay for any uniform(s) or equipment needed to practice.
3. All students K -12 will be admitted free into all home games at Shelby WITH A SHOWN STUDENT ID.
4. Students will not be allowed to leave school early to attend a practice.
5. Students will need to complete a pre -excused slip when contests cause them to leave before the end of the regular school day.
6. Students will follow the Shelby -Rising City School Eligibility Policy.
7. Students that meet the lettering requirements will receive a letter and certificate from Shelby -Rising City Public School and will be recognized at the activities banquet.

L. L. Concussion Awareness

a. The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

i. The School District will:

1. All coaches and volunteers are required to complete the NFHS concussion training course annually. A certificate indicating completion of the course will be required to be submitted to the activities director annually.

ii. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:

1. The signs and symptoms of a concussion;
2. The risks posed by sustaining a concussion; and
3. The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

iii. A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed healthcare professional. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

1. has been evaluated by a licensed healthcare professional;
2. has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional; and
3. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation

from the student's parent or guardian.

- M. The school district will not provide for the presence of a licensed healthcare professional at any practice or game.
- N. Students who participate in out-of-town school sponsored activities are to ride the bus or any mode of transportation specifically approved by the Principal. The student will ride the bus, or approved transportation, to the activity. He/She will return to Shelby -Rising City Public School on the same transportation unless the proper procedure is followed.
- O. Activity practices scheduled the same day as snow/ice dismissal shall be automatically canceled. Practices may be held after late starts if the school day is completed. Practices related to other early dismissals and/or late starts may be scheduled at the discretion of the A.D./Superintendent. Games may be played/not played on weather affected days at the discretion of the A.D./Superintendent. The Superintendent shall have final determination in all cases.
- P. The Shelby -Rising City Public Schools provides its participants with the best equipment possible. Therefore, participants will be expected to return the equipment in reasonable condition at the end of the season. If it is not returned or is not in reasonable condition the participant will be expected to pay the replacement cost.
- Q. Participants under school suspension, expulsion, or exclusion from school as established in
 - a. Board policies are ineligible to practice or participate during the term of the suspension, expulsion, or exclusion.
 - i. For example, if a participant is given a suspension for Monday, the participant will not be allowed to participate in any activity on Monday. If a participant is given a two day suspension for Monday, and Tuesday, the participant will not be allowed to participate Monday or Tuesday.
- R. A performance will always have preference over a practice with regard to student participation. The instructor that has the performance will set the times that he/she feels is necessary for the adequate dismissal, transportation, setting up of equipment, and performance of his/her participants. If there is an issue involving dismissal from school or practice, the activities director will make the final decision as to dismissal time.
- S. If a participant is scheduled to perform in two school activities at once, the participant will decide which performance he/she will take part in. It is then the participant's responsibility to inform both sponsors as to his/her decision.
- T. Shelby-Rising City Public School uniforms will only be worn by Shelby-Rising City Public School sponsored teams. Non-school sponsored teams must furnish their own uniforms. The only way a non-school sponsored team may use school uniforms is: 1) allow all Shelby-Rising City students that are eligible to participate to be on the team, 2) pay rent for the uniforms to be used, 3) conform to all NSAA regulations that pertain to the activity. No current varsity uniforms will be used for this purpose other than All-Star competition.
- U. No participant will be allowed to start the next activity season without having turned in all equipment, paying all bills, and meeting all the requirements of the previous activity season or school year.
- V. Summer camps/clinics are not school sponsored activities. Shelby -Rising City Public School claims no dominion over activities related to the planning, execution, and/or results of any summer camp/clinic. When taking part in summer camp(s)/clinic(s) the responsibility and liability rest solely with the adult or student participants as individuals.

GUIDELINES FOR THE PAYMENT OF STUDENT AND GROUP FEES

The Shelby -Rising City School District will pay for the following:

1. All group entry fees for approved activities occurring during the time school is in session.
2. All awards given to students, including:
 - a. Athletic and/or Fine Arts letters, pins, stars, shields, and certificates
 - b. All -Conference patches for athletics
 - c. Championship patches if earned during athletic competition at the conference or district or state.
 - d. Academic recognition given for: the science fair, awards night, Honor Society and the honor assembly at the end of the school year.
3. Read-a-thon prizes
4. Meals and lodging of activity participants and coaches/sponsors if the school district is reimbursed by the organization that sponsors the event.
5. Meals and lodging of fine arts participants and coaches if the participation is at the All -State level.
6. All -State auditions for vocal and instrumental music.
7. A total of two auditions for College Honor Bands or Honor Choirs.
8. First Team Athletic and Fine Arts All -State Members' pictures to be placed in a designated area in school.
9. Admission fees for cheerleaders, pep band members and other students when their attendance is required at an "away" activity.

LETTERING

Each time an individual letters in the senior high, they will be awarded a letter certificate by the sponsor of that activity at the annual activities banquet. The first time a participant letters he/she will be awarded a chenille letter, an emblem representative of the activity the participant lettered in (i.e. winged foot for track), and a gold bar. On subsequent letterings, the participant will receive a certificate and a gold bar for each sport that they lettered in. All other participants who did not letter will be given a participation certificate.

ATHLETIC LETTERING

- A. **FOOTBALL:** Any participant playing one -half the total regular season varsity quarters will be awarded a letter. A player gets one quarter for starting a reserve game. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- B. **BASKETBALL (boys and girls):** A participant must play one -fourth of the total varsity quarters. A participant may receive one -half quarter for starting a reserve game. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- C. **VOLLEYBALL:** A participant must play one -fifth of the total varsity games. The participant may receive one -half game for starting a reserve match. In addition, the coach may letter a senior if he feels the athlete is deserving even though he/she has not met the preceding requirements. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- D. **TRACK (boys and girls):** A participant can letter if he/she places in 5 meets throughout the season.. Relays will be counted as 1 full point. A participant may also letter if he/she meets one of the following requirements: breaks a school record, scores a total of 8 points for the season in any type of meet, if a senior who shows positive leadership abilities and has not met any of the preceding requirements or improve your personal best four times during the season (personal best includes past years efforts). Seniors who are out for track all four years will letter their senior year automatically. If a conference/district championship is won, all athletes who PARTICIPATED in the track meet will automatically letter. The above lettering criteria may be deviated from by

the coach, with Activity Director approval, if extenuating circumstances exist.

- E. MANAGER (for athletics): A high school boy or girl can receive a manager's letter by managing two sports per year or is a manager for one sport and participates in another sport the same year. The above lettering criteria may be deviated from by the coach, with Activity Director approval, if extenuating circumstances exist.
- F. GOLF: a participant can letter if he/she participates in 33% of the varsity(not duals/triangulars) meets and his/her score contributes to the team score in at least one meet. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- G. WRESTLING: A participant can letter if he/she participates in 50% of the varsity meets and his/her score contributes to the team score in at least one meet. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- H. SOFTBALL: A participant can letter if she plays in one -half of the total varsity games played. The participant may receive one -half game for starting a JV game. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- I. DANCE TEAM/CHEERLEADING: A participant can letter if he/she attends 90% of all assigned practices/games. The above lettering criteria may be deviated from by the sponsor with activity director approval, if extenuating circumstances exist.

FINE ARTS LETTERING

- A. SPEECH: Attend 90% of assigned practices. Place at two or more meets **or** place at the conference or district contests. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- B. Play Production/One Act: Attend 90% of assigned practices. Know lines by assigned due dates. Participate in all performances or fulfill all the duties required of an assistant director or backstage crew person. The above lettering criteria may be deviated from by the sponsor, with Activity Director approval, if extenuating circumstances exist.
- C. Band & Choir
 - a. Earning a letter in band and/or choir means demonstrated **excellence** and/or **dedication**. A varsity letter signifies that its winner is considered a qualified varsity team member, awarded after a certain standard is met. The following lettering criteria may be deviated from by the director, with Activity Director approval, if extenuating circumstances exist.
 - b. To earn a letter, a member must:
 - Attend all required performances (no unexcused absences), **and**
 - Maintain an "A" or "B" grade in band, **and**
 - Be selected for and satisfactorily attend an *auditioned* honor ensemble, **or**
 - Earn a rating of I (superior) on a solo or duet at District Music Contest, **or**
 - Demonstrate *consistent, above-and-beyond* helpfulness in the band/choir program *outside of class hours* -- for example, sort or file music, assist in organizing uniforms/equipment/materials, help with data entry, assist with audio/visual/computer equipment, aid fellow students needing extra help, work with beginner or middle school band students under the director's guidance, collect and organize forms or needed paperwork, and the like, **or**
 - Complete your 4th year of band satisfactorily.

OTHER AWARDS

- A. Any member of a conference season championship team, conference tournament championship team, district championship team, or state championship team will receive a championship patch or trophy/medal.
- B. Any participant selected to the All-Conference-1st team will receive an all-conference certificate. All-District 1st team football players will receive a patch.
- C. Any participant(s) selected to an All-State 1st team in a team sport or 1st place in the State Track Meet will be honored with his/her (their) picture being placed in a designated area. Likewise, participants receiving All-State honors in band, vocal music, speech, or drama will be honored with their picture being placed in a designated area.
- D. Any participant who participates in three sports for all four years of his/her athletic career will be given a Dedicated Athlete Award. If a participant is in violation of any Prohibitive Conduct (2.1.1 – 2.1.10) during his/her junior or senior year they will forfeit the right to receive the dedicated athlete award.
- E. Any student that letters in 3 athletic activities in a single school year will receive a 3-sport letter winners shield.

SRC-CLUB

- A. Any student that has received an athletic "S" is eligible to belong to the S-Club.
- B. SRC-Club members will follow the guidelines as stated in their constitution.

SHELBY-RISING CITY ACTIVITY PROGRAM DRUG FREE SCHOOL AND COMMUNITY - STUDENT POLICIES (700.02)

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide age appropriate, developmentally based drug and alcohol education and prevention program for all students of the schools. It shall be the policy of the District to require instruction at each grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. Such instruction should be described in any curriculum guides of the District and should have as one of its primary objectives preventing the use of illicit drugs and alcohol by such students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the district.

It shall further be the policy of the district through the instruction earlier herein referred to as well as by information and consistent enforcement of the board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, and its educational programs.

STANDARDS OF STUDENT CONDUCT PERTAINING TO THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS OR ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES

It shall be the policy of Shelby-Rising City School District No. 72-0032 in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities. This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, at school-sponsored activities off school premises.

Conduct prohibited at places and activities as herein above described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.

2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.

It shall further be the policy of the District that violation of any of the above prohibited acts will result in disciplinary sanctions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, referral to appropriate authorities for criminal prosecution.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide information to all students concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within fifty miles of the administrative offices of the District or, where no such services are found available within 50 miles then such other programs as may exist within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to provide each student of the District a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. Such standards of conduct and the District's policy of disciplinary sanctions that may be taken for violation of such standards of conduct shall be given to each student and his or her parent or parents or guardian prior to the commencement of each school year on a form to be developed by the administration or Board of Education.

It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be issued in duplicate and shall contain in prominent letters the following language:

"THIS RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS A PARENT OR GUARDIAN OF A STUDENT ATTENDING SHELBY-RISING CITY SCHOOL DISTRICT NO. 72-0032 HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXACTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR

ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREINABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

It shall be the policy of Shelby-Rising City School District No. 72-0032 to review biennially its entire program pertaining to the prevention of the use of illicit drugs and the abuse of alcohol by students and employees to determine the effectiveness of the program and to implement such changes to the program as are deemed needed.

The Superintendent shall undertake such study as is deemed appropriate to determine whether the program of the District as herein above referred to is accomplishing its intended goals. If the Superintendent determines that changes are necessary or desirable in the program, the Superintendent shall, on or before the regular July meeting of the Board of Education, present to the Board of Education such changes as are proposed by the administration in the program of the District.

It shall be the policy of Shelby-Rising City School District No. 72-0032 to require the Superintendent of Schools to keep a statistical report of all violations of the district's policies and programs prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on the school district's property or as part of any of the district's activities. The Superintendent shall at least annually provide a report to the Board of Education consisting of at least the following:

1. The date and nature of any incidents of non-compliance with the District's policies pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees.
2. The nature of any sanction carried out against any such person in violation of such policies.

A brief description of any treatment, counseling, or rehabilitation that any such individual in violation of any such policy shall have undertaken and whether such undertaking was voluntary or involuntary.

300.32 PARTICIPATION RULES FOR EXTRACURRICULAR ACTIVITIES

To represent Shelby-Rising City High School in interscholastic or extracurricular activities, each student participant must meet the eligibility rules of the Nebraska School Activities Association, and of Shelby-Rising City High School.

1. SCOPE

- 1.1. The following regulations will begin the first day of allowed practice at the start of each school year, (as established by the NSAA) or the first day of an organized activity or practice should the practice or activity start before the NSA established date. They will end on the last day of Student attendance in school except in the case of school sponsored activities that extend beyond the last day of school.

2. PROHIBITED CONDUCT

- 2.1. The following student conduct shall constitute grounds for imposition of the penalties described in paragraph 3 of these rules.
- 2.2. Use of violence, force coercion, threat, intimidation or similar conduct that constitutes a substantial interference with school purposes. 2.1.2 Causing or attempting to cause physical injury to anyone. Physical injury caused by accident, self defense or other action undertaken on the reasonable belief it was necessary to protect some other person shall not be a violation of this rule.
- 2.3. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
- 2.4. Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a weapon, when such activity occurs on school grounds or during an educational function or even off school grounds.
- 2.5. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property.
- 2.6. Engaging in the possession, selling, dispensing or use of a controlled substance, including anabolic steroids, alcohol and tobacco products(including but not limited to cigarettes, cigars, and chewing tobacco, vapor products(such as e-cigarettes).
- 2.7. Public indecency.
- 2.8. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes as a Class III Misdemeanor or greater.
- 2.9. Engaging in any other activity on school grounds or during an educational function or even off school grounds that constitute a danger to other students, to teachers, and other persons or interferes with school purposes.
- 2.10. A repeated violation of rules established by the Shelby-Rising City Board of Education governing student conduct.

- 2.11. If a student attends a party/gathering, where alcohol or drugs are being illegally dispensed, the student must leave the party/gathering immediately (LEAVING MEANS LEAVING IMMEDIATELY) and report their attendance to a coach or administrator before the end of the next school day. Self reporting by the student in this case does not constitute a violation of policy 2.1.6 and a possible two event suspension, as long as the student leaves the gathering immediately.

3. PENALTIES

- 3.1. The term extracurricular events, used in this and following paragraphs, means a game, performance, contest, or demonstration of an interscholastic or extracurricular activity performed for the public, or in a competition that is not public.

The following penalties shall be imposed by the Principal upon knowledge of a violation or violations of the participation rules. Penalties for first and second violations may be reduced as described in paragraph 4.

- 3.2. For the first violation of participation rules, the student shall not participate in four (4) consecutive extracurricular events. The student shall remain a part of all teams or activities and shall continue to practice as scheduled. (See paragraph 3.2.5 for an example of this rule).
- 3.3. For a second violation of the participation rules occurring in the same school year as the first violation, the student shall not participate in six (6) consecutive extracurricular events. The student shall remain a part of all teams or activities and continue to practice. (See paragraph 3.2.5 for example of this rule).
- 3.4. For a third violation occurring in the same school year as the first and a second violation, the student shall not participate in any extracurricular activities for one calendar year. The student must obtain and complete counseling at the student's expense before participating in any activity in the following school year. A letter from the counselor to the Principal shall be evidence that a course of counseling has been completed.
- 3.5. A student's non-participation in any interscholastic or extracurricular activity after imposition of a penalty will not cancel the penalty. The penalty will resume, when the student next participates in an interscholastic or extracurricular activity which may carry over to the next school year.
- 3.6. Penalties imposed for first and second violations include events in all activities in which the student is eligible to participate. For example a penalty barring participation in four events might include one football game, one marching band contest, one vocal music performance, and one basketball game. Barring from participation in events incurred by the student as a result of an expulsion, suspension, or academic ineligibility do not detract from the total number of events a student is barred from as a result of the disciplinary action outlined by Board Policy 300.32; Sections 3.2.1 and 3.2.2.
- 3.7. For the first violation of prohibited conduct policy 2.1.6 (possession of alcohol, drugs or tobacco) the student shall complete an online drug and alcohol program. Following completion of the program the student will present the principal and activities director a certificate of completion that can be printed at the end of the program. Parents are encouraged to participate in the online program with their son/daughter.

4. PENALTY REDUCTION

- 4.1. A student who has received a penalty for a first or second violation of the participation rules may have such a penalty reduced by using one of the following procedures.
- 4.2. A student shall have two extracurricular events restored if he or she, or his or her parents have admitted a violation of the participation rules to the Principal, Athletic Director, or Superintendent within two school days or before participating in any scheduled activity.
- 4.3. A student shall have participation in two extracurricular events restored upon completion of an alcohol education or counseling program approved by the school administration. The student shall pay the counseling program expense.

5. SCHOOL KNOWLEDGE OF ALLEGED VIOLATION

- 5.1. Any adult resident, parent of any student, teacher, or administrator of Shelby-Rising City Public School District may report a violation of the participation rules to the Principal, Athletic Director, or Superintendent in a signed written statement containing his or her first hand observation.
- 5.2. Any adult may advise the Principal that a student has violated a participation rule where law enforcement personnel may be involved. Upon receipt of such information the principal shall determine

whether or not a complaint has been filed in any court. If a complaint has been filed and states that a student has committed acts which violate the participation rules the Principal shall impose the appropriate penalty upon the student. Any student or his or her parents may admit a violation of the participation rules within two (2) school days. If the Principal determines that a participation rule has been violated the appropriate penalty shall be imposed.

- 5.3. Cyber Image Policy- Any identifiable image, photo or video which implicates a student to have been in possession or presence of drugs or portrays actual use, or out of character behavior or crime, shall be confirmation of a violation of the code. Since there is no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student must assume. It must also be noted that there may be persons, who would attempt to implicate a student, by taking such images, to place them in a situation where they might be in violation of this code standard. This is our rationale for demanding that our students not place themselves in such environments.

6. NOTIFICATION

- 6.1. The Principal will send a written statement to the student and his or her parents informing them of any penalty imposed within three (3) school days. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the principal, may notify the Superintendent in writing of their request for a review of the Principal's determination.
- 6.2. The Superintendent, Athletic Director and a coach shall review the situation and render a decision within three (3) school days from the date of the request for review. Their decision shall be in writing and shall be final.

The following activities are covered by this policy for grades 6-12.

Academic Contests	One-Act Play
All School Play	Pep Band
Athletic/Activity Awards Banquet	Prom
Basketball	Quiz Bowl
Dance	Science Bowl
FBLA	Senior Trip
FFA	Softball
Football	Speech
Golf	
Softball	Track
Homecoming	Unified Bowling
Inst. Music Contests Performance	Vocal Music Contests/ Performance
Middle School Dance (Fun Night)	Volleyball
Middle School Academic Contests	Wrestling
Middle School Musical	

Additional activities may be included at the discretion of the principal.

Exempt activities: summer band trip and graduation

CONFLICT RESOLUTION PROCESS

Conflicts that arise between an athlete and a coach will be handled in the following manner:

1. An athlete and coach should attempt to resolve any issues.
2. If the conflict cannot be resolved between the athlete and coach, the athlete should make an appointment to meet with the Director of Athletics.
3. If the problem is still unresolved, then the parent should contact the coach.
4. Only when the problem cannot be resolved with the coach should the parent contact the Director of Athletics.

5. These are the steps to be followed for conflict resolution:

- a. Athlete – Coach
- b. Athlete – Director of Activities
- c. Parent – Coach
- d. Parent – Director of Activities
- e. Parent – Principal
- f. Parent - Superintendent
- g. Parent - Board of Education

**Topics that will not be discussed between parents and coaches include the following: Playing time, discussions about other student athletes, and game strategies.*

In the event that there is a serious conflict or communication inability between two parties, the process would proceed to the next level.

As a member of A Shelby-Rising City High School **athletic team activity**, there are certain standards you must live up to. You are expected to attend school regularly, maintain complete and passing grades in all classes, follow all school and team rules, and act in such a manner that represents you, your team, your school, and your community positively. To make this process as objective as possible, the following point system will be used to determine consequences for failing to live up to these standards.

Every participant starts the season with a clean slate of zero points. The point values assigned to different actions are then added as necessary.

When a student in high school accumulates a total of four (4) points, he/she will be required to sit out the next contest he/she will normally participate in. Every multiple of four points (4, 8, 12) will require a missed contest. A participant accumulating more than twelve (12) points will be dismissed from the activity, having no chance to letter or earn any post-season honors such as all-district or all-state.

When a student in **High School or Jr. High** accumulates a total of six (6) points, he/she will be required to sit out the next contest he/she will normally participate in. Every multiple of six points (6, 12) will require a missed contest. A participant accumulating more than twelve (12) points will be dismissed from the team, **having no chance to letter or earn any post-season honors such as all-district or all-state.**

Infraction Points

Late for game, practice, meeting, lifting, or any activity where time is set. 1 per occurrence

Penalty time such as: detention, stay after school, come in before school, **strike. ALL detentions are a point, even if no practice time is missed.** 1 per occurrence

Unexcused absence from game, practice, meeting, lifting session, or activity called by the coach. 2 per occurrence

Suspension - in school or out of school 2 per each day of suspension

Infractions out of Students Control: If a situation has occurred where it is out of the control of the participant, the activities director and the administration team will determine if the participant is in violation of the code of conduct **(i.e. late to school due to oversleeping, club sports, missing bus are examples of the participant being in violation of the code).**

- a. Missing a game due to being ineligible is considered an excused absence, since you are already being punished by the school, and no points will be added for the miss. **You will still accumulate the necessary points for being on the ineligible list.** If you are ineligible, you are still expected to attend all practices or games that are outside school hours or points can be assessed.
- b. Missing a game or practice is considered an excuse absence, since you are already being punished by the school and no points will be added for the miss
- ~~e. High school participants missing a game due to accumulating four(4), eight(8), or twelve(12) points is considered an excused absence and no points will be added for the miss.~~
- c. High School and Jr. High participants missing a game due to accumulating six(6) or twelve(12) points is considered an excused absence and no points will be added for the miss.
- d. Participants are still expected to attend games they are unable to participate in because of the school eligibility policy or this code of conduct if the participant is not missing any of the school day.
- e. Participants are still expected to practice if they are unable to participate in games because of the code of conduct.

RELEASE, WAIVER AND INDEMNIFICATION OF CLAIMS FOR USE OF THE SCHOOL DISTRICT'S FITNESS CENTER

I, the undersigned, have read this release and understand all its terms. I execute it voluntarily and with full knowledge of

its significance. I UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION.

Declaration. I do hereby further declare myself to be physically sound and suffering from no condition, impairment, or other illness that would prevent my participation or use of the facilities and equipment. I do further hereby acknowledge that I have been informed of the need for a Physician's approval for my participation in exercise/fitness/weight loss activities, or use of equipment. I acknowledge that I have either had a physical examination and have been given my Physician's permission to participate, OR that I have decided to participate in activities, use equipment and weight loss without the approval of a Physician and do hereby assume all responsibilities.

Acknowledgment of Risks. I understand and agree that fitness activities including weight lifting may be strenuous and/or hazardous activities, and I should contact a healthcare professional or doctor before beginning any new activities or weight loss program. I am voluntarily participating in these activities and using the facilities and equipment with full knowledge of the dangers involved. I understand the risks associated with weight lifting in the fitness center and other fitness activities, and that those risks include, but are not limited to, the possibility of concussions, repetitive motion injuries, overexertion, cuts and lacerations, eye injuries, muscle strain, broken bones, back injury or head injury, which may be severe in nature and which could result in paralysis or death. I hereby agree to expressly and voluntarily assume and accept any and all risks of injury or death related to these activities.

Release, Waiver and Indemnification. In consideration of permission granted by Shelby-Rising City Public Schools (the "School District") to use the School District's fitness center, and in the addition to any payment of any fees or charges, I do hereby waive, release and forever discharge the School District, its board of education, officers, agents and employees from all actions, causes of action, damages, claims or demands that we, our heirs, executors, administrators, or assigns may have against the school district and the parties named above for all personal injuries or loss of property which I incur by using the fitness center and its equipment or that otherwise result from my membership or participation in any fitness center activities, whether such injuries are caused by my negligence or the negligence of the School District or any of its employees, representatives, or volunteers. I agree to indemnify the School District, its board of education, officers, agents, and employees and to pay for any costs, attorney fees, or awards that may result from resisting any complaint or lawsuit which I may bring against the above-named parties for any injury or loss I claim to have suffered.

Responsibility for Supervision. I understand that the fitness center will be available to me only during hours designated by the administration and that I am responsible for my own use of the fitness center and equipment at all times. I will inspect the facilities and equipment of the fitness center upon each visit before using any equipment.

Compliance with Rules. I agree to abide by all School District and/or fitness center rules now in force or that may be adopted in the future, and all directives given to us pertaining to the use of the fitness center.

THIS DOCUMENT CONTAINS A RELEASE, A WAIVER AND AN INDEMNIFICATION. READ IT CAREFULLY

BEFORE SIGNING IT.

Clearly **PRINT** the following information:

Name: _____

Birthdate: _____

Date: _____

Signature: _____

PARENT OR GUARDIAN IF MEMBER IS UNDER AGE 19:

We, the undersigned, have read this Application and Release and understand all its terms. We execute it voluntarily and with full knowledge of its significance. **WE UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION FOR OURSELVES AND OUR CHILD.**

Clearly **PRINT** the following information:

Child's Name: _____

Child's Birthdate: _____

Father's Name: _____

Mother's Name: _____

Father's Signature: _____ Date: _____

Mother's Signature: _____ Date: _____

RECEIPT

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students

and parents at the beginning of each school year or at the time of enrollment...”

***PARENTS/GUARDIANS AND STUDENTS ARE REQUIRED TO SIGN AND RETURN THIS AGREEMENT.**

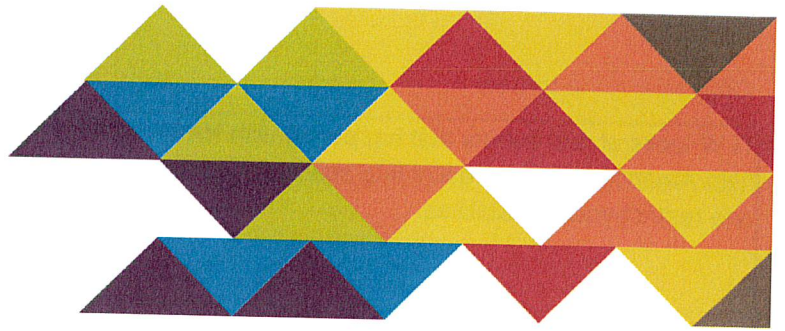
PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook, Student Activity Handbook, and on-line district policies located on the Shelby-Rising City website that describes the Shelby-Rising City School District’s discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Shelby-Rising City Public Schools, including the Drug Free School Policy, Title I Learning Compact, and Activities Policies. My child and I have discussed these policies and understand that we must comply with them. In the event of a conflict or inconsistency between Shelby-Rising City Board Policy and the Student Handbook, the administration will determine the correct application of policy.

Student’s Signature Date

Parent/Guardian’s Signature Date

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

08/19/2023

Information

Teacher:

Mr. Riggs

Grade:

5

Subject Area:

Science/Math

Number of Students:

30

Culture Studied

(Select One)

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

Objective of the lesson:

TLW looks at real events that happened with NASA by African American women in the movie Hidden Figures to help America launch a rocket into space and understand that there will be obstacles that one faces but not to let one restrict your capabilities.

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

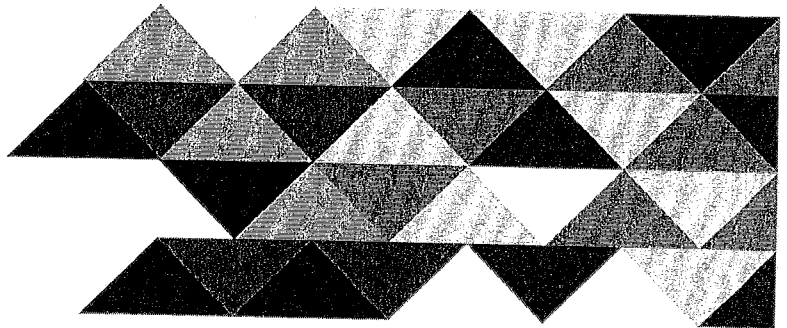
Students will watch Hidden Figures to learn about African American Women working with NASA. Students will write about the struggles in the movie and how the characters overcame them with math.

Additional Activities Planned:

None. This lesson shows the importance of believing in oneself and letting one's abilities show the world what one can do rather than how one appears.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

September 6, 2022

Information

Teacher:

Mrs. Blackburn

Grade:

Juniors

Subject Area:

English

Number of Students:

18

Culture Studied

(Select One)

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

Objective of the lesson:

To provide students with knowledge of Native American literature

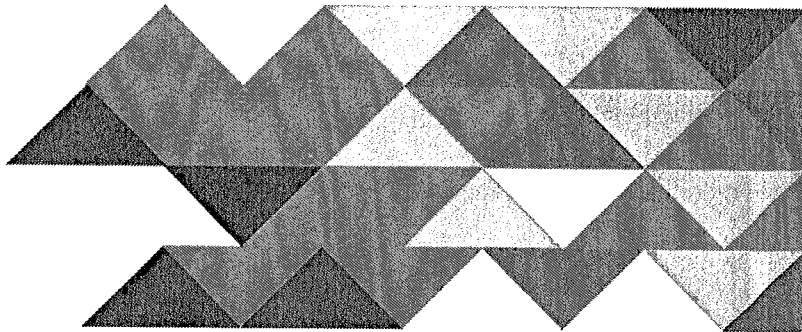
Description of the lesson evaluation (include materials and activities):

Students read "The World on the Turtle's Back" and other Native American creation legends as we studied Native American culture through literature.

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:

5-4-23

Information



Teacher:

Brian Evans

Grade:

1 - 4

Subject Area:

ELL

Number of Students:

13

Culture Studied



(Select One)

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

Objective of the lesson:

To learn about the Battle of Pueblo, which Mexico won on May 5, 1862.
The winning of that battle is recognized every year on May 5 (Cinco de Mayo).

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

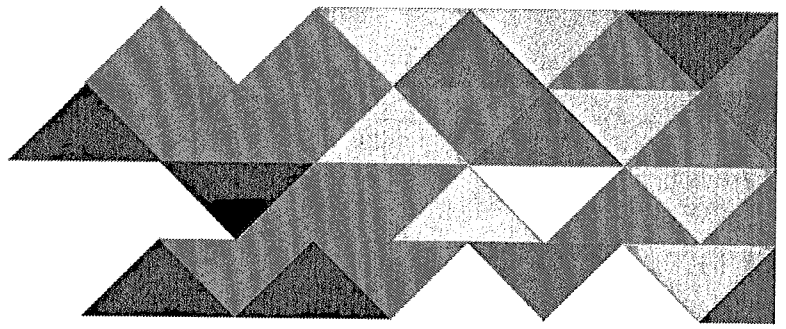
Student are learning about Mexico's battle against France in Pueblo, Mexico. That win continues to be celebrated annually, but there are more in the United States than in Mexico.
Cinco de Mayo festivities celebrate Mexican culture and heritage.
Students will discuss Mexican food, music, parades, costumes.
Students completed drawings, coloring sheets and/or "crack the code" word sheets

Additional Activities Planned:

Throughout the year, students have talked about their Hispanic heritage, the way their families celebrate their customs and traditions.
Students also talk discuss examples of Hispanic / Mexican heritage and culture they see being celebrated throughout the year here in the United States.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/17/2023

Information



Teacher:

Melissa Hyde

Grade:

PK-5

Subject Area:

Music

Number of Students:

30

Culture Studied



(Select One)

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

Objective of the lesson:

I can tell about Jazz Music and the artist Louis Armstrong.
Grade 5, Lesson 18

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

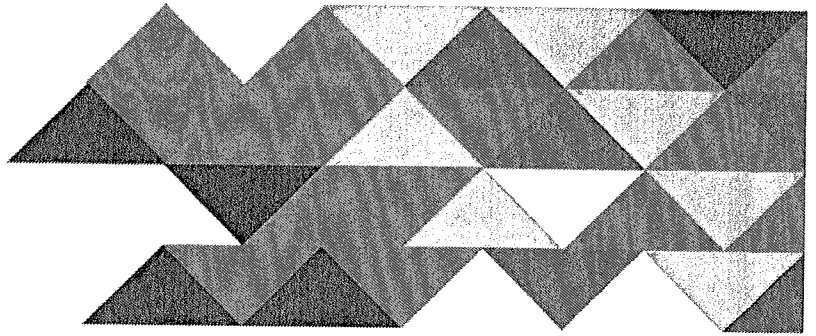
View Lesson 3, History of Jazz (4:30 Video)
Students will then shared learned information with a partner.
Teacher will ask the class five assessment questions, one at a time.
After each individual question is asked, students will confer with a peer.
The teacher will ask for one volunteer student to give their answer.
The students will discuss with a peer whether the answer was correct. If it was not correct, they will offer supporting details of the correct answer.

Additional Activities Planned:

Students will also listen to music passages with Louis Armstrong as the key musician and discuss listening assessment questions as a group.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/17/2023

Information



Teacher:

Nissen

Grade:

2

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 learn about radial balance.

TSW learn about the mandala and the cultural significance.

TSW use patterning to decorate their mandalas.

TSW use stencils to trace out the elements of their mandalas.

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

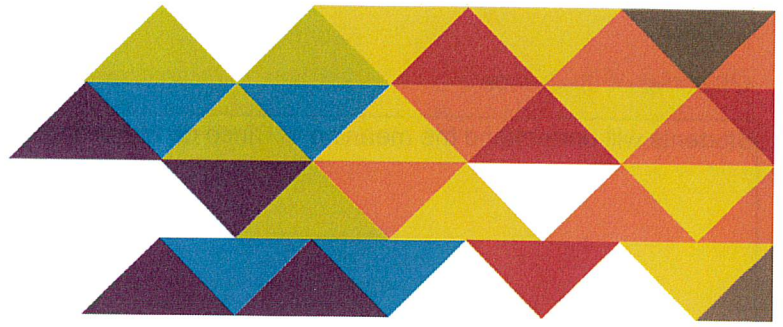
Day 1: Students will learn about radial balance. They will see examples of how it is found in nature and used in art and design. Students will see what a mandala is and what it is for. Students will begin designing their mandala with a coloring sheet. The sheet has an overall design with a lot of space for the student to add patterns, designs and decorations. It is not for just coloring and filling in.

Day 2-6: Students will select a design to trace from the projector onto a larger sheet of paper. While students are waiting for their turn to trace, they will continue with their design plan. The larger tracing will then have additions made by the students once the overall design is traced out. The design is to be fully decorated with patterns and designs aligned with the examples of traditional mandala that will be provided.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/05/2023

Information

Teacher:

Jennifer Topil & Daryl Kubik

Grade:

Kindergarten

Subject Area:

Social Studies

Number of Students:

23

Culture Studied

(Select One)

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

Objective of the lesson:

Students will understand the meaning of Cinco de Mayo and identify symbols of Mexican culture.

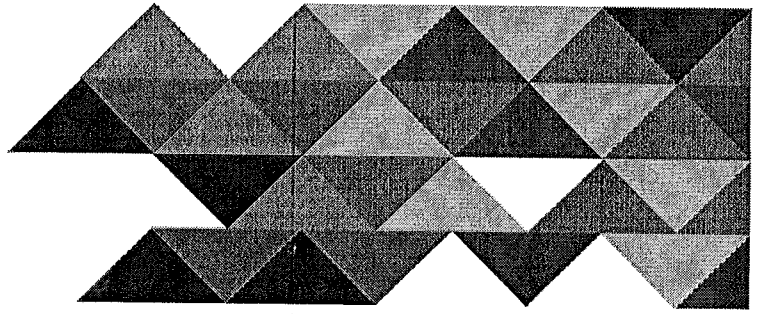
Description of the lesson evaluation (include materials and activities):

Students are going to view a homeschool pop Cinco de Mayo video explaining the meaning of it. Students will color cut, and glue to create a windsock.

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:

01/17/2023

Information

Teacher:

MeLinda Cromer

Grade:

K-2, 4-5

Subject Area:

Technology

Number of Students:

87

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.

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

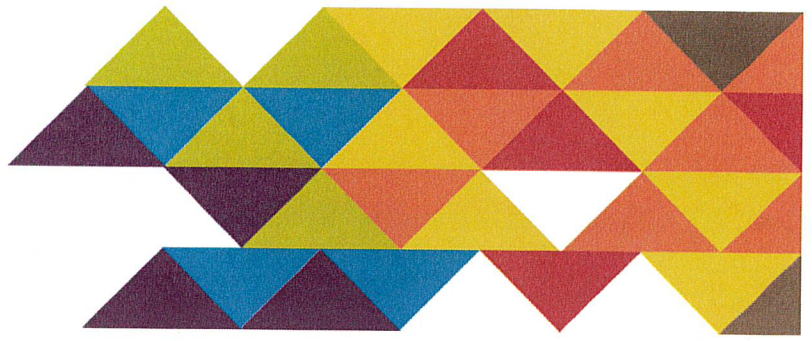
Show and discuss the powerpoint highlighting important events in MLK's life. Compare how life was different for people back then than it is now. Listen to part of his famous, "I Have a Dream" speech. Discuss the meaning behind his message. -Kindergarten: Give each student a square to color and explain how it is only a part of a larger picture. One part does not create a picture, but putting them all together creates a wonderful message. -First Grade: Give each student a hand cutoout to color in. Using the research resource PeppleGo, students will look up additional information about MLK. They will find one positive word that describes MLK and/or his message to correctly write on the hand. They will cut out the hands and display his positive words that changed the world. the statements in their own words and write them in complete sentences.

Additional Activities Planned:

-Second Grade: Give each student a handout of MLK facts. Students will use PebbleGo to research information about MLK. They will select 3 facts that they think are important for all others to know about his life. They will paraphrase
-STEAM: 4th & 5th Grade: After researching and viewing film about MLK- discuss his important message. Watch a part of his speech "I Have a Dream". Students will then work through the STEAM challenge of creating a podium for a paper cut-out of MLK. They must use the process of Ask, Imagine, Plan, Create, and Improve. The podium must be 4" tall and be a rectangular prism. They can only use a ruler, pencil, 4 straws, a sheet of paper, and one foot of masking tape.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/26/2023

Information



Teacher:

Mr. Kuhn

Grade:

3rd

Subject Area:

PE

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

Teach the students the understanding of other culture sports, and love for physical activity. Soccer or Futbol known around the world, is the national sport of Mexico and many countries around the world.

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

Soccer or Futbol

- *understanding the rules of futbol
- *understanding the scoring
- * Learn and practice the skills for futbol

Materials

18-Soccer Balls

2-Soccer Nets

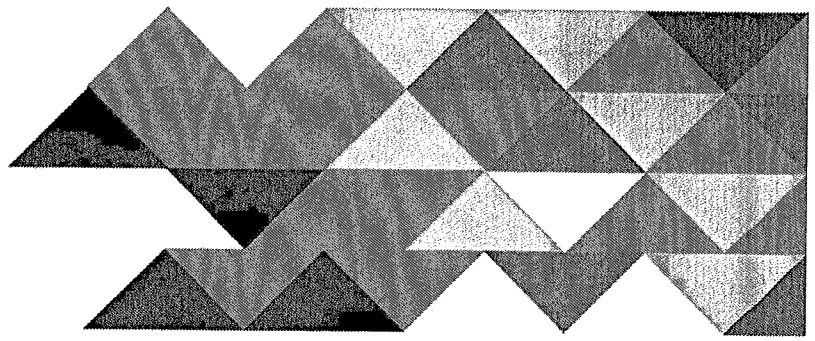
10-Ground cones.

Additional Activities Planned:

- *Goalie shooter game
- * three-three on three passing game
- *actual soccer match.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/15/2023

Information

Teacher:

Mrs. Zelasney

Grade:

PK-5

Subject Area:

Counseling

Number of Students:

225

Culture Studied

(Select One)

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

Objective of the lesson:

Spoke of traditions

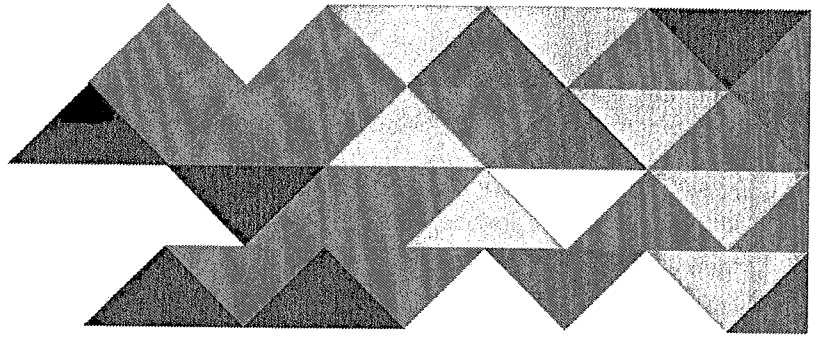
Description of the lesson evaluation (include materials and activities):

We used a power point and watched a short film of a family learning to make tamala, and discussed how we could problem solve to help the family, along with, how we learn a new skill.

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:

2/20/23

Information



Teacher:

Kelly Willis

Grade:

4th & 5th Grade

Subject Area:

Title I Reading Intervention

Number of Students:

4th Gr. - 6 students, 5th Gr. - 5 students

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 read the poem "Life Doesn't Frighten Me" by Maya Angelou
- *participate in class discussion about the poem - identifying examples of alliteration, mood, theme, rhyming, repetition
- *view a short biographical video (Epic) about the author Maya Angelou
- *discuss the difficulties and challenges the author dealt with in her life and the connections with the poem she wrote
- *discuss the life lesson for us - perseverance, hope, grit

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

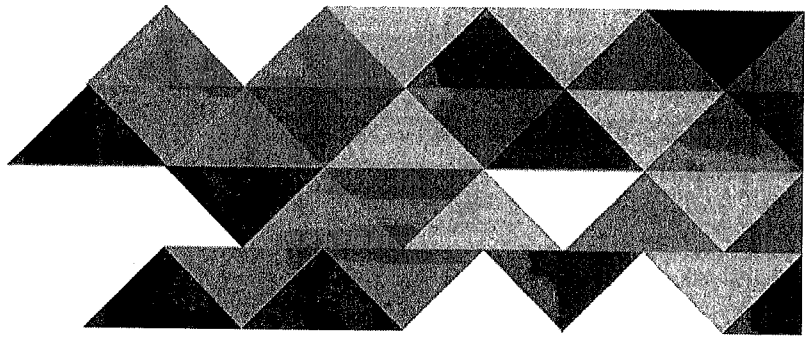
- *students viewed the poem on projected on the Mimio as they listened to a recording of the author reading the poem
- *students viewed the read along biography on Epic (projected on Mimio)
- *students used individual paper copies for multiple rereadings of the poem for fluency practice and to aide our discussion of the literary devices and the connections between the author and the poem and ourselves and the author's message to the reader

Additional Activities Planned:

- *continued use of poetry for some of our fluency practice

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

3-16-23

Information



Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

36

Culture Studied



(Select One)

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

Objective of the lesson:

Students will learn 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 here. 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:

05/16/2023

Information

Teacher:

Mrs. Stewart

Grade:

3rd Grade

Subject Area:

Speech Pathology

Number of Students:

2

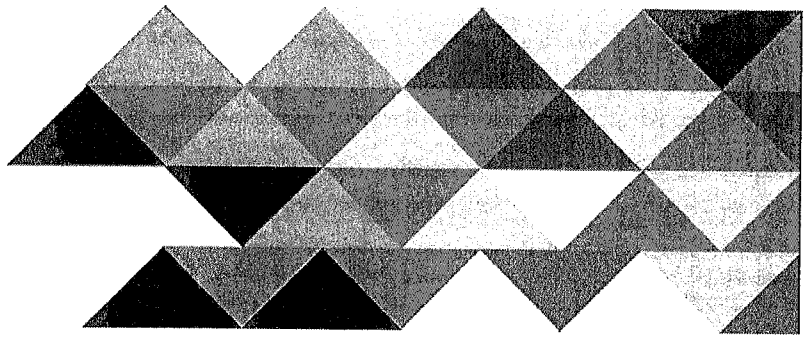
Culture Studied

(Select One)

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

Multi-Cultural Education

REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

5/16/23

Information



Teacher:

Alicia Hoadley

Grade:

2nd

Subject Area:

Special Education

Number of Students:

5

Culture Studied



(Select One)

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

Objective of the lesson:

To learn about Martin Luther King Jr. and how he helped our country.

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

Watched a video about MLK and his life.

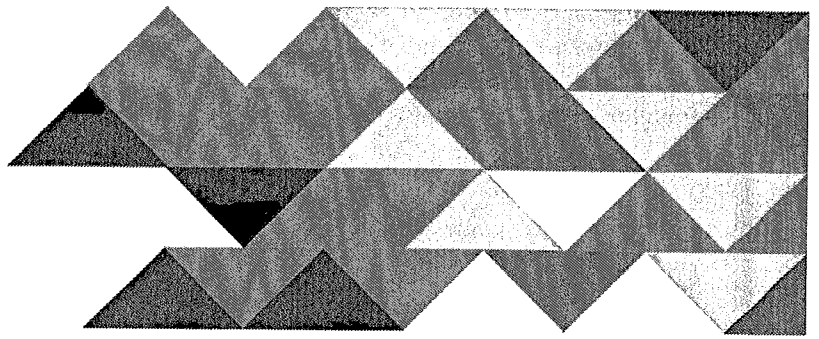
Group was then asked comprehension questions related to MLK and his career.

Additional Activities Planned:

Partner talked about one key thing MLK did in his life and how that effects us 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:

4/3/2023

Information



Teacher:

Mrs. Tonings & Mrs. Kuhn

Grade:

First

Subject Area:

Reading

Number of Students:

29

Culture Studied



(Select One)

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

ive of the lesson:

Students will learn about how different cultures celebrate their own special holidays.
Students will read a story with two-letter blends.

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

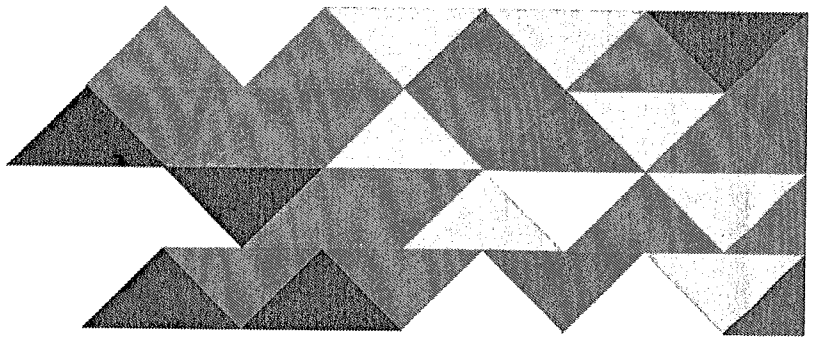
The students will read the story, A Thrilling Dance in small reading group. Students will stop and locate two-letter blends on each page. Students will then stop and talk about this special holiday and how this culture celebrates the Chinese New Year. Students will compare and contrast this holiday with their own celebrations and traditions.

Additional Activities Planned:

Students will answer and review the essential questions-what traditions do you know about?, look up books on cultures and traditions on EPIC during DEAR time, and make a Venn diagram to compare and contrast the Chinese New Year to our own New Year traditions.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

4/3/2023

Information



Teacher:

Mrs. Toningen & Mrs. Kuhn

Grade:

First

Subject Area:

Reading

Number of Students:

29

Culture Studied



(Select One)

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



Objective of the lesson:

Students will learn about how different cultures celebrate their own special holidays.
Students will read a story with two-letter blends.

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

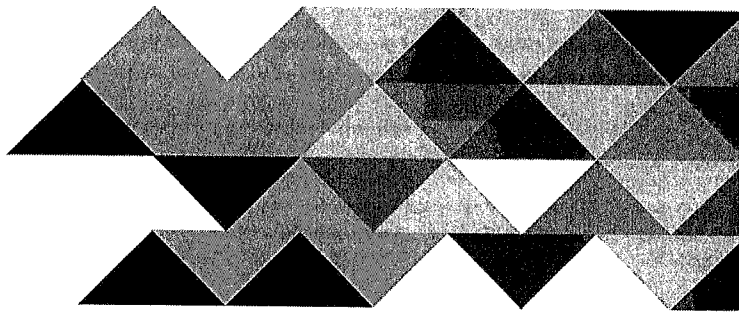
The students will read the story, A Thrilling Dance in small reading group. Students will stop and locate two-letter blends on each page. Students will then stop and talk about this special holiday and how this culture celebrates the Chinese New Year. Students will compare and contrast this holiday with their own celebrations and traditions.

Additional Activities Planned:

Students will answer and review the essential questions-what traditions do you know about?, look up books on cultures and traditions on EPIC during DEAR time, and make a Venn diagram to compare and contrast the Chinese New Year to our own New Year traditions.

Print and turn in to your building Principal.

**Multi-Cultural
Education
REPORT**



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

01/17/2023

Information



Teacher:

Mrs. Gabel

Grade:

2nd

Subject Area:

Social Studies

Number of Students:

25

Culture Studied



(Select One)

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

Objective of the lesson:

The students will be able to tell why MLK was important and be able to describe his part in laws being changed.

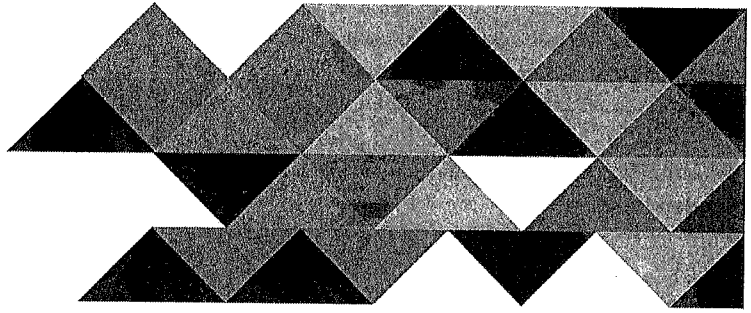
Description of the lesson evaluation (include materials and activities):

We will watch an MLK video, read a story, and complete a Scholastic News about segregation.

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:

4/5/23

Information

Teacher:

Danielle Luettel

Grade:

2

Subject Area:

reading

Number of Students:

13

Culture Studied

(Select One)

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

Objective of the lesson:

In Day 3 of Unit 6 Week 1 in 2nd grade Wonders, I lead the class in reading "The Golden Flower: A Taino Myth from Puerto Rico". The objective of the lesson was to study the genre of myths and to discuss why and how myths help us understand things.

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

We began the week with reviewing the myth genre, then on day 3, read the main anthology story. After reading, we discussed the essential question for the week (What do myths help us understand?) and how this story applies to it.

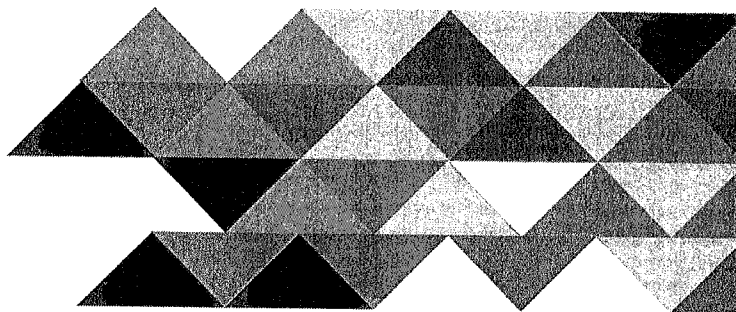
Materials: reading anthologies

Additional Activities Planned:

This story related to the weekly passage the students had to read that week and return to school that Friday. It was also in the myth genre.

Print and turn in to your building Principal.

**Multi-Cultural
Education
REPORT**



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/05/2023

Information



Teacher:

Mallory Patterson

Grade:

3


Subject Area:

Social Studies

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

Students can explain the origin and importance of Cinco de Mayo.

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

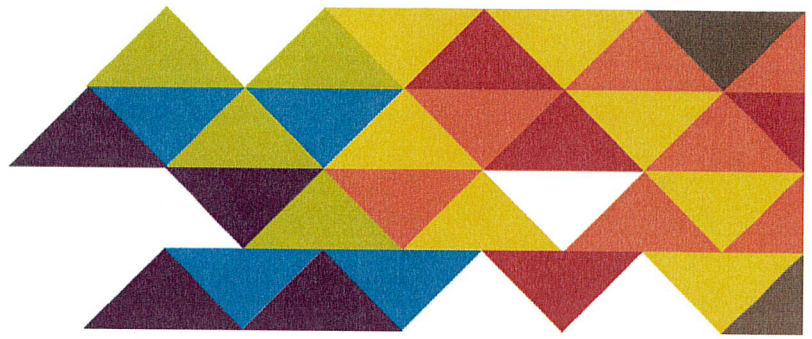
Students watched a video on Scholastic News to introduce Cinco de Mayo. Students watched a PowerPoint about Cinco de Mayo. Students paired up with a partner to discuss how they can honor Cinco de Mayo and why this holiday is important.

Additional Activities Planned:

A draw and response with articles about Cinco de Mayo

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/05/2023

Information



Teacher:

Ms. Moore

Grade:

3rd

Subject Area:

Social Studies/ Reading

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

Students will learn about Cinco De Mayo and about the Hispanic culture.
SS 3.4.2.a Describe the role of diverse groups of people, events,
and ideas in the development of a community.
For example: local cultural figures, landmarks, celebrations, cultural events

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

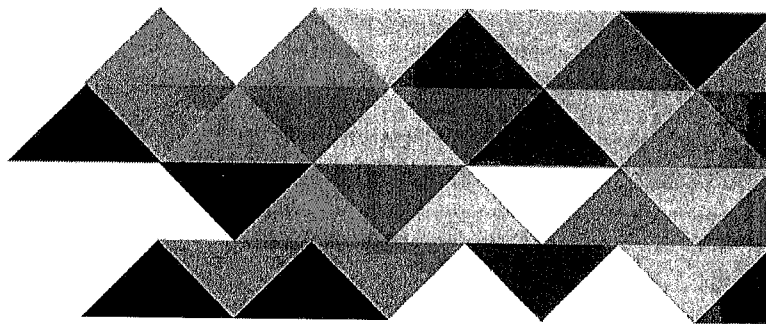
Students were shown multiple powerpoint slides where they actively learned about Cinco De Mayo and the Hispanic Culture.

Additional Activities Planned:

They got to do fun activities that were related to Cinco De Mayo, Possibly next year I will include food in the celebration as well.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/22/2023

Information

Teacher:

Jenni Schutt

Grade:

4

Subject Area:

Reading

Number of Students:

15

Culture Studied

(Select One)

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

Objective of the lesson:

This lesson was about the Ojibwe tribe in 1850. This story talked about the removal of the tribe from their lands by the United States government and how their life is about to be totally different.

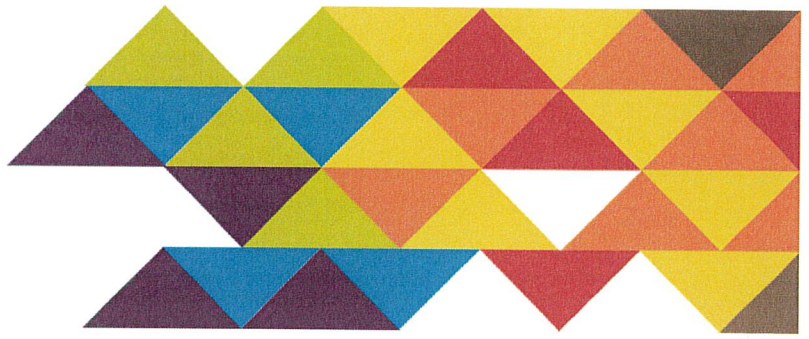
Description of the lesson evaluation (include materials and activities):

We read the story together as a class. After we finished reading we talked about what life was like before they had to leave their land and what their life was like after they moved. We compared what it would be like for us to move somewhere completely new. We talked about the upcoming challenges the Ojibwe tribe members will face in their new land.

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 14

Information



Teacher:

Lorentzen

Grade:

5th

Subject Area:

reading/SS/

Number of Students:

30

Culture Studied



(Select One)

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

Objective of the lesson:

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

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

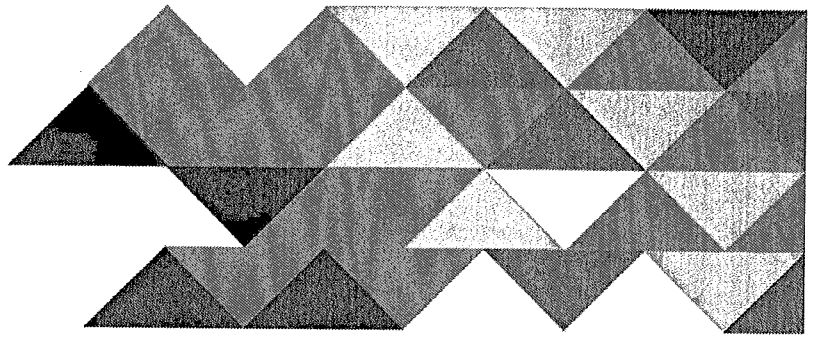
What is Mao dou? Take a look at cover of book and make prediction with a partner.. Ask about prior knowledge of soybeans and their usage with partner, Where is China? use map to locate. Read the story orally and ask comprehension questions to discuss with group or partner research the use of soybeans

Additional Activities Planned:

Taste soybean snacks

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

03/15/2022

Information



Teacher:

Renee Bilstein

Grade:

High School 9-12

Subject Area:

Transition/Special Education

Number of Students:

6

Culture Studied



(Select One)

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

active of the lesson:

Following step by step instructions to prepare a variety of culturally diverse meals.

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

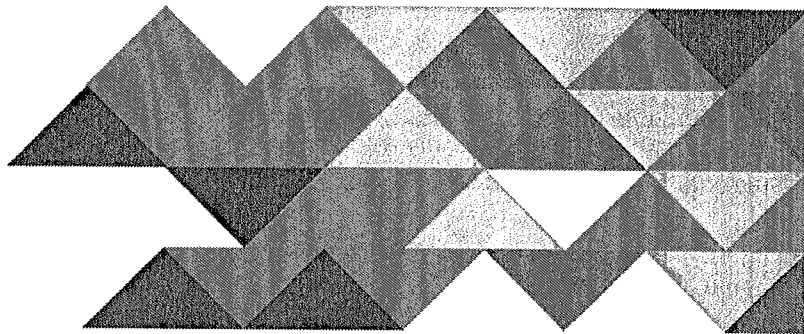
Students will follow a recipe to make a cultural dish. They will plan grocery list for recipe. Make a list of cooking supplies needed to make the recipe (pots, pans, etc...). They will be evaluated on how they followed the steps, measuring skills and taste of food.

Additional Activities Planned:

We will cook 2 times together 1st before they are on their own to make the recipe. We will also explore many different diverse foods.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/22/2023

Information



Teacher:

MA JAMAICA LOMENARIO

Grade:

Grades 7-10

Subject Area:

Music

Number of Students:

Culture Studied



(Select One)

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

Objective of the lesson:

Students will be able to identify and clap along to basic rhythmic patterns.
Students will understand the concept of beat and demonstrate the ability to maintain a steady beat.

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

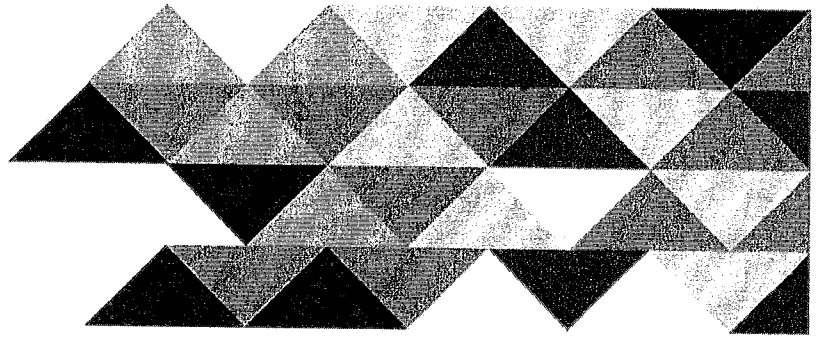
The lesson aimed to develop students' rhythmic skills, enhance their ability to recognize and reproduce rhythms through the use of rhythm sticks, and encourage their creative expression in music. We started with an introduction of African music first, then a simple background of the composer/arranger of the song, Bhombela, then we watched a sample video along with the rhythm patterns. After that, we studied the song, and discussed about how rhythmic patterns through clapping of hands, stomping of feet and using rhythm sticks help in enhancing the beauty of music.

Additional Activities Planned:

Students created their own rhythmic compositions using a variety of rhythmic patterns and instruments.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

5-5-2023

Information

Teacher:

Gabel

Grade:

6th

Subject Area:

Science

Number of Students:

13

Culture Studied

(Select One)

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

Objective of the lesson:

Students will be able to identify and write a summary on 5 scientists who have made a significant contribution to the field of science within one culture or gender with 100% accuracy.

<https://mentalfloss.com/article/86985/10-game-changing-hispanic-scientists-you-didnt-learn-about-school>

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

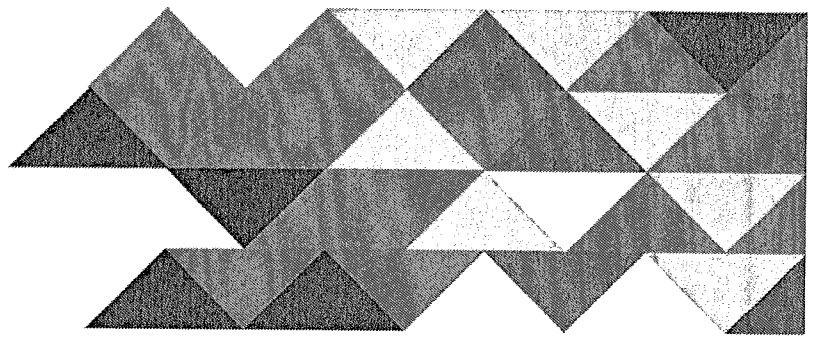
Students will research contributions made by African-American, Hispanic-American, Native-American, and Asian-American Scientists.

Additional Activities Planned:

Students will turn in their assignment on Canvas.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/17/2023

Information



Teacher:

Nissen

Grade:

2

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 learn about radial balance.

TSW learn about the mandala and the cultural significance.

TSW use patterning to decorate their mandalas.

TSW use stencils to trace out the elements of their mandalas.

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

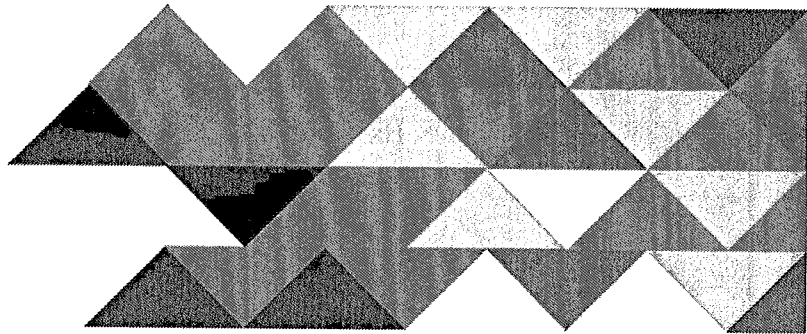
Day 1: Students will learn about radial balance. They will see examples of how it is found in nature and used in art and design. Students will see what a mandala is and what it is for. Students will begin designing their mandala with a coloring sheet. The sheet has an overall design with a lot of space for the student to add patterns, designs and decorations. It is not for just coloring and filling in.

Day 2-6: Students will select a design to trace from the projector onto a larger sheet of paper. While students are waiting for their turn to trace, they will continue with their design plan. The larger tracing will then have additions made by the students once the overall design is traced out. The design is to be fully decorated with patterns and designs aligned with the examples of traditional mandala that will be provided.

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:

1/31/2023

Information



Teacher:

Melanie Hoegerl

Grade:

9

Subject Area:

Life Skills

Number of Students:

1

Culture Studied



(Select One)

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

Objective of the lesson:

Learning of Black History Month. Having an overview of some influential Black Americans that helped shape the United States.

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

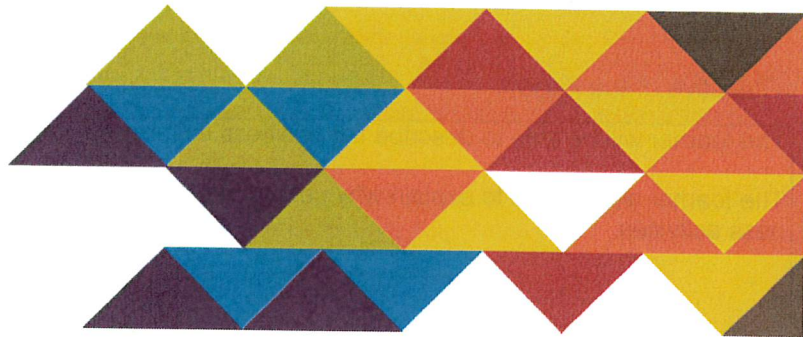
News 2 You article week of Jan 30-Feb 3. Information presented and learned included Stax Museum—Jazz singers and song writers that are honored for being very influential in the jazz industry. Tuskegee Airman- Black military airman and the Civil Rights Trail.

Additional Activities Planned:

Reading about other Black Americans that have had great influence in many different capacities shaping the United States.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

4/1 - 4/6 2023

Information



Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Intro to Business

Number of Students:

6

Culture Studied



(Select One)

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

Objective of the lesson:

The learner will be able to describe the business culture of a foreign country.

The learner will be able to explain why understanding business cultures is necessary when engaging in international business activities.

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

Instructions, Rubric, & Example are attached.

Additional Activities Planned:

none

Print and turn in to your building Principal.

International Business Etiquette (PROJECT)

Published

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.)

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.

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/>)
-  (<http://www.hult.edu/blog/cultural-differences-impact-international-business/>) [Business Etiquette Around the World \(Infographic\)](#) 
(<https://www.ctbusinessstravel.co.uk/news/blog/business-etiquette-around-the-world/>)
- ["The Web's Leading Resource for International Business Etiquette"](http://www.cyborlink.com/) 
(<http://www.cyborlink.com/>)



Google Slides & Visual Appeal

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

Here are some helpful tips to be mindful of:

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

Points 50

Submitting a website url or a file upload

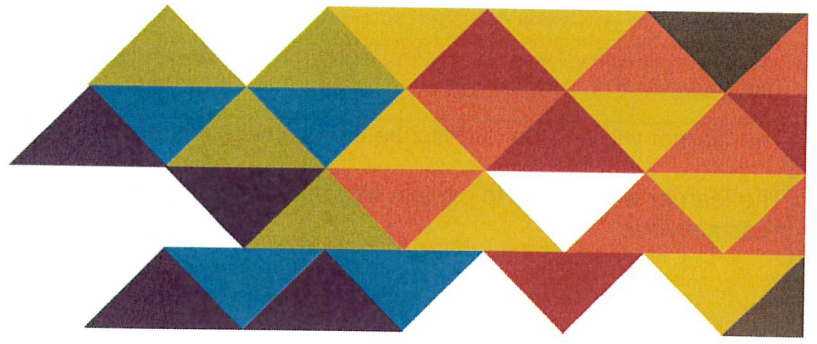
Due	For	Available from	Until
-	Everyone	-	-

IBE Project Rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

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

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/16 - 11/22 2022

Information



Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Intro to Business

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

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

Instructions, Rubric, & Example are attached.

Additional Activities Planned:

none

Print and turn in to your building Principal.

International Business Etiquette (PROJECT)

 Published

 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.

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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!).

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- **Business Meetings** (must include: punctuality, eye contact, gift giving, conversational guidelines, negotiating/making deals, and anything else you feel relates)
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- **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.)

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.

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/>)
-  (<http://www.hult.edu/blog/cultural-differences-impact-international-business/>) **Business Etiquette Around the World (Infographic)** 
(<https://www.ctbusinessstravel.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

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

Here are some helpful tips to be mindful of:

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

Points 50

Submitting a website url or a file upload

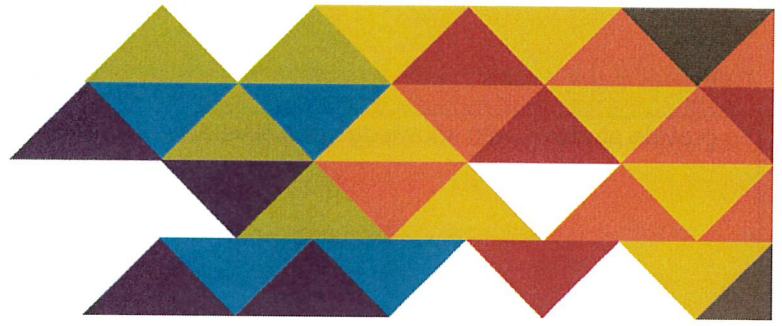
Due	For	Available from	Until
-	Everyone	-	-

IBE Project Rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

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

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

September 6, 2022

Information



Teacher:

Mrs. Blackburn

Grade:

Juniors

Subject Area:

English

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

To provide students with knowledge of Native American literature

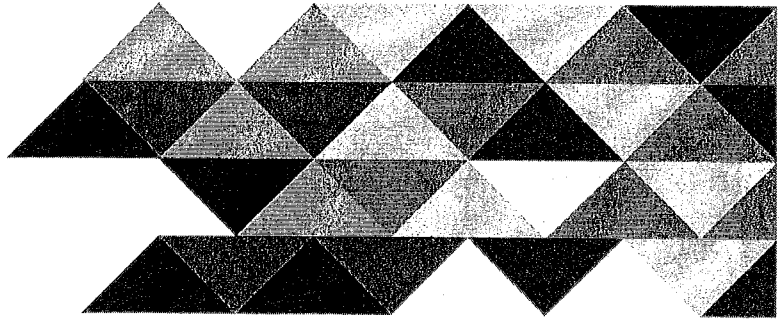
Description of the lesson evaluation (include materials and activities).

Students read "The World on the Turtle's Back" and other Native American creation legends as we studied Native American culture through literature.

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:

May 11, 2023

Information



Teacher:

Mrs. Blackburn

Grade:

Sophomores

Subject Area:

English

Number of Students:

15

Culture Studied



(Select One)

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

Objective of the lesson:

To provide students with background knowledge of why the Frank family emigrated from Germany and the role that the Dutch had in the persecution (and rescue) of Jewish citizens.

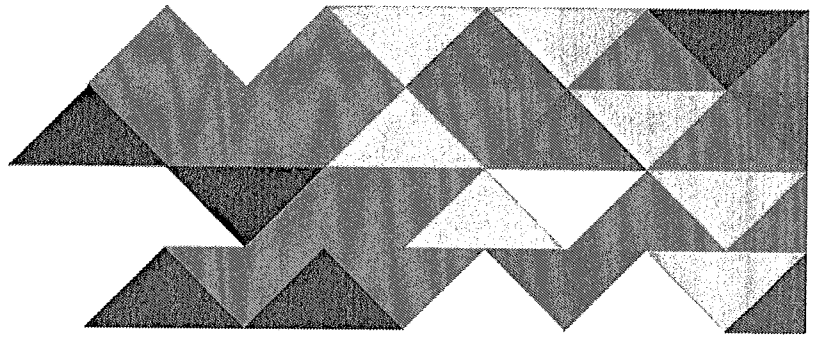
Description of the lesson evaluation (include materials and activities):

Students learned some background information about World War II and the role of the Germans and Dutch in the persecution of the Jews as we read "The Diary of Anne Frank."
We read, discussed, and analyzed texts regarding this topic. Students also organized a timeline of events leading up to the Frank family going into hiding.

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:

01/14/2023

Information

Teacher:

Nebuda

Grade:

9-12

Subject Area:

Woods

Number of Students:

12

Culture Studied

(Select One)

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

Objective of the lesson:

Evolution of the import lumber industry. How it has progressed from Africa and Asia to Brazil

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

International trade agreement has indeed allowed us to import harvested lumber from many different regions of the world. The first of this lumber was imported for cost effectiveness and aesthetics. Primary emphasis on aesthetics for the home furniture industry. Little of imported lumber is used in the housing industry for structural framing. Different hardwoods were shown and their characteristics described.

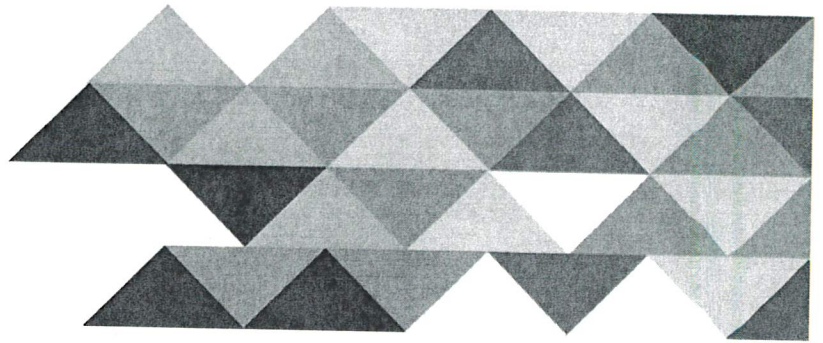
Additional Activities Planned:

Small projects were built from exotic European lumber to let the student experience machining and machinability of these types of hardwood. Similar to some of our more dense native hardwood, but uniquely different.

Print and turn in to your building Principal.



Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

2-2-23

Information

Teacher:

Kristen Wilton

Grade:

8

Subject Area:

Language Arts

Number of Students:

36

Culture Studied

(Select One)

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

Objective of the lesson:

Students will study the development of blues music and its impact on African-American society. Students will also evaluate the scope of non-fiction selections.

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

- read "Treasure of Lemon Brown" in lit book pgs 178-189
- discuss text, complete questions pg 187
- Read "Blues: A National Treasure" pg 190-195
- Brainpop lesson about Blues and Harlem Renaissance
- Canvas questions about Lemon Brown
- Canvas questions about Blues selections
- graphic organizers about scope

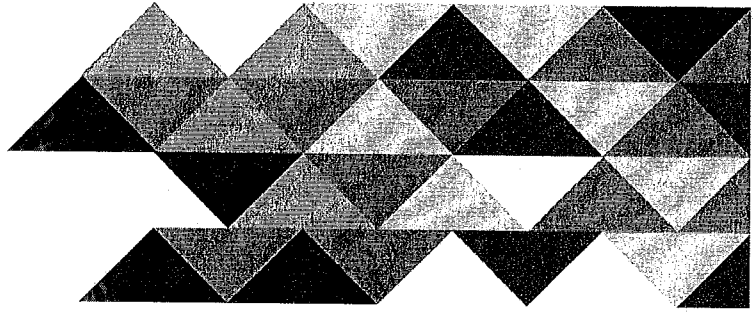
Additional Activities Planned:

Listen to Blues music. Watch video about beginning of the blues.

Print and turn in to your building Principal.



Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

04/29/2023

Information

Teacher:

Schoenrock

Grade:

8th

Subject Area:

American History

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 lives and viewpoint of former slaves of the American South.

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

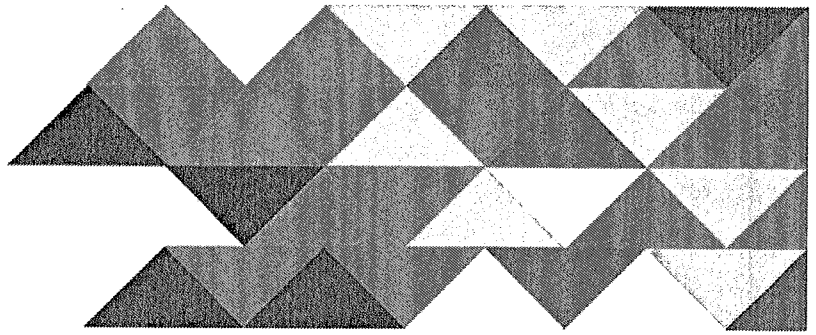
Students will watch a video clip from a 1999 Nightline telecast entitled Found Voices. It will provide background on the United States' WPA program that allowed former slaves to record their experiences in slavery and the Slave Narrative program. When they have completed the video, students are then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

5-4-23

Information



Teacher:

Brian Evans

Grade:

1 - 4

Subject Area:

ELL

Number of Students:

13

Culture Studied



(Select One)

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

Objective of the lesson:

To learn about the Battle of Pueblo, which Mexico won on May 5, 1862.
The winning of that battle is recognized every year on May 5 (Cinco de Mayo).

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

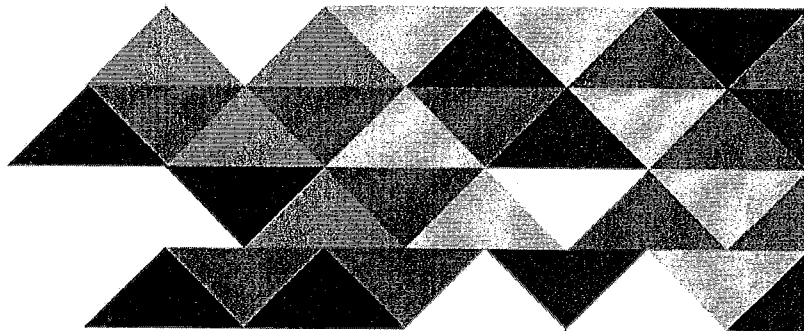
Students are learning about Mexico's battle against France in Pueblo, Mexico. That win continues to be celebrated annually, but there are more in the United States than in Mexico.
Cinco de Mayo festivities celebrate Mexican culture and heritage.
Students will discuss Mexican food, music, parades, costumes.
Students completed drawings, coloring sheets and/or "crack the code" word sheets

Additional Activities Planned:

Throughout the year, students have talked about their Hispanic heritage, the way their families celebrate their customs and traditions.
Students also talk discuss examples of Hispanic / Mexican heritage and culture they see being celebrated throughout the year here in the United States.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

02/10/2023

Information



Teacher:

S Hernbloom

Grade:

9th-10th

Subject Area:

Spanish 1

Number of Students:

26

Culture Studied



(Select One)

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

Objective of the lesson:

To understand and appreciate the culture of Costa Rica.

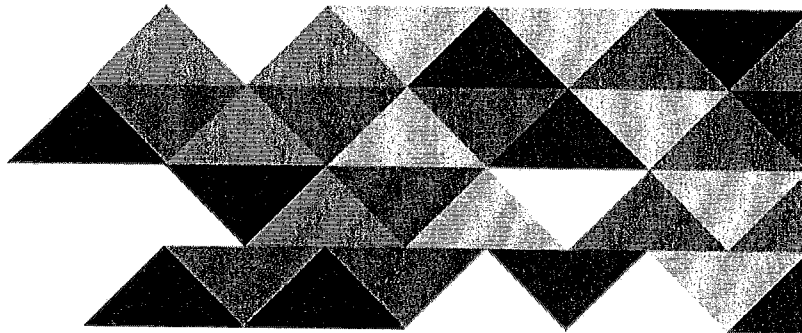
Description of the lesson evaluation (include materials and activities):

Students will view videos about various aspects of Costa Rica culture.
Students will use online Canvas discussions about Costa Rica culture.
Students will complete a Costa Rica travel brochure, highlighting aspects learned about Costa Rica culture.

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:

10/18/2022

Information

Teacher:

S Hernbloom

Grade:

9th-10th

Subject Area:

Spanish 1

Number of Students:

26

Culture Studied

(Select One)

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

Objective of the lesson:

To understand and appreciate the culture of south Texas and the influence of the many immigrants- German, Spanish, Mexican over time.

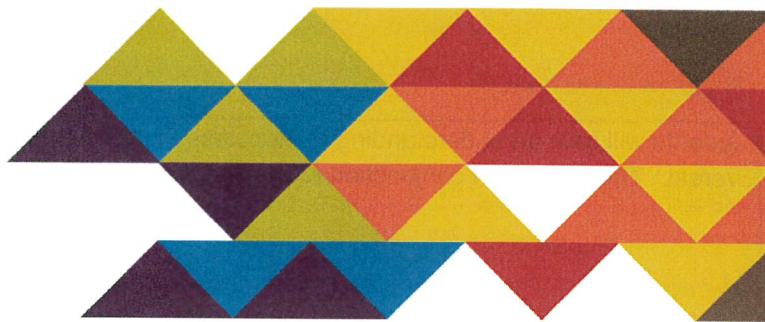
Description of the lesson evaluation (include materials and activities):

Students will view videos about various aspects of Texas immigrant culture.
Students will use online Canvas discussions about Texas culture.
Students will listen to music highlighting the influence of german/mexican immigrants on music.
Students will learn about Tex-Mex cuisine and how it is similar/different to traditional Mexican or Spanish cuisine.
Students will complete a presentation about Texas and its influences from its unique immigrant population.

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:

01/26/2023

Information

Teacher:

Kristen Wilton

Grade:

9

Subject Area:

ELA

Number of Students:

33

Culture Studied

(Select One)

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

Objective of the lesson:

Students will gain an understanding of Nepalese Prayer Flags and how they are used by groups climbing Mount Everest. This is done in conjunction of reading the book "Peak" by Roland Smith.

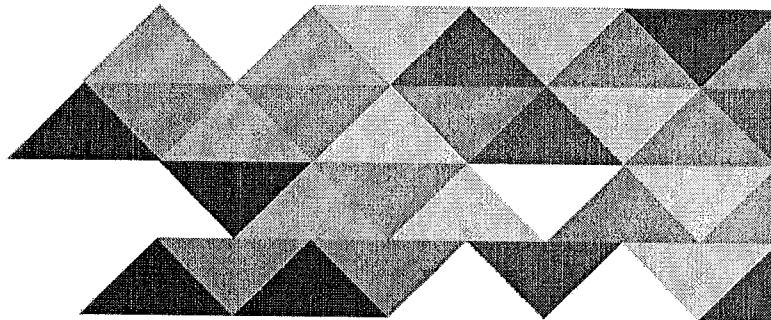
Description of the lesson evaluation (include materials and activities):

1. Students will watch a video about prayer flags on Mount Everest.
2. Students will answer some comprehension questions and some analysis questions about prayer flags.
3. Students will create their own prayer flags to be hung around the classroom representing flags that are hung at Mount Everest.

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:

09-06-22

Information



Teacher:

Mrs. Peterson

Grade:

6

Subject Area:

ELA

Number of Students:

28

Culture Studied



(Select One)

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

Objective of the lesson:

Students will become familiar with the geography and culture of England in the mid-1900s to prepare for a story set in that time and place.

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

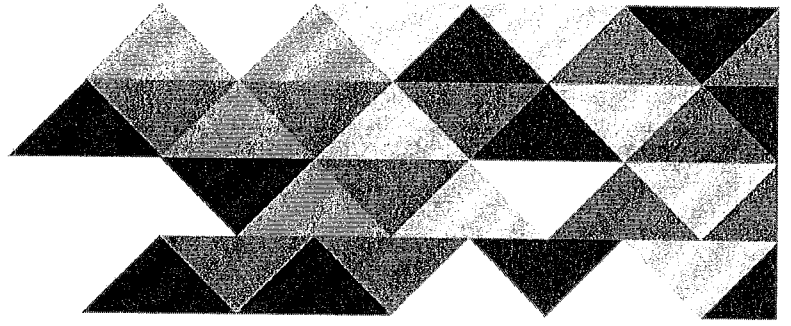
Completion of a Google Doc and easier understanding of the story events and locations

Additional Activities Planned:

Story reading and examination continued for 2 weeks.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/09/2022

Information

Teacher:

Zach Gould

Grade:

11

Subject Area:

Math

Number of Students:

9

Culture Studied

(Select One)

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

Objective of the lesson:

The objective is to study the history of African American mathematicians.

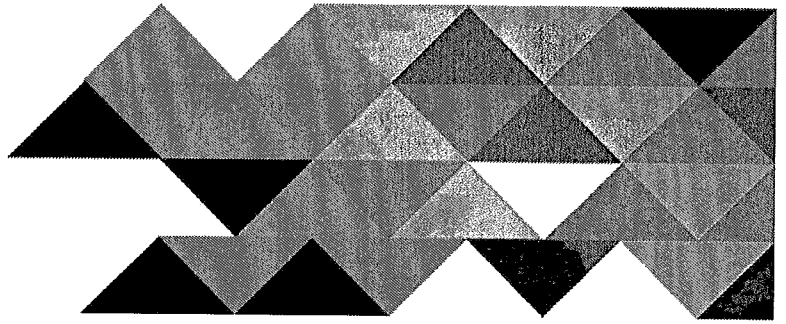
Description of the lesson evaluation (include materials and activities):

We used a scripted sheet where students looked up different African American mathematicians and recorded facts about that person's life and discoveries.

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:

05/22/2023

Information

Teacher:

Zach Kubik

Grade:

9th Grade

Subject Area:

9th Grade P.E.

Number of Students:

30

Culture Studied

(Select One)

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

Objective of the lesson:

To learn the rules of soccer and how it was invented.

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

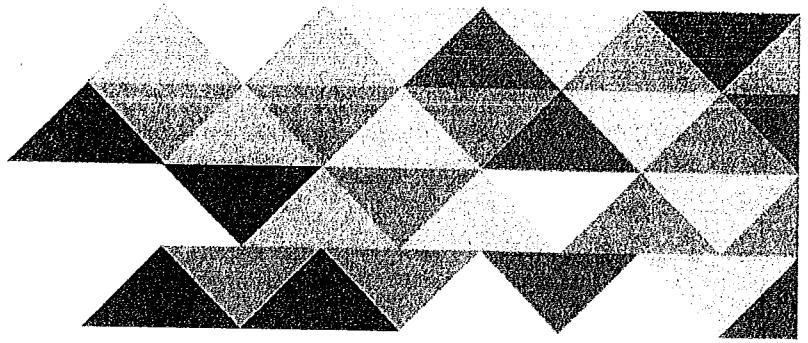
Soccer ball, net, cones. Worked on passing to each other and then formed games to work on skills and team work.

Additional Activities Planned:

Played other types of kicking games that were related to soccer. Boccerball, Kickball, Handball, One line kickball

Print and turn in to your building Principal.

**Multi-Cultural
Education
REPORT**



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

05/22/2023

Information



Teacher:

Cory Waite

Grade:

6th

Subject Area:

Exploratory

Number of Students:

8

Culture Studied



(Select One)

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

Objective of the lesson:

School Children Games from Other Countries Project: Students will utilize an online search engine to research games from other countries. Students will then teach the games to other students and the games will be played.

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

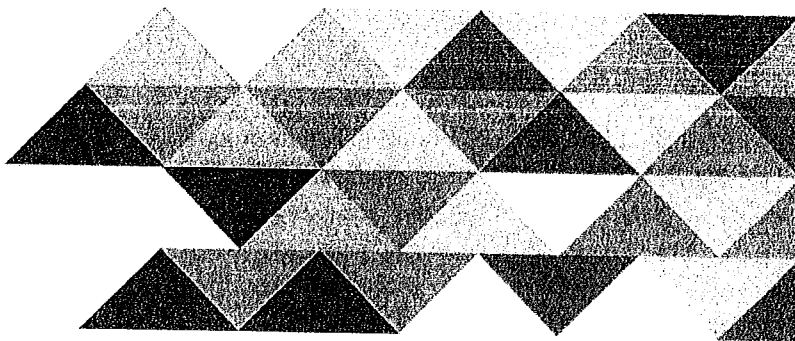
Students will utilize an online search engine to research games from other countries. Students will report their findings utilizing Google Docs. Students will include what country the game is from, the objective and rules of the game, and the history behind the creation of the game. Students will then teach the game to the other students. The game will then be played by all the students.

Additional Activities Planned:

This activity will continue to be utilized in my 6th grade Exploratory 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:

05/22/2023

Information



Teacher:

Cory Waite

Grade:

6th

Subject Area:

Exploratory

Number of Students:

8

Culture Studied



(Select One)

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

Objective of the lesson:

Dream Vacation Project: Students will learn customs and traditions of a chosen country from Central America or South America. Students will utilize mathematic skills to budget their money.

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

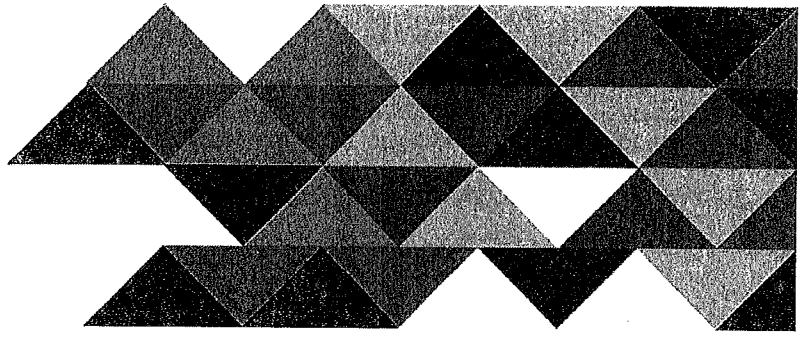
Students will utilize an online search engine to choose a vacation destination to Central or South America. Students will explore customs and traditions of their chosen city and country and report their findings. Students will also use mathematic skills to budget their money and cannot spend more than \$10,000 for the trip. Students will create a Google Slides presentation to report their findings and give an oral presentation to the class.

Additional Activities Planned:

This activity will continue to be utilized in my 6th grade Exploratory 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:

April 28, 2023

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):

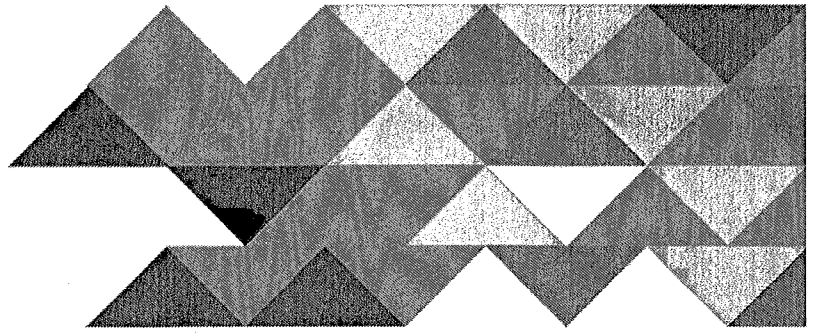
Map: Japanese Relocation Camps, 1942
Historic Decisions of the Supreme Court: Korematsu v. United States
U.S. Government, Japanese-American Testimony from the National Defense Migration Hearings, 1942
Reading Study Guide, pp. 177–178
Section 4 Quiz

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:

10/13/2022

Information



Teacher:

Nebuda

Grade:

High School (all)

Subject Area:

Trades plumbing

Number of Students:

/ 2

Culture Studied



(Select One)

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

Objective of the lesson:

To explain how Egyptian engineers over came creating fresh potable water sources through the use of filtering blocks and mineral rocks to filter water in stages. Large items first on to purification of drinking water.

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

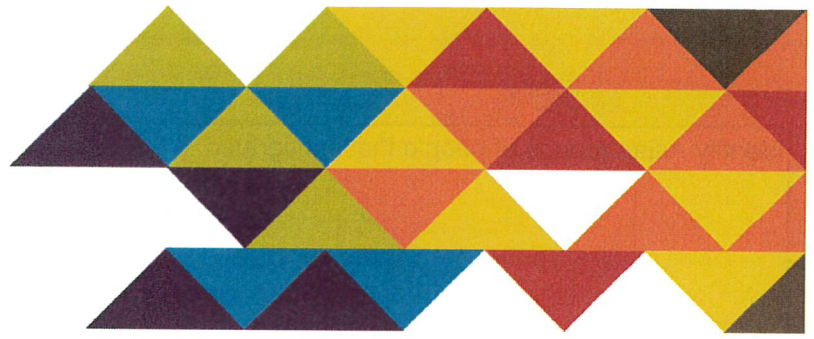
A graphic chart was shown to explain the different chamber in which water passes through to make it potable.

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:

12/1/22

Information



Teacher:

Wickham

Grade:

10

Subject Area:

American History

Number of Students:

22

Culture Studied



(Select One)

- African Americans
- 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

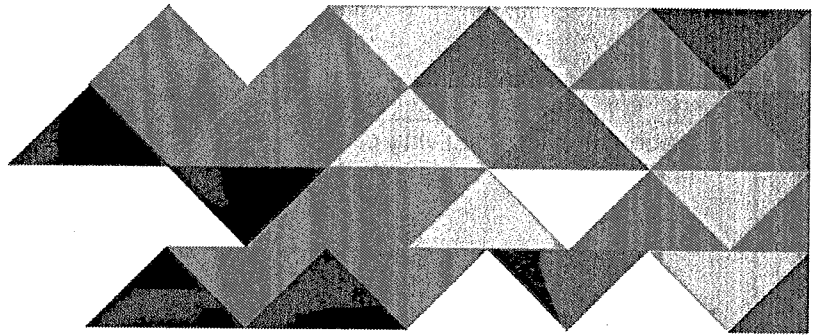
Description of the lesson evaluation (include materials and activities):

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:

11/14/2022

Information



Teacher:

Melanie Hoegerl

Grade:

9

Subject Area:

Language Arts

Number of Students:

1

Culture Studied



(Select One)

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

Objective of the lesson:

Learning about the Thanksgiving custom.

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

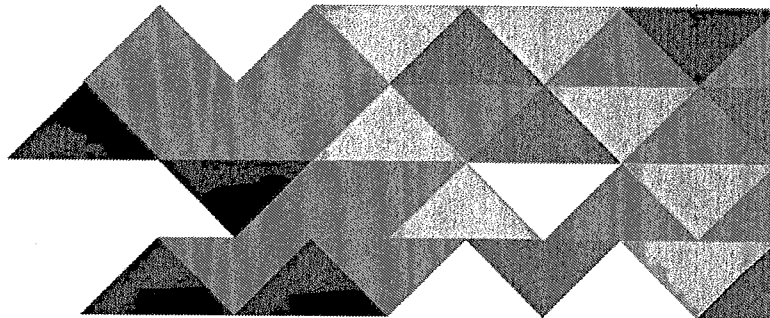
News 2 You article this week is about Native American Custom. Celebrating Thanksgiving is a way to share what one has with others. This can be knowledge of how to do something, to sharing what one can make or what one has.

Additional Activities Planned:

The student will also participate in assisting making a meal down at the Senior Center in town to share with community patrons.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

11/21/2022

Information



Teacher:

Brian Evans

Grade:

Secondary

Subject Area:

ELL

Number of Students:

18

Culture Studied



(Select One)

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

Objective of the lesson:

18 MS and HS students took a field trip to South Omaha on Tuesday, October 25.

The objective was to learn more about some of the Hispanic people that migrated to Omaha and the surrounding area.

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

As a group, we walked down S 24th Street to see the many shops and businesses run by Hispanic Americans. We visited a Mexican tienda (grocery), a panaderia (bakery), a dulceria (sweet shop) and heladeria (ice cream shop).

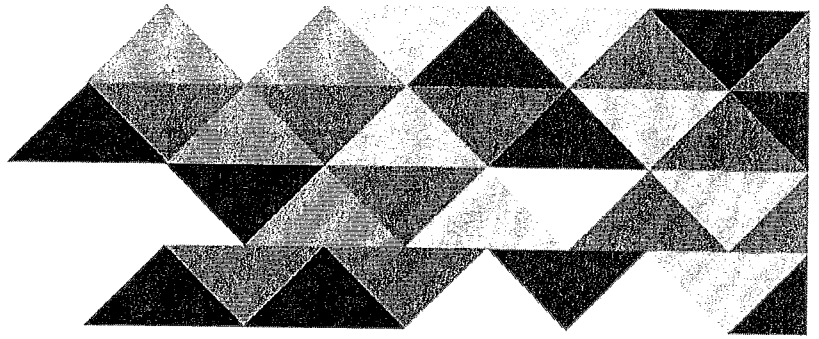
Our group also enjoyed a guided bilingual tour at El Museo Latino (The Latin Museum), where the students learned about some of the Hispanic immigrants who came to the area. The students learned about the arts and celebrations of some of these cultures. They saw photos of and shared stories of the struggles it took to get to the US. The students saw a traditional Mexican ofrenda (altar / offering), and created some papel picado (perforated paper) artwork similar to the kind used in annual Dia de Muertos celebrations.

Additional Activities Planned:

The students completed a google form to describe the things they enjoyed and learned while they were on the field trip.

Print and turn in to your building Principal.

**Multi-Cultural
Education
REPORT**



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

10/12/2022

Information



Teacher:

Adam Nissen

Grade:

1st

Subject Area:

Art

Number of Students:

26

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!

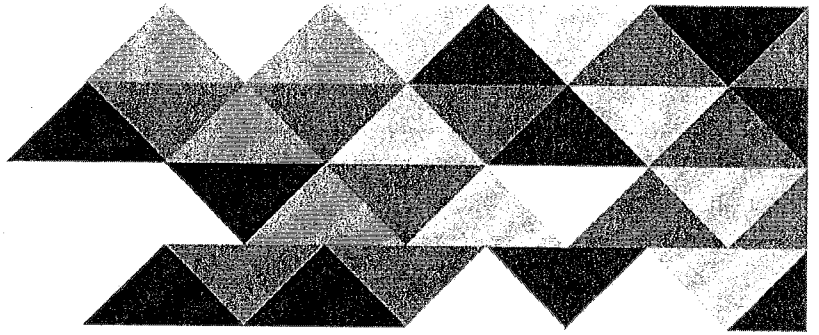
Day 3-5: The students will now take part in the casting process of making the sugar skull (weather providing). The sugar will be prepared according to the instructions so that the students can right into making their skulls. Students will follow my demonstration of how to fill in and pack the sugar into the mold. One half of the mold must be cradled.

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:

11/15/2022

Information



Teacher:

Becky Schueth

Grade:

9-10

Subject Area:

Mathematics ... 26 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):

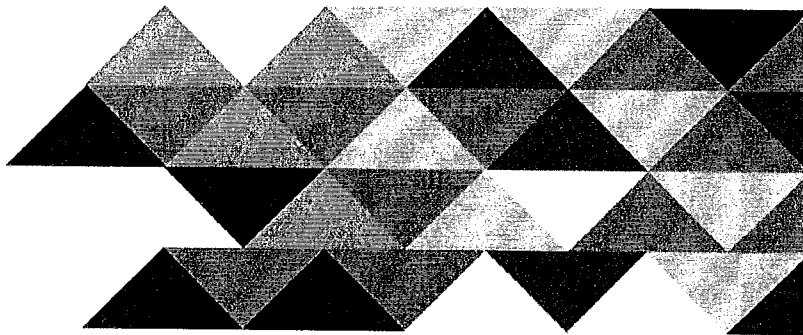
The students will create geometric patterns using polygons. Tangrams are utilized to create Indian symbols and designs. Students will also identify congruent shapes and find angle and side measurements related to Indian culture.

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:

12/06/2022

Information



Teacher:

Schoenrock

Grade:

6th

Subject Area:

Ancient Civilization

Number of Students:

29

Culture Studied



(Select One)

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

Objective of the lesson:

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

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

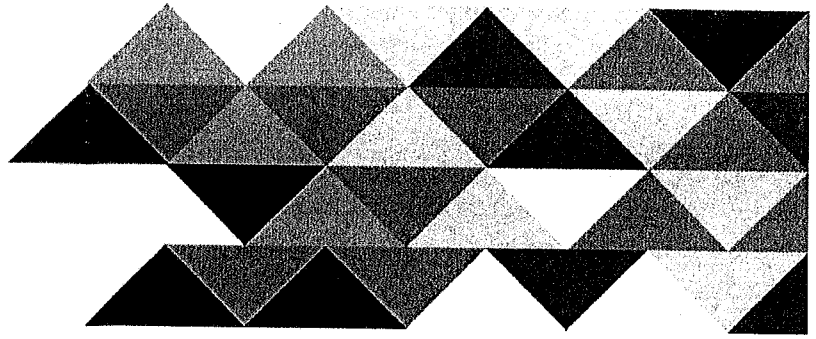
After learning about religious practices involved in the embalming and burial traditions of the pharaohs, students will create their own sarcophagus and meld it with their own life. Students will build a shoebox sarcophagus and decorate it with a mix of Ancient Egyptian artwork and writing with items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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

4/5/23

Information

Teacher:

Trofholz

Grade:

6th

Subject Area:

PE

Number of Students:

22

Culture Studied

(Select One)

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



Objective of the lesson:

Students will have their heart rates elevated for most of the period.

Students will understand how to play hockey under the rules and regulations.

Students will develop strategies to score points in hockey.

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

Students will go through their warm up with laps including to elevate their heart rate.

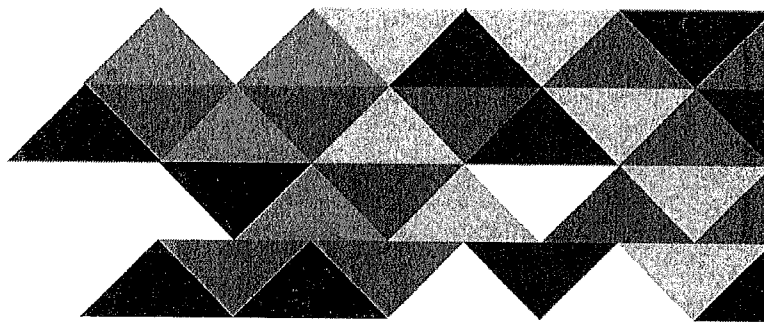
Hockey will be explained. Students will play a game of hockey under rules and regulations

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:

3/9/2023

Information



Teacher:

Becky Schueth

Grade:

9-10

Subject Area:

Geometry

Number of Students:

26

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:

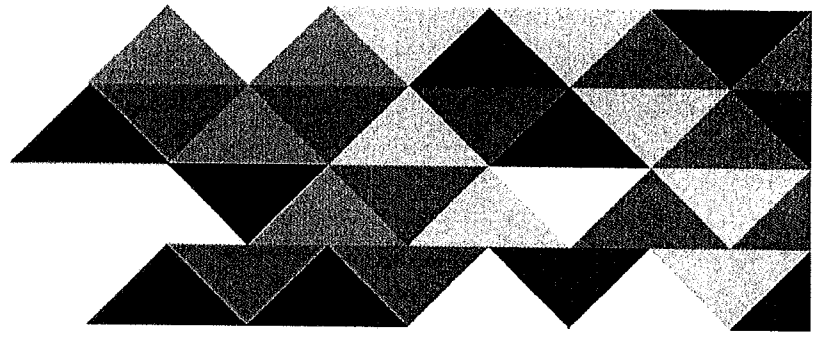
<http://www.goldennumber.net/phi-pi-great-pyramid-egypt/>

For activity:

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

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Multi-Cultural Education REPORT



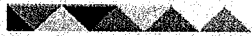
Shelby-Rising City Public Schools

**Please complete and submit each semester*

Date:

12/1/22

Information



Teacher:

Turner Trofholz

Grade:

6th Grade

Subject Area:

PE

Number of Students:

25

Culture Studied



(Select One)

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

Objective of the lesson:

To learn basic footwork, passing, and kicking skills of soccer.
To learn how to play a game of soccer under the rules and regulations of the sport.

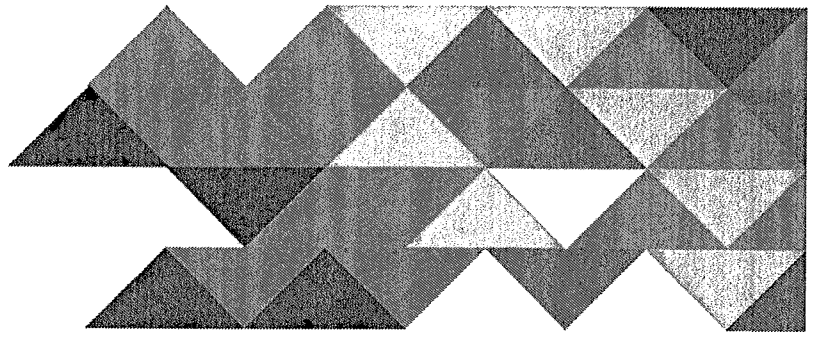
Description of the lesson evaluation (include materials and activities):

Students stretch and warm up jog.
Footwork skills and passing skills.
Look over rules and regulations of soccer. Play a partial game of soccer under the rules and regulations.

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:

Nov. 21, 2022

Information



Teacher:

Renee Bilstein

Grade:

10th

Subject Area:

Transition

Number of Students:

2

Culture Studied



(Select One)

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

Objective of the lesson:

The students will explore, make and taste Asian cuisine to broaden their cultural understanding

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

Used computer to search recipe
Kitchen - they followed recipe for Asian noodles
gathered ingredients and cooking utensils
measured the spices
cooked the noodles
mixed together
tasted final product
they were graded on process and taste.

Additional Activities Planned:

Cooked Asian noodle dish - plan to explore other cuisine

Print and turn in to your building Principal.

