Board of Education Regular Meeting

Monday, June 17, 2024 7:30 AM
Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

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

1. **Call to Order**

2. **Pledge of Allegiance**

3. **Announce Open Meeting Act Posting and Location**

4. **Recognition of Visitors**

5. **Consent Agenda**

Action(s):
Motion to approve Consent Agenda Passed with a motion by Kasey Hopwood and a second by Heath Vrbka.

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. Superintendents Report

https://secure.smore.com/n/jtzf5

7. **District Reports**

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. **Discussion Items**

8.1. Item #1: Discussing the courses that we are offering for the 24-25 school year.

Action(s):

Discussing the courses that we are offering for the 24-25 school year. 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

8.2. Item #2: Discussion (and to later be voted on for approval) for Policy #201.02, #204.07, #204.12, & #206.02. These policies are described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #201.02, #204.07, #204.12, & #206.02. These policies are described below. This is the first and second reading. Passed with a motion by Chris Whitmore 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

8.3. Item #3: Discussion (and to later be voted on for approval) for Policy #402.03, 402.17, & 409.01. These policies are described below.This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #402.03, 402.17, & 409.01. These policies are described below.This is the first and second reading. Passed with a motion by Joe Noyd and a second by Chris Whitmore.

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

8.4. Item #4: Discussion (and to later be voted on for approval) for Policy #502.02, #502.03, #502.10, #503.04, $504.03, #504.06, #504.11, #504.17, #504.23. These policies are described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #502.02, #502.03, #502.10, #503.04, $504.03, #504.06, #504.11, #504.17, #504.23. These policies are described below. This is the first and second reading. 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

8.5. Item #5: Discussion (and to later be voted on for approval) for Policy #607.10, #611.02, #611.07, #612.03, & #612.05. These policies are described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #607.10, #611.02, #611.07, #612.03, & #612.05. These policies are described below. This is the first and second reading. Passed with a motion by Chris Whitmore 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

8.6. Item #13: Taking all necessary discussion and then action for substitute/guest teacher pay for the 24-25 school year; Long term (1/185th of teacher base)

8.7. Item #6: Discussion (and to later be voted on for approval) for Policy #802.05. This policy is described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #802.05. This policy is described below. This is the first and second

reading. Passed with a motion by Crystal Zimmerman 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

8.8. Item #7: Discussion (and to later be voted on for approval) for Policy #905.02, #095.04, & #905.07. These policies are described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #905.02, #095.04, & #905.07. These policies are described below. This is the first and second reading. Passed with a motion by Joe Noyd and a second by Heath Vrbka.

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

8.9. Item #8: Discussion (and to later be voted on for approval) for Policy #1003. This policy is described below. This is the first and second reading.

Action(s):

Discussion (and to later be voted on for approval) for Policy #1003. This policy is described below. This is the first and second reading. Passed with a motion by Chris Whitmore 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

8.10. Item #9: Reviewing our Multicultural reports for the 1st and 2nd semesters for our K-12 students given throughout 23-24 school year.

8.11. Item #10: Annual review and update (none this year) in regard to our bullying prevention policy (#504.20).

Action(s):
Annual review and update (none this year) in regard to our bullying prevention policy Passed with a motion by Kasey Hopwood and a second by Heath Vrbka.

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

8.12. Item #11: Annual review and update (none this year) in regard to our appropriate relationships between a student and a school employee, a student teacher, or intern policies (#402.15).

Action(s):
Annual review and update (none this year) in regard to our appropriate relationships between a student and a school employee, a student teacher, or intern policies (#402.15). Passed with a motion by Chris Whitmore 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

8.13. Item #12: Annual review and update (none this year) in regard to our parental and family engagement policy (#1005.12). This is open for public comment.

Action(s):
Annual review and update (none this year) in regard to our parental and family engagement policy (#1005.12). This is open for public comment. Passed with a motion by Joe Noyd and a second by Heath Vrbka.

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. Item 13: Taking all necessary action and discussion about purchasing Nebraska Powerschool Cooperative to help streamline our process throughout the year. An agreement is attached and can be moved to an action item.

Action(s):

Taking all necessary action and discussion about purchasing Nebraska Powerschool Cooperative to help streamline our process throughout the year. An agreement is attached and can be moved to an action item. 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. **Action Items**

9.1. Item #1: Taking all necessary action for the approval of our K-5 ELA Curriculum for the 24-25 school year ($83,497.93). This is reimbursable through ESSER III.

Action(s):

Taking all necessary action for the approval of our K-5 ELA Curriculum for the 24-25 school year ($83,497.93). This is reimbursable through ESSER III. Passed with a motion by Chris Whitmore 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

9.2. Item #2: Taking all necessary action for the approval of our Business/Accounting curriculum for the 24-25 school year ($20,910). This is reimbursable through ESSER III.

Action(s):

Taking all necessary action for the approval of our Business/Accounting curriculum for the 24-25 school year ($20,910). This is reimbursable through ESSER III. 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. Item #3: Taking all necessary action for approval of our ELA Novels for grades 6-12 for the 24-25 school year ($8,255.46). This is reimbursable through ESSER III.

Action(s):
Taking all necessary action for approval of our ELA Novels for grades 6-12 for the 24-25 school year ($8,255.46). This is reimbursable through ESSER III. 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. Item #4: Taking all necessary action to approve breakfast and lunch prices for the 2024-2025 school year. The increase is due to inflation and the NDE recommendation.

1. Breakfast
    - $1.50 --> $1.50
2. Lunch
    - Elementary
        - $2.35 --> $2.45
    - MS/HS
        - $2.50 --> $2.80
    - Adult
        - $3.65 --> $3.85
    - Milk
        - $.45 --> $.50
    - Entree
        - $.75 --> $1.00
    - A la Carte
        - $.55 --> $.75

Action(s):
Taking all necessary action to approve breakfast and lunch prices for the 2024-2025 school year. The increase is due to inflation and the 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

9.5. Item #5: Taking all necessary action to approve the "Resolution Approving Certain Staff Trainings" whereas, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements. These trainings all comply with the statutory requirements of NDE and Legislation.

Action(s):

Taking all necessary action to approve the "Resolution Approving Certain Staff Trainings" whereas, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements. These trainings all comply with the statutory requirements of NDE and Legislation. Passed with a motion by Crystal Zimmerman and a second by Heath Vrbka.

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**

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Board Secretary

Board of Education Regular Meeting

Monday, May 13, 2024 8:00 PM
Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

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

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

4.1. Visitor #1: Brooklynn Baker

5. **Consent Agenda**

5.1. Minutes

5.2. Treasurers Report

Action(s):
Motion approve consent agenda. Passed with a motion by Chris Whitmore and a second by Heath Vrbka.

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

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://secure.smore.com/n/k1pct)

7. **District Reports**

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. **Discussion Items**

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

8.2. Item #2: Reviewing Policy #503.01 (Compulsory Attendance), 503.02 (Attendance Records), 503.03 (Absence Policy), and 503.04 (Addressing Barriers to Attendance) to be ready for the 24-25 school year.
Discussion: Reviewed Policy #503.01 (Compulsory Attendance), 503.02 (Attendance Records), 503.03 (Absence Policy), and 503.04 (Addressing Barriers to Attendance) to be ready for the 24-25 school year.

8.3. Item #3: Review Graduation Requirements for SRC (looking to adjust for the 25-26 school year with new legislation requirements)
Discussion: Reviewed Graduation Requirements for SRC (looking to adjust for the 25-26 school year with new legislation requirements)

8.4. Item #4: Discussion and then it can be moved to an action item for an additional 15 computers for Mrs. Kravig's technology classes. Due to class size increasing and the requirements of NDE, this action will complete last year's order and be all up-to-date. This is reimbursable through ESSER III ($14,798.42).
Action(s):
Discussion and then it can be moved to an action item for an additional 15 computers for Mrs. Kravig's technology classes. Due to class size increasing and the requirements of NDE, this action will complete last year's order and be all up-to-date. This is reimbursable through ESSER III ($14,798.42). 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

Approval for Classroom Break Boxes (Sensory Tool Kit). This money is from a grant that will be reimbursed through the NDE Mental Health Project Grant (6,284.49). Passed with a motion by Kasey Hopwood 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

8.5. Item #5: Discussion and then it can be moved to an action item for Classroom Break Boxes (Sensory Tool Kit). This money is from a grant that will be reimbursed through the NDE Mental Health Project Grant (6,284.49).

8.6. Item #6: Discussion and then it can be moved to action item by purchasing an additional three (3) indoor cameras to be fully viewed in all hallways (one being a spare). As well as an outdoor camera to help cover the playground into the JH football field area ($9,824.74). This will be taken out of depreciation.

Action(s):

Approval to purchase an additional three (3) indoor cameras to be fully viewed in all hallways (one being a spare). As well as an outdoor camera to help cover the playground into the JH football field area ($9,824.74). This will be taken out of depreciation. Passed with a motion by Joe Noyd 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

8.7. Item #7: Discussion and can be moved to action item to approve the expansion of our West Parking lot as well as adding two crosswalks for our students to be able to cross into our school parking lot for easier access to the school. This money would come from special building fund ($53,997).

Action(s):

Approve the expansion of our West Parking lot as well as adding two crosswalks for our students to

be able to cross into our school parking lot for easier access to the school. This money would come from special building fund ($53,997). Passed with a motion by Joe Noyd and a second by Heath Vrbka.

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. **Action Items**

9.1. Item #1: Approval of Mrs. Megan Donoghue contract for our elementary position

Action(s):

Approval of Mrs. Megan Donoghue contract for our elementary position Passed with a motion by Crystal Zimmerman 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

9.2. Item #2: Approval of Mrs. Brittney Pflueger for our Activities Director and Middle School PE teaching position

Action(s):

Approval of Mrs. Brittney Pflueger for our Activities Director and Middle School PE teaching position 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. Item #3: Approval of Mrs. Javona Jefferson for our Elementary School Counselor position

Action(s):

Approval of Mrs. Javona Jefferson for our

Elementary School Counselor position Passed with a motion by Crystal Zimmerman 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

9.4. Item #4: Approval of Early Graduation for Brooklynn Baker for her to graduate during the 24-25 school year.

Action(s):

Approval of Early Graduation for Brooklynn Baker for her to graduate during the 24-25 school year. Unseconded with a motion by Geoffrey Ruth.

10. **Set Dates**

11. **Executive Session**

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

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Board Secretary

BOARD OF EDUCATION

SHELBY-RISING CITY PUBLIC SCHOOLS

JUNE 17, 2024

7:30 AM

County of Polk School District 32 **Board Report With Checks**
06/13/2024 2:59 PM JUNE 2024 GENERAL FUND INVOICES

Check #	Vendor Name	Amount
Checking 1 Fund: 01 GENERAL FUND		
41659	ACTIVITIES FUND	160.66
41660	AMAZON	537.09
41661	BLACK HILLS ENERGY	263.06
41662	CAPITAL ONE	612.12
41663	CDW-GOVERNMENT	14,798.42
41664	CDW-GOVERNMENT	1,539.94
41665	CENTRAL NEBRASKA REHABILITATION SERVICES	6,729.34
41666	COLUMBUS MUSIC	35.96
41667	CONSTELLATION ENERGY	538.22
41668	CUBBYS CORPORATE OFFICE	3,713.97
41669	CULLIGAN OF YORK	176.50
41670	DIETZE MUSIC HOUSE	25.60
41671	DISCOUNT SCHOOL SUPPLY	150.55
41672	E.S.U. #7	2,203.81
41673	EAKES OFFICE SOLUTIONS	1,575.91
41674	EDUCATIONAL SERVICE UNIT #7	1,346.25
41675	EDUCATIONAL SERVICE UNIT 7	39,855.42
41676	ESU COORDINATING COUNCIL	375.12
41677	FUN AND FUNCTION	6,053.36
41678	hand2mind, Inc.	91.78
41679	HEARTLAND ROOFING CONSULTANTS	1,876.26
41680	HOLIDAY INN	129.95
41681	HOMETOWN LEASING	932.27
41682	HOTSY EQUIPLMENT CO./A NE. CORP.	189.60
41683	INNOVATIVE OFFICE SOLUTIONS, LLC	201.65
41684	INSPIRA FINANCIAL	100.00
41685	JACKSON SERVICES, INC	471.17
41686	JOHN DEERE FINANCIAL	1,118.15
41687	JOSTENS	2,228.20
41688	KSB SCHOOL LAW, PC, LLO	295.00

41689	LIGHTBOX SYSTEMS	1,943.63
41690	MATHESON TRI-GAS INC.	248.00
41691	MENARDS	1,412.68
41692	NAPA AUTO AND TRUCK PARTS	59.96
41693	NASSP	385.00
41694	NE COUNCIL OF SCHOOL ADM.	392.00
41695	ORKIN PEST CONTROL	137.99
41696	PAPER 101	2,380.22
41697	PINNACLE BANK	238.51
41698	PITNEY BOWES GLOBAL FINANICAL SERVICES	227.97
41699	POLK CO. RURAL PUBLIC POWER DISTRICT	8,471.74
41700	QUILL CORPORATION	88.86
41701	REALLY GOOD STUFF, LLC	114.44
41702	RESERVE ACCOUNT	1,000.00
41703	SAVVAS LEARNING COMPANY LLC	539.89
41704	SCHOLASTIC INC	314.23
41705	SCHOOL OUTFITTERS	2,495.89
41706	SCHOOL SPECIALITY	144.27
41707	SHELBY AUTO CLINIC	739.49
41708	SHELBY LUMBER CO.	34.33
41709	SPARROW PUBLICATIONS	136.38
41710	SRC LUNCH PROGRAM	243.00
41711	STAPLES ADVANTAGE	411.09
41712	TIRE OUTLET, INC.	10.00
41713	TONNIGES CHEVROLET, INC.	57.25
41714	TRUCK CENTER COMPANIES	143,871.99
41715	TRUCK CENTER COMPANIES	481.99
41716	ULINE	3,160.05
41717	VECTOR SOLUTIONS	1,304.10
41718	VERIZON WIRELESS	368.82
41719	VILLAGE OF SHELBY	1,277.58

41721 WINDSTREAM NEBRASKA INC.	923.65	
41720 YOUR PUBLICATION	193.15	

INVOICE TOTAL:	$	261,651.49
PAYROLL:	$	440,725.38
TOTAL:	$	702,376.87

Batch Description: GENERAL FUND INVOICES-0001 Processing Month: 03/2023 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: ACTIVITIES **ACTIVITIES FUND** **PO Number:** **Invoice Number: 61224** **Amount: 160.66**
Description: Invoice Date: 06/12/2024 Due Date: 06/17/2024 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 8000 913 000 0000 0 000	ELEM BOUGHT SNACKS FROM STUDENT COUNCIL		160.66		N	

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 61224** **Amount: 537.09**
Description: Invoice Date: 06/12/2024 Due Date: 06/17/2024 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 610 001 0000 0 000	GRADUATION SUPPLY		6.95		N	
01 2610 610 000 0000 0 000	10 INCH REPLACEMENT WHEELS		59.88		N	
01 2730 431 000 0000 0 000	AIR FILTERS		374.62		N	
01 2230 650 000 0000 0 000	TECH SUPPLIES		95.64		N	

Vendor ID: BLACKHILLS **BLACK HILLS ENERGY** **PO Number:** **Invoice Number: 61224** **Amount: 263.06**
Description: Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 0000 0 000	FUEL		263.06		N	

Vendor ID: CAPITAL **CAPITAL ONE** **PO Number:** **Invoice Number: 1655713598** **Amount: 612.12**
Description: WAL-MART Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001 0135 0 000	FOOD SCIENCE SUPPLIES		185.91		N	
01 2320 890 000 0000 0 000	ELEMENTARY AWARDS		426.21		N	

Vendor ID: CDW **CDW-GOVERNMENT** **PO Number:** **Invoice Number: RD65711RF16274** **Amount: 1,539.94**
Description: Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 2 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 650 000 0000 0 000	TECH SUPPLIES		755.68		N	
01 2230 734 000 0000 0 000	SMART CONNECT		784.26		N	

Vendor ID: CDW **CDW-GOVERNMENT** **PO Number:** **Invoice Number: RH55071** **Amount: 14,798.42**
Description: Invoice Date: 06/12/2024 Due Date: 06/17/2024 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 734 000 0000 0 000	PROJECTOR, HP COMPUTER, HP PROBOOKS		14,798.42		N	

Vendor ID: CENTRAL **CENTRAL NEBRASKA REHABILITATION** **PO Number:** **Invoice Number: 15096** **Amount: 6,729.34**

SERVICES

Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 6,729.34
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 2173 340 000 0000 0 000	SPED 0-2 PT		79.25	79.25	N	
01 2162 340 000 0000 0 000	SPED 3-5 OT		375.00	375.00	N	
01 2172 340 000 0000 0 000	SPED 3-5 PT		244.65	244.65	N	
01 2161 340 000 0000 0 000	SPED S.A. OT		4,832.37	4,832.37	N	
01 2171 340 000 0000 0 000	SPED S.A. PT		1,198.07	1,198.07	N	

Vendor ID: COLUMBUSMU COLUMBUS MUSIC **PO Number:** **Invoice Number: 36193** **Amount: 35.96**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0170 0 000	REEDS		35.96		N	

Vendor ID: CONSTELLA CONSTELLATION ENERGY **PO Number:** **Invoice Number: 4036616** **Amount: 538.22**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 0000 0 000	FUEL		538.22		N	

Vendor ID: CUBBYSCORP CUBBYS CORPORATE OFFICE **PO Number:** **Invoice Number: 8660894** **Amount: 3,713.97**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 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	EXCHANGED PROPAINE TANK		49.98		N	
01 2610 626 000 0000 0 000	MAINTENANCE GAS		139.50		N	
01 2710 626 000 0000 0 000	BUS & VAN GAS		3,247.21		N	
01 2712 626 000 0000 0 000	SPED BUS & VAN GAS		277.28		N	

Vendor ID: CULLIGANYO CULLIGAN OF YORK **PO Number:** **Invoice Number: 61224** **Amount: 176.50**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	WATER & RENTAL		176.50		N	

Vendor ID: DIETZE DIETZE MUSIC HOUSE **PO Number:** **Invoice Number: FE3254** **Amount: 25.60**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0170 0 000	MUSIC		25.60		N	

Vendor ID: DISCOUNTSC DISCOUNT SCHOOL SUPPLY **PO Number:** **Invoice Number: 758581010175858** **Amount: 150.55**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		43.57		N	
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		106.98		N	

Vendor ID: ESU7 **E.S.U. #7** **PO Number:** **Invoice Number: Q3 MARCH - MAY** **Amount: 2,203.81**

Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0170 0 000	MUSIC PRINTING		158.24	0.00	N	
01 6200 610 002 0000 0 000	TITLE I		20.74		N	
01 1100 610 000 0000 0 000	DISTRICT		1,121.20		N	
01 1100 610 001 0145 0 000	HS SCIENCE		209.29		N	
01 1100 610 001 0100 0 000	HS ENGLISH		40.50		N	
01 1150 610 000 0000 0 000	ELL		36.72		N	
01 2220 610 000 0000 0 000	LIBRARY		67.75		N	
01 2320 610 000 0000 0 000	SUPERINTENDENT		80.32		N	
01 2410 610 002 0000 0 000	ELEM PRINCIPAL		5.00		N	
01 2410 610 001 0000 0 000	HS PRINCIPAL		60.60		N	
01 1190 610 002 0000 0 000	PK		210.52		N	
01 1100 610 002 0070 0 000	K		73.53		N	
01 1100 610 002 0010 0 000	1ST		32.63		N	
01 1100 610 002 0020 0 000	2ND		43.56		N	
01 1100 610 002 0040 0 000	4TH		20.06		N	
01 1100 610 002 0050 0 000	5TH		23.15		N	

Vendor ID: EAKESO **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: 8918353,8939943** **Amount: 1,575.91**

Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2590 443 000 0000 0 000	COPIER CONTRACTS		1,411.69		N	
01 2610 610 000 0000 0 000	SOAP		164.22		N	

Vendor ID: ESU7NETWOR **EDUCATIONAL SERVICE UNIT #7** **PO Number:** **Invoice Number: 6/6/2024** **Amount: 1,346.25**

Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 352 000 0000 0 000	HELP DESK		296.25		N	
01 2230 650 000 0000 0 000	LINEWIZE-NIC CARD, 24 PORT SWITCH		1,050.00		N	

Vendor ID: ESU7SP **EDUCATIONAL SERVICE UNIT 7** **PO Number:** **Invoice Number: APR & MAY** **Amount: 39,855.42**

Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 39,855.42

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

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

01 2141 591 000 0000 0 000	SPED S.A. LMHP	9,634.79	9,634.79 N
01 1291 591 000 0000 0 000	3-5 EARLY CHILDHOOD	11,949.37	11,949.37 N
01 1292 591 000 0000 0 000	0-2 EARLY CHILDHOOD	1,516.90	1,516.90 N
01 1200 591 000 0000 0 000	SPED CONTRACTED SERVICES	10,679.15	10,679.15 N
01 2140 591 000 0000 0 000	REG ED S.A. LMHP	4,770.21	4,770.21 N
01 2151 591 000 0000 0 000	SPED S.A. SPEECH	1,305.00	1,305.00 N

Vendor ID: ESUCOORD **ESU COORDINATING COUNCIL** **PO Number:** **Invoice Number: PFPT000073DU** **Amount: 375.12**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2670 330 000 0000 0 000	PROOPOINT & DUA SECURITY RENEWAL		375.12		N	

Vendor ID: FUNANDFUNC **FUN AND FUNCTION** **PO Number:** **Invoice Number: 776169** **Amount: 6,053.36**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1200 610 000 0000 0 000	SENSORY TOOL KIT, SOCIAL EMOTIONAL LEARN		6,053.36		N	

Vendor ID: HAND2MIND **hand2mind, Inc.** **PO Number:** **Invoice Number: 279635279716** **Amount: 91.78**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		91.78		N	

Vendor ID: HEARTLANDR **HEARTLAND ROOFING CONSULTANTS** **PO Number:** **Invoice Number: 1352** **Amount: 1,876.26**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 4700 450 000 0000 0 000	Q2 CONTRACT		1,876.26		N	

Vendor ID: HOLIDA **HOLIDAY INN** **PO Number:** **Invoice Number: 25171593** **Amount: 129.95**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2213 580 000 0000 0 000	HOTEL RM FOR MEETING		129.95		N	

Vendor ID: HOMETO **HOMETOWN LEASING** **PO Number:** **Invoice Number: 61224** **Amount: 932.27**
Description:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

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

Vendor ID: HOTSY **HOTSY EQUIPLMENT CO./A NE. CORP.** **PO Number:** **Invoice Number: 344434** **Amount: 189.60**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	POWER WASHER PARTS		189.60		N	

Vendor ID: INNOVAOFFI INNOVATIVE OFFICE SOLUTIONS, LLC **PO Number:** **Invoice Number: 45334004014459** **Amount: 201.65**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		79.56		N	
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		51.53		N	
01 2230 650 000 0000 0 000	TECH SUPPLIES		70.56		N	

Vendor ID: INSPIRA INSPIRA FINANCIAL **PO Number:** **Invoice Number: 61324** **Amount: 100.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

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

Vendor ID: JACKSO JACKSON SERVICES, INC **PO Number:** **Invoice Number: 52938005304857** **Amount: 471.17**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 420 000 0000 0 000	RUGS & MOPS		471.17		N	

Vendor ID: JOHNDEERE JOHN DEERE FINANCIAL **PO Number:** **Invoice Number: 3815531** **Amount: 1,118.15**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 440 000 0000 0 000	EQUIPMENT PAYMENTS		1,087.31		N	
01 2610 610 000 0000 0 000	MOWER PART		30.84		N	

Vendor ID: JOSTENS JOSTENS **PO Number:** **Invoice Number: 338762613429565** **Amount: 2,228.20**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2490 610 000 0000 0 000	DIPLOMAS & COVERS		2,228.20		N	

Vendor ID: KSBSCHLAW KSB SCHOOL LAW, PC, LLO **PO Number:** **Invoice Number: 16547** **Amount: 295.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 295.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2330 317 000 0000 0 000	LEGAL SERVICES		295.00	295.00	N	

Vendor ID: LIGHTBOXSY LIGHTBOX SYSTEMS **PO Number:** **Invoice Number: 9046** **Amount: 1,943.63**

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2230 650 000 0000 0 000	EDGE ROUTER		1,943.63		N	

Vendor ID: MATHESON **MATHESON TRI-GAS INC.** **PO Number:** **Invoice Number: 52352039** **Amount: 248.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 001 0180 0 000	IND ARTS GAS		248.00		N	

Vendor ID: MENARD **MENARDS** **PO Number:** **Invoice Number: 729062596706141** **Amount: 1,412.68**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		508.69		N	
01 1100 610 001 0180 0 000	IND ARTS SUPPLIES		903.99		N	

Vendor ID: NAPAAUTO **NAPA AUTO AND TRUCK PARTS** **PO Number:** **Invoice Number: 745926** **Amount: 59.96**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 610 000 0000 0 000	ANTIFREEZE, HD 50		59.96		N	

Vendor ID: NASSP **NASSP** **PO Number:** **Invoice Number: 9001777624** **Amount: 385.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2410 810 001 0000 0 000	NATIONAL HONOR SOCIETY MEMBERSHIP FEE		385.00		N	

Vendor ID: NECSA **NE COUNCIL OF SCHOOL ADM.** **PO Number:** **Invoice Number: 82046** **Amount: 392.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2212 690 000 0000 0 000	NCE CONFERENCE - STUDNICKA		392.00		N	

Vendor ID: ORKINP **ORKIN PEST CONTROL** **PO Number:** **Invoice Number: 262075201** **Amount: 137.99**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 420 000 0000 0 000	PEST CONTROL		137.99		N	

Vendor ID: PAPER101 **PAPER 101** **PO Number:** **Invoice Number: 255441-00** **Amount: 2,380.22**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0000 0 000	COPIER PAPER & COLOR PAPER		2,380.22		N	

Vendor ID: PINNACLEOM PINNACLE BANK **PO Number:** **Invoice Number: 61324** **Amount: 238.51**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0150 0 000	RIBBONS FOR ELEM TRACK AND FIELD DAY		149.75		N	
01 2320 610 000 0000 0 000	STAFF APPRECIATION		88.76		N	

Vendor ID: PITNEY PITNEY BOWES GLOBAL FINANICAL SERVICES **PO Number:** **Invoice Number: 3319104345** **Amount: 227.97**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

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

Vendor ID: POLKCORPP POLK CO. RURAL PUBLIC POWER DISTRICT **PO Number:** **Invoice Number: 61324** **Amount: 8,471.74**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 621 000 0000 0 000	ELECTRICITY		8,471.74		N	

Vendor ID: QUILL QUILL CORPORATION **PO Number:** **Invoice Number: 38549802812782** **Amount: 88.86**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		17.01		N	
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		71.85		N	

Vendor ID: REALLY REALLY GOOD STUFF, LLC **PO Number:** **Invoice Number: 8519052** **Amount: 114.44**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0030 0 000	SHARPIES & CRAYONS		114.44		N	

Vendor ID: RESERVE RESERVE ACCOUNT **PO Number:** **Invoice Number: 61324** **Amount: 1,000.00**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 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 531 000 0000 0 000	POSTAGE FOR MACHINE		1,000.00		N	

Vendor ID: SAVVASLEAR SAVVAS LEARNING COMPANY LLC **PO Number:** **Invoice Number: 7028740985** **Amount: 539.89**
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 643 000 0000 0 000	ADOBE ILLUSTRATOR,PHOTOSHOP,ANIMATE		539.89		N	

Vendor ID: SCHOLASTIC SCHOLASTIC INC PO Number: Invoice Number: 60772406 Amount: 314.23
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 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 610 000 0000 0 000	ELL BOOKS		314.23		N	

Vendor ID: SCHOOLOUT SCHOOL OUTFITTERS PO Number: Invoice Number: 14143569 Amount: 2,495.89
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1200 733 000 0000 0 00	COMPASS CHAIRS, SEAT BELTS		2,495.89		N	

Vendor ID: SCHOSP SCHOOL SPECIALITY PO Number: Invoice Number: 208134086065 Amount: 144.27
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		72.12		N	
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		72.15		N	

Vendor ID: SHELBYAUTO SHELBY AUTO CLINIC PO Number: Invoice Number: 039278039277 Amount: 739.49
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 285.00
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 626 000 0000 0 000	OIL		92.38		N	
01 2730 431 000 0000 0 000	VAN REPAIRS		42.64		N	
01 2712 340 000 0000 0 000	SPED VAN - WATER PUMP		604.47	285.00	N	

Vendor ID: SHELB5 SHELBY LUMBER CO. PO Number: Invoice Number: 146239144496519 Amount: 34.33
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 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		34.33		N	

Vendor ID: SPARROWPUB SPARROW PUBLICATIONS PO Number: Invoice Number: 4673 Amount: 136.38
Description:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 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		136.38		N	

Vendor ID: LUNCHPRO SRC LUNCH PROGRAM PO Number: Invoice Number: 61224 Amount: 243.00

Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 8000 912 000 0000 0 000	FUNDS TRANFERED FROM GENERAL FUND		243.00		N	

Vendor ID: STAPLES **STAPLES ADVANTAGE** **PO Number:** **Invoice Number: 356390452335655** **Amount: 411.09**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 610 000 0000 0 000	PAPER		154.20		N	
01 1100 610 002 0010 0 000	1ST GRADE SUPPLIES		102.33		N	
01 1100 610 002 0030 0 000	3RD GRADE SUPPLIES		154.56		N	

Vendor ID: TIREOUTLET **TIRE OUTLET, INC.** **PO Number:** **Invoice Number: 239916** **Amount: 10.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2610 610 000 0000 0 000	MOWER TIRE REPAIR		10.00		N	

Vendor ID: TONNIG **TONNIGES CHEVROLET, INC.** **PO Number:** **Invoice Number: 102946** **Amount: 57.25**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2730 431 000 0000 0 000	LATCH		57.25		N	

Vendor ID: TRUCKCEN **TRUCK CENTER COMPANIES** **PO Number:** **Invoice Number: DE-22562** **Amount: 143,390.00**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2710 732 000 0000 0 000	2025 THOMAS BUS		143,390.00		N	

Vendor ID: TRUCKCEN **TRUCK CENTER COMPANIES** **PO Number:** **Invoice Number: XA111039724,797** **Amount: 481.99**
Description:
Sequence: 2 Check Type: Checking Account ID:
Invoice Date: 06/12/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 2730 431 000 0000 0 000	BUS PARTS		481.99		N	

Vendor ID: ULINE **ULINE** **PO Number:** **Invoice Number: 178485462** **Amount: 3,160.05**
Description:
Sequence: 1 Check Type: Checking Account ID:
Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01 1100 733 000 0000 0 000	KRAVIG TABLES		3,160.05		N	

Vendor ID: VECTORSOLU **VECTOR SOLUTIONS** **PO Number:** **Invoice Number: 95621** **Amount: 1,304.10**

Description:
Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number	Detail Description
01 1100 643 000 0000 0 000	TPET - STAFF EVALUATION

Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
	1,304.10		N	

Vendor ID: VERIZON VERIZON WIRELESS
PO Number: **Invoice Number: 9965314786** **Amount: 368.82**

Description:
Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number	Detail Description
01 2710 530 000 0000 0 000	BUS PHONES

Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
	368.82		N	

Vendor ID: VILLAG VILLAGE OF SHELBY
PO Number: **Invoice Number: 247780** **Amount: 1,277.58**

Description:
Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number	Detail Description
01 2610 410 000 0000 0 000	WATER & SEWER 642.58, GARBAGE 635

Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 635.00
Check Number: Check Date:

Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
	1,277.58	635.00	N	

Vendor ID: WINDSTREAM WINDSTREAM NEBRASKA INC.
PO Number: **Invoice Number: 61324** **Amount: 923.65**

Description:
Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number	Detail Description
01 2590 382 000 0000 0 000	SCHOOL - 720.11 BUS BARN - 203.54

Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
	923.65		N	

Vendor ID: YOURPUBLIC YOUR PUBLICATION
PO Number: **Invoice Number: 1219700-1** **Amount: 193.15**

Description:
Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number	Detail Description
01 2310 540 000 0000 0 000	LEGAL POSTING

Invoice Date: 06/13/2024 Due Date: 06/17/2024 Status: A 1099 Amount: 0.00
Check Number: Check Date:

Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
	193.15		N	

Batch 1099 Total: 47,799.76 Batch Total: 261,651.49

Report 1099 Total: 47,799.76 Report Total: 261,651.49

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

06/03/2024 3:22 PM

MAY 2024 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,363,637.00	$267,931.07	$2,544,031.55	$819,605.45
1150	ENGLISH LANGUAGE LEARNERS	$86,965.00	$6,783.94	$61,979.73	$24,985.27
1160	POVERTY - After School Program	$34,000.00	$9,323.18	$84,456.50	($50,456.50)
1190	PRESCHOOL	$131,294.00	$11,802.64	$101,883.60	$29,410.40
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,615,896.00	$295,840.83	$2,792,351.38	$823,544.62
1200	SPECIAL EDUCATION PROGRAMS	$594,843.50	$57,246.59	$486,240.53	$108,602.97
1291	SPED AGES 3-5	$4,000.00	$8,552.40	$54,300.23	($50,300.23)
1292	SPED AGES 0-2	$9,100.00	$540.00	$13,672.26	($4,572.26)
1295	UNIFIED SPORTS	$1,652.00	$0.00	$1,648.46	$3.54
1200	SPECIAL EDUCATION PROGRAMS	$609,595.50	$66,338.99	$555,861.48	$53,734.02
2120	GUIDANCE SERVICES	$139,848.00	$11,487.09	$104,799.25	$35,048.75
2130	HEALTH SERVICES	$69,716.00	$6,374.13	$53,515.15	$16,200.85
2140	PSYCHOLOGICAL SERVICES	$35,000.00	$2,946.69	$25,924.95	$9,075.05
2141	SPED Psychological services - Age S.A.	$30,000.00	$5,326.65	$39,196.65	($9,196.65)
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	$106,925.00	$11,483.87	$87,891.70	$19,033.30
2152	SPEECH PATH SPED 3-5	$7,500.00	$0.00	$0.00	$7,500.00
2161	SPED Occupational Therapy - Age S.A.	$40,000.00	$4,996.58	$32,578.42	$7,421.58
2162	OCCUPATIONAL THERAPY - SPED 3-5	$6,100.00	$583.52	$3,400.33	$2,699.67
2163	SPED Occupational Therapy - Age 0-2	$1,500.00	$0.00	$0.00	$1,500.00
2171	SPED Physical Therapy - Age S.A.	$7,000.00	$900.29	$6,436.11	$563.89
2172	PHYSICAL THERAPY - SPED 3-5	$1,000.00	$93.98	$626.81	$373.19
2173	SPED Physical Therapy - Age 0-2	$1,000.00	$79.25	$687.72	$312.28
2182	VISUALLY IMPAIRED SPED 3-5	$0.00	$0.00	$195.00	($195.00)
2100	SUPPORTIVE SERVICES PUPILS	$445,589.00	$44,272.05	$355,252.09	$90,336.91
2211	SCHOOL IMPROVEMENT	$1,870.00	$194.97	$1,738.07	$131.93
2213	INSTRUCTIONAL STAFF TRAINING	$9,000.00	$0.00	$2,036.30	$6,963.70
2220	LIBRARY/MEDIA SERVICE	$116,825.00	$8,927.94	$88,557.81	$28,267.19
2230	INSTRUCTION RELATED TECHNOLOGY	$178,859.00	$16,062.94	$143,798.35	$35,060.65
2240	ACADEMIC STUDENT ASSESSMENT	$3,200.00	$7,316.00	$7,498.00	($4,298.00)
2200	SUPPORT SERVICES STAFF	$309,754.00	$32,501.85	$243,628.53	$66,125.47
2310	BOARD OF EDUCATION	$47,900.00	$885.82	$17,424.66	$30,475.34
2320	EXECUTIVE ADMINISTRATION	$182,700.00	$15,466.07	$135,884.78	$46,815.22
2330	DISTRICT LEGAL SERVICES	$13,000.00	$29.50	$7,354.50	$5,645.50
2300	SUPPORT SERVICES-GEN ADMIN	$243,600.00	$16,381.39	$160,663.94	$82,936.06
2410	OFFICE OF THE PRINCIPAL	$268,641.00	$21,968.02	$197,223.11	$71,417.89
2490	SCHOOL ADMIN - OTHER	$2,000.00	$0.00	$12.50	$1,987.50
2400	OFFICE OF PRINCIPAL	$270,641.00	$21,968.02	$197,235.61	$73,405.39
2510	GENERAL ADMIN-BUSINESS SERVICE	$10,000.00	$0.00	$13,046.00	($3,046.00)
2590	GENERAL ADMIN - BUSINESS SERVICE	$276,514.00	$23,283.47	$201,673.60	$74,840.40
2500	SUPPORT SERVICES-BUSINESS	$286,514.00	$23,283.47	$214,719.60	$71,794.40
2610	OPERATION OF PLANT	$591,035.00	$36,783.49	$347,259.36	$243,775.64
2620	MAINTENANCE OF PLANT	$90,000.00	$9,871.73	$70,354.67	$19,645.33
2650	GENERAL PURPOSE VEHICLES	$3,700.00	$0.00	$0.00	$3,700.00
2670	SCHOOL SAFETY	$4,700.00	$0.00	$1,898.60	$2,801.40
2600	SUPPORT SERVICES-BLDGS & SITES	$689,435.00	$46,655.22	$419,512.63	$269,922.37
2710	Pupil Transportation - Regular ED	$280,835.00	$18,011.65	$159,607.57	$121,227.43
2712	SCHOOL AGE SPEC ED TRANSPORT	$14,150.00	$1,499.04	$11,312.31	$2,837.69

2730	VEHICLE SERVICING & MAINTENANCE	$36,000.00	$2,989.11	$20,382.83	$15,617.17
2700	SUPPORT SERVICES-PUPIL TRANS	$330,985.00	$22,499.80	$191,302.71	$139,682.29
3100	Food Service Operations	$0.00	$8,021.74	$8,021.74	($8,021.74)
3100	Food Service Operations	$0.00	$8,021.74	$8,021.74	($8,021.74)
3400	CATEGORICAL GRANTS FROM CORP.	$0.00	$0.00	$500.00	($500.00)
3400	CATEGORICAL GRANTS FROM CORP.	$0.00	$0.00	$500.00	($500.00)
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00
4700	BUILDING IMPROVEMENTS	$35,000.00	$0.00	$41,153.78	($6,153.78)
4700	BUILDING IMPROVEMENTS	$35,000.00	$0.00	$41,153.78	($6,153.78)
6200	TITLE I	$114,273.00	$4,881.07	$50,048.75	$64,224.25
6200	TITLE I	$114,273.00	$4,881.07	$50,048.75	$64,224.25
6406	IDEA 3-5 SPED	$3,600.00	$0.00	$0.00	$3,600.00
6408	IDEA PART B 0-21	$89,300.00	$0.00	$0.00	$89,300.00
6421	IDEA ARP PART B - 611	$16,000.00	$0.00	$0.00	$16,000.00
6400	6400	$108,900.00	$0.00	$0.00	$108,900.00
6990	OTHER FEDERAL CATEGORICAL PROGRAMS	$0.00	$0.00	$581.39	($581.39)
6992	REAP - FEDERAL SERVICES	$43,676.00	$1,149.00	$28,372.91	$15,303.09
6997	COVID - ESSER II	$48,000.00	$0.00	$0.00	$48,000.00
6998	ESSERS III	$243,735.00	$2,242.00	$55,958.18	$187,776.82
6900	6900	$335,411.00	$3,391.00	$84,912.48	$250,498.52
8000	TRANSFERS	$170,000.00	$2,841.00	$2,841.00	$167,159.00
8000	TRANSFERS	$170,000.00	$2,841.00	$2,841.00	$167,159.00
01	GENERAL FUND	$7,566,593.50	$588,876.43	$5,318,005.72	$2,248,587.78

County of Polk School District 32

06/03/2024 3:20 PM

Revenue Summary Report

MAY 2024 GENERAL FUND

Fund: 01 GENERAL FUND

Account Number	Description	During Month	To Date
01 1100	LEVIED TAXES	1,279,798.91	4,366,034.04
01 1115	CARLINE TAX	1,726.83	2,119.78
01 1120	PUBLIC POWER DIST. TAX	2,474.01	34,095.58
01 1125	MOTOR VEHICLES TAX	19,992.88	205,899.75
01 1140	INTEREST	4.43	7,538.03
01 1370	PRESCHOOL TUITION	555.00	6,478.70
01 1510	INTEREST ON INVESTMENT	6,911.06	42,917.72
01 1951	MISC REVENUE SCHOOLS IN STATE	0.00	13,560.00
01 1990	OTHER LOCAL RECEIPTS	337.50	4,617.50
	Subtotal: LOCAL RECIEPTS	1,311,800.62	4,683,261.10
01 2110	FINES & LICENSE FEES	1,179.41	7,754.09
01 2210	ESU RECEIPTS	452.05	452.05
	Subtotal: COUNTY AND ESU RECEIPTS	1,631.46	8,206.14
01 3110	STATE AID	116,151.00	1,045,359.00
01 3120	SPECIAL ED. PROGRAMS	129,586.00	500,811.00
01 3130	HOMESTEAD EXEMPTION	8,194.95	24,584.85
01 3131	PROPERTY TAX CREDIT	265,967.88	531,935.76
01 3180	PRO-RATA MOTOR VEHICLE	0.00	7,876.53
01 3400	STATE APPORTIONMENT TAX	0.00	70,041.83
01 3535	HIGH ABILITY LEARNERS	0.00	2,342.00
01 3551	CAREER EDUCATION	0.00	7,500.00
	Subtotal: STATE RECEIPTS	519,899.83	2,190,450.97
01 4210	FEDERAL NUTRITION REIMBURSEMENT	0.00	33,758.71
01 4310	TITLE IIA	0.00	43,676.00
01 4421	IDEA 6421	0.00	15,959.00
01 4505	TITLE I	0.00	19,597.00
01 4516	IDEA 4406	0.00	3,569.00
01 4518	IDEA PART B	0.00	87,928.00
01 4708	MEDICAID	0.00	7,863.86
01 4997	ESSER II	0.00	47,156.00
	Subtotal: FEDERAL RECEIPTS	0.00	259,507.57
01 5300	INSURANCE ADJUSTMENTS	0.00	30.00
01 5690	OTHER NON-REVENUE RECEIPTS	50.00	8,551.91
	Subtotal: NON-REVENUE RECEIPTS	50.00	8,581.91
	Fund Total:	1,833,381.91	7,150,007.69

SHELBY - RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

	Balance:	**05/01/24**	**$**	**2,112,633.45**
RECEIPTS:				
PreSchol -Tuition	$	480.00		
Polk Co. Treas. -Motor	$	14,092.22		
Polk Co. Treas. - Levied	$	733,052.63		
Polk Co. Treas - Fines & Lisc.	$	73.43		
Polk Co. Treas. - Homestead	$	5,660.23		
Polk Co. Treas. - Property Tax Credit	$	156,740.18		
Polk Co. Treas. - Carline	$	750.13		
Savings - Interest	$	7.92		
Goughenbaugh - surplus sink	$	50.00		
Village of Rising City - RC Pit Stop Liquor. Lisc.	$	300.00		
Butler Co. Treas. - Motor	$	5,900.66		
Butler Co. Treas. - Levied	$	546,746.28		
Butler Co. Treas. - Interest	$	4.43		
Butler Co. Treas. - Homestead	$	2,534.72		
Butler Co. Treas. - Property Tax Credit	$	109,227.70		
Butler Co. Treas. - Carline	$	976.70		
Butler Co. Treas. - 5% Gross	$	2,474.01		
Butler Co. Treas. - Fines & Lisc.	$	805.98		
Petty Cash- Interest	$	8.06		
PreSchol -Tuition	$	75.00		
State of NE - SPED SA	$	129,586.00		
Village of Shelby - Library Expenses	$	337.50		
ESU7 - NETA milleage, MHTTC Stipend	$	452.05		
State of NE - State Aid	$	116,151.00		
Bank - Interest	$	6,895.08		
	Total Receipts:		**$**	**1,833,381.91**
DISBURSEMENTS:				
Payrol	$	480,140.16		
Invoices	$	107,989.53		
	Total Disbursements:		**$**	**588,129.69**
	Balance:	**05/31/24**	**$**	**3,357,885.67**
			$	3,357,885.67
Savings Account			$	9,035.76
Total General Fund Assets 05/31/24			**$**	**3,366,921.43**

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

Balance 05/01/24		**$ 6,266.58**

RECEIPTS:

General Fund Reimbursement	$	1,415.13
1st Grade Field Trip	$	325.50
Cross Roads Conference	$	100.00
Total Receipts:		**$ 1,840.63**

DISBURSEMENTS:

Lincoln Childrens Zoo	$	325.50
Tilley Sprinklers & Landscaping	$	1,660.00
NSTA	$	75.00
Total Disbursements:		**$ 2,060.50**
Balance: 05/31/24		**$ 6,046.71**

Special Deposits:

Cross Roads Conference Scholarship	$	100.00
EHA Wellness Grant	$	475.01

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND

Balance 05/01/24	$	81,084.85

RECEIPTS:

Polk County Treasurer	$	7,265.57
Butler County Treasurer	$	5,366.53
Interest	$	114.22

Total Receipts:	$	12,746.32

DISBURSEMENTS:

Total Disbursements:	$	-

Balance: 05/31/24	$	93,831.17

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

Balance 05/01/24		**$ 579,910.65**
RECEIPTS:		
Polk Co. Treasury	$ 157,103.74	
Butler Co. Treasury	$ 116,041.94	
Interest	$ 1,787.16	
Total Receipts:		**$ 274,932.84**
DISBURSEMENTS:		
Total Disbursements:		**$ -**
Balance: 05/31/24		**$ 854,843.49**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT

	Beginning Balance 05/01/24:		$	25,629.96
Receipts:				
General Fund	$ 4,470.65			
Total Receipted:		**$ 4,470.65**		
		$ -		
Expended Out:				
Monthly Claims	$ 1,380.48			
Monthly Claims	$ 4,677.29			
Monthly Claims	$ 4,363.76			
Monthly Claims				
Total Expended Out:		**$ 10,421.53**		
	Ending Balance 05/31/24:		**$**	**19,679.08**

SHELBY- RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
May 31, 2024

		Beginning Balance:	$	308,926.24
RECEIPTS:				
Interest	**$**	**721.70**		
Interest From COD	$	565.48		
Total Receipts:			$	1,287.18
DISBURSEMENTS:				
Total Disbursements:			$	-
		Ending Balance:	$	310,213.42
Certificate of Deposit			$	172,000.00
Total Depreciation and Certificate of Deposit			$	482,213.42

SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND

Beginning Balance 05/01/24 **$ 36,614.38**

RECEIPTS:

		AMOUNT
Family Receipts	$	9,549.30
Online Lunch Payments	$	1,589.70
Interest	$	52.11
State of NE Reimbursement	$	11,798.30
Seconds	$	99.00
Preschool lunches	$	94.95
Kindergarten milk	$	45.75
General fund transfer for main dish seconds	$	2,841.00
Total Receipts	**$**	**26,070.11**

DISBURSEMENTS:

Name:	Ck No.		AMOUNT
Cash-Wa Distributing	3259		11972.26
US Foods	3260	$	5,666.84
Hiland Dairy	3261	$	534.33
Bimbo Bakeries, USA	3262	$	884.05
Cubby's	3263	$	157.86
Magic Wrighter	6028	$	34.95
		$	**19,250.29**

Ending Balance 05/31/24 **$ 43,434.20**

SUMMARY SHEET
May 31, 2024

Account Name:		Amount		Amount to CD
General Fund	$	3,357,885.67		
General Fund Savings	$	9,035.76		
Nutrition Fund	$	43,434.20		
Petty Cash	$	6,046.71		
Building	$	93,831.17		
Depreciation	$	310,213.42	$	172,000.00
Employment Benefit	$	19,679.08		
Bond	$	274,932.84		
Activity Fund	$	108,020.17		
Total of Accounts	$	4,223,079.02	$	172,000.00
Total of All Accounts			**$**	**4,395,079.02**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

	Balance:	**5/1/24**		**$130,348.52**
RECEIPTS:				
Total Receipts		$ 31,802.49		
	Total Receipts:		$	31,802.49
DISBURSEMENTS:				
Total Disbursements		$ 16,130.84		
	Total Disbursements:		$	16,130.84
	Balance:	**5/31/24**	**$**	**146,020.17**

Balance of Account:	$	146,020.17
Certificate of Deposit at Pinnacle Bank	$	38,000.00
Total in Activity Fund Checking	**$**	**108,020.17**

Account Number	Description	Previous Balance	Current Month	Ending Balance
Fund: 05	**ACTIVITIES FUND**			
Current Assets				
05 101	CASH/ACTIVITY FUND	130,173.88	15,671.65	145,845.53
	Current Assets Subtotal:	130,173.88	15,671.65	145,845.53
	Total Assets and Deferred Outflows of Resources:	130,173.88	15,671.65	145,845.53
Fund Balance				
05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	299.00	60.00	359.00
05 704 4010	FUND BALANCE - ATHLETICS	(43,297.66)	2,974.93	(40,322.73)
05 704 4019	FUND BALANCE - BOYS GOLF	1,991.00	0.00	1,991.00
05 704 4020	FUND BALANCE - CONCESSION	16,473.48	3,070.52	19,544.00
05 704 4030	FUND BALANCE - NHS	1,359.75	(38.64)	1,321.11
05 704 4040	FUND BALANCE - SRC CLUB	5,949.73	0.00	5,949.73
05 704 4050	FUND BALANCE - CLASS OF 2027	1,178.54	0.00	1,178.54
05 704 4060	FUND BALANCE - CLASS OF 2025	1,665.81	(107.78)	1,558.03
05 704 4070	FUND BALANCE - JUST FOR KIDS	3,038.10	(437.88)	2,600.22
05 704 4080	FUND BALANCE - CLASS OF 2024	1,875.19	(1,086.93)	788.26
05 704 4090	FUND BALANCE - CLASS OF 2026	2,034.90	0.00	2,034.90
05 704 4100	FUND BALANCE - YEARBOOK	(1,889.75)	470.00	(1,419.75)
05 704 4110	FUND BALANCE - MUSIC	380.96	0.00	380.96
05 704 4120	FUND BALANCE - STUDENT COUNCIL	2,762.32	56.17	2,818.49
05 704 4130	FUND BALANCE - DANCE TEAM	(981.00)	0.00	(981.00)
05 704 4140	FUND BALANCE -MEMORIALS	5,830.28	0.00	5,830.28
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,496.52	0.00	2,496.52
05 704 4160	FUND BALANCE - SHOP	19,104.14	772.00	19,876.14
05 704 4170	FUND BALANCE - INTEREST	3,868.61	199.36	4,067.97
05 704 4180	FUND BALANCE - BOOK IT	995.46	(55.69)	939.77
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(7,202.20)	(1,602.35)	(8,804.55)
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	20,462.19	0.00	20,462.19
05 704 4210	FUND BALANCE - WELLNESS CENTER	14,749.56	1,590.00	16,339.56
05 704 4220	FUND BALANCE - FBLA	10,758.05	(398.75)	10,359.30
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	(3,233.37)	(1,361.78)	(4,595.15)
05 704 4240	FUND BALANCE - QUIZ BOWL	(422.00)	0.00	(422.00)
05 704 4250	FUND BALANCE - ALUMNI	1,141.01	0.00	1,141.01
05 704 4260	FUND BALANCE - VIDEO BOARD	8,828.37	0.00	8,828.37
05 704 4270	FUND BALANCE - FFA	16,463.27	5,348.80	21,812.07
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	3,306.79	(651.00)	2,655.79
05 704 4290	FUND BALANCE - STUDENT FEES	4,150.00	0.00	4,150.00
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	3,307.33	(232.41)	3,074.92
05 704 4320	FUND BALANCE - UNIFIED BOWLING	531.76	0.00	531.76
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	1,804.02	(216.72)	1,587.30
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	1,275.72	0.00	1,275.72

Account Number	Description	Previous Balance	Current Month	Ending Balance
05 704 4332	FUND BALANCE FACILITY RENTAL	625.00	0.00	625.00
05 704 4333	FUND BALANCE - YADA	1,311.32	0.00	1,311.32
05 704 4400	FUND BALANCE - FOOTBALL OTHER	1,000.00	1,575.00	2,575.00
05 704 4410	FUND BALANCE - VOLLEYBALL OTHER	7,414.55	2,126.00	9,540.55
05 704 4420	FUND BALANCE - WRESTLING OTHER	3,258.20	280.00	3,538.20
05 704 4430	FUND BALANCE - BOYS BB OTHER	5,645.90	(141.20)	5,504.70
05 704 4440	FUND BALANCE - GIRLS BB OTHER	6,373.92	0.00	6,373.92
05 704 4450	FUND BALANCE - DANCE OTHER	976.19	3,480.00	4,456.19
	Fund Balance Subtotal:	130,173.88	15,671.65	145,845.53
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	130,173.88	15,671.65	145,845.53

- 38,000

107,845.53

Batch Description: MAY 2024, ACTIVITY FUND INVOICES Processing Month: 05/2024 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: AMAZON AMAZON **PO Number:** **Invoice Number: 5082024** **Amount: 1,066.94**
Description:
Invoice Date: 05/01/2024 Due Date: 05/30/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13996 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4060 0 000	PROM SUPPLIES		177.78		N	
05 3200 610 000 4019 0 000	GOLF BALLS		447.28		N	
05 3200 610 000 4330 0 000	SUPPLIES SPRING PLAY		441.88		N	

Vendor ID: THEARCOFPC ARC OF PLATTE COUNTY, THE **PO Number:** **Invoice Number: 5924** **Amount: 500.00**
Description:
Invoice Date: 05/07/2024 Due Date: 05/10/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13998 Check Date: 05/09/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4280 0 000	DONATION TO THE ARC OF PLATTE		500.00		N	

Vendor ID: ARLINGTON ARLINGTON HIGH SCHOOL **PO Number:** **Invoice Number: 5724** **Amount: 8.75**
Description:
Invoice Date: 05/20/2024 Due Date: 05/20/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13989 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4220 0 000	PINS		8.75		N	

Vendor ID: AWARDEN AWARDS & ENGRAVING **PO Number:** **Invoice Number: 13109** **Amount: 141.20**
Description:
Invoice Date: 04/29/2024 Due Date: 05/29/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13981 Check Date: 05/03/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4430 0 000	SENIOR APPRECIATION PLAQUE		141.20		N	

Vendor ID: CAPITAL CAPITAL ONE **PO Number:** **Invoice Number: 5824** **Amount: 621.24**
Description:
Invoice Date: 05/01/2024 Due Date: 06/01/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13992 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4020 0 000	SUPPLIES FOR CONCESSIONS		621.24		N	

Vendor ID: CSPRINTING COLUMBUS SCREEN PRINTING, INC **PO Number:** **Invoice Number: 035927** **Amount: 288.00**
Description:
Invoice Date: 04/29/2024 Due Date: 05/09/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14011 Check Date: 05/22/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	GIFTS FOR COACHES AND SPONSORS		288.00		N	

Vendor ID: CSPRINTING COLUMBUS SCREEN PRINTING, INC **PO Number:** **Invoice Number: 035965** **Amount: 42.80**
Description:
Invoice Date: 05/14/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14012 Check Date: 05/22/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	LOGOS FOR TRACK MEET		42.80		N	

Vendor ID: CROSSCO **CROSS COUNTY COMMUNITY SCHOOL**
PO Number: **Invoice Number: 5824** **Amount: 150.00**
Description:
Invoice Date: 05/01/2024 Due Date: 05/08/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13990 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4018 0 000	VARSITY TRACK ENTRY FEE		150.00		N	

Vendor ID: CUBBYS **CUBBY'S**
PO Number: **Invoice Number: 5924** **Amount: 342.09**
Description:
Invoice Date: 05/01/2024 Due Date: 05/15/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13999 Check Date: 05/09/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4030 0 000	POP FOR MEETING		38.64		N	
05 3200 610 000 4270 0 000	SUPPLIES FOR BANQUET		96.36		N	
05 3200 610 000 4020 0 000	SUPPLIES FOR CONCESSIIONS		207.09		N	

Vendor ID: FBLA **FBLA-PBL NFLC REGISTRATION**
PO Number: **Invoice Number: 52224** **Amount: 322.00**
Description:
Invoice Date: 05/01/2024 Due Date: 06/12/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14007 Check Date: 05/22/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4220 0 000	NLC REGISTRATION		322.00		N	

Vendor ID: FILLMORE **FILLMORE CENTRAL HIGH SCHOOL**
PO Number: **Invoice Number: 52224** **Amount: 40.00**
Description:
Invoice Date: 05/15/2024 Due Date: 05/20/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14013 Check Date: 05/22/2024

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

Vendor ID: HIGHPL **HIGH PLAINS COMMUNITY SCHOOL**
PO Number: **Invoice Number: 5324** **Amount: 75.00**
Description:
Invoice Date: 05/01/2024 Due Date: 05/08/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13983 Check Date: 05/03/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4019 0 000	ENTRY FEE		75.00		N	

Vendor ID: HOLIDAY **HOLIDAY INN**
PO Number: **Invoice Number: 51424** **Amount: 1,590.00**
Description:
Invoice Date: 05/14/2024 Due Date: 05/17/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14001 Check Date: 05/14/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 580 000 4018 0 00	HOTEL STATE TRACK AND FIELD		1,590.00		N	

Vendor ID: HYVEE **HY VEE**
PO Number: **Invoice Number: 51624** **Amount: 171.97**
Description:
Invoice Date: 05/10/2024 Due Date: 05/30/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14005 Check Date: 05/16/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4018 0 000	DONUTS FOR COACHES		171.97		N	

Vendor ID: LAQUINTA **LA QUINTA INN & SUITES KEARNEY**
PO Number: **Invoice Number: 50724** **Amount: 1,005.00**

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 04/30/2024 Due Date: 05/15/2024 Status: PP 1099 Amount: 0.00
Check Number: 13987 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 580 000 4190 0 000	STATE SPEECH		1,005.00		N	

Vendor ID: THELEADERS LEADERSHIP CENTER, THE — PO Number: — Invoice Number: 2024-H467 — Amount: 310.00

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 05/08/2024 Due Date: 06/07/2024 Status: PP 1099 Amount: 0.00
Check Number: 14003 Check Date: 05/14/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 580 000 4270 0 000	DORM ROOM STAYS OFFICER		310.00		N	

Vendor ID: NEFBLA NEBRASKA FBLA — PO Number: — Invoice Number: NLC24-065 — Amount: 1,550.00

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 05/06/2024 Due Date: 05/15/2024 Status: PP 1099 Amount: 0.00
Check Number: 13984 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4220 0 000	NLC STIPEND		1,550.00		N	

Vendor ID: PERRYKARA PERRY, KARA — PO Number: — Invoice Number: 5724 — Amount: 120.85

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 05/07/2024 Due Date: 05/07/2024 Status: PP 1099 Amount: 0.00
Check Number: 13986 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4080 0 000	PIZZA LAST DAY OF SCHOOL		120.85		N	

Vendor ID: PINNACLEOM PINNACLE BANK — PO Number: — Invoice Number: 5824 — Amount: 2,456.04

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 05/01/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Check Number: 13993 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	SHIRTS FOR COACHES		915.35		N	
05 3200 610 000 4270 0 000	MEAL FOR STATE FFA CONVENTION		451.61		N	
05 3200 610 000 4080 0 000	SENIOR TRIP		966.08		N	
05 3200 610 000 4230 0 000	FLOWERS FOR JANICE'S FUNERAL		123.00		N	

Vendor ID: RCPITSTOP RC PIT STOP — PO Number: — Invoice Number: 5824 — Amount: 220.32

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 04/16/2024 Due Date: 05/16/2024 Status: PP 1099 Amount: 0.00
Check Number: 13995 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4120 0 000	SNACKS		60.48		N	
05 3200 610 000 4330 0 000	PIZZA		159.84		N	

Vendor ID: REGS REG'S 7-MILE — PO Number: — Invoice Number: 1335972 — Amount: 1,638.16

Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
Invoice Date: 05/19/2024 Due Date: 05/19/2024 Status: PP 1099 Amount: 0.00
Check Number: 14006 Check Date: 05/17/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	END OF YEAR DINNER		1,638.16		N	

Vendor ID: RSCHOOL **RSCHOOLTODAY**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 101159** **Amount: 300.00**
Invoice Date: 04/10/2024 Due Date: 07/31/2024 Status: PP 1099 Amount: 0.00
Check Number: 14004 Check Date: 05/16/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4010 0 000	ACTIVITY SCHEDULER		300.00		N	

Vendor ID: SCHOLASTIC **SCHOLASTIC INC**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 75652446.** **Amount: 645.82**
Invoice Date: 04/15/2024 Due Date: 05/30/2024 Status: PP 1099 Amount: 0.00
Check Number: 14000 Check Date: 05/09/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4070 0 000	BOOKS		645.82		N	

Vendor ID: SCHOLA **SCHOLASTIC READING CLUB**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 10298742** **Amount: 181.81**
Invoice Date: 04/29/2024 Due Date: 05/29/2024 Status: PP 1099 Amount: 0.00
Check Number: 13994 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4180 0 000	TOP READER END OF YEAR PRICES		181.81		N	

Vendor ID: SCHOOLPRID **SCHOOL PRIDE**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 61812** **Amount: 465.00**
Invoice Date: 04/03/2024 Due Date: 05/03/2024 Status: PP 1099 Amount: 0.00
Check Number: 13982 Check Date: 05/03/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4010 0 000	PLAQUES, BANNER		465.00		N	

Vendor ID: SOLYMPICS **SPECIAL OLYMPICS**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 5924** **Amount: 350.00**
Invoice Date: 05/07/2024 Due Date: 05/10/2024 Status: PP 1099 Amount: 0.00
Check Number: 13997 Check Date: 05/09/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4280 0 000	DONATION TO SPECIAL OLYMPICS		350.00		N	

Vendor ID: THOMPSONH **THOMPSON, HEATHER**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 51424** **Amount: 232.41**
Invoice Date: 05/09/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Check Number: 14002 Check Date: 05/14/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4310 0 000	COFFEE FOR TEACHER'S APPRECIATION DAY		232.41		N	

Vendor ID: USFOODS **USFOODS**
Description:
Sequence: 1 Check Type: Check Checking Account ID: 5
PO Number: **Invoice Number: 403413** **Amount: 428.03**
Invoice Date: 05/01/2024 Due Date: 05/16/2024 Status: PP 1099 Amount: 0.00
Check Number: 13991 Check Date: 05/08/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	SUPPLIES FOR BANQUET		428.03		N	

Vendor ID: VANBERG **VANBERG GOLF COURSE**
Description:
PO Number: **Invoice Number: 5724** **Amount: 168.00**
Invoice Date: 05/01/2024 Due Date: 05/08/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13988 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4019 0 000	GREEN FEES		168.00		N	

Vendor ID: WILTON **WILTON, KRISTEN**
Description:
PO Number: **Invoice Number: 5222024** **Amount: 258.90**
Invoice Date: 05/16/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14010 Check Date: 05/22/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4190 0 000	SUPPLIES FOR SPEECH		258.90		N	

Vendor ID: WILTON **WILTON, KRISTEN**
Description:
PO Number: **Invoice Number: 52224** **Amount: 338.45**
Invoice Date: 05/16/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14009 Check Date: 05/22/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4190 0 000	SUPPLIES FOR ONE ACT		338.45		N	

Vendor ID: ZELASNEY **ZELASNEY, MALLORY**
Description:
PO Number: **Invoice Number: 50724** **Amount: 102.06**
Invoice Date: 05/03/2024 Due Date: 05/31/2024 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 13985 Check Date: 05/07/2024

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4070 0 000	SNACKS AND CURRICULUM FOR GOR/RUN CLUB		102.06		N	

Batch 1099 Total:	0.00	Batch Total:	16,130.84
Report 1099 Total:	0.00	Report Total:	16,130.84

Superintendent Report

June 17th, 2024

Financial Update:

- 70.28% of the budget spent; 75% of the fiscal year completed. 25% of year remaining and 29.72% of budget unspent.
- Through June 2024, we have spent (**$5,318,005.72**). At this point in 2023 **($5,158,251.64),** in 2022 (**$4,898,767.26**) and in 2021 (**$4,665,698.75**) we had been spent
- The current cash balance in the General Fund is (**$3,366,921.43**) . In 2023 at this time, the balance was (**$2,502,487.44**), in 2022, the balance was (**$3,054,417.75**) and in 2021, the balance was (**$3,206,942.52**)

School Items

- Personnel Update:
  - Current Openings:
    - Paraprofessionals

    - Another would be fantastic but we are in a great position heading into 2024-2025
- Substitute Teachers
    - Advertising over the summer to add to our sub list for staff

Facilities / Grants

- **ESSER III Usage upcoming**
    - Flexible seating in classrooms (ordering in July)
    - Curriculum (ordering in July)
        - ELA
        - Novels
        - Business
    - Digital Marketing Computers (ordered and in)
    - Bus (reflective tape fixed and is waiting for departure)
    - Outdoor seating by elementary (ordering in July)

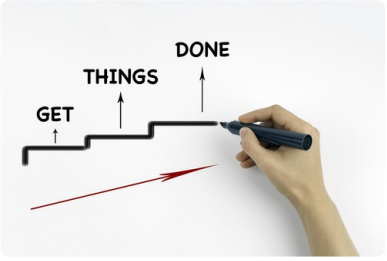
Superintendent's Calendar

- 6/17 & 18 - MANDT Training
- 6/19 - ESU 7 Annual Consultation Meeting (Zoom)
- 6/25 - Power of Leadership Conference with Jon Gordon
- 7/13 - 7/19 = Tejkl Family Vacation
- 7/24 - 7/26 = NCSA Administration Days
- 8/9 = 1st day of staff returning
- 8/12 = 2nd day of staff
- 8/13 = 3rd day of staff (ESU 7 day)
- 8/14 - 1st day of school for K-12 & CRC Fall Meeting in the evening
- 8/19 - PK First day of School & Sports/Class Photo Day

Latest on the Legislation Floor, NASB, or ESU 7

- Bills

- I have not heard any more on a special session but I do know Governor Pillen is making his rounds through Nebraska talking about taxes.



Due Dates and Items to Complete or of Completion

- By 6/30/24
  - Non-public consultation (✅)
  - CRDC: Civil Rights Data Collection (✅)
  - Information Related to Learning Disabilities; including Dyslexia (✅)
  - Days in Session/Instructional Program Hours (✅)
  - Nebraska Education Profile (NEP) Information (✅)
  - Annual Participation Report (✅)
  - Pupil Transportation Report (✅)
  - ESU/District/System/School Information Report (✅)
  - Human Resources Director Contacts (✅)

Commissioner's Update & CRC:

- **NDE Meeting Link**
- Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) Recognitions
- Teacher of the Year Quarterly Report
- reVISION Action Grants (we do this through ESU 7)
- CPR and AED Training
- State Apprenticeship Expansion Formula (SAEF) Grant
- School Accreditation (we are approved)
- Approval of New Non-public Schools (three)
- Rule 28 and 29 Revisions, Elimination of the Professional Practices Commission

ESSER I

Officially closed.

ESSER II Update

- Officially closed

ESSER III

Following items that have been purchased with funds:

- Budget of $451,305
  - Monies spent = $159,335.07
  - Refunded money **(203k)** has been submitted for approval by NDE
    - UPDATE: Had to change some codes from 700s to 600s and have it amended. This has been submitted and we are expecting to be refunded by the following month.

SHELBY - RISING CITY PUBLIC SCHOOLS

District Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE

SRC CLASSIFIED EXCELLENT!

NEP.EDUCATION.NE.GOV

SHELBY - RISING CITY ELEMENTARY SCHOOL

Elementary School Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE

SHELBY - RISING CITY MIDDLE SCHOOL

Middle School Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE

SHELBY - RISING CITY HIGH SCHOOL

High School Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE

SHELBY - RISING CITY PUBLIC SCHOOLS

District Classification

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE

nep.education.ne.gov

Huskies shine!

Days Worked: 237 (June 17th)

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

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

Shelby-Rising City Schools

BOE Transportation Committee,

This report was compiled on May 22nd, 2024 to show the current status of all of our vehicles that are housed in our Bus Barn. The purpose of this report is to show you the mileage and years of our vehicles and to tentatively make recommendations for a Replacement Plan.

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

			2022 (Dec.)	2023 (Sept.)	2024 (May)	**Miles in a year**	Replacement Year (estimate)
Vans		Vin Number	Miles	Miles		**Miles**	
Chevy Express 1	10 PASS.	1GAZGYFG5C1131549	81,862	89,306	90255	**6773**	
Chevy Express 2	10 PASS.	1GAZGYFG4D1139093	91,700	100,532	100706	**6828**	
Chevy Express 3	10 PASS.	1GAZGYFG5D1139863	79,750	88,211	88889	**6706**	
Toyota Sienna LE (SPED)	8 PASS.	5TDZK23C79S264023	152,913	165,833	170426	**10717**	
Chrysler Pacifica	7 PASS.	2C4RC1FGXKR627614	19,047	28,931	27358	**5555**	
Chevy Suburban	7 PASS.	1GNSKHKC8JR224940	59,525	72,388	72084	**8603**	
BUS							
Thomas Bus 22	81 PASS.	4UZABRFBXNCNN6927	14,413	22,231	34130	**12380**	Diesel
Thomas Activity Bus	46 PASS.	1T7YU4E2XF1288429	64,004	76,634	76397	**8229**	Diesel
Thomas Bus 21	71 PASS.	4UZABRFC3MCMJ2479	37,510	57,289	63203	**16299**	Diesel

Thomas Bus 16	77 PASS.	4UZAERDT7GCGT6168	82,448	98,788	105461	**14624**	Diesel
Thomas Bus 15	53 PASS.	4UZABRDT6HCHK7109	105,737	126,289	132909	**17776**	Diesel
Thomas Bus 7 **(spare)**	59 PASS.	4UZABRCT17CW26654	191,718	202,988	203069	**1124**	Diesel
Chevy Micro Bird	14 PASS.	1GB3GRBG2J1342654	16,518	24,716	24510	**5746**	Diesel
Chevy Bus 20 (Lift Bus)	14 PASS.	1HA6GUBG0LN004950	19,142	34,742	34182	**9361**	Diesel

Transportation Director
Steve Stewart

Superintendent
Tucker Tejkl

Date:

Shelby-Rising City High School

Course Descriptions 2024-2025

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

Table of Contents

Page #

Course Descriptions

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 -- 40 credits to include:
- 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.

Each student shall complete and submit a Free Application for Federal Student Aid (FAFSA) prior to graduating unless the required opt-out form is submitted by either: (1) the parent or legal guardian; (2) the Principal, if the Principal determines good cause exists for not requiring the student to complete the FAFSA; or (3) an emancipated student or a student of at least 19 years of age.

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, OID, 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 1 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-word 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.

fENTS (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.

MEDICAL TERMINOLOGY (Grades 10-12) 5 Credits (1 Semester)

PREREQUISITES: None.

Dual Credit with CCC 3 credits - This course establishes a solid foundation of prefixes, suffixes, word roots, abbreviations, medical terms, and symbols. It emphasizes understanding the medical vocabulary as it applies to the anatomy, physiology, pathology, diagnostic procedures, and therapeutic procedures of the human body.

ADVANCED BIOLOGY (Grades 10-12) 10 Credits (2 Semester)

PREREQUISITES: Teacher Recommendation.

This course covers fundamental processes of cells and organisms, cell structure, genetics, evolution, classification, diversity, and interaction of organisms at the molecular, cellular, organismic, ecosystems, and biosphere level. This course builds on the concepts developed during biology. Prerequisites - B or higher in biology.

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 !eld 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, !nancial 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 !nancial 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 !nancial 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 1 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.

MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board in a local newspaper designated and recorded in the board minutes and, if available, on the newspaper's web site. If the newspaper refuses, neglects, or is unable to publish the notice on time, the district shall (1) post the notice on the newspaper's website, if available, and (2) post the notice in at least 3 conspicuous places in the district. The Board Secretary shall keep a written record of the postings.

Public notice shall indicate the meeting's time, place and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting and a copy kept readily available for public inspection at the principle office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference: Neb. Statute 84-1408 to 1414
79-554
79-560
79-561

Approved: June 17, 2024 Reviewed _____ Revised _____

PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters and has created rules to assure citizens are heard and board meetings are conducted efficiently and in an organized manner. The board shall set time aside for public comment at each board meeting except closed sessions, at those times specified by the board. The orderly process of the board meeting shall not be interfered with or disrupted. Hostile conduct and offensive or defamatory comments will bot be tolerated.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to __ minutes for each participant. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual.

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01 respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting and such information will only be added to the agenda packet at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees
1005.01 Public Complaints

Approved: June 17, 2024 Reviewed _____ Revised _____

BOARD ASSOCIATION MEMBERSHIP

Participation in board member associations are beneficial to the board. The board shall maintain an active membership in the Nebraska Association of School Boards (NASB) and in organizations the board determines will be of benefit to the board and the school district.

The district shall publicly disclose the following on its website:

a) Membership dues paid annually to any association or organization such as NASB; and
b) Any fees other than membership dues paid to any individual lobbyist or lobbying firm.

Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved: June 17, 2024 Reviewed _____ Revised _____

BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS

The biennial school election takes place on the first Tuesday after the first Monday in November. Terms shall be staggered so that at least three board members are elected at each general election. Members of the board will be elected (*at large; by ward or district*).

Incumbents must file for election at the Office of the County Clerk, _____ County, by February 15 prior to the date of the primary election. All other candidates must file for election by March 1 prior to the date of the primary election.

If a vacancy occurs on the board it may be filled within 45 days by appointment of a qualified registered voter by the remaining members of the board for the remainder of the unexpired term. If the board does not fill the vacancy by appointment, the vacancy may be filled by election at a special election or school district meeting called for that purpose. If a majority of the offices of the school board members are vacant, the Secretary of State will call a special school district election to fill the vacancies. Every candidate for a special district election shall file a candidate filing form according to state statutes.

It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved _____ Reviewed _____ Revised _____

MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board in a local newspaper designated and recorded in the board minutes and, if available, on the newspaper's web site. ~~The board may also, but is not required to, post notice of the meeting in public places throughout the district.~~ If the newspaper refuses, neglects, or is unable to publish the notice on time, the district shall (1) post the notice on the newspaper's website, if available, and (2) post the notice in at least 3 conspicuous places in the district. The Board Secretary shall keep a written record of the postings.

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The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to ~~5~~ __ minutes for each participant. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

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Legal Reference:	Nebraska Statute 84-1408 to 1414
Cross Reference:	201.07 Board Member Liability 403.05 Public Complaints about Employees 1005.01 Public Complaints

Approved _____ Reviewed _____ Revised _____

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Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved _____ Reviewed _____ Revised _____

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If a vacancy occurs on the board it may be filled within 45 days by appointment of a qualified registered voter by the remaining members of the board for the remainder of the unexpired term. If the board does not fill the vacancy by appointment, the vacancy may be filled by election at a special election or school district meeting called for that purpose. If a majority of the offices of the school board members are vacant, the Secretary of State will call a special school district election to fill the vacancies. Every candidate for a special district election shall file a candidate filing form according to state statutes.

It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved: June 17, 2024 Reviewed _____ Revised _____

EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.

2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the

employee's regular duties or during the hours during which the employee performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or

- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

Approved: June 17, 2024 Reviewed _____ Revised _____

WORKPLACE PRIVACY

The district will not:

1. Require or request that an employee or applicant provide or disclose any username or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device; or
2. Require or request that an employee or applicant log into a personal Internet account by way of an electronic communication device in the presence of the employer in a manner that enables the employer to observe the contents of the employee's or applicant's personal Internet account or provides the employer access to the employee's or applicant's personal Internet account; or
3. Require an employee or applicant to add anyone, including the employer, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account; or
4. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions specified above.
5. Require an employee or applicant to waive or limit any protection granted under the Workplace Privacy Act as a condition of continued employment or of applying for or receiving an offer of employment.

The district shall maintain its right to control, monitor and review the use of its computers, technology and the Internet as stated in policy 606.06, to access any employee-related information available in the public domain, and conduct investigations related to employee actions prohibited by district policy to the extent those investigations are not expressly prohibited by the Workplace Privacy Act or other applicable state or federal law.

Recording of Conversations in the Workplace

To ensure privacy and confidentiality in the workplace, no person is authorized to record or transmit the sound or image of any person without prior authorization or consent by either the person(s) being recorded or whose sound or image is being transmitted or by the Superintendent. Recording may be done in circumstances where recording is expressly permitted such as (1) recording a Board meeting during open session, (2) at District-sponsored activities where the focus of the recording or transmission is on the student performances or activities, (3) when recording an IEP or similar meeting to facilitate a record of parental involvement in the process or protection of other rights guaranteed by the Individuals with Disabilities Education Act, (4) District-operated security equipment, or (5) other instances required by law or allowed by District policy.

Legal Reference: Neb. Statutes, LB 821 (2016)

Approved: June 17, 2024 Reviewed _____ Revised _____

CERTIFICATED EMPLOYEE PROFESSIONAL DEVELOPMENT

The board encourages certificated employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board shall maintain and support an in-service program for certificated employees.

The superintendent and or designee will develop and schedule in-service workshops as appropriate to the needs of the district and will inform the board regarding in-service staff development. In consultation with the Superintendent, annual time requirements for staff training in areas such as concussion awareness, suicide awareness, dating violence prevention, and others shall utilize a reasonable length of time as determined and approved by the board.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding professional development of such employees shall be followed.

Legal Reference: NDE Rule 10
Neb. Statute 79-830

Cross Reference: 409.02 Certificated Employee Training, Workshops or Conferences

Approved: June 17, 2024 Reviewed _____ Revised _____

EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

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1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.

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employee's regular duties or during the hours during which the employee performs service or work for the school district.

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- Cease the outside employment or activity; or

- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

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Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

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The district will not:

1. Require or request that an employee or applicant provide or disclose any ~~user name~~username or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device; or
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3. Require an employee or applicant to add anyone, including the employer, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account; or
4. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions specified above.
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To ensure privacy and confidentiality in the workplace, no person is authorized to record or transmit the sound or image of any person without prior authorization or consent by either the person(s) being recorded or whose sound or image is being transmitted or by the Superintendent. Recording may be done in circumstances where recording is expressly permitted such as (1) recording a Board meeting during open session, (2) at District-sponsored activities where the focus of the recording or transmission is on the student performances or activities, (3) when recording an IEP or similar meeting to facilitate a record of parental involvement in the process or protection of other rights guaranteed by the Individuals with Disabilities Education Act, (4) District-operated security equipment, or (5) other instances required by law or allowed by District policy.

Legal Reference: Neb. Statutes, LB 821 (2016)

Approved _____ Reviewed _____ Revised _____

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The board encourages certificated employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board shall maintain and support an in-service program for certificated employees.

The superintendent and or designee will develop and schedule in-service workshops as appropriate to the needs of the district and will inform the board regarding in-service staff development. In consultation with the Superintendent, annual time requirements for staff training in areas such as concussion awareness, suicide awareness, dating violence prevention, and others shall utilize a reasonable length of time as determined and approved by the board.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding professional development of such employees shall be followed.

Legal Reference: NDE Rule 10
Neb. Statute 79-830

Cross Reference: 409.02 Certificated Employee Training, Workshops or Conferences

Approved _____ Reviewed _____ Revised _____

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application,

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

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

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

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

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

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

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act,, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

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

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

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

Legal Reference:	Neb. Statute 79-215 79-232 to 246 NDE Rule 19.008
Cross Reference:	503 Student Attendance 801 Transportation

Approved: June 17, 2024 Reviewed _____ Revised _____

ENTRANCE - ADMISSIONS

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to July 31 to participate in the school district's kindergarten program or beginner grade or be admitted under exceptions provided by state statute.

The board shall require evidence of age and residency in the form of a birth certificate or other evidence before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with proof of a physical examination and immunizations as required by law and the respective policies of this district. Failure to provide this information shall be reason for denying admission to the student under statute 79-217.

Preschool Enrollment

The district will develop and make available its guidelines for families wishing to enroll a child in the district's preschool program. If applications exceed the program's enrollment capacity, students will be admitted into the program according to the following priority:

1. Any students required by law to participate or required to be given a preference in the program.
2. Resident students who will become eligible to attend the kindergarten grade in the following year.
3. Resident students who are not otherwise yet eligible to enroll in kindergarten.
4. Non-resident students who are not yet eligible to enroll in kindergarten.
5. Resident students who will be required to attend kindergarten in the following year.

Legal Reference: Neb. Statute 79-214 et seq.

Cross Reference: 503.01 Compulsory Attendance
508.01 Student Health and Immunization Checkups

Approved: June 17, 2024 Reviewed _____ Revised _____

ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

New students entering from schools recognized and approved by the Nebraska Department of Education will initially be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring. The district administration, through academic achievement tests and other evaluation measures as necessary, will determine the appropriate grade level/credit status of students transferring from schools that have not been approved by the state department of education. These measures may include chronological age, previous public or private school experience and transcript review, diagnostic or achievement testing data test data, criterion referenced test data, exam test data, and administrative or counselor reviews.

Previous high school work may be validated for a high school student by successfully completing a higher level unit in this district's high school for every unit completed in a non-accredited high school; i.e., completion of a second unit mathematics would validate the mathematics credit transferred. If no successive course work is pursued to validate the credit, similar or equivalent work will be evaluated at the discretion of the principal.

Cross Reference: 601 Goals and Objectives

Approved: June 17, 2024 Reviewed _____ Revised _____

ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle those cases in which excessive unexcused absences are not due to mental or physical illness and shall state the circumstances and number of other absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:
   (i) Illness related to physical, mental, or behavioral health of the child;
   (ii) Educational counseling;
   (iii) Referral to community agencies for economic services;
   (iv) Family or individual counseling; and
   (v) Assisting the family in working with other community services.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness, either physical or mental, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference:	Neb. Statute 79-208 and 209
	NDE Rule 10.012.01B
Cross Reference:	411.03 Attendance Officer
	505 Student Discipline
	506 Student Activities
	507 Student Records

Approved: June 17, 2024 Reviewed _____ Revised _____

STUDENT CONDUCT

The board believes inappropriate student conduct causes serious disruption to the learning environment, interferes with the rights of others, and threatens the health and safety of students, employees and the public. The Superintendent and staff will develop and implement age-appropriate student codes of conduct to facilitate the educational process.

The district will not substantially burden the right to a student's religious exercise unless that religious exercise is disruptive to or interferes with the school learning environment, is detrimental to the health or safety of the student or another person, or violates the permission of staff.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district. This policy will also apply while on school owned, operated or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

Students who violate this policy and the administrative regulations supporting it will be subject to disciplinary measures including, but not limited to, removal from the classroom, detention, suspension, probation and expulsion. The codes of conduct will include measures to prevent or discourage behavior which interferes with the educational program, behavior which disrupts the orderly and efficient operation of the school or the functioning of school activities, behavior which interferes with the maintenance of a learning environment, behavior that is violent or destructive, or behavior which interferes with the rights of other students to pursue their education. Procedures will be available to allow rights of due process for all students.

Every report of alleged violations of student conduct policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing student conduct investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of student conduct policies.

This disciplinary process is designed to create the expectation that the degree of discipline imposed by the school will be proportionate to the severity of the behavior of the particular student, the previous discipline history of the student and other relevant

factors. It will also include parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance appropriate student behavior and academic performance. All student codes of conduct shall be submitted to the board for approval or review.

The code of conduct will be included in the student handbook, and a parent/guardian will sign and promptly return an acknowledgement of receipt of the handbook which specifically mentions the student code of conduct.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Neb. Statute 79-2,114 et seq. (Nebr. Equal Opportunity in Education Act)
79-254 et seq. (Student Discipline Act)

Cross Reference:
503 Student Attendance
505 Student Conduct
506 Student Activities
1005.03 Parental and Family Involvement in the Schools

Approved: June 17, 2024 Reviewed _____ Revised _____

STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location on the school grounds or at any school function where the person is otherwise authorized to be as long as the tribal regalia does not interfere with the educational process and is not detrimental to the health or safety of the student or another person.

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

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students

Approved: June 17, 2024 Reviewed _____ Revised _____

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.

This shall not apply to the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers' Officers Training Corps, peace officers, authorized law enforcement officers, or authorized retired law enforcement officers when on duty or training.

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. This policy does not prohibit firearms contained in a private vehicle operated by a nonstudent adult or prohibited person that are locked inside the

glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened

compartment securely attached to the motorcycle while the vehicle is in or on such parking area. 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.

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

Approved: June 17, 2024 Reviewed _____ Revised _____

QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

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

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Law enforcement interviews should involve school-related criminal activity, a warrant or a court order. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present. The principal shall document actions taken by the district on behalf of the student, detail the steps taken to notify parents, document the activities taken by the law enforcement officer, and document any further contacts with law enforcement officer.

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

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes. In all cases of giving up custody to a law enforcement officer, the administrator should obtain the officer's name, badge number and law enforcement agency, date, time, location to which the student is being taken, and reason for arrest in those situations not legally requiring a court order or warrant.

Legal Reference: Neb. Statute 43-248 and 79-294

Cross Reference: 403.02 Child Abuse Reporting
505 Student Discipline

Approved: June 17, 2024 Reviewed _____ Revised _____

SUICIDE AWARENESS AND ASSESSMENT

Required Training

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

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

It shall be the responsibility of the superintendent to implement and monitor this training.

Assessment Program

In its commitment to protect the health, safety, and welfare of its students, and to reduce the risk of suicide or suicide attempts among the student population, the board directs school personnel to develop a program of suicide risk assessment, identification, counseling, and response within the schools. These measures, strategies, practices, and supports will be used by employees who regularly interact with students to promote the students' mental and physical well-being. Nothing in this policy shall be interpreted to impose a specific duty of care.

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

Protective Factors refers to characteristics associated with a lower likelihood of negative outcomes or that reduces a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress or "bouncing back" from difficult experiences.

Risk Factors refers to characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Suicide shall refer to death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicidal Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

Suicide Threat shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Warning Signs are evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Crisis Response Team
The district shall establish a Crisis Response Team. The team may include, but is not limited to, administrators, school counselors, school psychologists, school nurses, school social workers, school safety and security personnel, and/or teachers and other employees who regularly interact with the students. Outside health agency resources may also be called upon for assistance. A letter of agreement between the district and any community providers is encouraged prior to commencement of any crisis response services. Each building shall designate a Crisis Response Team Coordinator and that individual shall be identified in student handbooks and on the district's website.

The Crisis Response Team should also include individuals designated as coordinators and/or investigators in district policy on cases involving harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

Members of the Crisis Response Team should receive additional suicide awareness and prevention education in addition to the basic suicide awareness training required by state law to educate them in the importance of suicide prevention, the recognition of suicide risk factors and warning signs, and how to respond. Staff education should also include strategies to enhance protective factors, resilience, and school connectedness.

Student Health Education

Age-appropriate student health education in accordance with state health education standards may include but is not limited to the following:

1. Adherence to safe and effective messaging guidelines, avoiding graphic testimonials, and inclusion of reputable suicide prevention resources.
2. Informing students about broader behavioral health issues such as depression and substance abuse, as well as specific risk/protective factors and warning signs for suicide.
3. Encouraging students to seek help for themselves or their peers, including when concerns arise via social media or other online media, and to avoid making promises of confidence when they are concerned about the safety of a peer; and/or
4. Promoting a healthy school climate where students feel connected to and can identify trusted adults in the building.

Intervention/Prevention

Information received in confidence from a student may be revealed to the student's parents or guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Any school personnel who observe a student exhibiting a warning sign for suicide, or who has another indication that a student may be contemplating suicide, shall refer the student for risk assessment and intervention to the building principal or the Crisis Response Team Coordinator. In the absence of an immediate warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student should be referred to the Crisis Response Team Coordinator.

Any school personnel who are made aware of any threat or witness any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the building principal or the Crisis Response Team Coordinator. Any threat in any form shall be treated as real and dealt with immediately. In cases of suicidal thoughts and behaviors, a student's confidentiality will be waived.

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the Crisis Response Team Coordinator shall also notify the Director of Special Education to address the student's needs in accordance with applicable law, regulations and board policy.

Procedures for Parental Involvement

Parents or guardians of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions and provided with appropriate available resources.

Response to Suicide Attempt

The Crisis Response Team will develop guidelines for responding to a suicide attempt on school grounds or during a school-sponsored event including notifications of appropriate

persons, for responding to a suicide death, and for post-incident procedures, which shall include methods for informing the school community, identifying and monitoring at-risk youth, and providing resources and supports for students, staff, and families.

Legal Reference: Neb. Statute 79-2,146

Approved: June 17, 2024 Reviewed _____ Revised _____

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.~~The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident ~~district prior to the option district's consideration for acceptance.~~ school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application,

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

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

~~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.~~**Initial Decision for Acceptance or Rejection:** The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____
~~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.~~
district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: 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 and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for
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.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

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

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

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

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act,, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of

the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

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

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

Legal Reference:	Neb. Statute 79-215 79-232 to 246 NDE Rule 19.008
Cross Reference:	503 Student Attendance 801 Transportation

ENTRANCE - ADMISSIONS

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to July 31 to participate in the school district's kindergarten program or beginner grade, or be admitted under exceptions provided by state statute.

The board shall require evidence of age and residency in the form of a birth certificate or other evidence before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with proof of a physical examination and immunizations as required by law and the respective policies of this district. Failure to provide this information shall be reason for denying admission to the student under statute 79-217.

Preschool Enrollment
The district will develop and make available its guidelines for families wishing to enroll a child in the district's preschool program. If applications exceed the program's enrollment capacity, students will be admitted into the program according to the following priority:

1. Any students required by law to participate or required to be given a preference in the program.
2. Resident students who will become eligible to attend the kindergarten grade in the following year.
3. Resident students who are not otherwise yet eligible to enroll in kindergarten.
4. Non-resident students who are not yet eligible to enroll in kindergarten.
5. Resident students who will be required to attend kindergarten in the following year.

Legal Reference: Neb. Statute 79-214 et seq.

Cross Reference: 503.01 Compulsory Attendance
508.01 Student Health and Immunization Checkups

Approved _____ Reviewed _____ Revised _____

ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

New students entering from schools recognized and approved by the Nebraska Department of Education will initially be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring. The district administration, through academic achievement tests and other evaluation measures as necessary, will determine the appropriate grade level/credit status of students transferring from schools that have not been approved by the state department of education. These measures may include chronological age, previous public or private school experience and transcript review, diagnostic or achievement testing data test data, criterion referenced test data, exam test data, and administrative or counselor reviews.

Previous high school work ~~will~~may be validated for a high school student by successfully completing a higher level unit in this district's high school for every unit completed in a non-accredited high school; i.e., completion of a second unit mathematics would validate the mathematics credit transferred. If no successive course work is pursued to validate the credit, similar or equivalent work will be evaluated at the discretion of the principal.

Cross Reference: 601 Goals and Objectives

Approved _____ Reviewed _____ Revised _____

ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle those cases in which excessive unexcused absences are not due to mental or physical illness and shall state the circumstances and number of other absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. ~~The plan shall~~The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:
   (i) Illness related to physical, mental, or behavioral health of the child;
   (ii) Educational counseling;
   (iii) ~~Educational evaluation;~~
   ~~(iv)~~ Referral to community agencies for economic services;
   (~~v~~iv) Family or individual counseling; and
   (~~vi~~v) Assisting the family in working with other community services.

Approved _____ Reviewed _____ Revised _____

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness, either physical or mental, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference:	Neb. Statute 79-208 and 209
	NDE Rule 10.012.01B
Cross Reference:	411.03 Attendance Officer
	505 Student Discipline
	506 Student Activities
	507 Student Records

STUDENT CONDUCT

The board believes inappropriate student conduct causes serious disruption to the learning environment, interferes with the rights of others, and threatens the health and safety of students, employees and the public. The Superintendent and staff will develop and implement age-appropriate student codes of conduct to facilitate the educational process.

The district will not substantially burden the right to a student's religious exercise unless that religious exercise is disruptive to or interferes with the school learning environment, is detrimental to the health or safety of the student or another person, or violates the permission of staff.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district. This policy will also apply while on school owned, operated or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

Students who violate this policy and the administrative regulations supporting it will be subject to disciplinary measures including, but not limited to, removal from the classroom, detention, suspension, probation and expulsion. The codes of conduct will include measures to prevent or discourage behavior which interferes with the educational program, behavior which disrupts the orderly and efficient operation of the school or the functioning of school activities, behavior which interferes with the maintenance of a learning environment, behavior that is violent or destructive, or behavior which interferes with the rights of other students to pursue their education. Procedures will be available to allow rights of due process for all students.

Every report of alleged violations of student conduct policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing student conduct investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of student conduct policies.

This disciplinary process is designed to create the expectation that the degree of discipline imposed by the school will be proportionate to the severity of the behavior of the particular student, the previous discipline history of the student and other relevant

factors. It will also include parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance appropriate student behavior and academic performance. All student codes of conduct shall be submitted to the board for approval or review.

Approved _____ Reviewed _____ Revised _____

The code of conduct will be included in the student handbook, and a parent/guardian will sign and promptly return an acknowledgement of receipt of the handbook which specifically mentions the student code of conduct.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Neb. Statute 79-2,114 et seq. (Nebr. Equal Opportunity in Education Act)
79-254 et seq. (Student Discipline Act)

Cross Reference:
503 Student Attendance
505 Student Conduct
506 Student Activities
1005.03 Parental and Family Involvement in the Schools

STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location on the school grounds or at any school function where the person is otherwise authorized to be as long as the tribal regalia does not interfere with the educational process and is not detrimental to the health or safety of the student or another person.

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

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students

Approved _____ Reviewed _____ Revised _____

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.

This shall not apply to the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers' Officers Training Corps, peace officers, authorized law enforcement officers, or authorized retired law enforcement officers when on duty or training.

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~~ This policy does not prohibit firearms contained ~~within~~in a private vehicle operated by a nonstudent adult or prohibited person that are locked inside the

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~~not loaded are also exempt.~~ glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area. 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

QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

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

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Law enforcement interviews should involve school-related criminal activity, a warrant or a court order. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present. The principal shall document actions taken by the district on behalf of the student, detail the steps taken to notify parents, document the activities taken by the law enforcement officer, and document any further contacts with law enforcement officer.

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

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes. In all cases of giving up custody to a law enforcement officer, the administrator should obtain the officer's name, badge number and law enforcement agency, date, time, location to which the student is being taken, and reason for arrest in those situations not legally requiring a court order or warrant.

Legal Reference: Neb. Statute 43-248 and 79-294

Cross Reference: 403.02 Child Abuse Reporting
505 Student Discipline

Approved _____ Reviewed _____ Revised _____

SUICIDE AWARENESS AND ASSESSMENT

Required Training

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

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

It shall be the responsibility of the superintendent to implement and monitor this training.

Assessment Program

In its commitment to protect the health, safety, and welfare of its students, and to reduce the risk of suicide or suicide attempts among the student population, the board directs school personnel to develop a program of suicide risk assessment, identification, counseling, and response within the schools. These measures, strategies, practices, and supports will be used by employees who regularly interact with students to promote the students' mental and physical well-being. Nothing in this policy shall be interpreted to impose a specific duty of care.

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

Protective Factors refers to characteristics associated with a lower likelihood of negative outcomes or that reduces a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress or "bouncing back" from difficult experiences.

Risk Factors refers to characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

~~Legal Reference: Neb. Statute 79-2,146~~

Approved _____ Reviewed _____ Revised _____

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Suicide shall refer to death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicidal Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

Suicide Threat shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Warning Signs are evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Crisis Response Team
The district shall establish a Crisis Response Team. The team may include, but is not limited to, administrators, school counselors, school psychologists, school nurses, school social workers, school safety and security personnel, and/or teachers and other employees who regularly interact with the students. Outside health agency resources may also be called upon for assistance. A letter of agreement between the district and any community providers is encouraged prior to commencement of any crisis response services. Each building shall designate a Crisis Response Team Coordinator and that individual shall be identified in student handbooks and on the district's website.

The Crisis Response Team should also include individuals designated as coordinators and/or investigators in district policy on cases involving harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

Members of the Crisis Response Team should receive additional suicide awareness and prevention education in addition to the basic suicide awareness training required by state law to educate them in the importance of suicide prevention, the recognition of suicide risk factors and warning signs, and how to respond. Staff education should also include strategies to enhance protective factors, resilience, and school connectedness.

Student Health Education
Age-appropriate student health education in accordance with state health education standards may include but is not limited to the following:

1. Adherence to safe and effective messaging guidelines, avoiding graphic testimonials, and inclusion of reputable suicide prevention resources.
2. Informing students about broader behavioral health issues such as depression and substance abuse, as well as specific risk/protective factors and warning signs for suicide.
3. Encouraging students to seek help for themselves or their peers, including when concerns arise via social media or other online media, and to avoid making promises of confidence when they are concerned about the safety of a peer; and/or
4. Promoting a healthy school climate where students feel connected to and can identify trusted adults in the building.

Intervention/Prevention
Information received in confidence from a student may be revealed to the student's parents or guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Any school personnel who observe a student exhibiting a warning sign for suicide, or who has another indication that a student may be contemplating suicide, shall refer the student for risk assessment and intervention to the building principal or the Crisis Response Team Coordinator. In the absence of an immediate warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student should be referred to the Crisis Response Team Coordinator.

Any school personnel who are made aware of any threat or witness any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the building principal or the Crisis Response Team Coordinator. Any threat in any form shall be treated as real and dealt with immediately. In cases of suicidal thoughts and behaviors, a student's confidentiality will be waived.

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the Crisis Response Team Coordinator shall also notify the Director of Special Education to address the student's needs in accordance with applicable law, regulations and board policy.

Procedures for Parental Involvement
Parents or guardians of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions and provided with appropriate available resources.

Response to Suicide Attempt

The Crisis Response Team will develop guidelines for responding to a suicide attempt on school grounds or during a school-sponsored event including notifications of appropriate persons, for responding to a suicide death, and for post-incident procedures, which shall include methods for informing the school community, identifying and monitoring at-risk youth, and providing resources and supports for students, staff, and families.

Legal Reference: Neb. Statute 79-2,146

CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff or visitors.

All items on display in the classroom such as posters, pictures, banners, charts, signs or flags must be related to the curriculum. Items unrelated to the curriculum or that may cause a disruption to the learning environment are prohibited. Staff members are expected to request the building principal's approval for display of items that may not meet this standard.

The district will display or use the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map in classrooms, although other types of maps are allowed in addition to it.

Approved: June 17, 2024 Reviewed _____ Revised _____

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.

Excessive absenteeism means that the student was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student repeat a grade, they shall complete and submit the district’s required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's

graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

Approved: June 17, 2024 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
Total Required Hours	110	credit hours
Total Elective Hours	90	credit hours

Total Required Hours for Graduation 200 credit hours

Total Course Credits - ***270*** (State of NE requires 200 – 80% must be core – Rule 10)

Each student must complete at least one five-credit course in financial literacy or personal finance prior to graduation. The required courses of study will be reviewed by the board annually.

Each student shall complete and submit a Free Application for Federal Student Aid (FAFSA) prior to graduating unless the required opt-out form is submitted by either: (1) the parent or legal guardian; (2) the Principal, if the Principal determines good cause exists for not requiring the student to complete the FAFSA; or (3) an emancipated student or a student of at least 19 years of age.

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.

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.

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.

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CHILDFIND

All children with disabilities from birth to age twenty-one residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. These will include annual mailings sent to families with school-aged children and a link on the district's website. The district will accept referrals from parents, school staff and state and local agencies. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations.

Student Assistance Teams (SAT)

The SAT shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education for students experiencing difficulties in school. The SAT will be tailored to the difficulties facing the individual student and will be comprised of building staff identified as appropriate to the content areas causing these difficulties. The team will review the strengths and interests of the student and document all viable problem-solving and intervention strategies to help the student be more successful in school. The district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51. The length of the SAT process will vary according to the needs of the student.

If a parent refers a child for a special education evaluation, the school district should discuss with the parent the use of the student assistance team. The discussion should include information regarding the requirements for a student assistance team, the timelines and the personnel which will be included on the team.

If, after conducting the SAT problem-solving and intervention strategies, the district suspects the child may have a disability, a referral for a special education evaluation must be completed. The school district must seek consent from the parent prior to conducting an evaluation to determine eligibility for special education services. However, parents can request an evaluation at any time during the SAT activities, and the school district must either obtain consent to evaluate and begin the evaluation, or, if the school district declines the parent's request, issue a prior written notice as required by 92 NAC 51-009.05. Additionally, if at any time during the SAT process the district suspects the student has a disability and requires special education and related services, the district must seek consent to conduct an evaluation to determine eligibility for special education services.

Multidisciplinary Team (MDT)

If the SAT determines that all viable alternatives have been explored after faithfully and consistently implementing the intervention strategies recommended by the SAT, a referral for multidisciplinary evaluation shall be completed in accordance with Rule 51. The MDT is comprised of the student's parent and building staff including such individuals as the school psychologist, general and special education teachers, and related service providers or specialists as appropriate to the content areas causing difficulties for the student.

The MDT will be established to evaluate the child and review all existing educational assessments and other relevant observations to report whether the student has a disability, and if the disability is such that the child is eligible for special education and related services or needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum. An MDT report including the assessment results that were used in determining whether the child is eligible for special education will be shared with the parent or guardian following receipt of consents and issuance of meeting notices as shown below.

The district will utilize a Consent for Initial Evaluation asking for the parent/guardian's written consent to conduct a special education evaluation. The stated purpose of this evaluation will be to determine if the student meets the state and federal criteria as a child with a disability and stating this evaluation must be completed before the student can receive special education or related services.

The district will issue the MDT Meeting Notice inviting the parent or guardian to attend a meeting concerning their student's special education evaluation and potential eligibility for special education and related services. The parent or guardian will be notified of the parent's right to participate in any meeting regarding the student's special education evaluation, individual education plan (IEP), and placement. If the student is already receiving special education and related services, the evaluation information is reviewed every three years.

The IEP Meeting Notice will be utilized to invite the parent or guardian to attend a meeting concerning the student's IEP meeting. It will state that the plan is updated annually, and the parent or guardian has the right to participate in any meeting regarding the student's special education evaluation, IEP, and placement.

Independent Education Evaluations (IEEs)

When a student's parent requests an IEE, the district's special education director will promptly respond in writing that either an independent educational evaluation will be provided at public expense, or the district will initiate a hearing in accordance with Rule 55 to show that its evaluation is appropriate. The written response will include a copy of this policy and if appropriate, identify at least one qualified individual who is appropriate to conduct the evaluation within the geographic area. These evaluations will become part of the decision-making process.

NDE documents "Rule 51, Special Education Program" and "Policies and Procedures Guidance Documents" shall serve as administrative procedures to this policy. The entire documents can be found at https://www.education.ne.gov/sped/regulationspolicies.

Approved: June 17, 2024 Reviewed _____ Revised _____

INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services, and it must review the child's IEP not less than annually. After the initial IEP meeting, it must be in effect at the beginning of each school year. The school district shall encourage the consolidation of reevaluation meetings for the child and other IEP team meetings as much as possible. Alternative means of meeting participation, such as video conferences and conference calls, may be used by the district and parent by mutual agreement.

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007. Prior to considering any draft of an IEP as final it shall be reviewed and revised based on discussion and decisions of the team including the parent, guardian or surrogate. Reasonable efforts will be made to obtain informed consent from the parent, guardian, or surrogate regarding special education placement on the IEP before services are begun.

Strategies to meet transition objectives shall be in place beginning not later than the first IEP to be in effect when the child turns 14 and updated annually thereafter. This shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. It will also include transition services (including courses of study) needed to assist the child in reaching those goals. If a participating agency other than the school district fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Every report of alleged violations of the district's special education policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

NDE documents "Rule 51, Special Education Program" and "Policies and Procedures Guidance Documents" shall serve as administrative procedures to this policy. The entire documents can be found at https://www.education.ne.gov/sped/regulationspolicies.

Approved: June 17, 2024 Reviewed _____ Revised _____

CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff or visitors.

All items on display in the classroom such as posters, pictures, banners, charts, signs or flags must be related to the curriculum. Items unrelated to the curriculum or that may cause a disruption to the learning environment are prohibited. Staff members are expected to request the building principal's approval for display of items that may not meet this standard.

The district will display or use the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map in classrooms, although other types of maps are allowed in addition to it.

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STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

~~The principal may require remediation at the parents' expense as a condition of promotion to the next grade level. *[Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day.]*~~

~~The parents will be requested to indicate in writing their agreement or disagreement with the recommendation for retention. The final decision will rest with the school administration. Parents may request retention if they believe it to be in the best interest of their student. The principal will confer with the teachers and parents to determine appropriate action.~~

~~More than one retention during the elementary school years will receive special consideration and require the approval of the superintendent based on the recommendation of the principal, teacher and parent or guardian.~~
A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.

Excessive absenteeism means that the student was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or

guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student repeat a grade, they shall complete and submit the district's required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's

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graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

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
~~Financial Literacy~~	~~5~~	~~credit hours~~
Total Required Hours	~~145~~110	credit hours
Total Elective Hours	~~55~~90	credit hours

Total Required Hours for Graduation 200 credit hours

~~Electives – 90 credits in 2023-2024)~~
Total Course Credits - ____ (State of NE requires 200 – 80% must be core – Rule 10)

Each student must complete at least one five-credit course in financial literacy or personal finance prior to graduation. The required courses of study will be reviewed by the board annually.

Each student shall complete and submit a Free Application for Federal Student Aid (FAFSA) prior to graduating unless the required opt-out form is submitted by either: (1) the parent or legal guardian; (2) the Principal, if the Principal determines good cause exists for not requiring the student to complete the FAFSA; or (3) an emancipated student or a student of at least 19 years of age.

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.

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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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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.

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- 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.

CHILDFIND

All children with disabilities from birth to age twenty-one residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. These will include annual mailings sent to families with school-aged children and a link on the district's website. The district will accept referrals from parents, school staff and state and local agencies. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations.

Student Assistance Teams (SAT)
The SAT shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education for students experiencing difficulties in school. The SAT will be tailored to the difficulties facing the individual student and will be comprised of building staff identified as appropriate to the content areas causing these difficulties. The team will review the strengths and interests of the student and document all viable problem-solving and intervention strategies to help the student be more successful in school. The district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51. The length of the SAT process will vary according to the needs of the student.

If a parent refers a child for a special education evaluation, the school district should discuss with the parent the use of the student assistance team. The discussion should include information regarding the requirements for a student assistance team, the timelines and the personnel which will be included on the team.

If, after conducting the SAT problem-solving and intervention strategies, the district suspects the child may have a disability, a referral for a special education evaluation must be completed. The school district must seek consent from the parent prior to conducting an evaluation to determine eligibility for special education services. However, parents can request an evaluation at any time during the SAT activities, and the school district must either obtain consent to evaluate and begin the evaluation, or, if the school district declines the parent's request, issue a prior written notice as required by 92 NAC 51-009.05. Additionally, if at any time during the SAT process the district suspects the student has a disability and requires special education and related services, the district must seek consent to conduct an evaluation to determine eligibility for special education services.

Approved _____ Reviewed _____ Revised _____

Multidisciplinary Team (MDT)
If the SAT determines that all viable alternatives have been explored after faithfully and consistently implementing the intervention strategies recommended by the SAT, a referral for multidisciplinary evaluation shall be completed in accordance with Rule 51. The MDT is comprised of the student's parent and building staff including such individuals as the school psychologist, general and special education teachers, and related service providers or specialists as appropriate to the content areas causing difficulties for the student.

The MDT will be established to evaluate the child and review all existing educational assessments and other relevant observations to report whether the student has a disability, and if the disability is such that the child is eligible for special education and related services or needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum. An MDT report including the assessment results that were used in determining whether the child is eligible for special education will be shared with the parent or guardian following receipt of consents and issuance of meeting notices as shown below.

The district will utilize a Consent for Initial Evaluation asking for the parent/guardian's written consent to conduct a special education evaluation. The stated purpose of this evaluation will be to determine if the student meets the state and federal criteria as a child with a disability and stating this evaluation must be completed before the student can receive special education or related services.

The district will issue the MDT Meeting Notice inviting the parent or guardian to attend a meeting concerning their student's special education evaluation and potential eligibility for special education and related services. The parent or guardian will be notified of the parent's right to participate in any meeting regarding the student's special education evaluation, individual education plan (IEP), and placement. If the student is already receiving special education and related services, the evaluation information is reviewed every three years.

The IEP Meeting Notice will be utilized to invite the parent or guardian to attend a meeting concerning the student's IEP meeting. It will state that the plan is updated annually, and the parent or guardian has the right to participate in any meeting regarding the student's special education evaluation, IEP, and placement.

Independent Education Evaluations (IEEs)
When a student's parent requests an IEE, the district's special education director will promptly respond in writing that either an independent educational evaluation will be provided at public expense, or the district will initiate a hearing in accordance with Rule 55 to show that its evaluation is appropriate. The written response will include a copy of this policy and if appropriate, identify at least one qualified individual who is appropriate to conduct the evaluation within the geographic area. These evaluations will become part of the decision-making process.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at http://www.education.ne.gov/sped/regulations.html.

INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services, and it must review the child's IEP not less than annually. After the initial IEP meeting, it must be in effect at the beginning of each school year. The school district shall encourage the consolidation of reevaluation meetings for the child and other IEP team meetings as much as possible. Alternative means of meeting participation, such as video conferences and conference calls, may be used by the district and parent by mutual agreement.

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007. Prior to considering any draft of an IEP as final it shall be reviewed and revised based on discussion and decisions of the team including the parent, guardian or surrogate. Reasonable efforts will be made to obtain informed consent from the parent, guardian, or surrogate regarding special education placement on the IEP before services are begun.

Strategies to meet transition objectives shall be in place beginning not later than the first IEP to be in effect when the child turns 14 and updated annually thereafter. This shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. It will also include transition services (including courses of study) needed to assist the child in reaching those goals. If a participating agency other than the school district fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Every report of alleged violations of the district's special education policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at http://www.education.ne.gov/sped/regulations.html.

Approved _____ Reviewed _____ Revised _____

FREE OR REDUCED COST MEALS ELIGIBILITY AND MEAL CHARGES

The district shall comply with all state and federal laws applying to providing free and reduced meals under the National School Lunch Program, School Breakfast Program, and other related federal grant programs.

Free or Reduced Meals Eligibility

Families of students enrolled in the district who wish to qualify for free or reduced price meals may submit an application on or after July 1 for the current school year. If the financial situation of a household changes during the school year, they may submit a new application to become eligible. Applications are available at the Central Administrative Office of the school building.

Meal Charges

The written meal charge policy and guidelines shall be in place before the beginning of each school year and parents shall be advised of the available payment systems and meal prices. The district will encourage pre-payment of meal balances but the district must include a method for adding funds during the school day such as cash payments at the school office. A qualifying student with money to purchase a reduced price meal must be provided the meal; the district may not use that money for previously unpaid charges if the student intended to buy a meal that day.

All balances remaining in accounts shall carry over to the next month. Balances of households qualifying for free or reduced meals with funds remaining in the account at the end of the school year shall receive a refund. The district shall attempt to contact the household of all students transferring out or graduating from the district to return any unused funds remaining in the student's account. The district may set varying meal charge guidelines for students of different grade levels including charges relating to alternate meals, ala carte items and limits on charges that a parent may set for a student's daily lunch expenditures.

The district must set written guidelines regarding the collection of delinquent meal charges such as the amount of delinquent meal charges which initiate an established collection process, providing notice to households of those students and carrying out appropriate follow-up. Unpaid meal charges are classified as "delinquent debt" and remain on the food service accounting documents until they are collected or written off as uncollectible.

The district will not use a debt collection agency to directly or indirectly collect, or attempt to collect, debts due or assessed to be owed on a school lunch or breakfast account of any student nor will it assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Guidelines must also cover how the district will handle situations where children eligible

for reduced price meals do not have money in their accounts to cover the cost of their meal at the time of service. Households must be notified of all payment methods used by the district, including any fees. At least one payment method must be free of charge. The district cannot solely require the use of an online payment system; another option must be available.

Confidentiality

The information provided by families on the free and reduced price application will be used only for determining eligibility for meal or milk benefits and verification of eligibility. Only staff members and organizations carrying out the activities of the School Lunch Act shall have access to this information.

The district should use methods of lunch payment systems such as pre-payment to avoid openly identifying children who qualify for free or reduced meals. Meal cards, tickets, tokens or other methods of payment must not be coded or colored to identify such status.

Policy Communication

This policy will be provided in writing to all households at the start of each school year and to households that transfer to the district during the school year.

This policy will also be provided annually to all district staff responsible for enforcing the policy including food service professionals. Staff members such as counselors, school nurses, homeless liaisons, and others assisting students in need should also be informed of the policy.

The district will maintain documentation of the annual distribution of this policy.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 42 U.S.C. §§ 1751 et seq.
7 C.F.R. §§ 210 et seq.
USDA Unpaid Meal Charges, SP 46-2016, 47-2016 and 57-2016.

Cross Reference: 504.19 Student Fees

Approved: June 17, 2024 Reviewed _____ Revised _____

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Approved _____ Reviewed _____ Revised _____

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Cross Reference: 504.19 Student Fees

ANNUAL EMERGENCY SAFETY PLAN

All employees have the responsibility for maintaining safe, healthy and sanitary conditions within the buildings and on the grounds of the school district. The Superintendent shall designate staff and develop procedures to ensure that all facilities meet fire, safety and health codes.

The Superintendent shall appoint a school safety and security committee represented by faculty, parents and community members that will prepare and review the school's safety plan. This plan will be updated annually by the committee and approved by the School Board. The plan will address safety procedures and security plans for students, staff and visitors, including during emergency events. Detailed guidelines may be found on the Nebraska Department of Education website at https://www.education.ne.gov/safety/developing-an-emergency-operations-plan/.

Typical elements of this plan will include:

- The assignment of specific employees to safety tasks and responsibilities.
- Instructions relating to the use of alarm systems and signals.
- Information concerning methods of fire containment and equipment use.
- Systems for notification of appropriate authorities.
- Practices for conducting an annual hazard analysis of district properties.
- Procedures for implementing a behavioral threat assessment plan.
- Specification of evacuation routes and procedures.
- Posting of plans and procedures at suitable locations.
- Procedures and frequency of emergency evacuation drills.
- An evaluation of each evacuation drill.
- Procedures and practices for reunification drills.
- Plans to facilitate continuity of operations.

The plan shall be reviewed annually by one or more persons not on the committee and not an employee of the school district. This review includes a visit to each school building to analyze plans, policies, procedures and practices. Recommendations shall be made to the Superintendent and the committee for use in revising the plan.

Legal Reference:	NDE Rule 10-011.01	
	Neb. Statute 79-3101 et seq.	
Cross Reference:	404	Employee Health and Well-Being
	508	Student Health and Well-Being
	805	Risk Management
	903	Maintenance, Operation and Management
	905	Safety Program
	1004.04	Crisis Management Communications

Approved: June 17, 2024 Reviewed _____ Revised _____

EMERGENCY RESPONSE MAPPING

The district will provide mapping data to public safety agencies to assist them in providing efficient responses to emergencies. The map will be in a standard or open-source electronic file reader and available in a printable format. It will give an indication of directions, be overlaid with a grid and coordinates, and provide site-specific information as required by statutes.

The district will verify and certify the mapping data to the public agencies for accuracy, initially and annually, by a walk-through of the school facilities. If any information has changed, the district will provide the appropriate public safety agencies with updated mapping data.

Approved: June 17, 2024 Reviewed _____ Revised _____

SAFETY DRILLS

All schools are required to instruct and drill students on emergency procedures so that students may respond to an emergency without confusion and panic. All building occupants will participate in the drills. Each building administrator will conduct emergency drills in accordance with requirements of the State Fire Marshall and the district's Emergency Safety Plan. All fire drill alarms shall be sounded on the fire alarm system.

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building. At least one emergency exit and relocation drill shall be conducted every month school is in session with one additional drill required in the first 30 days of the school year (ten required each year). In months when the weather is severe the drills may be deferred provided that the required number of drills is achieved and at least four are conducted before the drills are deferred. A minimum of two years of completed fire drill records shall be kept on site and available for review by the State Fire Marshal Deputy.

At least two tornado drills and one Hold/Secure/Lockdown drill shall be conducted during each school year. Hold drills focus on staying in your room or area. Secure drills focus on threats outside the building. Lockdown drills focus on threats inside the building. Hold, Secure and Lockdown drills may be conducted the same day. The district will provide parents with at least 24 hours' notice before the school conducts any secure or lockdown drill and they will be announced as drills within the building prior to their start. There will be no simulations or role-playing enactments of intruders in the buildings.

Certified employees shall be responsible for instructing the proper techniques to be followed in the drill.

Legal Reference: Neb. Statute 79-705 and 706
Neb. Statute 81-527
NFPA Life Safety Code 101 Sect. 15.7

Cross Reference: 508.05 Emergency Plans and Drills

Approved: June 17, 2024 Reviewed _____ Revised _____

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~~Unless the building is occupied year-round, one additional drill shall be required in the first 30 days of the school year.~~ A minimum of two years of completed fire drill records shall be kept on site and available for review by the State Fire Marshal Deputy.

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Legal Reference:	Neb. Statute 79-705 and 706 Neb. Statute 81-527 NFPA Life Safety Code 101 Sect. 15.7	
Cross Reference:	508.05	Emergency Plans and Drills

Approved _____ Reviewed _____ Revised _____

PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 9:00 a.m. to 4:00 p.m. Monday through Friday, except for holidays and recesses.

Records defined by law as confidential records shall be viewed or copied upon receipt of written permission by the administration office from the person or entity whose confidential records are being requested. Lacking such permission, the superintendent will issue a written denial of the request.

Persons wishing to view the school district's public records shall contact the central administration office and make arrangements for the viewing. The office personnel will make arrangements for viewing the records as soon as practicable, and within 4 business days if possible.

Nebraska residents wanting copies shall submit a written request and may be assessed a fee for the copies not to exceed the actual costs. If responding to the request is expected to cost more than $50.00 or require more than eight cumulative hours of searching, identifying, physically redacting, or copying, the office may obtain an advance deposit equal to the estimated cost. Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the administration office.

Nonresidents shall submit a written request and may be charged fees including public employee salaries and attorneys' fees as allowed by state law.

It shall be the responsibility of the administration office to maintain accurate and current records of the school district. It shall be the responsibility of the office to respond in a timely manner to requests for viewing and receiving public information of the school district. If the office is unable to provide the requested records within 4 business days, the secretary will issue a written explanation with a revised date for completion, an estimate of cost, and allow the requester to modify or prioritize the information request.

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved: June 17, 2024 Reviewed _____ Revised _____

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Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved _____ Reviewed _____ Revised _____

Objective of the lesson:

Teach students about the impact Martin Luther King Jr. had on African Americans and their civil rights.

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

Students were taught this lesson in both Social Studies and Reading through the Wonders curriculum. In reading he was the topic of one of their big stories for the week and then evaluated through the weekly assessment on Friday.

Additional Activities Planned:

Students also watched a brain pop and discussed his impact along with civil rights during Social Studies.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/16/2024

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

12

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/17/2023

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 al,l and how he used peaceful activities to change the world.

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

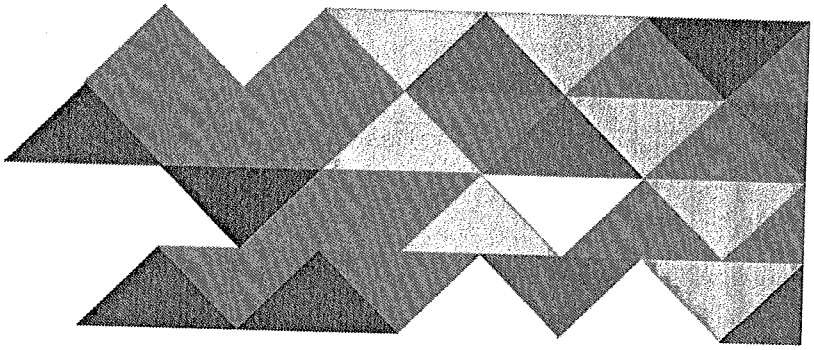
Show and discuss the powerpoint highlighting important events in MLK's life. Compare how life was different for people back then than it is now. Listen to part of his famous, "I Have a Dream" speech. Discuss the meaning behind his message. -Kindergarten: Give each student a square to color and explain 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:

January 18, 2024

Information

Teacher:

Evans

Grade:

5th

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To understand more about the life and importance of Martin Luther King, Jr.

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

- reading assignment
- writing response
- timeline
- cause and effect T-chart

Additional Activities Planned:

Print and turn in to your building Principal.

MARTIN LUTHER KING, JR.

Martin Luther King, Jr. was a Baptist minister in Montgomery, Alabama. He became a major part of the civil rights movement in America. He wanted to find a peaceful way to get equality.

In 1955, Rosa Parks was arrested for not giving up her seat on a bus. King was one of the people to plan the Montgomery Bus Boycott. The boycott lasted for 382 days. African-Americans walked, shared rides, and took cabs to work. King was arrested during the boycott. He became known across the nation for his part in the civil rights movement.

In 1957, King and other ministers and civil rights activists started a group to help organize the movement. They named it the Southern Christian Leadership Conference. Non-violent protests were commonly used to reach their goals. The SCLC's motto was "Not one hair of one head of one person should be harmed." Actions such as boycotts, marches, and sit-ins protested segregation and other injustices. Sit-ins happened when African-American students sat at lunch counters reserved for white people. The students were asked to move or leave. Instead, they simply sat there and did nothing. Sometimes they would get yelled at or injured. These sit-ins were successful. Lunch counter segregation ended in many southern cities.

In 1963, King and leaders of other civil rights groups organized the March on Washington for Jobs and Freedom. The march was another non-violent event. More than 200,000 people participated in the march. It was where King gave his famous "I Have a Dream" speech near the Lincoln Memorial. Soon, the Civil Rights Act of 1964 was passed. Martin Luther King, Jr. was also awarded with the Nobel Peace Prize in 1964.

Many people did not agree with King and his work towards racial equality. Those people sent him death threats and bombed his home. He was arrested a total of twenty-nine times. On April 4, 1968, King was shot as he was standing on the balcony of the Lorraine Motel in Memphis, Tennessee.

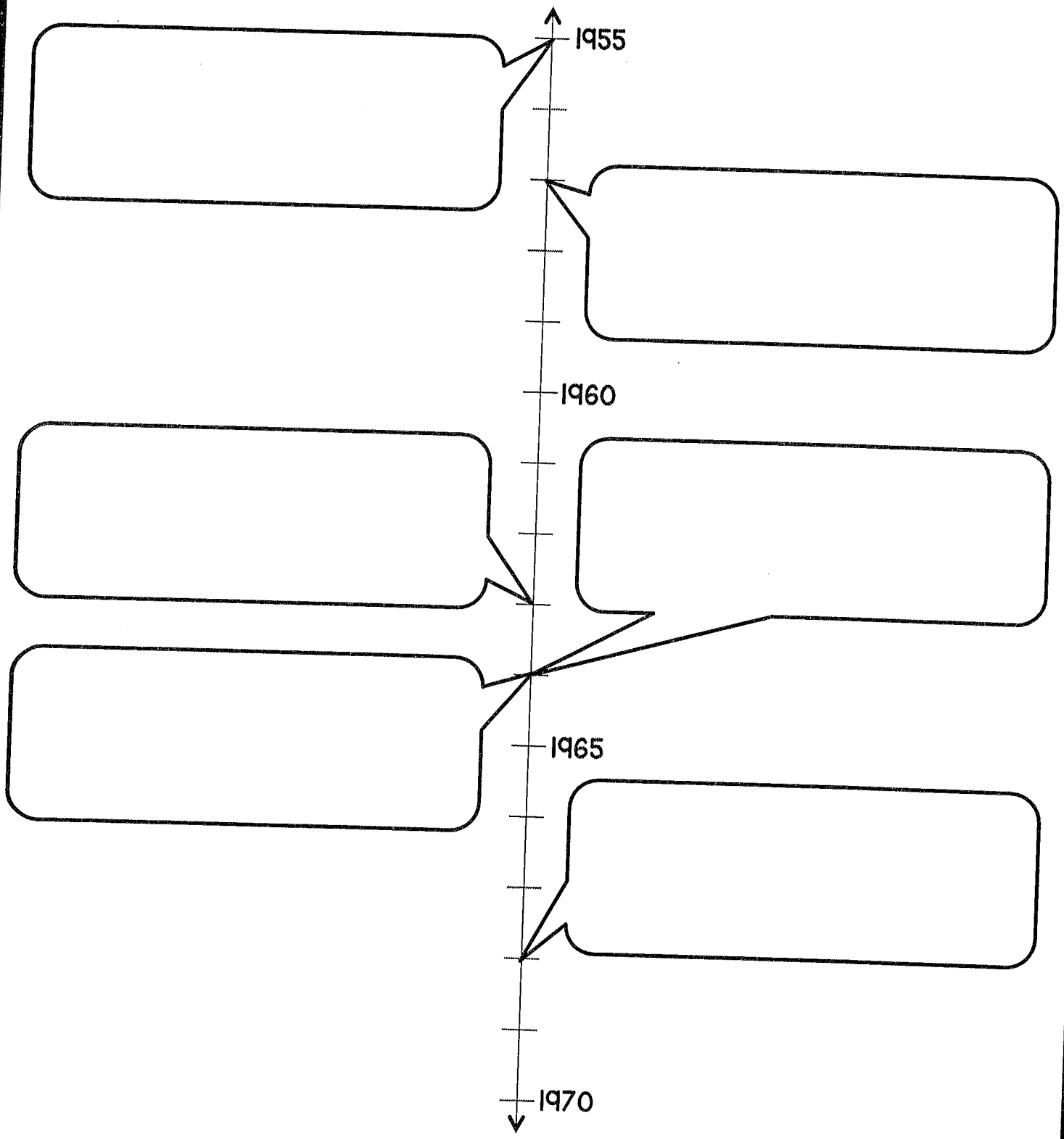
In 1983, Martin Luther King, Jr. Day became an American federal holiday. It is observed on the third Monday of January. The day is near his birthday. It is a day when people celebrate King's life and his contributions to the struggle for racial equality. Also on that day, many people honor King by volunteering their time in service to their neighbors and communities.

MARTIN LUTHER KING, JR. - WRITING RESPONSE

Why do you think that Martin Luther King, Jr., gave his famous "I Have a Dream" speech near the Lincoln Memorial? Use text evidence when necessary to support your thinking.

MARTIN LUTHER KING, JR. - SECOND READ

Go back through the text and highlight the major events of Martin Luther King, Jr.'s life during the civil rights movement. Then add the events to the timeline.



MARTIN LUTHER KING, JR. - THIRD READ

Go back through the text to find causes and effects. Label the causes with a C and the effects with an E. Then add them to the t-chart.

Cause	Effect

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/10/2024

Information

Teacher:

MeLinda Cromer

Grade:

K-5

Subject Area:

Technology, HAL

Number of Students:

100@shelby.com

Culture Studied

(Select One)

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

Objective of the lesson:

TLW learn about about who Martin Luther King Jr. is, about his message for equality for all and how he used peaceful activities to change the world.

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

K, 1, 2: Using Pebble Go and Epic, students will research Martin Luther King, Jr. and write facts/share with peers new information they did not already know about him.

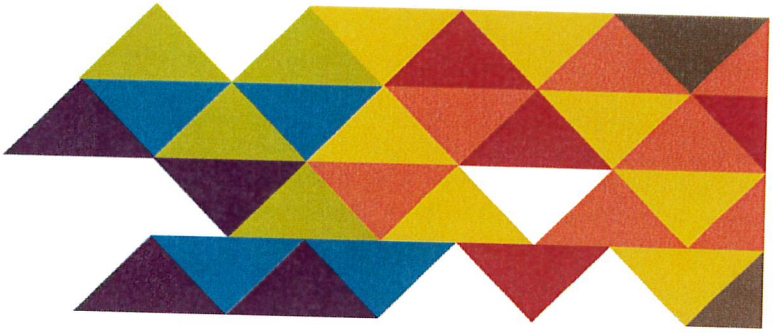
3, 4 5 HAL Students: Students used School AI spaces to have a chat with Martin Luther King, Jr. (AI). They asked questions about his life and related things they were interested in to the messages that MLK Jr. shared when he was alive.

Additional Activities Planned:

5th Grade STEAM: 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:

03/22/2024

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

social studies

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

Read Autie Yang's Great Soybean Picnic

Create a timeline of events (cause/effect)

Sample soybeans flavored different ways

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

4/3/24

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

19

Culture Studied

(Select One)

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

Objective of the lesson:

Exposure to other cultures and languages.

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

Students will read the book Ya Hablo Ingles to review common phrases in both English and Spanish. As a class we will discuss the different languages spoken in our classroom.

Additional Activities Planned:

Introduce the song "Brand New Day". Use as a daily review of how different cultures say "hello".

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/13/2023

Information

Teacher:

Hoegerl

Grade:

5

Subject Area:

Social Studies

Number of Students:

1

Culture Studied

(Select One)

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

)bjective of the lesson:

Learners will participate in learning about different Native American cultures.

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

Students will research and write a 3 paragraph essay about the Native American Tribe they selected including what area of the United States they mostly live, what customary dress is worn, and what customs they still practice today.

Additional Activities Planned:

Becoming respectful of other cultures and the differences we have.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/16/2024

Information

Teacher:

Hoegerl

Grade:

4th

Subject Area:

Reading

Number of Students:

6

Culture Studied

(Select One)

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

-bjective of the lesson:

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

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/06/2024

Information

Teacher:

Daryl Kubik

Grade:

3rd

Subject Area:

Social Studies

Number of Students:

27

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn about Cinco de Mayo, Mexican Culture.

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

Students will be able to answer the question "Why does Mexico and sometimes places around the US celebrate Cinco de Mayo?"

Classroom discussion, reading passage with comprehension questions.

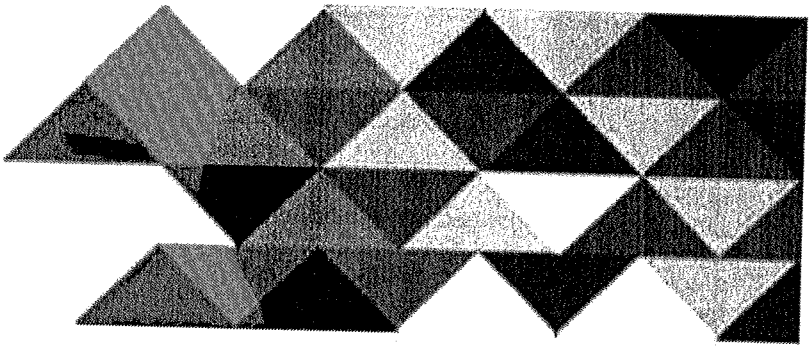
Additional Activities Planned:

Read aloud- Cinco de Mayo By Emma Carlson Bernes

Homeschool pop video (if time)

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

March 22 & 28, 2024

Information

Teacher:

Kelly Willis

Grade:

4th & 5th Gr. Title I intervention groups

Subject Area:

reading intervention

Number of Students:

5, 6

Culture Studied

(Select One)

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

Objective of the lesson:

*use phonics and word analysis skills to read the biographical article on the life of poet, Rhina Espaillat, and her poem "Little Red Hen"
*participate in class discussion about the author's life, including personal challenges related to her immigration and having English as a second language
*discuss one of the author's poems - identifying examples of alliteration, mood, theme, rhyming, repetition
*discuss the life lesson for us - respectful treatment of others, perseverance, hope, grit
*complete self-reflection - articulate how thinking has changed

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

Session 1
*students access ReadWorks.org via Title I Google Classroom post to read biographical article introducing Cuban-American poet, Rhina Espaillat
*complete the ReadWorks.org online vocabulary practice and comprehension questions related the biography of Rhina Espaillat (working at individual pace, using audio supports as needed)
*view a short interview video with Rhina Espaillat
*discuss the key events in the author's life, personal challenges, ways to show respect to others
Session 2
*oral reading and rereading of poem "Little Red Hen"
*compare and contrast the message of the original folktale of the Red Hen and Espaillat's poem - life lessons - seeing different perspectives - complete reflection sheet - "I used to think... Now I think. . ."

Additional Activities Planned:

It was very beneficial to have the students view a video showing the actual author, hearing her tell about her life, one of her personal frustrations related to being an immigrant and how she handled the situation - I will definitely find videos of the author for any future activities of this type - helps students connect and improves engagement

I will continue to use the "I use to think. . . Now I think. . ." strategy when possible to push students to think about their thinking. It was challenging for the students. Modeling for them helped their understanding of the process and the goal of self-reflection.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/14/2024

Information

Teacher:

Madisyn Jakub

Grade:

4th

Subject Area:

Reading

Number of Students:

21

Culture Studied

(Select One)

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

Objective of the lesson:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Day 1: Students will read "The Game of Silence" on pages 458-469 in the 4th grade Literature Anthology. While reading, the class will discuss and work together to fill out the Theme graphic organizer. Students will complete the Respond to the Text question "_____ helped me visualize _____."

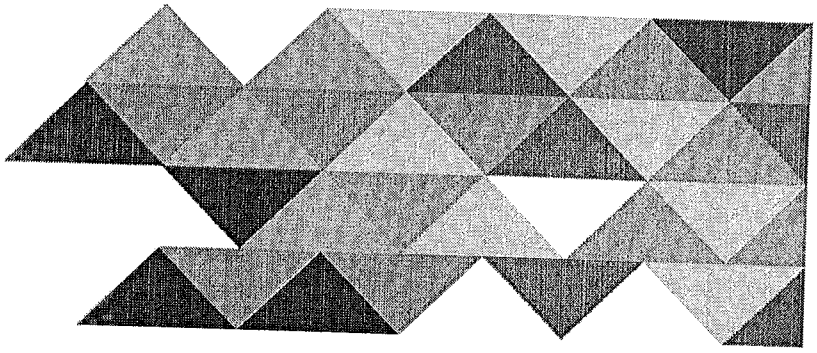
Day 2: Students will work with a partner to reread "The Game of Silence" and complete the Close Reading Companion.

Additional Activities Planned:

See above.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

02/22/2024

Information

Teacher:

Mandy Peterson

Grade:

2

Subject Area:

School Library

Number of Students:

28

Culture Studied

(Select One)

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

Objective of the lesson:

TLW discuss events and connect the emotions and words of characters with their own in Martin's Big Words.

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

Class discussion throughout the book of the events, characters emotions and actions, and our own.

Additional Activities Planned:

Rosa Parks picture book
Black History Month book display introduction

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

2/17/2024

Information

Teacher:

Stacy Stewart

Grade:

1

Subject Area:

Martin Luther King Jr. Day

Number of Students:

2

Culture Studied

(Select One)

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

Objective of the lesson:

To learn about the life of Martin Luther King Jr.

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

Read the book A Picture Book of MLK, Jr. Then had the students draw a picture and write a sentence about the information that they learned in the book.

Additional Activities Planned:

Watched YouTube Video about MLK.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

2/17/24

Information

Teacher:

Alicia Hoadley

Grade:

1st

Subject Area:

Special Education

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To learn about Martin Luther King Jr.

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

We watched a kid video about Martin Luther King Jr. told by Kid President. We then talked about important events that happened in his life. Together, we completed a timeline of these events and put them in sequential order. We had been focusing on sequence of events so this was a good skill to use outside of reading a book.

Additional Activities Planned:

Students talked about what it would be like if Martin Luther King Jr. never gave his famous speech.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/06/2024

Information

Teacher:

Jennifer Topil & Ashlee Rathman

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 learn about Cinco de Mayo. Students will compare how the holiday is celebrated in Mexico and the United States of America. Students will try cuisine.

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

Materials: Brainpop Jr. and chips & salsa
Activities: Watch the video and try cuisine.

Additional Activities Planned:

None

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/2023

Information

Teacher:

Brian Evans

Grade:

5

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

Thanksgiving-themed lesson to learn a little bit about the Native American People's contributions to the first thanksgivng and to American history and culture

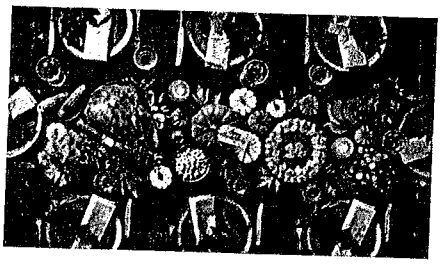
Description of the lesson evaluation (include materials and activities):

see attached:reading assignment, comprehension questions, vocabulary questions, math problems

Additional Activities Planned:

Print and turn in to your building Principal.

How Did the Native American People Contribute to the First Thanksgiving Celebration?



The first Thanksgiving celebration is a significant event in American history. It took place in 1621 when the Pilgrims, who were early settlers from England, held a feast to give thanks for a successful harvest. But did you know that the Native American people played a crucial role in this celebration? Let's explore how they contributed their history and culture to our American way of life.

When the Pilgrims arrived in Plymouth, Massachusetts, they faced many challenges. They were unfamiliar with the land and its resources, and they struggled to grow crops in the new environment. Luckily, the Native American people, specifically the Wampanoag tribe, were there to lend a helping hand.

The Wampanoag people had been living in the region for thousands of years and had a deep understanding of the land and its resources. They taught the Pilgrims essential survival skills, such as how to cultivate native crops like corn, beans, and squash. They also showed them how to hunt and fish, providing them with much-needed sustenance.

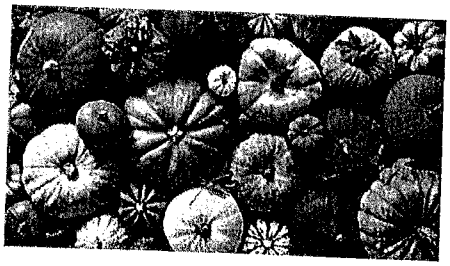
Furthermore, the Wampanoag people shared their knowledge of the local ecosystem and the medicinal properties of various plants. They introduced the Pilgrims to herbs and plants that could be used for healing purposes. This knowledge proved invaluable, as the Pilgrims often fell ill due to the harsh conditions they faced.

The Native American people also contributed their history and culture to the first Thanksgiving celebration. They shared their traditional recipes and cooking techniques, enriching the feast with their unique flavors and culinary traditions. Foods like turkey, cornbread, and cranberries, which are now synonymous with Thanksgiving, were introduced by the Native American people.

Additionally, the Wampanoag people participated in the celebration itself. They joined the Pilgrims in feasting, dancing, and playing games. This exchange of cultures fostered a sense of unity and understanding between the two groups, marking the beginning of a long history of cultural exchange in America.

In conclusion, the Native American people made significant contributions to the first Thanksgiving celebration. They shared their knowledge, skills, and culture with the Pilgrims, helping them survive and thrive in their new homeland. Their contributions continue to shape our American way of life, reminding us of the importance of honoring and respecting the diverse cultures that make up our nation.

Remember to always give thanks for the knowledge and contributions of others, just as the Pilgrims did on that first Thanksgiving.



Thanksgiving Reading Quiz

Answer these questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

2. Who were the Pilgrims and where did they come from? *

3. What challenges did the Pilgrims face when they arrived in Plymouth, Massachusetts? *

4. How did the Native American people, specifically the Wamponoag tribe, help the Pilgrims? *

5. How did the Native American people's contributions shape our American way of life? *

6. Why is it important to show gratitude for the knowledge and contributions of others? *

Thanksgiving Vocabulary Quiz

Answer these vocabulary questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

_____

2. Which word means "related to cooking or the kitchen"? * 1 point

Mark only one oval.

- culinary
- forage
- feast
- environment

3. What does the word "forage" mean? * 1 point

Mark only one oval.

- to cook a meal
- to search for food
- a large meal
- a natural habitat

4. Which word refers to the natural surroundings in which living things exist? * 1 point

Mark only one oval.

- native
- sustenance
- environment
- harsh

5. What does the word "ecosystem" mean? * 1 point

Mark only one oval.

- a person born in a specific place
- a large meal
- the interaction between living and non-living things in an environment
- the process of gathering crops

6. Which word means "born in a specific place"? * 1 point

Mark only one oval.

- culinary
- native
- synonymous
- harsh

7. What does the word "sustenance" mean? * 1 point

Mark only one oval.

- a source of nourishment
- related to cooking or the kitchen
- to search for food
- a natural habitat

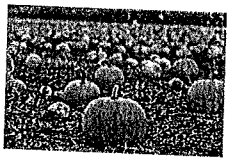
8. Which word means "severe or difficult to endure"? * 1 point

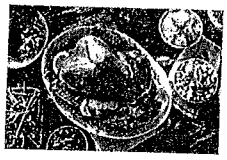
Mark only one oval.

- feast
- environment
- forage
- harsh

Let's be thankful for math!

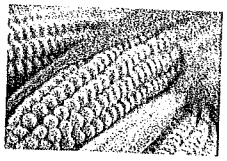
1. The Pilgrims and the Wampanoag people are preparing for the first Thanksgiving feast. The Pilgrims have harvested 25 pounds of corn, while the Wampanoag people have gathered 50 pounds of squash. How many pounds of vegetables do they have in total for their feast?

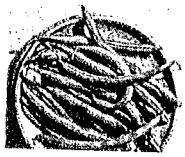




2. During the feast, the Pilgrims and the Wampanoag people have prepared 6 turkeys to share among themselves. Each turkey weighs 12 pounds. How many pounds of turkey will each person get if there are 45 people at the feast?

3. The Pilgrims and the Wampanoag people are working together to grow crops. The Pilgrims have planted 8 rows of corn, with 10 corn plants in each row. How many corn plants have the Pilgrims planted in total?





4. The Wampanoag people are planting beans in their garden. Each bean plant produces 15 beans. If they have planted 5 rows of beans, with 12 bean plants in each row, how many beans will they have in total?

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/07/2023

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

reading/language arts

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

Understand customs of Hanukkah in Russia

Discuss symbols of the holiday

reivew cause and effect and sequence

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

discussion on what they knew about Hanukkak
Read The Miracle of the Potato Latkes

Discuss customs like menorah and potato latkes

look at georaphy of Russia, sequence and cause and effects in the story

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/18/2023

Information

Teacher:

Hyde

Grade:

4th Grade

Subject Area:

Music

Number of Students:

41

Culture Studied

(Select One)

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

Objective of the lesson:

Students will listen to and discuss instruments from different cultures to gain an appreciation for diversity and cultural expression through music.

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

See Attachement

Additional Activities Planned:

If time is left over, students can pick their favorite country and complete a worksheet that includes:
Favorite Insturment
Draw you favorite instrument
Fun Fact about music in their chosen country
One question they may have about music in their chosen country.

Print and turn in to your building Principal.

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

Students will identify the Netherlands on a map and be given an overview of traditional music. Students will experience three different instruments from a video: Barrel Organ, Dance hall Organ and the Fiddle. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Students will identify Germany on a map and be given an overview of traditional music. Students will experience three different instruments from a video: Hummelchen, Zither and Schalmei. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Students will identify the United Kingdom on a map and be given an overview of traditional music. Students will experience two different instruments from a video: Crwth and the Pibgorn. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Materials used:
Mimio board, computer, and youtube videos of instruments

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/23

Information

Teacher:

Alicia Hoadley

Grade:

3rd

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 the first Thanksgiving.

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

We watched a kid video about the 1st Thanksgiving and talked about the events that happened when the Pilgrims came over to America. We then read short comprehension stories related to Thanksgiving and asked questions to assess comprehension skills.

Additional Activities Planned:

Students shared several things they were thankful for.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/2023

Information

Teacher:

Stacy Stewart

Grade:

3

Subject Area:

Speech/Language

Number of Students:

2

Culture Studied

(Select One)

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

Objective of the lesson:

To teach the students about the history of the first Thanksgiving.

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

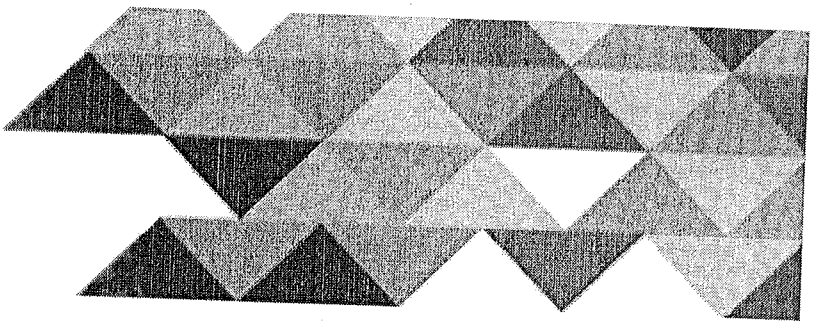
Comprehension cards were used to teach about Thanksgiving and then answer corresponding questions
A YouTube video was watched to learn about past and present Thanksgiving traditions. The kids planned a feast meal.

Additional Activities Planned:

Kids made a Venn diagram to tell about what traditions they share and have.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



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

Date: Sept 15-Oct 15, 2023

Information

Teacher: Mandy Peterson

Grade: K-5

Subject Area: School Library

Number of Students: roughly 180

Culture Studied

(Select One)

African Americans

Asian American & European Americans

X Hispanic Americans

Native Americans

Objective of the lesson:
Students will be exposed to bilingual literature in English and Spanish.
Students will use a word wall to fill in the blanks on a bilingual paper about themselves.
Students will identify elements of Hispanic culture within a specific text read aloud to the class as a whole group

Description of the lesson evaluation (include materials and activities):
Students were not formally evaluated. The completion of the paper and class discussions were methods of information evaluation.

Additional Activities Planned:
The opportunity to create papel picado was given to grades 4 and 5.
K-5 also had coloring and activity sheets available as a free time choice.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/09/2023

Information

Teacher:

MeLinda Cromer

Grade:

K

Subject Area:

Technology

Number of Students:

25@shelby.com

Culture Studied

(Select One)

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

Objective of the lesson:

TLW learn about about Hispanic Heritage Month and recognize ways that we celebrate the cultures and contributions of Latin Americans in our country. Students will utilize SeeSaw tools and PBS Kids to learn and share their findings.

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

*Students will use SeeSaw activity to learn about Hispanic Heritage Month Hispanic Heritage Month is a yearly observance from September 15 to October 15 in the United States to recognize and celebrate the cultures, histories, and contributions of Latin American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America.
*Show these areas on the map
*Discuss what culture is & ways we recognize contributions from Latin America
*Practiced using SeeSaw Tools to read & learn

Additional Activities Planned:

*Explore PBS Kids to learn about Hispanic Heritage Month (when it is, what we celebrate, how we celebrate)

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/29/2023

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

35

Culture Studied

(Select One)

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

Objective of the lesson:

Summarize the main motivations for creating the Serengeti National Park and explain how it contributes to the conservation of the great migration.
Identify and describe at least three different points of view and priorities that have shaped human decisions about the Serengeti as a protected space.

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

https://docs.google.com/document/d/1cfAo-_Fbc6iBEYu6cmY-EB5oLE8CTfFl6r7fQ6liQUk/edit

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/22/2024

Information

Teacher:

Carrie Bauers

Grade:

10

Subject Area:

Biology

Number of Students:

11

Culture Studied

(Select One)

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

Objective of the lesson:

We decide to explore how different human interest holders interact with the Serengeti ecosystem. We hear about different human interactions from Dr. Simon Mduma, and we add them to our model. We use our model to evaluate the Serengeti conservation plan and decide that it was successful in achieving its goals. We wonder what will happen in the future and investigate a proposal to build a road in the Serengeti. We evaluate three separate road proposals and make a recommendation. We decide to apply our understanding to other systems.

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

We explore how human interest holders interact with the Serengeti ecosystem and we add them to our models. We use our model to evaluate the Serengeti conservation plan and decide that it was successful in achieving its goals. We wonder what will happen in the future and investigate a proposal to build a road in the Serengeti. Each student evaluates road proposals and make a recommendation about the Serengeti conservation plan. We figure out:
Creating the park protected the wildebeest migration and protected the stability of the system.
Some interest holders benefit, but others are harmed, and not all human connections in the system are stable.
Successful conservation that supports a stable ecosystem also involves relationships between the conservation managers and the broader community.

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/12/2023

Information

Teacher:

Renee Bilstein

Grade:

High School Special Education

Subject Area:

Transition

Number of Students:

11

Culture Studied

(Select One)

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

Objective of the lesson:

Students will explore other jobs in other countries to find out how they pay compared to the US.

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

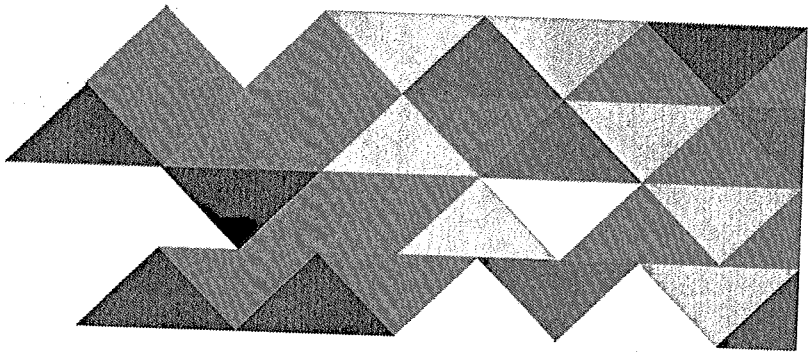
Students need to create a presentation that shares the hourly pay, salaries, highest paying job, lowest paying job, biggest demand for jobs. Then they need to provide same info for the US to show how they compare.

Additional Activities Planned:

Students will continue to add to presentation next semester. They will add information on school expectation, expectations after high school, and skills that their country learns that we do not.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

04/15/2024

Information

Teacher:

Renee Bilstein

Grade:

High School

Subject Area:

Resource

Number of Students:

6

Culture Studied

(Select One)

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

Objective of the lesson:

Students will understand the struggle other cultures face in relation to life and school. Then they will relate that to the struggles in their life and school. This will help my students understand that everyone has struggles know matter their ethnicity.

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

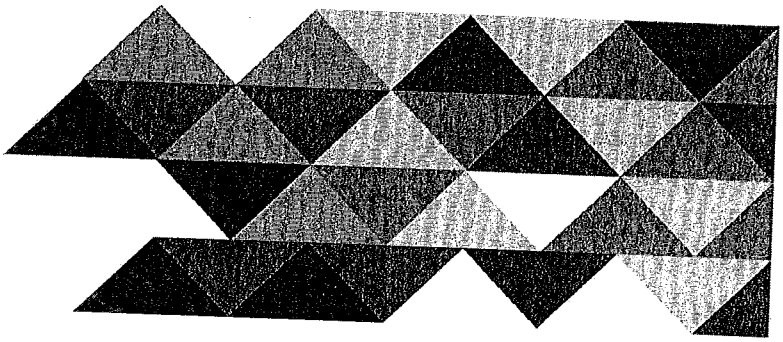
I had the students pick a famous Hispanic person and search up how their life and school experience. They were to create a powerpoint with the information they found. Then they were to thing of their own experiences and write a two paragraph compare and contrast paper.
They only needed their computers to complete this assignment.

Additional Activities Planned:

I do not other activities planned as the 6 students graduated.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/07/2023

Information

Teacher:

Emily Blackburn

Grade:

10th

Subject Area:

English

Number of Students:

23

Culture Studied

(Select One)

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

Objective of the lesson:

For students to understand "The Iliad" and how it played an important role in exploring Greek culture

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

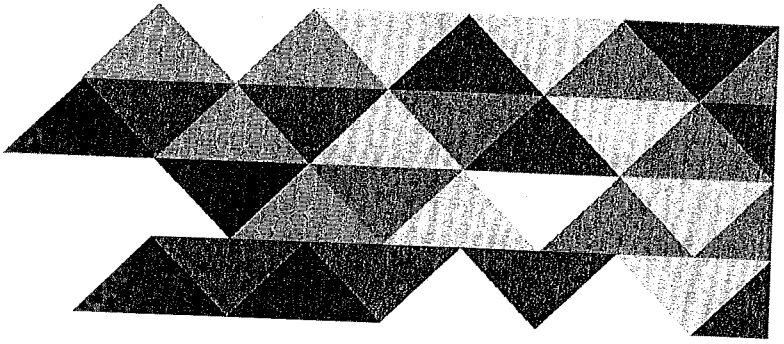
The students read a section of "The Iliad," and we discussed characters, plot, and the role of the Greek gods. Students then examined how the characters represented literature archetypes (hero, villain, mentor, etc.).

Additional Activities Planned:

Continue reading "The Iliad" and studying world literature.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/15/2024

Information

Teacher:

Blackburn

Grade:

11th

Subject Area:

English

Number of Students:

17

Culture Studied

(Select One)

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

Objective of the lesson:

The objective of the lesson was to expose students to short stories by authors of different cultures.

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

Students were evaluated by their responses to specific questions (e.g. what archetypes are explored within your story, how does your story represent the culture of the author, what universal theme is shared through your story, etc.) and their final essay and/or presentation about their story.

Additional Activities Planned:

Additional reading by the disparate authors was recommended and offered

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/2023

Information

Teacher:

Brian Evans

Grade:

5

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

Thanksgiving-themed lesson to learn a little bit about the Native American People's contributions to the first thanksgivng and to American history and culture

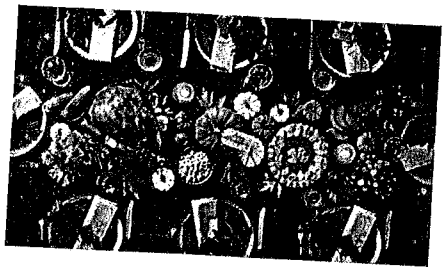
Description of the lesson evaluation (include materials and activities):

see attached:reading assignment, comprehension questions, vocabulary questions, math problems

Additional Activities Planned:

Print and turn in to your building Principal.

How Did the Native American People Contribute to the First Thanksgiving Celebration?



The first Thanksgiving celebration is a significant event in American history. It took place in 1621 when the Pilgrims, who were early settlers from England, held a feast to give thanks for a successful harvest. But did you know that the Native American people played a crucial role in this celebration? Let's explore how they contributed their history and culture to our American way of life.

When the Pilgrims arrived in Plymouth, Massachusetts, they faced many challenges. They were unfamiliar with the land and its resources, and they struggled to grow crops in the new environment. Luckily, the Native American people, specifically the Wampanoag tribe, were there to lend a helping hand.

The Wampanoag people had been living in the region for thousands of years and had a deep understanding of the land and its resources. They taught the Pilgrims essential survival skills, such as how to cultivate native crops like corn, beans, and squash. They also showed them how to hunt and fish, providing them with much-needed sustenance.

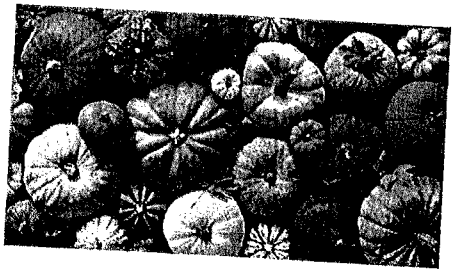
Furthermore, the Wampanoag people shared their knowledge of the local ecosystem and the medicinal properties of various plants. They introduced the Pilgrims to herbs and plants that could be used for healing purposes. This knowledge proved invaluable, as the Pilgrims often fell ill due to the harsh conditions they faced.

The Native American people also contributed their history and culture to the first Thanksgiving celebration. They shared their traditional recipes and cooking techniques, enriching the feast with their unique flavors and culinary traditions. Foods like turkey, cornbread, and cranberries, which are now synonymous with Thanksgiving, were introduced by the Native American people.

Additionally, the Wampanoag people participated in the celebration itself. They joined the Pilgrims in feasting, dancing, and playing games. This exchange of cultures fostered a sense of unity and understanding between the two groups, marking the beginning of a long history of cultural exchange in America.

In conclusion, the Native American people made significant contributions to the first Thanksgiving celebration. They shared their knowledge, skills, and culture with the Pilgrims, helping them survive and thrive in their new homeland. Their contributions continue to shape our American way of life, reminding us of the importance of honoring and respecting the diverse cultures that make up our nation.

Remember to always give thanks for the knowledge and contributions of others, just as the Pilgrims did on that first Thanksgiving.



Thanksgiving Reading Quiz

Answer these questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

2. Who were the Pilgrims and where did they come from? *

3. What challenges did the Pilgrims face when they arrived in Plymouth, Massachusetts? *

4. How did the Native American people, specifically the Wamponoag tribe, help the Pilgrims? *

5. How did the Native American people's contributions shape our American way of life? *

6. Why is it important to show gratitude for the knowledge and contributions of others? *

Thanksgiving Vocabulary Quiz

Answer these vocabulary questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

_____

2. Which word means "related to cooking or the kitchen"? * 1 point

Mark only one oval.

- culinary
- forage
- feast
- environment

3. What does the word "forage" mean? * 1 point

Mark only one oval.

- to cook a meal
- to search for food
- a large meal
- a natural habitat

4. Which word refers to the natural surroundings in which living things exist? * 1 point

Mark only one oval.

- native
- sustenance
- environment
- harsh

5. What does the word "ecosystem" mean? * 1 point

Mark only one oval.

- a person born in a specific place
- a large meal
- the interaction between living and non-living things in an environment
- the process of gathering crops

6. Which word means "born in a specific place"? * 1 point

Mark only one oval.

- culinary
- native
- synonymous
- harsh

7. What does the word "sustenance" mean? * 1 point

Mark only one oval.

- a source of nourishment
- related to cooking or the kitchen
- to search for food
- a natural habitat

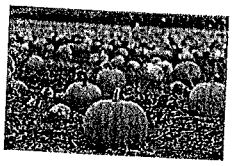
8. Which word means "severe or difficult to endure"? * 1 point

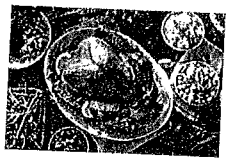
Mark only one oval.

- feast
- environment
- forage
- harsh

Let's be thankful for math!

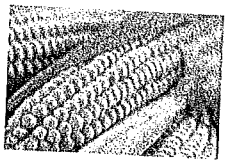
1. The Pilgrims and the Wampanoag people are preparing for the first Thanksgiving feast. The Pilgrims have harvested 25 pounds of corn, while the Wampanoag people have gathered 50 pounds of squash. How many pounds of vegetables do they have in total for their feast?

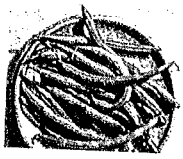




2. During the feast, the Pilgrims and the Wampanoag people have prepared 6 turkeys to share among themselves. Each turkey weighs 12 pounds. How many pounds of turkey will each person get if there are 45 people at the feast?

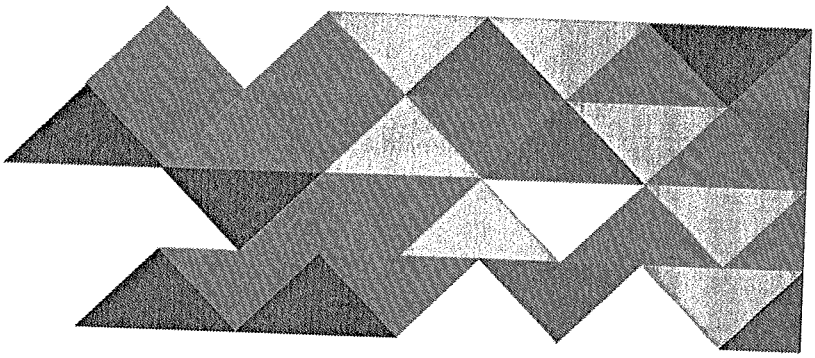
3. The Pilgrims and the Wampanoag people are working together to grow crops. The Pilgrims have planted 8 rows of corn, with 10 corn plants in each row. How many corn plants have the Pilgrims planted in total?





4. The Wampanoag people are planting beans in their garden. Each bean plant produces 15 beans. If they have planted 5 rows of beans, with 12 bean plants in each row, how many beans will they have in total?

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

January 18, 2024

Information

Teacher:

Evans

Grade:

5th

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To understand more about the life and importance of Martin Luther King, Jr.

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

- reading assignment
- writing response
- timeline
- cause and effect T-chart

Additional Activities Planned:

Print and turn in to your building Principal.

MARTIN LUTHER KING, JR.

Martin Luther King, Jr. was a Baptist minister in Montgomery, Alabama. He became a major part of the civil rights movement in America. He wanted to find a peaceful way to get equality.

In 1955, Rosa Parks was arrested for not giving up her seat on a bus. King was one of the people to plan the Montgomery Bus Boycott. The boycott lasted for 382 days. African-Americans walked, shared rides, and took cabs to work. King was arrested during the boycott. He became known across the nation for his part in the civil rights movement.

In 1957, King and other ministers and civil rights activists started a group to help organize the movement. They named it the Southern Christian Leadership Conference. Non-violent protests were commonly used to reach their goals. The SCLC's motto was "Not one hair of one head of one person should be harmed." Actions such as boycotts, marches, and sit-ins protested segregation and other injustices. Sit-ins happened when African-American students sat at lunch counters reserved for white people. The students were asked to move or leave. Instead, they simply sat there and did nothing. Sometimes they would get yelled at or injured. These sit-ins were successful. Lunch counter segregation ended in many southern cities.

In 1963, King and leaders of other civil rights groups organized the March on Washington for Jobs and Freedom. The march was another non-violent event. More than 200,000 people participated in the march. It was where King gave his famous "I Have a Dream" speech near the Lincoln Memorial. Soon, the Civil Rights Act of 1964 was passed. Martin Luther King, Jr. was also awarded with the Nobel Peace Prize in 1964.

Many people did not agree with King and his work towards racial equality. Those people sent him death threats and bombed his home. He was arrested a total of twenty-nine times. On April 4, 1968, King was shot as he was standing on the balcony of the Lorraine Motel in Memphis, Tennessee.

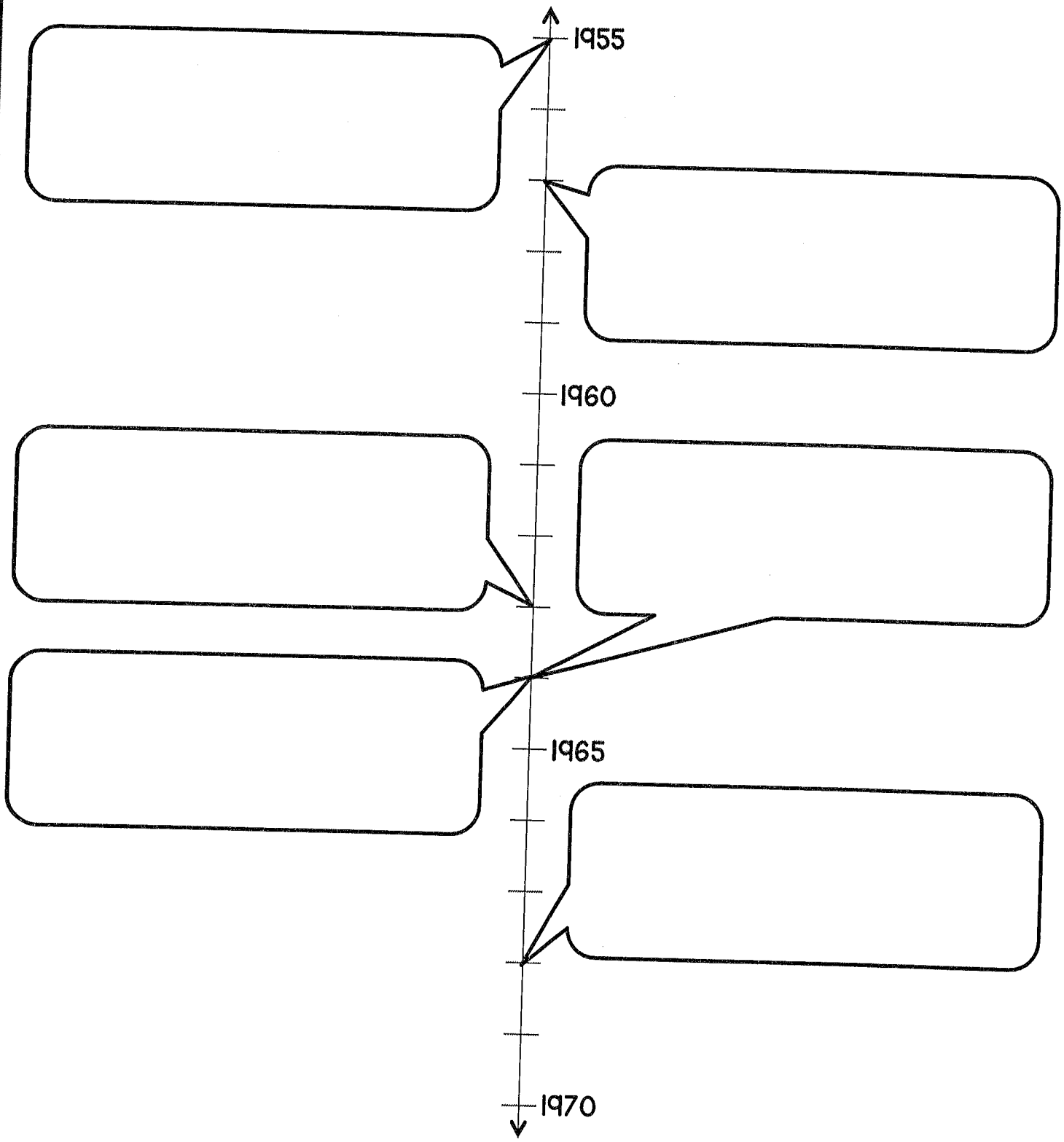
In 1983, Martin Luther King, Jr. Day became an American federal holiday. It is observed on the third Monday of January. The day is near his birthday. It is a day when people celebrate King's life and his contributions to the struggle for racial equality. Also on that day, many people honor King by volunteering their time in service to their neighbors and communities.

MARTIN LUTHER KING, JR. - WRITING RESPONSE

Why do you think that Martin Luther King, Jr., gave his famous "I Have a Dream" speech near the Lincoln Memorial? Use text evidence when necessary to support your thinking.

MARTIN LUTHER KING, JR. - SECOND READ

Go back through the text and highlight the major events of Martin Luther King, Jr.'s life during the civil rights movement. Then add the events to the timeline.



MARTIN LUTHER KING, JR. - THIRD READ

Go back through the text to find causes and effects. Label the causes with a C and the effects with an E. Then add them to the t-chart.

Cause	Effect

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12–21-2023

Information

Teacher:

Gabel

Grade:

6th Grade

Subject Area:

Science

Number of Students:

15

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

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

Additional Activities Planned:

Students will turn in their assignment on Canvas.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/12/2023

Information

Teacher:

Gaughenbaugh

Grade:

10-12

Subject Area:

Woods 2

Number of Students:

4

Culture Studied

(Select One)

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

ective of the lesson:

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

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/21/2024

Information

Teacher:

Gaughenbaugh

Grade:

12

Subject Area:

Drafting

Number of Students:

Nine

Culture Studied

(Select One)

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

jective of the lesson:

Students learned the diffrent styles of home building and design. They studied and understood the diffrent styles of housing and development. They also learned the architechture that is used for certain home styles.

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

Students used their drafting computers to design a house, they had the diffrent home styles available to them. Students were evaluated based of their design and the accents that were used to complete the house.

Additional Activities Planned:

Students make multiple homes with varying cultural styles and accents.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/02/2023

Information

Teacher:

Zach Gould

Grade:

10

Subject Area:

Algebra 2

Number of Students:

14

Culture Studied

(Select One)

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

Objective of the lesson:

To study Karmarker's algorithm to solve complex linear programming problems.

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

Cultural connections from the book materials. Students will work together to research the history of linear programing and how Indian mathmatition Karmarker contributed to solving these problem from weeks to days.

Additional Activities Planned:

Follow up next semester with another cultural lesson.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

02/28/2024

Information

Teacher:

Gould

Grade:

11

Subject Area:

Math

Number of Students:

20

Culture Studied

(Select One)

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

Objective of the lesson:

Student will research Babylonian Mathmatics and solve problems related to Babylonian discoveries.

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

Worksheet and internet sources.

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:

05/10/2024

Information

Teacher:

Zach Gould

Grade:

11

Subject Area:

Business Math

Number of Students:

4

Culture Studied

(Select One)

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

Objective of the lesson:

Students will compute exchange rates and research business practices of other cultures and compare and contrast how it is different with our culture.

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

Students will analyze exchange rates and investigate the business customs of different cultures, then compare and contrast them with our own.

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:

10/23/2023

Information

Teacher:

Melanie Hoegerl

Grade:

7

Subject Area:

Reading

Number of Students:

1

Culture Studied

(Select One)

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

bjective of the lesson:

Learning how Squanto was a kind friend to the Pilgrims.

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/29/2024

Information

Teacher:

Melanie Hoegerl

Grade:

10

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 Back 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. Tuskagee Airman- Black militatary airman and the Civil Rights Trail.

Additional Activities Planned:

Reading about other Black Americans that have had great influence in many different capasities 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:

11/30/2023

Information

Teacher:

Sarah Hernbloom

Grade:

9th-10th

Subject Area:

Spanish 1

Number of Students:

22

Culture Studied

(Select One)

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

Objective of the lesson:

Students will use prior knowledge of weather/temperature/seasons/dates in Spanish to write about their trip.
Students will get to know either Chile, Spain or Perú places to visit and how to pack based on the weather.
Students will use vocabulary about clothing to pack for a trip based on their location and choice of time of year and weather.

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

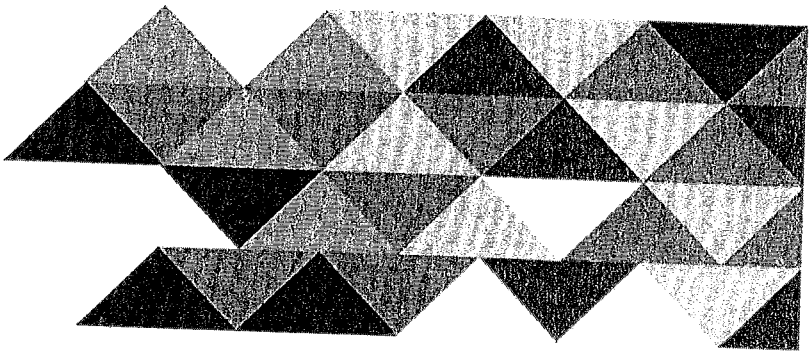
You have 3 travel options to choose from: Chile en diciembre, España en noviembre o Perú en julio. Choose 2 locations to visit within your country choice.
Before you begin packing your suitcase, you will need to research the following for your destination:
1. ¿Cuál es la fecha? " "Know your travel dates (choose 1 week to be gone)
2. ¿Qué tiempo hace? " "Know your weather for your travel dates of the destination
3. ¿Cuál es la estación? " "Know your season and what to expect
4. ¿Cuál es la temperatura? " "Know the average temperature of your destination during your 1 week travel time.
5. ¿Cuál ropa necesitas para una semana de vacación? " "What clothing items do you need to pack?

Additional Activities Planned:

Students share their plans with other students out loud in the target language.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/9 - 11/17

Information

Teacher:

Sara Jensen

Grade:

10-12

Subject Area:

Introduction to Business

Number of Students:

5

Culture Studied

(Select One)

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

ojective of the lesson:

The learner will be able to describe the business culture of a foreign country.

The learner will be able to compare and contrast the business culture of the United States to their chosen 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:

Students will present their findings to the class.

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.)

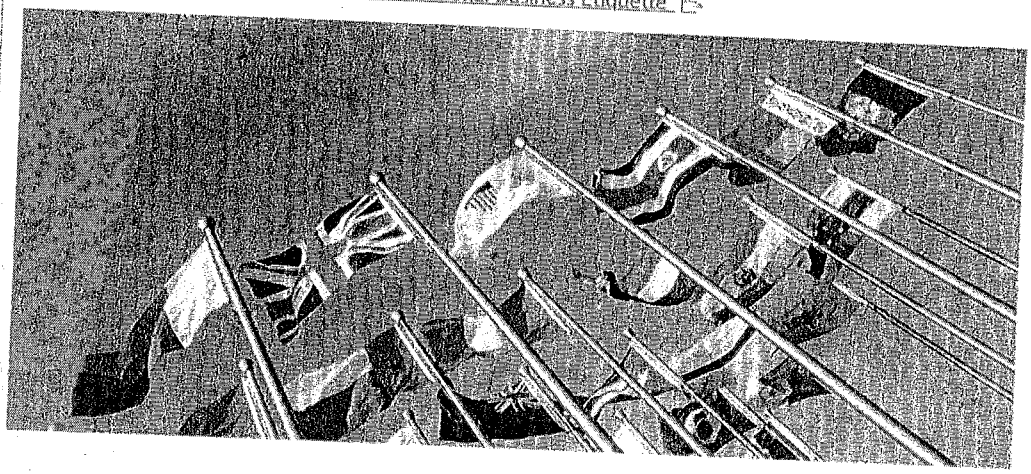
CLICK HERE FOR DETAILED INSTRUCTIONS ⇨ FOR WHAT KIND OF INFORMATION I AM LOOKING FOR ON YOUR SLIDES

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

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

Helpful links to get you started:

- How cultural differences impact international business in 2017
- Business Etiquette Around the World (Infographic)
- "The Web's Leading Resource for International Business Etiquette"



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

IBE Project Rubric

Criteria	Ratings		Pts
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

Detailed Instructions for Business Etiquette Project

Introductions

Dress attire	What is the proper dress attire? (professional attire / suit / dress, business casual, casual, jewelry?)
Greetings	How do you properly greet someone? (Hello? Handshake? Kiss on cheek?)
Titles	How do you address someone when you say their name? (Mr. ____, First name? Sir?)
Other	Is there any other information related to introductions that we should be aware of for your country?

Business Meetings

Punctuality	What is considered to be **on time** behavior? (5 minutes early? Is 10 minutes late acceptable?)
Eye contact	Are you expected to look people in the eye when speaking to them? Or is it considered rude for some reason?
Gift Giving	Are you expected to bring and present a gift? Or would they be considered a bribe? What kind of gifts are acceptable/unacceptable?
Conversational Guideliness	What types of conversation are acceptable/expected? (Is it expected to stick to business only, or is "small talk" ok? Are there any topics that are considered to be off limits?)
Negotiating	Is it normal to negotiate a deal? Or is it considered offensive and would cause conflict?
Other	Is there any other information related to business meetings that we should be aware of for your country?

Dining Etiquette

Toasting	Who is expected to make a toast at dinner?
Drinking Rules	Are you allowed to have an adult beverage? Expected to have one?
Eating	Is it rude to finish your plate? Leave food on the plate? Other eating expectations?
Other	Is there any other information related to dining etiquette that we should be aware of for your country?

Other

In addition to introductions, business meetings, and dining etiquette -- what other information about your country do you feel is relevant and important to know before conducting business in your country?

United States Business Culture

Include a detailed summary of the United States' business culture. Include similar topics that you did for your other country and be sure to highlight similarities and differences. *NOTE: You will not have to present over this information. We don't need to hear multiple students discuss what business etiquette in the United States looks like.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

5/13/24 – 5/16/24

Information

Teacher:

Sara Jensen

Grade:

9, 10, 11

Subject Area:

Business - Entrepreneurship

Number of Students:

4

Culture Studied

(Select One)

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

Objective of the lesson:

To research and understand the life and achievements of a famous entrepreneur from a country outside of the US.

To create a tribute or presentation highlighting the entrepreneur's journey, contributions, and impact.

To foster appreciation for entrepreneurship and global perspectives.

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

see attachment

Additional Activities Planned:

see attachment

Print and turn in to your building Principal.

ulticultural Lesson - Exploring Global Entrepreneurs

Published | Edit | ⋮

Project: Students will research and create a tribute to a famous entrepreneur from a country outside of the US.

- In this class, you have learned about the importance of entrepreneurship and its impact on our economy and even other economies worldwide. We have discussed several entrepreneurs who have helped shape America into what it is today. This project provides you an opportunity to explore entrepreneurs from other countries outside of the United States and learn about the impact they have had, both domestic and foreign.

Objective:

- To research and understand the life and achievements of a famous entrepreneur from a country outside of the US.
- To create a tribute or presentation highlighting the entrepreneur's journey, contributions, and impact.
- To foster appreciation for entrepreneurship and global perspectives.

Materials Needed:

- Internet access
- Books or articles about famous entrepreneurs
- Presentation software (Canva, Google Slides, etc.)

INSTRUCTIONS

Part 1: Research

- Choose an entrepreneur (outside of the US) to research.
- Use credible sources and be sure to cross-reference information.
- Research the entrepreneur's background, early life, major achievements, challenges faced, and their impact on society and the economy.
- Be sure to include key points such as the entrepreneur's innovations, business strategies, and their legacy.

Part 2: Presentation Creation

- Organize your research findings into a presentation format.
- Creativity in your presentation design, such as including images, videos, or quotes is highly encouraged!

Part 3: Presentation

- Each student will present their tribute to the class.
- Questions and additional discussions will take place after each presentation.

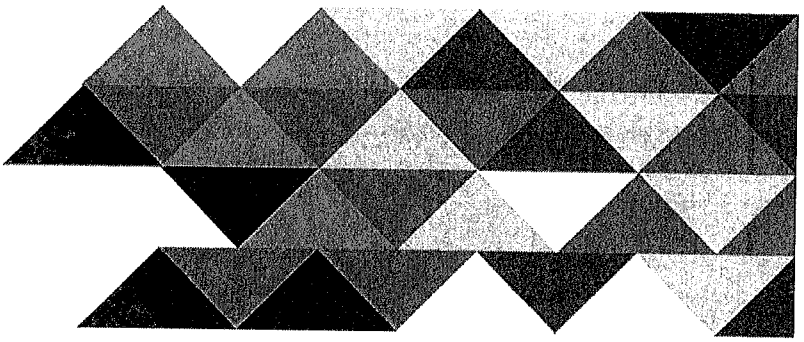
Points 25

Submitting a file upload

Due	For	Available from	Until
-	Everyone	-	-

+ Rubric

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

December 5

Information

Teacher:

Krista Kravig

Grade:

7

Subject Area:

7 Computers

Number of Students:

28

Culture Studied

(Select One)

- ○ African Americans
- ○ Asian American & European Americans
- ○ Hispanic Americans
- ○ Native Americans
- ■ Other

Objective of the lesson:

Students are to research a country and create a a restaurant menu. Students will put the food item in the Countrys language and in English.

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

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

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

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

Additional Activities Planned:

Print and turn in to your building Principal.

Marcus Donner <mdonner@shelby.esu7.org>

Multicultural reports

3 messages

Marcus Donner <mdonner@shelby.esu7.org> Thu, May 23, 2024 at 1:24 PM
To: Grant Gabel <ggabel@shelby.esu7.org>, Krista Kravig <kkravig@shelby.esu7.org>, Adam Nissen <anissen@shelby.esu7.org>, Turner Trofholz <ttrofholz@shelby.esu7.org>, Morgan Segner <msegner@shelby.esu7.org>

Sorry to bother you all a day after school being out, just trying to get things checked off and turned into Mr Tejkl. I am missing one multicultural report, if you emailed me it or left it somewhere please let me know.

Nissen - missing SEM 1
Segner - missing SEM 1
Gabel - missing SEM 2
Kravig - missing SEM 2
Trofholz - missing SEM 2

If you could email me those that would be awesome, thank you!

Krista Kravig <kkravig@shelby.esu7.org> Thu, May 23, 2024 at 1:30 PM
To: Marcus Donner <mdonner@shelby.esu7.org>

It is the same for this semester. 7th grade, design a menu project.
[Quoted text hidden]

Marcus Donner <mdonner@shelby.esu7.org> Thu, May 23, 2024 at 2:22 PM
To: Krista Kravig <kkravig@shelby.esu7.org>

Perfect thank you!
[Quoted text hidden]

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/19/2023

Information

Teacher:

Zach Kubik

Grade:

10-12th

Subject Area:

Weight Training

Number of Students:

87

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn the origin of olympic weight lifting

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

Shown a video of the an olympic weight lifter and learned about the proper form on hang clean.

Additional Activities Planned:

We practiced hang clean once a week throughout the semester

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/16/2024

Information

Teacher:

Zach Kubik

Grade:

9-12

Subject Area:

Weights

Number of Students:

93

Culture Studied

(Select One)

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

Objective of the lesson:

The Objective of the lesson was to learn about german volume training and understand how the germans pushed themeselves in order to build muscle faster. This intense 10x10 training at up to 90% of their maxes was extremely intense.

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

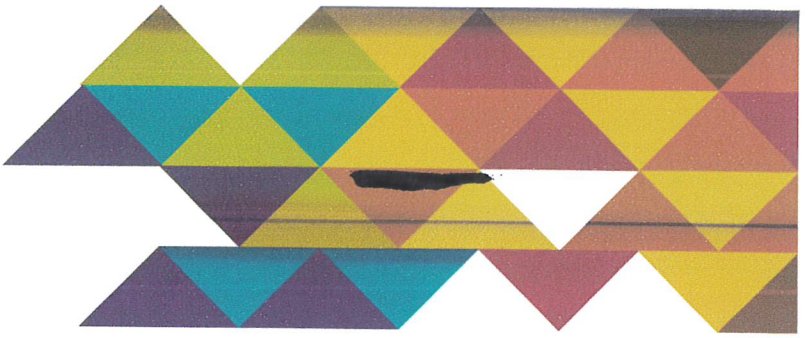
Everyone completed a half german volume workout at 10x3 with 75% of their max with 45sec rest in between sets. This allowed for the kids to understand just how intense a 10x10 training would have been. For safety and time we cut the reps down to 3 and the rest in half between sets.

Additional Activities Planned:

N/A

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/08/2023

Information

Teacher:

MA JAMAICA LOMENARIO

Grade:

7TH GRADE

Subject Area:

MUSIC

Number of Students:

28

Culture Studied

(Select One)

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

Objec...e of the lesson:

Students will be able to:
1. Understand the historical connections between Africa and the Americas, particularly through music.
2. Analyze the cultural significance of "Banaha" within African American culture.
3. Sing the song "Banaha" in round (round song)

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

Activities: (1) Begin the lesson by asking students about their knowledge of African American music traditions. What genres of music do they associate with African American culture? (2) Show the location of the Congo on a map or globe and explain its significance as a source of African musical traditions.

Materials:
1. Lyrics of "Banaha" displayed on a screen
2. World map or globe.

Additional Activities Planned:

Other activities:
1. Read through the lyrics together as a class, discussing any unfamiliar words or phrases. and translating the lyrics into English.
2. Analyze the meaning of the song and its cultural significance within African American culture.
3. Compare and contrast the musical elements of "Banaha" with those of the African American songs. How do they share similar rhythms, melodies, or lyrical themes?
4. Group the students into 3 then sing the song "Banaha" in round.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

04/10/2024

Information

Teacher:

MA JAMAICA LOMENARIO

Grade:

8TH GRADE

Subject Area:

MUSIC

Number of Students:

25

Culture Studied

(Select One)

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

Objective of the lesson:

Students will explore the cultural significance of music in Hispanic American culture, particularly during the celebration of Día de los Muertos, through analysis of songs from the movie "Coco".

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

1. Introduce the movie "Coco" as a celebration of Hispanic American culture, focusing on its portrayal of music and the traditions of Día de los Muertos.
2. Provide a brief overview of Día de los Muertos and its significance as a time to honor deceased loved ones through music, dance, and celebration.Select key songs from the "Coco" soundtrack that showcase different musical styles and themes related to Hispanic American culture and Día de los Muertos.
3. Play each song for the class, pausing to discuss the following:
Musical elements, Cultural context and Emotional impact

Additional Activities Planned:

1. Invite students to reflect on the themes of "Coco" and Hispanic American culture through their own musical compositions or performances.
2. Students can write original songs inspired by the movie, incorporating themes of family, remembrance, or cultural identity.
3. Encourage students to share their observations and interpretations, drawing connections between the music and their own cultural backgrounds or experiences.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/09/2024

Information

Teacher:

Nissen

Grade:

Seconary (Art2)

Subject Area:

Art

Number of Students:

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

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

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

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

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/09/2024

Information

Teacher:

Nissen

Grade:

2nd

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 view and discuss Hokusia's print of Great Wave off of Kanagawa.

TSW discuss possible changes in colors.

TSW identify the balance in the composition.

TSW recreate their own wave using warm and cool colors.

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

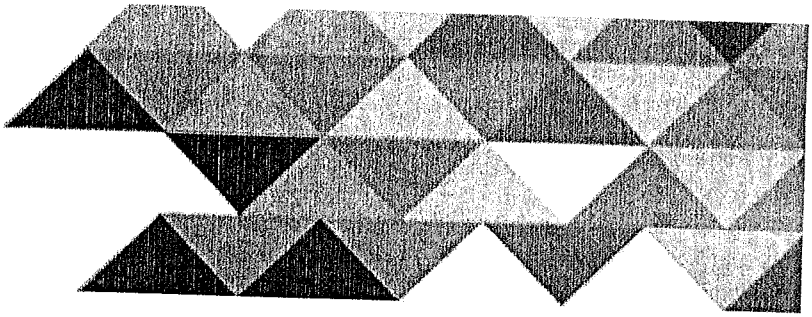
Step 1: Students will begin with a pencil drawing of Hokusai's wave. Next, after some corrections of line, the students will out line the wave with a crayon of either a warm or a cool color.

Step 2: Once the outline is complete, we will review warm and cool colors. Students will then choose another warm or cool color to fill in the wave. They will use crayon and press hard to color in the wave. They will need to use at least 3 colors of the same temp. for the wave and try to blend from dark to light. Also, the white cap of the wave will be colored in with a white crayon.

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: Sept 2023

Information

Teacher: Mandy Peterson

Grade: 6

Subject Area: ELA

Number of Students: 27

Culture Studied

(Select One)

African Americans

Asian American & European Americans

X Hispanic Americans

Native Americans

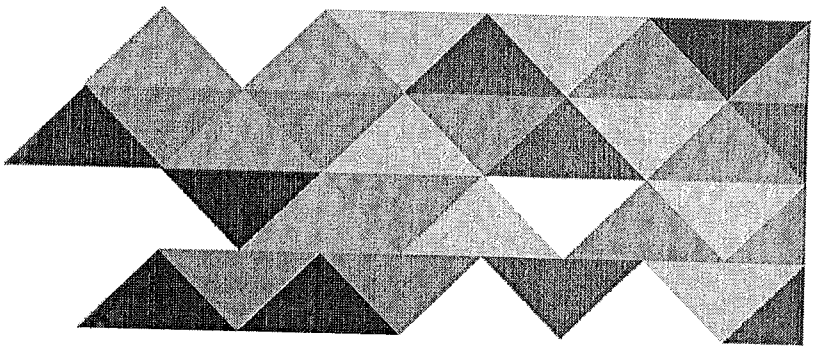
Objective of the lesson:
Students will be able to label the parts of plot on a plot diagram.
Students will monitor their own understanding of what they are reading.
Students will identify elements of Hispanic culture within the story.

Description of the lesson evaluation (including materials and activities):
A quiz over the story was given as well as class discussion

Additional Activities Planned:
We further explored the story from the standpoint of other characters, including the main character's parents and grandparents.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

03/13/2024

Information

Teacher:

Mandy 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:

TLW identify elements of African American heritage in our short story.
TLW choose one element to explore and share in a jigsaw group activity.

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

Students were evaluated on their ability to identify, explore, and present their findings. The jigsaw notetaking paper was evaluated as well as their face to face discussions.

Additional Activities Planned:

We will continue to examine our short story.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/06/2023

Information

Teacher:

Schoenrock

Grade:

6th

Subject Area:

Ancient Civilization

Number of Students:

33

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:

05/7/2024

Information

Teacher:

Schoenrock

Grade:

8th

Subject Area:

American History

Number of Students:

25

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:

12/4/2023

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.

Objective of the lesson:

Teach students about the impact Martin Luther King Jr. had on African Americans and their civil rights.

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

Students were taught this lesson in both Social Studies and Reading through the Wonders curriculum. In reading he was the topic of one of their big stories for the week and then evaluated through the weekly assessment on Friday.

Additional Activities Planned:

Students also watched a brain pop and discussed his impact along with civil rights during Social Studies.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/16/2024

Information

Teacher:

Miss Patterson

Grade:

1

Subject Area:

Reading and Social Studies

Number of Students:

12

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/17/2023

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 al,l and how he used peaceful activities to change the world.

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

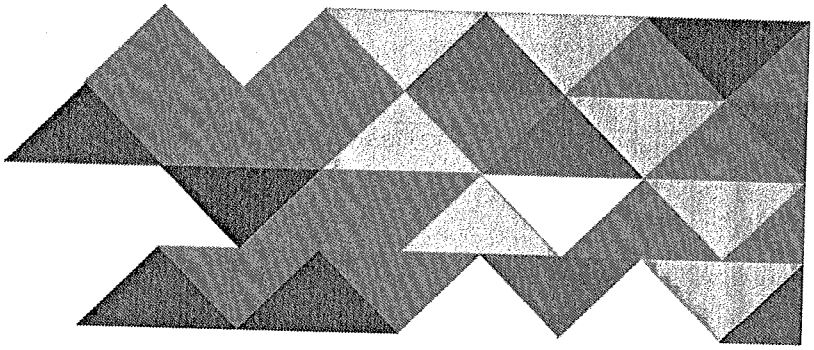
Show and discuss the powerpoint highlighting important events in MLK's life. Compare how life was different for people back then than it is now. Listen to part of his famous, "I Have a Dream" speech. Discuss the meaning behind his message. -Kindergarten: Give each student a square to color and explain 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:

January 18, 2024

Information

Teacher:

Evans

Grade:

5th

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To understand more about the life and importance of Martin Luther King, Jr.

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

- reading assignment
- writing response
- timeline
- cause and effect T-chart

Additional Activities Planned:

Print and turn in to your building Principal.

MARTIN LUTHER KING, JR.

Martin Luther King, Jr. was a Baptist minister in Montgomery, Alabama. He became a major part of the civil rights movement in America. He wanted to find a peaceful way to get equality.

In 1955, Rosa Parks was arrested for not giving up her seat on a bus. King was one of the people to plan the Montgomery Bus Boycott. The boycott lasted for 382 days. African-Americans walked, shared rides, and took cabs to work. King was arrested during the boycott. He became known across the nation for his part in the civil rights movement.

In 1957, King and other ministers and civil rights activists started a group to help organize the movement. They named it the Southern Christian Leadership Conference. Non-violent protests were commonly used to reach their goals. The SCLC's motto was "Not one hair of one head of one person should be harmed." Actions such as boycotts, marches, and sit-ins protested segregation and other injustices. Sit-ins happened when African-American students sat at lunch counters reserved for white people. The students were asked to move or leave. Instead, they simply sat there and did nothing. Sometimes they would get yelled at or injured. These sit-ins were successful. Lunch counter segregation ended in many southern cities.

In 1963, King and leaders of other civil rights groups organized the March on Washington for Jobs and Freedom. The march was another non-violent event. More than 200,000 people participated in the march. It was where King gave his famous "I Have a Dream" speech near the Lincoln Memorial. Soon, the Civil Rights Act of 1964 was passed. Martin Luther King, Jr. was also awarded with the Nobel Peace Prize in 1964.

Many people did not agree with King and his work towards racial equality. Those people sent him death threats and bombed his home. He was arrested a total of twenty-nine times. On April 4, 1968, King was shot as he was standing on the balcony of the Lorraine Motel in Memphis, Tennessee.

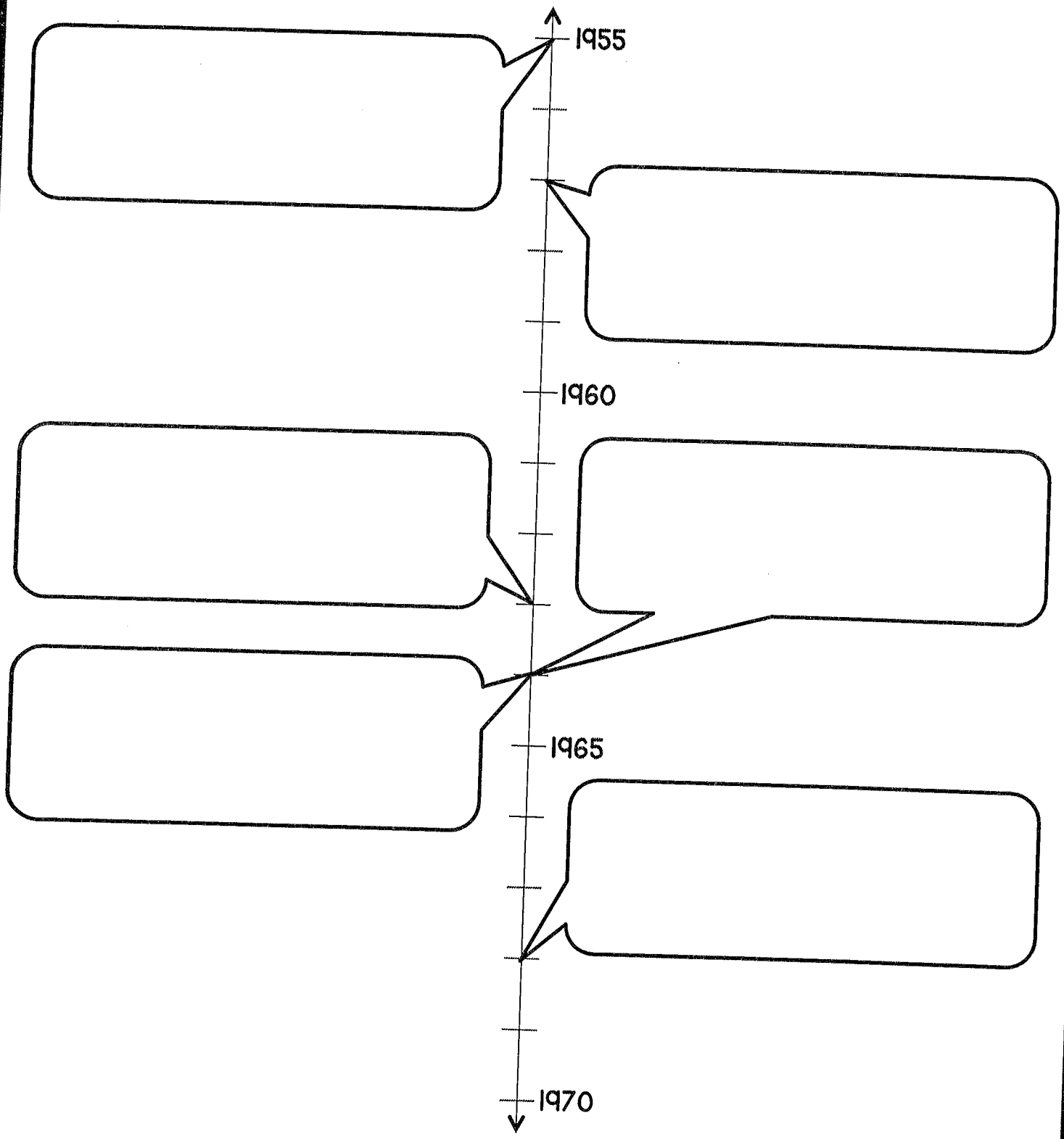
In 1983, Martin Luther King, Jr. Day became an American federal holiday. It is observed on the third Monday of January. The day is near his birthday. It is a day when people celebrate King's life and his contributions to the struggle for racial equality. Also on that day, many people honor King by volunteering their time in service to their neighbors and communities.

MARTIN LUTHER KING, JR. - WRITING RESPONSE

Why do you think that Martin Luther King, Jr., gave his famous "I Have a Dream" speech near the Lincoln Memorial? Use text evidence when necessary to support your thinking.

MARTIN LUTHER KING, JR. - SECOND READ

Go back through the text and highlight the major events of Martin Luther King, Jr.'s life during the civil rights movement. Then add the events to the timeline.



MARTIN LUTHER KING, JR. - THIRD READ

Go back through the text to find causes and effects. Label the causes with a C and the effects with an E. Then add them to the t-chart.

Cause	Effect

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

01/10/2024

Information

Teacher:

MeLinda Cromer

Grade:

K-5

Subject Area:

Technology, HAL

Number of Students:

100@shelby.com

Culture Studied

(Select One)

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

Objective of the lesson:

TLW learn about about who Martin Luther King Jr. is, about his message for equality for all and how he used peaceful activities to change the world.

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

K, 1, 2: Using Pebble Go and Epic, students will research Martin Luther King, Jr. and write facts/share with peers new information they did not already know about him.

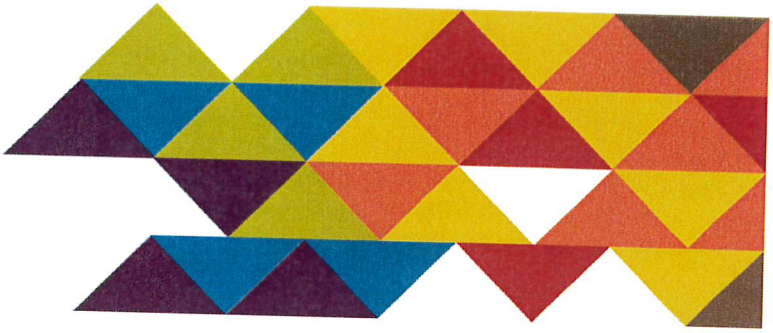
3, 4 5 HAL Students: Students used School AI spaces to have a chat with Martin Luther King, Jr. (AI). They asked questions about his life and related things they were interested in to the messages that MLK Jr. shared when he was alive.

Additional Activities Planned:

5th Grade STEAM: 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:

03/22/2024

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

social studies

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

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

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

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

Read Autie Yang's Great Soybean Picnic

Create a timeline of events (cause/effect)

Sample soybeans flavored different ways

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

4/3/24

Information

Teacher:

Sarah Augustin

Grade:

Preschool

Subject Area:

Social Studies

Number of Students:

19

Culture Studied

(Select One)

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

Objective of the lesson:

Exposure to other cultures and languages.

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

Students will read the book Ya Hablo Ingles to review common phrases in both English and Spanish. As a class we will discuss the different languages spoken in our classroom.

Additional Activities Planned:

Introduce the song "Brand New Day". Use as a daily review of how different cultures say "hello".

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/13/2023

Information

Teacher:

Hoegerl

Grade:

5

Subject Area:

Social Studies

Number of Students:

1

Culture Studied

(Select One)

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

)bjective of the lesson:

Learners will participate in learning about different Native American cultures.

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

Students will research and write a 3 paragraph essay about the Native American Tribe they selected including what area of the United States they mostly live, what customary dress is worn, and what customs they still practice today.

Additional Activities Planned:

Becoming respectful of other cultures and the differences we have.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

1/16/2024

Information

Teacher:

Hoegerl

Grade:

4th

Subject Area:

Reading

Number of Students:

6

Culture Studied

(Select One)

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

-bjective of the lesson:

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

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

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

Additional Activities Planned:

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

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/06/2024

Information

Teacher:

Daryl Kubik

Grade:

3rd

Subject Area:

Social Studies

Number of Students:

27

Culture Studied

(Select One)

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

Objective of the lesson:

Students will learn about Cinco de Mayo, Mexican Culture.

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

Students will be able to answer the question "Why does Mexico and sometimes places around the US celebrate Cinco de Mayo?"

Classroom discussion, reading passage with comprehension questions.

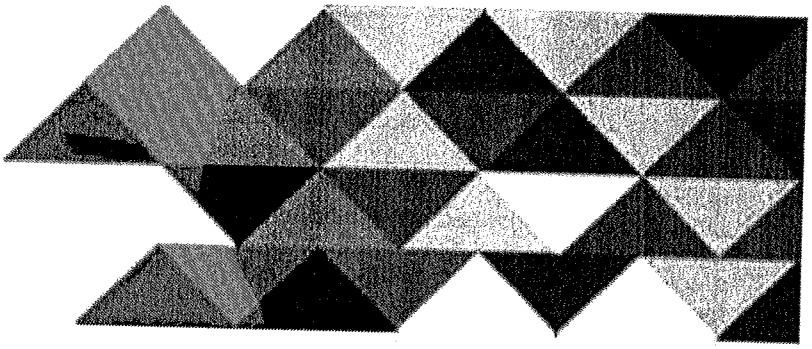
Additional Activities Planned:

Read aloud- Cinco de Mayo By Emma Carlson Bernes

Homeschool pop video (if time)

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

March 22 & 28, 2024

Information

Teacher:

Kelly Willis

Grade:

4th & 5th Gr. Title I intervention groups

Subject Area:

reading intervention

Number of Students:

5, 6

Culture Studied

(Select One)

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

Objective of the lesson:

*use phonics and word analysis skills to read the biographical article on the life of poet, Rhina Espaillat, and her poem "Little Red Hen"
*participate in class discussion about the author's life, including personal challenges related to her immigration and having English as a second language
*discuss one of the author's poems - identifying examples of alliteration, mood, theme, rhyming, repetition
*discuss the life lesson for us - respectful treatment of others, perseverance, hope, grit
*complete self-reflection - articulate how thinking has changed

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

Session 1
*students access ReadWorks.org via Title I Google Classroom post to read biographical article introducing Cuban-American poet, Rhina Espaillat
*complete the ReadWorks.org online vocabulary practice and comprehension questions related the biography of Rhina Espaillat (working at individual pace, using audio supports as needed)
*view a short interview video with Rhina Espaillat
*discuss the key events in the author's life, personal challenges, ways to show respect to others
Session 2
*oral reading and rereading of poem "Little Red Hen"
*compare and contrast the message of the original folktale of the Red Hen and Espaillat's poem - life lessons - seeing different perspectives - complete reflection sheet - "I used to think... Now I think. . ."

Additional Activities Planned:

It was very beneficial to have the students view a video showing the actual author, hearing her tell about her life, one of her personal frustrations related to being an immigrant and how she handled the situation - I will definitely find videos of the author for any future activities of this type - helps students connect and improves engagement

I will continue to use the "I use to think. . . Now I think. . ." strategy when possible to push students to think about their thinking. It was challenging for the students. Modeling for them helped their understanding of the process and the goal of self-reflection.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/14/2024

Information

Teacher:

Madisyn Jakub

Grade:

4th

Subject Area:

Reading

Number of Students:

21

Culture Studied

(Select One)

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

Objective of the lesson:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Day 1: Students will read "The Game of Silence" on pages 458-469 in the 4th grade Literature Anthology. While reading, the class will discuss and work together to fill out the Theme graphic organizer. Students will complete the Respond to the Text question "_____ helped me visualize _____."

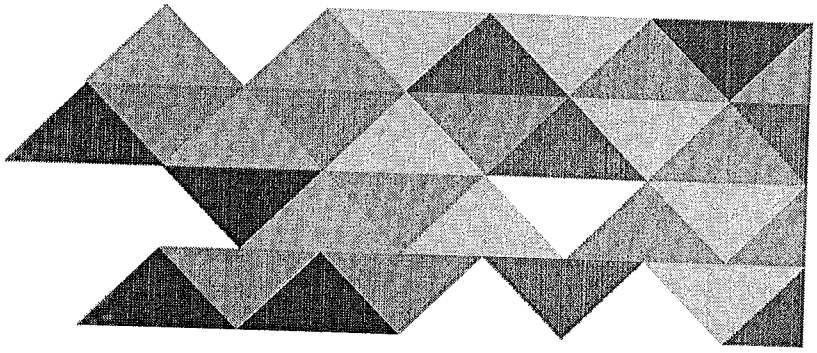
Day 2: Students will work with a partner to reread "The Game of Silence" and complete the Close Reading Companion.

Additional Activities Planned:

See above.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

02/22/2024

Information

Teacher:

Mandy Peterson

Grade:

2

Subject Area:

School Library

Number of Students:

28

Culture Studied

(Select One)

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

Objective of the lesson:

TLW discuss events and connect the emotions and words of characters with their own in Martin's Big Words.

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

Class discussion throughout the book of the events, characters emotions and actions, and our own.

Additional Activities Planned:

Rosa Parks picture book
Black History Month book display introduction

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

2/17/2024

Information

Teacher:

Stacy Stewart

Grade:

1

Subject Area:

Martin Luther King Jr. Day

Number of Students:

2

Culture Studied

(Select One)

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

Objective of the lesson:

To learn about the life of Martin Luther King Jr.

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

Read the book A Picture Book of MLK, Jr. Then had the students draw a picture and write a sentence about the information that they learned in the book.

Additional Activities Planned:

Watched YouTube Video about MLK.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

2/17/24

Information

Teacher:

Alicia Hoadley

Grade:

1st

Subject Area:

Special Education

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

To learn about Martin Luther King Jr.

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

We watched a kid video about Martin Luther King Jr. told by Kid President. We then talked about important events that happened in his life. Together, we completed a timeline of these events and put them in sequential order. We had been focusing on sequence of events so this was a good skill to use outside of reading a book.

Additional Activities Planned:

Students talked about what it would be like if Martin Luther King Jr. never gave his famous speech.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

05/06/2024

Information

Teacher:

Jennifer Topil & Ashlee Rathman

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 learn about Cinco de Mayo. Students will compare how the holiday is celebrated in Mexico and the United States of America. Students will try cuisine.

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

Materials: Brainpop Jr. and chips & salsa
Activities: Watch the video and try cuisine.

Additional Activities Planned:

None

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/2023

Information

Teacher:

Brian Evans

Grade:

5

Subject Area:

ELL

Number of Students:

3

Culture Studied

(Select One)

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

Objective of the lesson:

Thanksgiving-themed lesson to learn a little bit about the Native American People's contributions to the first thanksgivng and to American history and culture

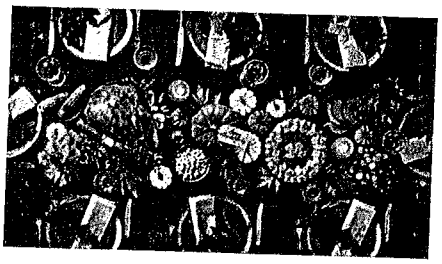
Description of the lesson evaluation (include materials and activities):

see attached:reading assignment, comprehension questions, vocabulary questions, math problems

Additional Activities Planned:

Print and turn in to your building Principal.

How Did the Native American People Contribute to the First Thanksgiving Celebration?



The first Thanksgiving celebration is a significant event in American history. It took place in 1621 when the Pilgrims, who were early settlers from England, held a feast to give thanks for a successful harvest. But did you know that the Native American people played a crucial role in this celebration? Let's explore how they contributed their history and culture to our American way of life.

When the Pilgrims arrived in Plymouth, Massachusetts, they faced many challenges. They were unfamiliar with the land and its resources, and they struggled to grow crops in the new environment. Luckily, the Native American people, specifically the Wampanoag tribe, were there to lend a helping hand.

The Wampanoag people had been living in the region for thousands of years and had a deep understanding of the land and its resources. They taught the Pilgrims essential survival skills, such as how to cultivate native crops like corn, beans, and squash. They also showed them how to hunt and fish, providing them with much-needed sustenance.

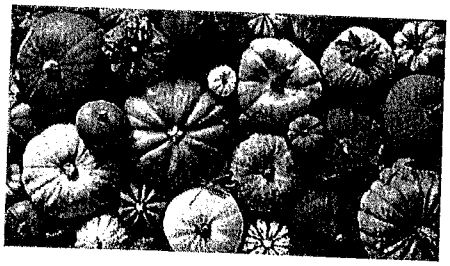
Furthermore, the Wampanoag people shared their knowledge of the local ecosystem and the medicinal properties of various plants. They introduced the Pilgrims to herbs and plants that could be used for healing purposes. This knowledge proved invaluable, as the Pilgrims often fell ill due to the harsh conditions they faced.

The Native American people also contributed their history and culture to the first Thanksgiving celebration. They shared their traditional recipes and cooking techniques, enriching the feast with their unique flavors and culinary traditions. Foods like turkey, cornbread, and cranberries, which are now synonymous with Thanksgiving, were introduced by the Native American people.

Additionally, the Wampanoag people participated in the celebration itself. They joined the Pilgrims in feasting, dancing, and playing games. This exchange of cultures fostered a sense of unity and understanding between the two groups, marking the beginning of a long history of cultural exchange in America.

In conclusion, the Native American people made significant contributions to the first Thanksgiving celebration. They shared their knowledge, skills, and culture with the Pilgrims, helping them survive and thrive in their new homeland. Their contributions continue to shape our American way of life, reminding us of the importance of honoring and respecting the diverse cultures that make up our nation.

Remember to always give thanks for the knowledge and contributions of others, just as the Pilgrims did on that first Thanksgiving.



Thanksgiving Reading Quiz

Answer these questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

2. Who were the Pilgrims and where did they come from? *

3. What challenges did the Pilgrims face when they arrived in Plymouth, Massachusetts? *

4. How did the Native American people, specifically the Wamponoag tribe, help the Pilgrims? *

5. How did the Native American people's contributions shape our American way of life? *

6. Why is it important to show gratitude for the knowledge and contributions of others? *

Thanksgiving Vocabulary Quiz

Answer these vocabulary questions about our reading assignment, "**How Did the Native American People Contribute to the First Thanksgiving Celebration?**"

* Indicates required question

1. Email *

_____

2. Which word means "related to cooking or the kitchen"? * 1 point

Mark only one oval.

- culinary
- forage
- feast
- environment

3. What does the word "forage" mean? * 1 point

Mark only one oval.

- to cook a meal
- to search for food
- a large meal
- a natural habitat

4. Which word refers to the natural surroundings in which living things exist? * 1 point

Mark only one oval.

- native
- sustenance
- environment
- harsh

5. What does the word "ecosystem" mean? * 1 point

Mark only one oval.

- a person born in a specific place
- a large meal
- the interaction between living and non-living things in an environment
- the process of gathering crops

6. Which word means "born in a specific place"? * 1 point

Mark only one oval.

- culinary
- native
- synonymous
- harsh

7. What does the word "sustenance" mean? * 1 point

Mark only one oval.

- a source of nourishment
- related to cooking or the kitchen
- to search for food
- a natural habitat

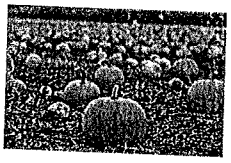
8. Which word means "severe or difficult to endure"? * 1 point

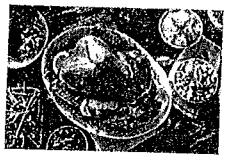
Mark only one oval.

- feast
- environment
- forage
- harsh

Let's be thankful for math!

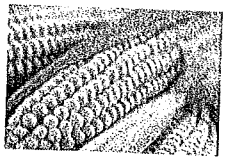
1. The Pilgrims and the Wampanoag people are preparing for the first Thanksgiving feast. The Pilgrims have harvested 25 pounds of corn, while the Wampanoag people have gathered 50 pounds of squash. How many pounds of vegetables do they have in total for their feast?

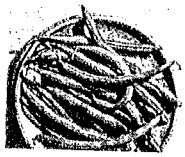




2. During the feast, the Pilgrims and the Wampanoag people have prepared 6 turkeys to share among themselves. Each turkey weighs 12 pounds. How many pounds of turkey will each person get if there are 45 people at the feast?

3. The Pilgrims and the Wampanoag people are working together to grow crops. The Pilgrims have planted 8 rows of corn, with 10 corn plants in each row. How many corn plants have the Pilgrims planted in total?





4. The Wampanoag people are planting beans in their garden. Each bean plant produces 15 beans. If they have planted 5 rows of beans, with 12 bean plants in each row, how many beans will they have in total?

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/07/2023

Information

Teacher:

Lorentzen

Grade:

5th

Subject Area:

reading/language arts

Number of Students:

16

Culture Studied

(Select One)

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

Objective of the lesson:

Understand customs of Hanukkah in Russia

Discuss symbols of the holiday

reivew cause and effect and sequence

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

discussion on what they knew about Hanukkak
Read The Miracle of the Potato Latkes

Discuss customs like menorah and potato latkes

look at georaphy of Russia, sequence and cause and effects in the story

Additional Activities Planned:

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

12/18/2023

Information

Teacher:

Hyde

Grade:

4th Grade

Subject Area:

Music

Number of Students:

41

Culture Studied

(Select One)

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

Objective of the lesson:

Students will listen to and discuss instruments from different cultures to gain an appreciation for diversity and cultural expression through music.

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

See Attachement

Additional Activities Planned:

If time is left over, students can pick their favorite country and complete a worksheet that includes:
Favorite Insturment
Draw you favorite instrument
Fun Fact about music in their chosen country
One question they may have about music in their chosen country.

Print and turn in to your building Principal.

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

Students will identify the Netherlands on a map and be given an overview of traditional music. Students will experience three different instruments from a video: Barrel Organ, Dance hall Organ and the Fiddle. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Students will identify Germany on a map and be given an overview of traditional music. Students will experience three different instruments from a video: Hummelchen, Zither and Schalmei. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Students will identify the United Kingdom on a map and be given an overview of traditional music. Students will experience two different instruments from a video: Crwth and the Pibgorn. Students will discuss with their peers how the instruments sound, what instrument family they are apart of and identify their favorite instrument with at least two supporting details.

Materials used:
Mimio board, computer, and youtube videos of instruments

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/23

Information

Teacher:

Alicia Hoadley

Grade:

3rd

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 the first Thanksgiving.

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

We watched a kid video about the 1st Thanksgiving and talked about the events that happened when the Pilgrims came over to America. We then read short comprehension stories related to Thanksgiving and asked questions to assess comprehension skills.

Additional Activities Planned:

Students shared several things they were thankful for.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

11/21/2023

Information

Teacher:

Stacy Stewart

Grade:

3

Subject Area:

Speech/Language

Number of Students:

2

Culture Studied

(Select One)

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

Objective of the lesson:

To teach the students about the history of the first Thanksgiving.

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

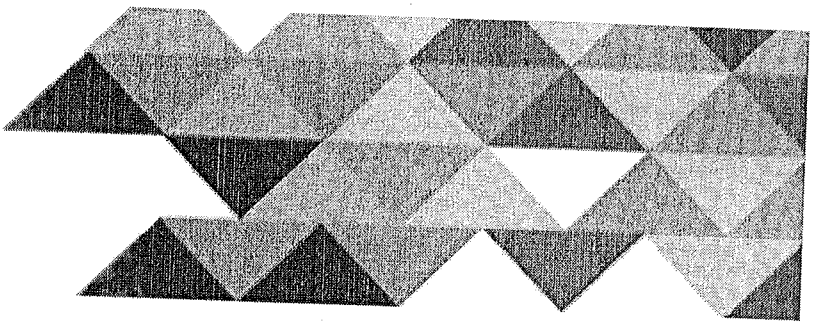
Comprehension cards were used to teach about Thanksgiving and then answer corresponding questions
A YouTube video was watched to learn about past and present Thanksgiving traditions. The kids planned a feast meal.

Additional Activities Planned:

Kids made a Venn diagram to tell about what traditions they share and have.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT



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

Date: Sept 15-Oct 15, 2023

Information

Teacher: Mandy Peterson

Grade: K-5

Subject Area: School Library

Number of Students: roughly 180

Culture Studied

(Select One)

African Americans

Asian American & European Americans

X Hispanic Americans

Native Americans

Objective of the lesson:
Students will be exposed to bilingual literature in English and Spanish.
Students will use a word wall to fill in the blanks on a bilingual paper about themselves.
Students will identify elements of Hispanic culture within a specific text read aloud to the class as a whole group

Description of the lesson evaluation (include materials and activities):
Students were not formally evaluated. The completion of the paper and class discussions were methods of information evaluation.

Additional Activities Planned:
The opportunity to create papel picado was given to grades 4 and 5.
K-5 also had coloring and activity sheets available as a free time choice.

Print and turn in to your building Principal.

Multi-Cultural Education REPORT

Shelby-Rising City Public Schools

*Please complete and submit each semester

Date:

10/09/2023

Information

Teacher:

MeLinda Cromer

Grade:

K

Subject Area:

Technology

Number of Students:

25@shelby.com

Culture Studied

(Select One)

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

Objective of the lesson:

TLW learn about about Hispanic Heritage Month and recognize ways that we celebrate the cultures and contributions of Latin Americans in our country. Students will utilize SeeSaw tools and PBS Kids to learn and share their findings.

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

*Students will use SeeSaw activity to learn about Hispanic Heritage Month Hispanic Heritage Month is a yearly observance from September 15 to October 15 in the United States to recognize and celebrate the cultures, histories, and contributions of Latin American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America.
*Show these areas on the map
*Discuss what culture is & ways we recognize contributions from Latin America
*Practiced using SeeSaw Tools to read & learn

Additional Activities Planned:

*Explore PBS Kids to learn about Hispanic Heritage Month (when it is, what we celebrate, how we celebrate)

Print and turn in to your building Principal.

BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

Every report of alleged bullying that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

Approved _____ Reviewed _____ Revised _____

STAFF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term "students" excludes a staff member's immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct
Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;

- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;

- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;

- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;

- Sending students on personal errands;

- Sexual banter, allusions, jokes, or innuendos with students;

- Asking a student to keep a secret;

Approved _____ Reviewed _____ Revised _____

- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;

- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and

- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.

- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;

- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);

- Exchanging personal gifts (beyond the customary student teacher gifts); and/or

- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

This policy shall be included in future employee, student and volunteer handbooks.

TITLE 1 PARENT AND FAMILY MEMBER ENGAGEMENT

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

For the purpose of this policy "parents and family members" means "parents and persons in a parental relation to the student." This Policy will be distributed to all parents annually, in a language that parents can understand.

The 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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

Approved _____ Reviewed _____ Revised _____

6. 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.

7. 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.

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

NEBRASKA POWERSCHOOL COOPERATIVE

INTERLOCAL COOPERATION ACT AGREEMENT

THIS AGREEMENT is made and entered into as of this __14__ day of __June_ 2024, by and between Member Entities as shown on "Exhibit A" or an attachment thereto, all of which are incorporated herein and made a part of this Agreement by this reference, all being bodies politic and corporate hereinafter referred to collectively as the "Nebraska PowerSchool Cooperative" and hereinafter referred to individually as "members", "Member", "Member Entity" or by individual name, or as "parties".

WITNESSETH:

WHEREAS, the parties hereto desire to enter into an Agreement pursuant to the Nebraska Interlocal Cooperation Act, Neb. Rev. Stat. §13-801 et seq. (Reissue 1991), as now existing or hereinafter amended, to provide services and support to all members of the Nebraska PowerSchool Cooperative and for other lawful purposes; and,

WHEREAS, the members have agreed to cooperatively provide such services to all members of the Nebraska PowerSchool Cooperative; and,

WHEREAS, the parties hereto have reached an Agreement for jointly providing such services agreed to by the parties as provided herein, and desire to reduce the terms and conditions of such Agreement to writing;

NOW THEREFORE, in consideration of the foregoing recitals and the terms and conditions hereinafter set forth, the parties covenant and agree as follows:

1. INTERLOCAL AGREEMENT. The parties hereto agree, pursuant to Neb. Rev. Stat. §13-801 et seq. (Reissue 1991), to jointly provide, the following services and any other services otherwise agreed to as provided herein, to all members of the Nebraska PowerSchool Cooperative members:

A. To establish and maintain standardized student data fields for submission to ADVISER.

B. To assist districts in maintaining accurate, complete, and timely data.

C. Create and standardize staff fields and screens in PowerSchool for reporting to ADVISER.

D. Offer PowerSchool training opportunities for new and existing PowerSchool functions.

E. Provide quick turn-around phone and email support and troubleshooting.

F. Assist district in setting up 'Case Manager' logins for teachers of special needs students to monitor student progress.

G. Provide training to teachers of special needs students to monitor student progress.

H. Make available detailed handouts for districts to distribute to staff members.

I. Develop fields and screens for future data storage as deemed necessary by staff developers/curriculum directors .

J. To access and evaluate NDE Portal data and errors.

K. Assist districts in importing data into PowerSchool from other district management systems allowing PowerSchool to function as cumulative student database and main source for ADVISER submission.

L. Create and make accessible (via the helpdesk) instructional help videos for PowerSchool functions and uses.

M. Encourage and assist districts in using all current and future functions of the PowerSchool management system.

N. To perform such other and further services as are subsequently agreed upon by the "Cooperative Governing Board" and Member Entities hereinafter established or as evidenced by a written addendum executed on behalf of the Members.

(See Exhibit "B" which is attached hereto and incorporated herein by this reference for additional detailed support information.)

The Nebraska PowerSchool Cooperative shall be managed and controlled in accordance with the terms of this Agreement. The governing body of each Member Entity shall approve this Agreement by Resolution. A copy of each resolution shall be kept on file at the office of the Nebraska PowerSchool Cooperative managing agent. The Members agree that Educational Service Coordinating(hereinafter referred to as ESUCC), whose office and business address is ESUCC, South 110th Street, LaVista, NE (or at such other business office and address as otherwise designated by Educational Service Unit Coordinating Council, in addition to being a member, shall also be the managing agent for the Cooperative. The "Cooperative Governing Board", as hereinafter established, may change the managing agent or subsequent managing agents and shall establish the duties and responsibilities of the "Managing Agent," if any, from time to time as the "Cooperative Governing Board" and the Managing Agent agree.

2. <u>DURATION AND AUTHORIZED OFFICIAL.</u> The term of this Agreement shall be for one year commencing on September 1, 2023, and shall automatically renew for the following year unless notified in writing to the contrary 90 days prior to the end of the Interlocal Agreement (August 31st). This Agreement shall be effective for all Members who have executed this instrument or a counterpart thereof. At the time of approval of this Agreement, each Member Entity shall designate an "authorized official" for the Member Entity who shall have full power and authority to act for and on behalf of the Member Entity as provided herein and otherwise in the administration of this Agreement.

3. <u>GOVERNANCE.</u> THE NEBRASKA POWERSCHOOL COOPERATIVE GOVERNING BOARD. The Cooperative shall be administrated by a thirteen (13) person "Cooperative Governing Board" composed of five (5) persons being the ESU administrator or another designee from each of ESU's 1, 3, 4, 5 & 6, and eight (8) persons being Superintendents or another designee from Member Entities in each of the participating Educational Service Units. The five (5) Cooperative Governing Board seats for each of the ESU's are permanent and the Educational Service Unit Administrator or another designee from each ESU shall serve as a permanent member to the Board. The eight (8) Cooperative Governing Board seats for Member Entities are not are permanent and the Superintendents or another designee from Member Entities as provided herein for these Cooperative Governing Board seats will serve a two-year term. Only Superintendents or another designee will stand for the office of President, President-elect or Treasurer. The office of President-elect will alternate between Educational Service Units 1, 3, 4, 5 & 6. The initial eight (8) Cooperative Governing Board seats for Member Entities shall be filled in accordance with the requirements as provided herein by agreement of the Member Entity authorized officials. If the authorized officials are unable to agree, an election or meeting of such authorized officials will occur to determine a method to fill the initial eight (8) Cooperative Governing Board seats for Member Entities. At-Large Board members include two board members from the ESU 2 and ESU 7 area; and one board member from the ESU 8 and ESU 9 area.

Members on the "Cooperative Governing Board" shall herein before and hereinafter be referred to as the "Cooperative Governing Board", which shall have full power and authority to transact and run the business of the Cooperative.

With the recommendation of the ESU Administrators and current "Cooperative Board Members", the President of the "Cooperative Governing Board" at the fall meeting or whenever a term expires or vacancy occurs on the "Cooperative Governing Board" will appoint new members to the Board in accordance with the requirements as provided herein or according to a method as otherwise approved by the Cooperative Governing Board.

The Cooperative shall have a PowerSchool Administrator who initially shall be employed by ESUCC, and who shall have such duties and responsibilities as agreed to by ESUCC, and as assigned by the Managing Agent or the Cooperative Governing Board from time to time and who shall also serve as an ex-officio member of and shall act as facilitator for the Cooperative Governing Board. If subsequently agreed by the Cooperative Governing Board, the ESUCC,

PowerSchool Administrator may be employed by the Cooperative or others or may be eliminated.

At Cooperative Governing Board meetings, each board member of the thirteen (13) person Cooperative Governing Board shall have one vote on matters coming before the Cooperative Governing Board. A majority of all thirteen (13) board members shall constitute a quorum for the transaction of any Cooperative business. All business and acts of the Nebraska PowerSchool Cooperative shall be determined by an affirmative vote of a majority of the Cooperative board members in attendance at a meeting of the "Cooperative Governing Board". Any member may call meetings of the "Cooperative Governing Board". A written notice of the meeting and agenda shall be provided to all Cooperative members by email, mail, or fax at least seven (7) days prior to each such meeting or as otherwise provided by Cooperative policies or bylaws.

In addition to serving as a "Cooperative Governing Board" member when appointed and meeting and voting responsibilities for members, each of the Nebraska PowerSchool Cooperative Members shall have the following duties:

1. To administer the Members' local budget and financial support activities of and for the Nebraska PowerSchool Cooperative.

2. To develop policy and procedural recommendations for action by the Nebraska PowerSchool "Cooperative Governing Board".

3. To administer and complete any required individual contractual Agreements or Lease Purchase Contracts between Members, the Cooperative, and others in order to conduct Cooperative business and to administer contractual agreements for staff participation and instruction for the Nebraska PowerSchool Cooperative.

4. To plan and prepare proposals regarding issues such as growth and expansion of the Cooperative for action by the "Cooperative Governing Board".

5. To perform such other and further administrative or management functions as assigned by the Nebraska PowerSchool "Cooperative Governing Board" from time to time.

The governing body of each member entity hereby agrees and delegates and grants to its authorized official and the "Cooperative Governing Board" full power and authority to run and transact all business of the Cooperative and all power and authority to establish policies, procedures, regulations and bylaws in order to carry out the business of the Cooperative and the purposes of this Agreement and further agrees to make all payments, and to pay all costs, fees, assessments, and expenses for services rendered, or as otherwise required by this Agreement or the "Cooperative Governing Board".

4. <u>POWERS.</u> The Nebraska PowerSchool "Cooperative Governing Board", in addition to powers as otherwise set forth herein, shall also have such additional powers as are allowed by

the Interlocal Cooperation Act, or any amendment thereto, and shall also have such additional powers as hereinafter set forth, including, but not limited to, the following powers:

A. To make and execute contracts, Lease Purchase Agreements, and other Agreements necessary or convenient to the exercise of its powers.

B. To make, amend, and repeal policies, procedures, by-laws, rules, and regulations to carry out and effectuate its powers and purposes.

C. To sue and be sued.

D. To insure, and to provide for the overall protection of all Members.

E. To purchase, lease, plan, develop, construct, equip, maintain, and improve equipment, vehicles and other property, including real or personal, that may be necessary for the fulfillment of its purposes.

F. To employ, lease, or share personnel to provide support and services needed to carry out the purposes of the Nebraska PowerSchool Cooperative.

G. To acquire, hold, use, and dispose of any real or personal property of the purposes of the Nebraska PowerSchool Cooperative.

H. To make or cause to be made studies and surveys necessary or useful and convenient for carrying out the functions of the Nebraska PowerSchool Cooperative

I. To contract with and compensate consultants for professional services including, but not limited to, architects, engineers, planners, lawyers, accountants, and others found necessary or useful and convenient for the stated purposes of the Nebraska PowerSchool Cooperative.

J. To provide for a system of budgeting, accounting, auditing, and reporting of all Nebraska PowerSchool Cooperative funds and transactions, for a depository, and for the bonding of employees.

K. To consult with representatives of federal, state, and local agencies, departments, and their officers and employees and to contract with such agencies and departments.

L. To exercise such other powers as are available under the then existing law of each Member.

M. To accept grants, contributions, and property from, and enter into contracts, leases, Lease Purchase Agreements, or other transactions with individuals, corporations or other entities, or with municipal, county, state or federal government, including any member.

N. To acquire, hold, invest or reinvest any funds or monies of the Cooperative or Cooperative members in investment permitted by law, and to enter into checking accounts, savings accounts, other depository accounts, or indentures of trust and to enter into any transaction appropriate or necessary to secure financing for Cooperative business.

O. To receive any money from any source and to make payments to carry out the purpose of this Agreement.

5. BUDGETING. The Nebraska PowerSchool Cooperative shall, during the term of this Agreement, annually prepare a budget based on a fiscal year commencing on September 1st and ending on August 31st for the operation of the Nebraska PowerSchool Cooperative, and such annual budget shall be adopted by the Nebraska PowerSchool "Cooperative Governing Board" no later than June 1st prior to commencement of the next budget and fiscal year. The budget for the first year of operation may be accomplished according to procedure, policies, or bylaws adopted by the "Cooperative Governing Board" from time to time.

6. ANNUAL FINANCIAL CONTRIBUTION TO BUDGET OR FOR LEASE PURCHASE PAYMENTS FOR MEMBERS. In addition to funds, which the Cooperative may receive from grants, financing, or any other sources, to annually fund its budget, if necessary, during the term of this Agreement, each Member Entity agrees to provide or pay to the Cooperative an amount determined by the "Cooperative Governing Board" sufficient to fund the Cooperative budget, and further each Member Entity agrees to pay amounts sufficient to cover payments under any Lease Purchase Agreement for equipment, technology or other materials as may be entered into by and between the Cooperative and the Member. Member Entity annual payments, if any, required to fund the Cooperative annual budget shall be made by each Member Entity in accordance with procedures and payment deadlines established by the "Cooperative Governing Board".

7. NOT FOR PROFIT. It is expressly understood that the Nebraska PowerSchool Cooperative is to be operated not for profit, and no profit or dividend will inure to the benefit of any individual or Member Entity.

8. NEGOTIABLE INSTRUMENTS. All checks, drafts, bills of exchange, notes, Lease Purchase Agreements, indentures of trust, or other obligations or orders for payment of money to or by the Cooperative, or for the payment of bills or for investments, shall be executed, endorsed, acknowledged, and delivered by ESUCC as the Managing Agent, or its successor, for the Nebraska PowerSchool Cooperative.

9. MANNER OF ACQUIRING AND HOLDING PROPERTY. The Cooperative, through the Managing Agent (ESUCC or its successor), may lease, lease purchase, purchase, or acquire by any means from a Member Entity, or from any other source, such real and personal property as is required for the operation of the Nebraska PowerSchool Cooperative and for carrying out the purposes of this Agreement. The title to all such property, real or personal, shall be held in the name of the Managing Agent on behalf of the Cooperative. All conveyances of real or personal

property acquired, owned or held in the name of the Managing Agent on behalf of the Nebraska PowerSchool Cooperative shall be authorized by resolution of the Nebraska PowerSchool "Cooperative Governing Board" and the governing body of the Managing Agent, if any, and shall be executed by the Managing Agent's Administrator or other designee on behalf of the Cooperative.

10. NO SEPARATE ENTITY. The Nebraska PowerSchool "Cooperative Governing Board", created hereunder, is not a separate or new legal entity and its powers are limited to those granted by this Agreement and by the provisions of the Interlocal Cooperation Act.

11. EXPANSION OF MEMBERSHIP. Participation in the Nebraska PowerSchool Cooperative shall be limited to the members who are parties to this Interlocal Cooperation Act Agreement. However, the membership of the Nebraska PowerSchool Cooperative may be expanded at the discretion of the PowerSchool Director and ESUCC Administrator. Any new Cooperative member shall also be bound by all terms and conditions of this Agreement.

12. TERMINATION. During the term of this Agreement or any subsequent extension thereof, this Agreement may be terminated by a 2/3 consent of all "Cooperative Governing Board" members which consent shall also include as a part thereof a liquidation plan for disposing of any Cooperative assets and winding up the business thereof. Unless this Agreement is terminated during its term by a 2/3 consent and agreement as herein before provided, the assets acquired by the Nebraska PowerSchool "Cooperative Governing Board" may only be liquidated or distributed in kind upon the expiration of the term of this Agreement according to a liquidation and winding up plan. Any funds or property acquired by the Nebraska PowerSchool "Cooperative Governing Board" shall be distributed among the Members upon termination on an equal basis. Such property may be distributed in cash or in kind, provided, however, if a dispute exists among the parties as to the value of any such property, such items shall be sold to the highest bidder and the proceeds shall be divided as described above. The Nebraska PowerSchool "Cooperative Governing Board" shall make a report of its activities within 120 days after termination and liquidation of its assets. Individual members may withdraw from the Cooperative in accordance with policies, regulations, procedures, or bylaws established by the "Cooperative Governing Board".

13. AMENDMENT OF AGREEMENT. In order to change or adopt an amendment to the Interlocal agreement, the amendment must be presented and recommended at a Cooperative Governing Board meeting. An amendment to the Interlocal agreement must be adopted by a 2/3 affirmative vote of the Cooperative Governing Board members and approved by the authorized official of each Member Entity.

14. HEADINGS. Headings in the Agreement are for convenience only and shall not be used to interpret or construe its provisions.

15. GOVERNING LAW. The Agreement shall be construed in accordance with and governed by the laws of the State of Nebraska.

16. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall be one and the same instrument.

IN WITNESS WHEREOF the parties have executed this Interlocal Agreement as of

this _14__day of___June_____, 2024.

Name:

Matthew Carley

Title:

Director of Technology

School:

SHELBY - RISING CITY PUBLIC SCHOOLS

This agreement is a 14 month agreement beginning on July 1, 2024 to August 31, 2025 and shall automatically renew for the following year unless notified in writing to the contrary 90 days prior to the end of the Interlocal Agreement (August 31st). The PowerSchool Consortium fees are $7,220.00 for the 2024-2025 school term. The service will be billed in August on an invoice designated as a PowerSchool contract agreement. PowerSchool Consortium fees will be reviewed annually..

NEBRASKA POWERSCHOOL COOPERATIVE

By: Educational Service Unit Coordinating Council, Administrative Agency

By: _____

Name: Dr. Kraig Lofquist

Title: ESUCC Administrator

EXHIBIT "A" – Member Entity List

- Ainsworth Public Schools
- Allen Public Schools
- Arlington Public Schools
- Ashland-Greenwood Schools
- Auburn Public Schools
- Bancroft-Rosalie Community
- Bellevue Public Schools
- Bloomfield Public Schools
- Blue Hill Public Schools
- Boone Central Public Schools
- Boyd County Schools
- Bruning-Davenport Unified Schools
- Cedar Bluffs Public Schools
- Centennial Public Schools
- Cody-Kilgore Public Schools
- Conestoga Public Schools
- Creighton Public Schools
- Crofton Public Schools
- Cross County Community Schools

- Douglas County West Community Schools
- Deshler Public Schools
- Diller-Odell Public Schools
- Dorchester Public Schools
- East Butler Public Schools
- Elkhorn Public Schools
- Elkhorn Valley Schools
- Elmwood-Murdock Public Schools
- Elwood Public Schools
- Emerson Hubbard Public Schools
- Eustis-Farnam Public Schools
- Exeter-Milligan Public Schools
- Fairbury Public Schools
- Falls City Public Schools
- Fillmore Central Public Schools
- Fort Calhoun Community Schools
- Franklin Public Schools
- Freeman Public Schools
- Fremont Public Schools
- Friend Public Schools
- Fullerton Public Schools

- Hartington Newcastle Public Schools
- Heartland Community Schools
- Homer Community Schools
- Howells-Dodge Schools
- Humboldt-Table Rock-Steinauer
- Isanti Public Schools
- Johnson-Brock Public Schools
- Johnson Co. Central Public Schools
- Laurel Concord Coleridge Public Schools
- Lewiston Public Schools
- Logan View Public Schools
- Loomis Public Schools
- Louisville Public Schools
- Lyons-Decatur Northeast Public Schools
- McCool Junction Public Schools
- Mead Public Schools
- Meridian Public Schools
- Milford Public Schools
- Nebraska City Public Schools
- Neligh-Oakdale Schools
- Niobrara Public Schools

- Norris School District 160
- Oakland Craig Public Schools
- O’Neill Public Schools
- Osmond Public Schools
- Palmer Public Schools
- Palmyra District OR-1
- Pawnee City Public Schools
- Pender Public Schools
- Pierce Public Schools
- Ponca Public Schools
- Randolph Public Schools
- Raymond Central Public Schools
- Rock County Public Schools
- Scribner-Snyder Community Schools
- Seward Public Schools
- Shelby-Rising City Public Schools
- Shickley Public Schools
- Southern Public Schools
- Springfield-Platteview Schools
- Sterling Public Schools
- Stuart Public Schools

- Syracuse-Dunbar-Avoca Schools
- Tekamah-Herman Comm. School
- Thayer Central Community Schools
- Tri County Public Schools
- Valentine Public Schools
- Verdigre Public Schools
- Wakefield Public Schools
- Walthill Public Schools
- Wausa Public Schools
- Waverly Public Schools
- Wayne Public Schools
- Weeping Water Public Schools
- Westside Community Schools
- Wheeler Central Public Schools
- Wilber-Clatonia Public Schools
- Wilcox-Hildreth Public Schools
- Winside Public Schools
- Wisner-Pilger Public Schools
- Wynot Public Schools
- Yutan Public Schools

EXHIBIT "B"

Detailed Description of Services

A. To establish and maintain standardized fields for student data for submission to ADVISER (Nebraska Student and Staff Reporting System).

This will include communicating with NDE and creating necessary fields that will be reported to ADVISER (example: NE Student Unique ID).

District NRT fields and screens will be standardized for reporting purposes.

Additionally, if other management systems are used by a district, a matching field will be added to PowerSchool to facilitate imports/exports.

B. To assist districts in maintaining accurate, complete, and timely data.

The support team will assist the district in trouble-shooting data. This will include help in determining correct calculations in:

GPA

Honor Roll and Class Rank

Attendance Issues (ADA/ADM)

PowerLunch Reports

Earned Credit Calculations

PowerTeacher Pro Calculations

Fee Management/Calculations

C. Create and standardize staff fields and screens in PowerSchool for reporting to ADVISER.

D. Offer PowerSchool training opportunities for new and existing PowerSchool functions.

Listing of trainings offered:

Administrators using PowerSchool

Beginning of Year Setup

Beginning and Advanced Secretary Training

Counselors and PowerSchool – Beginning and Advanced Levels

Data Tips and Tricks for Office Personnel

Direct Database Exports & Export Templates

District PowerSchool Contact(s) Overview

End of Quarter/Semester Procedures

End of Year Procedures

Fee Management in PowerSchool

Getting the Most from PowerSchool

GPA, Honor Roll and Class Rank

Graduation Planner and Historical Grades

Log Entries and Incident Management in PowerSchool

Object Report Writing in PowerSchool

PowerTeacher – PowerTeacher Pro

PowerLunch

PowerSchool for Teachers

SSL (Secure Socket Layer) Certificates

Standards and Local Objectives in PowerSchool (opportunity to learn)

Test Scores (NSCAS, ACT) & Reporting Screens

PowerScheduler Training Sessions

Request Pages

Scheduling using a 'Build'

Scheduling using a 'Load'

Elementary Scheduling

Scheduling (Open Lab Workdays)

E. Provide quick turn-around phone and email support and troubleshooting.

Support team members will answer helpdesk tickets on days that districts are in session. Phone calls to the NebPS helpdesk will automatically generate tickets. If support is needed from the PowerSchool Tech Team, all communications will be handled and relayed to the district as soon as a solution from PowerSchool has been supplied.

F. Assist district in setting up 'Case Manager' logins for teachers of special needs students to monitor student progress.

Teachers of special needs students need to be able to monitor the progress of students that may not be in that teacher's classroom. There are several methods for configuring PowerSchool for these teachers so they can view student information as a "case manager" and monitor their progress.

G. Provide training to teachers of special needs students to monitor student progress.

Training for teachers of special needs students is conducted as a stand-alone session to provide training of PowerSchool functions that are unique for these teachers. These sessions are also necessary to allow for district specific procedures. This would include setting up modified grade scales in PowerSchool and assigning them to students.

H. Make available detailed handouts for districts to distribute to staff members.

Currently there are 50+ documents on the Nebraska PowerSchool helpdesk that can be downloaded and distributed to district staff members. These documents are in Microsoft Word format so they can be edited to include district specific information before distributing. Each time a new handout is created, it will be put on the website for all to access.

I. Develop fields and screens for future data storage as deemed necessary by staff developers/curriculum directors.

Communication/coordination with staff developers at each ESU will be maintained for purposes of storing additional data in PowerSchool. If data is available and viewing that data would increase the teacher's ability to improve instructional strategies, all attempts will be made to develop fields/screens in PowerSchool for that data.

J. Provide information regarding PowerSchool software upgrades.

The PowerSchool support team will test upgrades on a test server, as well as communicate and monitor issues with software upgrades. All pros/cons to possible upgrades will be communicated to districts.

K. Assist districts in importing data into PowerSchool from other district management systems allowing PowerSchool to function as cumulative student database and main source for ADVISER submission.

An effort will be made to work with other management systems that might be used in a district. An example of what is being done is to write help documents for getting information to the NWEA testing platform. The support team assists districts with creating an export template from matching fields in PowerSchool. Likewise, some districts are using an online testing system for standards, and results will be imported back into PowerSchool.

L. Create and make accessible (via the helpdesk) instructional help videos for PowerSchool functions and uses.

Short clips demonstrating steps in accomplishing various tasks are on the website. Videos from weekly webinar training sessions are available on the website.

M. Encourage and assist districts in using all current and future functions of the PowerSchool management system.

N. To perform such other and further services as are subsequently agreed upon by the "Cooperative Governing Board" and Member Entities hereinafter established or as evidenced by a written addendum executed on behalf of the Members.

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Prepared For

Shelby-Rising City Public SD

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hthompson@shelby.esu7.org

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Prepared By
Deborah Queen
deborah.queen@hmhco.com

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		Grade K					
		Student Digital Licenses					
1810878	9780358574712	Into Reading Student License Digital Grades K-6	$132.00	30	$3,960.00	$118.80	$3,841.20
		Package Includes: Digital Student Resources 6 Year Grades K-6 Implementation Success					
		Total for Student Digital Licenses	**$3,841.20**				
		Teacher Digital Licenses					
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
		Package Includes: Digital Teacher Resources 6 Year Grades K-6 Access to Teacher's Corner					
		Total for Teacher Digital Licenses	**$0.00**				
		A la Carte Items Available for Purchase					
		Teacher Materials					
1805118	9780358526346	Into Reading Teacher Guide Set Grade K	$189.76	2	$379.52	$11.40	$368.12
1736143	9781328639035	Into Reading Big Book Set Grade K	$231.00	2	$462.00	$13.86	$448.14
1803398	9780358517016	Into Reading Read Aloud Set Grade K	$132.30	2	$264.60	$7.94	$256.66
1742471	9780358056287	Into Reading Instructional Card Kit Grade K	$76.65	2	$153.30	$4.60	$148.70
1738477	9780358019831	Into Reading Start Right Reader Set of 6 Grade K	$170.11	2	$340.22	$10.22	$330.00
1721083	9781328522900	Into Reading Tabletop Minilessons Reading Grade K	$32.56	2	$65.12	$1.96	$63.16
1716734	9781328491602	Into Reading Tabletop Minilessons English Language Development Grade K	$32.55	1	$32.55	$0.98	$31.57
1736277	9780358001508	Into Reading Rigby Library with Take and Teach Lessons Grade K	$1,207.52	2	$2,415.04	$72.46	$2,342.58
		Structured Literacy					
1858621	9780358884446	Into Reading Structured Literacy Teacher Guide Set Grade K	$137.50	2	$275.00	$8.26	$266.74
1874750	9780358977254	Into Reading Into Reading Sound Wall Cards Grade K	$58.30	2	$116.60	$3.50	$113.10
		Student Materials					
1805090	9780358526063	Into Reading Student myBook Print Grade K	$39.00	30	$1,170.00	$35.10	$1,134.90
		Structured Literacy					
1868368	9780358945543	Into Reading Structured Literacy Know It Show It Print Grade K	$58.15	30	$1,744.50	$52.20	$1,692.30
		Total for A la Carte Items Available for Purchase	**$7,195.97**				

Total for Grade K **$11,037.17**

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		Package Includes: Digital Student Resources 6 Year Grades K-6 Implementation Success					
		Total for Student Digital Licenses	**$3,841.20**				
		Teacher Digital Licenses					
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
		Package Includes: Digital Teacher Resources 6 Year Grades K-6 Access to Teacher's Corner					
		Total for Teacher Digital Licenses	**$0.00**				
		A la Carte Items Available for Purchase					
		Teacher Materials					
1805119	9780358526353	Into Reading Teacher Guide Set Grade 1	$189.76	2	$379.52	$11.40	$368.12
1714678	9781328468970	2020 Into Reading Writing Workshop Teacher's Guide Grade 1	$50.76	2	$101.52	$3.06	$98.46
1805124	9780358526407	Into Reading Teaching Pal Set Grade 1	$39.91	2	$79.82	$2.40	$77.42
1736147	9781328639097	Into Reading Big Book Set Grade 1	$88.21	2	$176.42	$5.30	$171.12
1736145	9781328639059	Into Reading Read Aloud Set Grade 1	$92.40	2	$184.80	$5.54	$179.26
1736148	9781328639103	Into Reading Trade Classroom Library Single Copy Set Grade 1	$26.11	2	$52.22	$1.58	$50.64
1742472	9780358056294	Into Reading Instructional Card Kit Grade 1	$76.65	2	$153.30	$4.60	$148.70
1738478	9780358019848	Into Reading Start Right Reader Set of 6 Grade 1	$272.20	2	$544.40	$16.34	$528.06
1721084	9781328522917	Into Reading Tabletop Minilessons Reading Grade 1	$32.56	2	$65.12	$1.96	$63.16
1716735	9781328491619	Into Reading Tabletop Minilessons English Language Development Grade 1	$32.55	1	$32.55	$0.98	$31.57
1736278	9780358001515	Into Reading Rigby Library with Take and Teach Lessons Grade 1	$1,207.52	2	$2,415.04	$72.46	$2,342.58
		Structured Literacy					
1858623	9780358884453	Into Reading Structured Literacy Teacher Guide Set Grade 1	$137.50	2	$275.00	$8.26	$266.74
1874752	9780358977261	Into Reading Into Reading Sound Wall Cards Grade 1	$58.30	2	$116.60	$3.50	$113.10
		Student Materials					
1805103	9780358526193	Into Reading Student myBook Softcover Set Print Grade 1	$39.00	30	$1,170.00	$35.10	$1,134.90
1775868	9780358294245	Into Reading Read and Respond Journal Print Grade 1	$58.14	7	$406.98	$12.18	$394.80
		Structured Literacy					
1868382	9780358945611	Into Reading Structured Literacy Know It Show It Print Grade 1	$58.15	30	$1,744.50	$52.20	$1,692.30
		Total for A la Carte Items Available for Purchase	**$7,660.93**				

Total for Grade 1 **$11,502.13**

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Grade 2							
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1810878	9780358574712	Into Reading Student License Digital Grades K-6	$132.00	30	$3,960.00	$118.80	$3,841.20
Package Includes: Digital Student Resources 6 Year Grades K-6; Implementation Success							
Total for Student Digital Licenses			**$3,841.20**				
Teacher Digital Licenses							
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
Package Includes: Digital Teacher Resources 6 Year Grades K-6; Access to Teacher's Corner							
Total for Teacher Digital Licenses			**$0.00**				
A la Carte Items Available for Purchase							
Teacher Materials							
1805120	9780358526360	Into Reading Teacher Guide Set Grade 2	$189.76	2	$379.52	$11.40	$368.12
1714679	9781328469809	2020 Into Reading Writing Workshop Teacher's Guide Grade 2	$50.76	2	$101.52	$3.06	$98.46
1805125	9780358526414	Into Reading Teaching Pal Set Grade 2	$39.91	2	$79.82	$2.40	$77.42
1736146	9781328639080	Into Reading Read Aloud Set Grade 2	$132.30	2	$264.60	$7.94	$256.66
1736149	9781328639110	Into Reading Trade Classroom Library Single Copy Set Grade 2	$26.11	2	$52.22	$1.58	$50.64
1742513	9780358056300	Into Reading Instructional Card Kit Grade 2	$76.65	2	$153.30	$4.60	$148.70
1738479	9780358019855	Into Reading Start Right Reader Set of 6 Grade 2	$181.45	2	$362.90	$10.90	$352.00
1721085	9781328522924	Into Reading Tabletop Minilessons Reading Grade 2	$32.56	2	$65.12	$1.96	$63.16
1716736	9781328491626	Into Reading Tabletop Minilessons English Language Development Grade 2	$32.55	1	$32.55	$0.98	$31.57
1736279	9780358001522	Into Reading Rigby Library with Take and Teach Lessons Grade 2	$1,207.52	2	$2,415.04	$72.46	$2,342.58
Structured Literacy							
1858625	9780358884460	Into Reading Structured Literacy Teacher Guide Set Grade 2	$137.50	2	$275.00	$8.26	$266.74
1874854	9780358977124	Into Reading Into Reading Sound Wall Cards Grade 2	$58.30	2	$116.60	$3.50	$113.10
Student/ Materials							
1805104	9780358526209	Into Reading Student myBook Softcover Set Print Grade 2	$39.00	30	$1,170.00	$35.10	$1,134.90
1775869	9780358294252	Into Reading Read and Respond Journal Print Grade 2	$58.14	7	$406.98	$12.18	$394.80
Structured Literacy							
1868396	9780358945680	Into Reading Structured Literacy Know It Show It Print Grade 2	$58.15	30	$1,744.50	$52.20	$1,692.30
Total for A la Carte Items Available for Purchase			**$7,391.15**				
Total for Grade 2			**$11,232.35**				

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		Grade 3					
		Student Digital Licenses					
1810878	9780358574712	Into Reading Student License Digital Grades K-6	$132.00	32	$4,224.00	$126.72	$4,097.28
		Package Includes: Digital Student Resources 6 Year Grades K-6 Implementation Success					
		Total for Student Digital Licenses	**$4,097.28**				
		Teacher Digital Licenses					
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
		Package Includes: Digital Teacher Resources 6 Year Grades K-6 Access to Teacher's Corner					
		Total for Teacher Digital Licenses	**$0.00**				
		A la Carte Items Available for Purchase					
		Teacher Materials					
1805121	9780358526377	Into Reading Teacher Guide Set Grade 3	$189.76	2	$379.52	$11.40	$368.12
1714680	9781328469816	2020 Into Reading Writing Workshop Teacher's Guide Grade 3	$50.76	2	$101.52	$3.06	$98.46
1805126	9780358526421	Into Reading Teaching Pal Set Grade 3	$39.91	2	$79.82	$2.40	$77.42
1736150	9781328639127	Into Reading Trade Classroom Library Single Copy Set Grade 3	$26.11	2	$52.22	$1.58	$50.64
1721086	9781328522931	Into Reading Tabletop Minilessons Reading Grade 3	$32.56	2	$65.12	$1.96	$63.16
1716737	9781328491633	Into Reading Tabletop Minilessons English Language Development Grade 3	$32.55	1	$32.55	$0.98	$31.57
1736280	9780358001539	Into Reading Rigby Library with Take and Teach Lessons Grade 3	$1,207.52	2	$2,415.04	$72.46	$2,342.58
		Student Materials					
1805105	9780358526216	Into Reading Student myBook Softcover Set Print Grade 3	$39.00	32	$1,248.00	$37.44	$1,210.56
1805141	9780358526575	Into Reading Know It Show It Print Grade 3	$58.14	32	$1,860.48	$55.68	$1,804.80
1775870	9780358294269	Into Reading Read and Respond Journal Print Grade 3	$58.14	7	$406.98	$12.18	$394.80
		Total for A la Carte Items Available for Purchase	**$6,442.11**				

Total for Grade 3 **$10,539.39**

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		Grade 4					
		Student Digital Licenses					
1810878	9780358574712	Into Reading Student License Digital Grades K-6	$132.00	32	$4,224.00	$126.72	$4,097.28
		Package Includes: Digital Student Resources 6 Year Grades K-6 Implementation Success					
		Total for Student Digital Licenses	**$4,097.28**				
		Teacher Digital Licenses					
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
		Package Includes: Digital Teacher Resources 6 Year Grades K-6 Access to Teacher's Corner					
		Total for Teacher Digital Licenses	**$0.00**				
		A la Carte Items Available for Purchase					
		Teacher Materials					
1805122	9780358526384	Into Reading Teacher Guide Set Grade 4	$189.76	2	$379.52	$11.40	$368.12
1714681	9781328469823	2020 Into Reading Writing Workshop Teacher's Guide Grade 4	$50.76	2	$101.52	$3.06	$98.46
1805127	9780358526438	Into Reading Teaching Pal Set Grade 4	$39.91	2	$79.82	$2.40	$77.42
1736151	9781328639134	Into Reading Trade Classroom Library Single Copy Set Grade 4	$26.11	2	$52.22	$1.58	$50.64
1721087	9781328522948	Into Reading Tabletop Minilessons Reading Grade 4	$32.56	2	$65.12	$1.96	$63.16
1716738	9781328491640	Into Reading Tabletop Minilessons English Language Development Grade 4	$32.55	1	$32.55	$0.98	$31.57
1736281	9780358001546	Into Reading Rigby Library with Take and Teach Lessons Grade 4	$1,207.52	2	$2,415.04	$72.46	$2,342.58
		Student Materials					
1805106	9780358526223	Into Reading Student myBook Softcover Set Print Grade 4	$39.00	32	$1,248.00	$37.44	$1,210.56
1805142	9780358526582	Into Reading Know It Show It Print Grade 4	$58.14	32	$1,860.48	$55.68	$1,804.80
1775871	9780358294276	Into Reading Read and Respond Journal Print Grade 4	$58.14	7	$406.98	$12.18	$394.80
		Total for A la Carte Items Available for Purchase	**$6,442.11**				

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		Grade 5					
		Student Digital Licenses					
1810878	9780358574712	Into Reading Student License Digital Grades K-6	$132.00	45	$5,940.00	$178.20	$5,761.80
		Package Includes: Digital Student Resources 6 Year Grades K-6 Implementation Success					
		Total for Student Digital Licenses	**$5,761.80**				
		Teacher Digital Licenses					
1809711	9780358565925	Into Reading Teacher License Digital with Teacher's Corner Grades K-6	$450.00	3	$1,350.00	$1,350.00	
		Package Includes: Digital Teacher Resources 6 Year Grades K-6 Access to Teacher's Corner					
		Total for Teacher Digital Licenses	**$0.00**				
		A la Carte Items Available for Purchase					
		Teacher Materials					
1805123	9780358526391	Into Reading Teacher Guide Set Grade 5	$189.76	2	$379.52	$11.40	$368.12
1714682	9781328469830	2020 Into Reading Writing Workshop Teacher's Guide Grade 5	$50.76	2	$101.52	$3.06	$98.46
1805128	9780358526445	Into Reading Teaching Pal Set Grade 5	$39.91	2	$79.82	$2.40	$77.42
1736153	9781328639141	Into Reading Trade Classroom Library Single Copy Set Grade 5	$26.11	2	$52.22	$1.58	$50.64
1721088	9781328522955	Into Reading Tabletop Minilessons Reading Grade 5	$32.56	2	$65.12	$1.96	$63.16
1716739	9781328491657	Into Reading Tabletop Minilessons English Language Development Grade 5	$32.55	1	$32.55	$0.98	$31.57
1736282	9780358001553	Into Reading Rigby Library with Take and Teach Lessons Grade 5	$1,207.52	2	$2,415.04	$72.46	$2,342.58
		Student Materials					
1805107	9780358526230	Into Reading Student myBook Softcover Set Print Grade 5	$39.00	45	$1,755.00	$52.65	$1,702.35
1805143	9780358526599	Into Reading Know It Show It Print Grade 5	$58.14	45	$2,616.30	$78.30	$2,538.00
1775872	9780358294283	Into Reading Read and Respond Journal Print Grade 5	$58.14	7	$406.98	$12.18	$394.80
		Total for A la Carte Items Available for Purchase	**$7,667.10**				

Total for Grade 5 **$13,428.90**

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		Professional Services- Into Reading K-6					
		Coaching and Courses					
1866726	9780358933236	Into Reading V2 Coachly Digital License 1 Year Grades K-6 Coachly provides one-on-one coaching to teachers to build their program expertise, support lesson planning, and discuss data-driven, actionable strategies to grow teacher practice. Each teacher is matched with a certified coach with whom they can schedule virtual sessions and message via the Ed platform. Coachly licenses are a one year digital subscription.	$1,500.00	1	$1,500.00	$45.00	$1,455.00
		Total for Coaching and Courses	**$1,455.00**				
		Leader Support for Into Reading					
1851402	9780358841456	Into Reading V2 Leader Success Live Online 1-Hour Grade K-5 During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support.	$400.00	1	$400.00	$400.00	
		Total for Leader Support for Into Reading	**$0.00**				
		Getting Started with Into Reading					
1651469	9780544883284	Into Reading V2 Getting Started In-Person (One, 3 HR Session Plus Planning) 6-Hour Grade K-6 This three-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. An HMH Coach will provide the introductory Getting Started session to teachers in the morning and offer facilitated planning and Q&A time in the afternoon. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.	$4,200.00	1	$4,200.00	$126.00	$4,074.00
		Total for Getting Started with Into Reading	**$4,074.00**				
		Total for Professional Services- Into Reading K-6	**$5,529.00**				

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Shipping & Handling:	**$9,689.06**
Total Cost of Proposal (PO Amount):	**$83,497.39**

****Please add proper sales tax to your order****

Coupon Code: PRODPB3

Send **Check Payments** to:
Houghton Mifflin Harcourt Publishing Company
14046 Collections Center Drive
Chicago, IL 60693

Attention:
Heather Thompson
hthompson@shelby.esu7.org

HMH Confidential and Proprietary

Send **Orders** to:
orders@hmhco.com
FAX: 800-269-5232

Total Cost of Proposal (PO Amount): $83,497.39

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print materials
  - Point of Contact for Digital materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	**Sold to:**
Shelby Rising City Public SD	Shelby Rising City Public SD
650 N Walnut St	650 N Walnut St
Shelby, NE 68662-5573	Shelby, NE 68662-5573

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.
Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: http://www.hmhco.com/common/terms-conditions

Date of Proposal: 5/14/2024 **Proposal Expiration Date: 6/28/2024**

Houghton Mifflin Harcourt

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orders@hmhco.com
FAX: 800-269-5232

Business U LLC
P.O. Box 234
Lexington, KY 40588
+1 8009215310
sales@businessu.org
www.businessu.org

Quotation

ADDRESS
Sara Jensen
Shelby High School
650 N Walnut St
Shelby, NE 68662

QUOTATION SHNE240502
DATE 05/02/2024

PRODUCT DESCRIPTION	QTY	RATE	AMOUNT
BusinessU Core Suite	1	20,265.00	20,265.00
Accounting I - 1-15 Students	1	4,865.00	4,865.00
Full Suite Discount	1	-2,520.00	-2,520.00
MY Discount	1	-1,700.00	-1,700.00

Please email Purchase Orders to sales@businessu.org, or fax PO's to 800.906.6087.

TOTAL **$20,910.00**

Accepted By

Accepted Date

This quotation is valid for 60 days.

Ingram Library Services
One Ingram Boulevard, LaVergne, TN 37086-3650

Quotation Request

Bill To: 20AG356
SHELBY-RISING CITY SCHOOL
LIBRARY
650 N WALNUT ST
SHELBY, NE 686625573

Ship To: 20AG356
SHELBY-RISING CITY SCHOOL
LIBRARY
650 N WALNUT ST
SHELBY, NE 686625573

Purchase Order: 10007
Order Number: 2C83Z
Request Date: 04/30/2024
Valid Until: 06/29/2024

EAN	Qty	Title	Author	Publisher	Format	List Price	Discount	Disc Price	Ext Price	Status
9780316013697	40	ABSOLUTELY TRUE DIARY OF A PAR	ALEXIE SHE	LB	BOOK	16.99	35.0	11.04	441.60	
9780062685094	40	ALMOST AG	HA ROBIN	BZBY	BOOK	12.99	35.0	8.44	337.60	
9780451526342	40	ANIMAL FARM ANNIV/E 50/E	ORWELL GEO	SIGC	BOOK	9.99	35.0	6.49	259.60	
9781339016573	5	BALLAD OF SONGBIRDS & SNAKES (	COLLINS SU	SHLS	BOOK	16.99	35.0	11.04	55.20	
9780545586177	5	CATCHING FIRE (HUNGER GAMES BK	COLLINS SU	HNGR	BOOK	14.99	35.0	9.74	48.70	
9780141324524	40	CHRISTMAS CAROL	DICKENS CH	PUFN	BOOK	7.99	35.0	5.19	207.60	
9780143129479	25	CRUCIBLE	MILLER ART	PNGN	BOOK	16.00	35.0	10.40	260.00	
9781250829658	40	ECHO MAKER	POWERS RIC	PICD	BOOK	19.00	35.0	12.35	494.00	
9780618711659	40	EXTREMELY LOUD & INCREDIBLY CL	FOER JONAT	HM	BOOK	18.99	35.0	12.34	493.60	
9781250866035	25	FIREKEEPERS DAUGHTER	BOULLEY AN	SQIH	BOOK	14.99	35.0	9.74	243.50	
9780553524093	40	GOODBYE DAYS	ZENTNER JE	EEBR	BOOK	12.99	35.0	8.44	337.60	
9781338878936	5	HARRY POTTER & THE CHAMBER OF	ROWLING J	SHLS	BOOK	12.99	35.0	8.44	42.20	
9781338878981	5	HARRY POTTER & THE DEATHLY HAL	ROWLING J	SHLS	BOOK	16.99	35.0	11.04	55.20	
9781338878950	5	HARRY POTTER & THE GOBLET OF F	ROWLING J	SHLS	BOOK	14.99	35.0	9.74	48.70	
9781338878974	5	HARRY POTTER & THE HALF-BLOOD	ROWLING J	SHLS	BOOK	14.99	35.0	9.74	48.70	
9781338878967	5	HARRY POTTER & THE ORDER OF TH	ROWLING J	SHLS	BOOK	14.99	35.0	9.74	48.70	
9781338878943	5	HARRY POTTER & THE PRISONER OF	ROWLING J	SHLS	BOOK	12.99	35.0	8.44	42.20	
9781338878929	40	HARRY POTTER & THE SORCERERS S	ROWLING J	SHLS	BOOK	12.99	35.0	8.44	337.60	
9780062498540	9	HATE U GIVE	THOMAS ANG	BZBY	BOOK	16.99	35.0	11.04	99.36	
9780440419396	40	HOOT	HIAASEN CA	DELJ	BOOK	8.99	35.0	5.84	233.60	
9780439023528	40	HUNGER GAMES (HUNGER GAMES BK	COLLINS SU	HNGR	BOOK	14.99	35.0	9.74	389.60	
9780763696634	40	ILIAD	HINDS GARE	CNDW	BOOK	17.99	35.0	11.69	467.60	
9780399501487	7	LORD OF THE FLIES	GOLDING WI	PERI	BOOK	12.00	35.0	7.80	54.60	
9781603093002	40	MARCH BK 1	LEWIS JOHN	TSHF	BOOK	14.95	35.0	9.72	388.80	
9781603094009	5	MARCH BK 2	LEWIS JOHN	TSHF	BOOK	19.95	35.0	12.97	64.85	
9781603094023	5	MARCH BK 3	LEWIS JOHN	TSHF	BOOK	19.99	35.0	12.99	64.95	
9780394747231	40	MAUS I A SURVIVORS TALE	SPIEGELMAN	PANT	BOOK	16.95	35.0	11.02	440.80	
9780545663267	5	MOCKINGJAY (HUNGER GAMES BK TH	COLLINS SU	HNGR	BOOK	14.99	35.0	9.74	48.70	
9780142407332	40	OUTSIDERS PLATINUM/E	HINTON S E	PUFN	BOOK	12.99	35.0	8.44	337.60	
9780152062682	40	PEAK	SMITH ROLA	HBR	BOOK	9.99	35.0	6.49	259.60	
9781368051453	5	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DYHY	BOOK	8.99	35.0	5.84	29.20	
9781368051460	5	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DYHY	BOOK	8.99	35.0	5.84	29.20	
9781368051477	40	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DYHY	BOOK	8.99	35.0	5.84	233.60	
9781368051484	5	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DYHY	BOOK	8.99	35.0	5.84	29.20	
9781368051491	5	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DYHY	BOOK	8.99	35.0	5.84	29.20	
9781368098175	5	PERCY JACKSON & THE OLYMPIANS	RIORDAN RI	DISN	BOOK	19.99	37.0	12.59	62.95	
9781435171602	25	SCARLET LETTER	HAWTHORNE	USQR	BOOK	7.99	35.0	5.19	129.75	
9780142400760	40	THINGS NOT SEEN	CLEMENTS A	PUFN	BOOK	8.99	35.0	5.84	233.60	
9780140053203	40	TRAVELS W/CHARLEY	STEINBECK	PNGN	BOOK	13.00	35.0	8.45	338.00	
9780374303235	40	57 BUS	SLATER DAS	FSG	BOOK	18.99	37.0	11.96	478.40	

Units	931	**Estimated Shipping**	**Weight**	**Cost**		**Item Total**	8,245.46
Unavailable Units	0	**Primary:**	472.62 lbs	0.00		**Shipping Total**	10.00
		Secondary:	158.45 lbs	0.00		**C/P**	0.00
		Shipping/Handling:		0.00		**Tax**	0.00
		Fuel Surcharge:		10.00		**Grand Total**	8,255.46

*Freight Cost is based on contract terms

RESOLUTION APPROVING CERTAIN STAFF TRAININGS

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District's planned training requirements for the 2024-2025 school year comply with these statutory requirements, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. § 79-3603	Vector Solutions	30 minutes
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	Vector Solutions	30 minutes
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	Vector Solutions	60 minutes
Special Education: Safety in the Classroom	Neb. Rev. Stat. § 79-3603	Vector Solutions	30 minutes
Transportation Safety	Neb. Rev. Stat. § 79-3603	Vector Solutions	30 minutes
Concussion Awareness	Neb. Rev. Stat. § 71-9104	Vector Solutions / Athletic Trainer	30 minutes
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	Administration	10 minutes each (ten)
Tornado Drills	Neb. Rev. Stat. § 2,144(8)	Administration	15 minutes each (twice)
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance	Vector Solutions	30 minutes

	(https://www.education.ne.gov/		
Pupil Transportation Drivers	NDE Rule 91.003.02	Vector Solutions & through Kearney	2 hours
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code § 1681	KSB	3 hours
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Vector Solutions & Nurse	60 minutes
School Resource Officers and Building Administration	Neb. Rev. Stat. § 79-2704	Not Applicable	Not Applicable
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	NDE	30 minutes
Blood Borne Pathogens	State of Nebraska	Vector Solutions	30 minutes
Asthma / Epipen	State of Nebraska	Vector Solutions	30 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this ___ day of _____, 2024.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

_____
Secretary