

Board of Education Regular Meeting
Monday, December 10, 2018 7:00 PM

Conference Room
1501 Front Street
Henderson, NE 68371-8929

Agenda

1. Preliminary Procedures
 1. Call to Order
 2. Public Notice of the Meeting
 3. Roll Call
2. Public Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Reports
 1. Superintendent's Report
 2. Principals' Reports
5. Discussion Items
 1. Recognition of Outgoing Board Members
 2. Robotics Presentation
 3. Preliminary Student Data Review
 4. Review of Annual Multi-Cultural Report
6. Old Business
 1. Parking Lot & Drainage Improvements
7. New Business
 1. Approval of 2017-18 Audit
 2. Consider changes to Policy 408.02 - Certificated Employee Contract Release
 3. 2019-20 Negotiated Agreement with Teachers
 4. Review of Superintendent Evaluation

8. Future Agenda Items

9. Consent Agenda

1. Approval of Minutes

2. Approval of Treasurer's Report

3. Approval of Claims

4. Financial Reports

5. Out of State Travel Requests

10. Adjournment

Heartland Community Elementary School

Multicultural Report

Updated 2018-2019 School Year

Multicultural Education Mission:

To create and support programs, services, and resources, dedicated to fostering an environment of exploration and raising empowerment, as well as collaboration and celebration of many diverse cultural people, places, celebrations, and the like.

Multicultural Education Goals:

To create an inclusive learning community by emphasizing and exploring diverse identities, areas of the world, music, history, cultures, races, ethnicities, etc.

To create, sustain, and nurture a lifelong respect for diversity.

The following information represents some of the multicultural activities and concepts being carried out in the elementary school. Guides, frameworks, and standards are covered within each grade level curriculum guides.

Preschool

At Heartland Preschool, we use the “Creative Curriculum System for Preschool” by Teaching Strategies. This is the same curriculum adopted by the Head Start programs across the country. The curriculum has a strong emphasis on multicultural awareness and English and dual language learners. There is a Home Language survey that gathers information about the language use in an ELL child’s home. Children meeting the criteria of ELL are then assessed using the “Teaching Strategies GOLD” in the additional area of English Language Acquisition, both listening/understanding English as well as speaking English. The “Creative Curriculum” provides informational letters to parents in both English and Spanish. If other letters are sent home to parents from Heartland Preschool, they are translated using Google Translate, which has many languages available for translation. The Nebraska Department of Education also has available translated forms for parents if their child is receiving special education services.

Heartland Preschool has many multicultural materials available to children. Each “study” or unit in the curriculum has multicultural books that connect the concepts and vocabulary to the unit of study. Some of the books are written in both English and Spanish. There is also a portion of each study that emphasizes “partnering with families”, connecting the culture and customs of families to the curriculum.

The play centers in the Heartland Preschool classroom contain materials that incorporate different cultural perspectives. For example, the “kitchen and dress-up” center has dolls of

different races, dress-up clothing representing different customs, and pretend food items from different cultures. The music center has musical instruments and songs on the iPod from different cultures. Toys show people of different races as part of the doll house and “mainstreet” play sets.

The Heartland Preschool is evaluated through the Early Childhood Environmental Rating Scale (ECERS) as required by the Nebraska State Department of Education. Through this program evaluation, multicultural awareness and sensitivity is monitored through the subscale item of “promoting acceptance of diversity.”

Kindergarten

Students and teachers read a variety of books throughout the year that show racial and ethnic diversity.

Through unit studies, students learn about Native Americans, Christmas in other countries, and Martin Luther King Jr. Students learn the impact that MLK had on American history and discuss what segregation means and looked like. The treatment of African American individuals is tied to the study of money when the students learn about President Lincoln and slavery.

First Grade

First graders are exposed to a variety of multicultural lessons through literature and supplemental resources. Topics covered include the exploration events of Christopher Columbus, the development of the Thanksgiving tradition, Christmas customs and traditions in various countries, the equality movement of Martin Luther King, the civil rights movement of Abraham Lincoln and the contributions of various individuals during Black History Month (Rosa Parks, Ruby Bridges, etc.).

Second Grade

Second grade students will learn to appreciate different communities (rural and urban) in the story “The Twin Club,” explore the culture and traditions of cowboys in the story “Cowboys” and “A Cowboy’s Life,” read and discuss the important contributions of famous African Americans George Washington Carver, Harriet Tubman and Martin Luther King Jr., study traditions and celebrations that involve our country’s flag in the story “Red, White, and Blue: The Story of the American Flag,” and they will also learn that the colors and pictures on the flags of different countries send a message and that people hang flags to show support of their country (patriotism).

Second grade students explore different family traditions and celebrations (birthdays, Thanksgiving, Hanukkah, Kwanzaa, Fourth of July and family reunions) in the story “Celebrations and Family Traditions,” learn about family birthday celebrations in different countries in the story “A World of Birthdays,” read words in another language (Spanish) while reading the stories “Rosa and Blanca”, “A Birthday Basket for Tia”, and

“The First Tortilla,” learn that family celebrations and traditions are important to all cultures and to family groups too in the story “Magda’s Tortillas,” explore the value of family ties in the story “Rosa and Blanca,” learn about food from other countries in the story “The International Food Fair,” and read and rewrite the story “An Early American Christmas” and discuss the customs and traditions of a family that celebrates Christmas in the early 1800’s.

Third Grade

Through the use of the Scott Foresman’s Reading Street textbooks, third graders integrate literature into their study of other cultures. They read stories and learn about the customs of Asian Americans, Native Americans, and Latino Americans. The students also learn about Inupiat Eskimos in Alaska through the story “Kumak’s Fish.” Students also learn about a variety of cultures through the use of Houghton Mifflin Harcourt G3 Kids Discover Communities, Near and Far.

Fourth Grade

Reading and Nebraska Studies are the two areas in which we incorporate multicultural skills.

Through reading, students read the story “Coyote School News” which is about a Hispanic family from Mexico living in Arizona, “Adelina’s Whales” which is about a girl living in Mexico, “Navajo Code Talkers” which is about a group of Native Americans who wrote a secret code during WWII, “My Brother Martin” which is about Martin Luther King Jr., “Jim Thorpe’s Bright Path” is the story of a Native American who goes to the Olympics, and “How Tia Lola Came to Visit” is a story about a family from the Dominican Republic.

Through read-alouds, students listen to “Listen for the Whippoorwill” which is a story about Harriet Tubman and the underground railroad, “Who was Anne Frank” which is the story of her life, and “Mississippi Mansion” which also deals with the underground railroad.

During Nebraska Studies, a lot of time is spent discussing the history of the Native Americans in Nebraska and the changes that came as the result of white settlers. Fourth grade also discusses important Native American leaders and learn about Native American reservations and their lifestyle today.

Fifth Grade

Fifth graders study Martin Luther King Day and observe the importance of the contribution of Civil Rights. They study the Civil War and the Revolutionary War and pay particular attention to the contributions made by African Americans and Native Americans. One of the more interesting studies done by fifth graders include Christmas customs and traditions that have found their way to the United States and now are part of our culture. Another focus is holidays around the world during the Christmas season. Several stories focus on the Mexican culture and language, which lends itself to learning about El Dia de los Muertos during the week of

Halloween. Folktales and fables are a part of literature at this level and this lends itself to learning about the variations we find in this type of literature in many lands and cultures. Students learn about facing challenges through readings about Satchel Paige/Negro League and Asian immigrants during the building of transcontinental railroad. Through reading, students also learn about the following artists: Leonardo da Vinci, Mahalia Jackson, Music of Harlem, etc.

Sixth Grade

The social studies curriculum includes the study of the Greeks, Romans, and ancient Egypt. These studies lend themselves to helping students learn about the cultures of Egyptians, Jews, and Arabs. This means more than the study of languages and customs as students learn about ancient and present day ideologies that concern this region of the world. Sixth graders spend time studying world religions and learn about these religions as they are practiced today. Language writing activities at certain times of the year are centered on specific multicultural related topics such as Martin Luther King Day and Cinco de Mayo. Sixth graders also closely observe the Iditarod dog sled race in Alaska each winter. This is an interactive event in which students track individual participant using the Internet. They not only learn about the race, but also learn about the Inuit Native people in Alaska. 6th grade students also read about the following topics: Saving the rainforests, Taj Mahal, Rosetta Stone, and Mayan/Aztec Culture

In addition to the specific activities listed above, we keep the concept of accepting diversity in people amongst our staff. Other methods include discussions, news articles, books, and staff participation on multiculturalism committees and committees for students with special needs.

Art

- Students study artwork of artists from various cultures around the world.
- Each student is given the opportunity to develop their own individual style through inspiration of techniques used in art throughout history.
- Each semester famous artists from the past are chosen to study and relate to projects for K-6 students.

Heartland 7-12 Multicultural Report 2018-2019

Social Studies

- 7th grade Social Studies, 8th grade Social Studies, 9th grade World History, 11th grade American History, 12th grade American Government, Psychology, Sociology
 - All the Social Studies classes listed above incorporate the use of current events where applicable to the lessons. Current events are present day history in the making and also used to show past historical events similar in context. Current events are used to show an understanding of all the social science classes.
 - In American Government, current events involving politics and the United States are used to give "real life" meaning to what is being taught in that class.
 - In 8th grade social studies, 9th grade world history, and 11th grade American History current events are used to show how lessons learned from the past are affecting our country and the world in the present day.
 - In psychology and sociology, current events are used to give understanding and meaning to the information learned in the classroom.
 - Students in 7th grade Geography and Fundamentals of Government, will use current events as well as historically significant moments to learn and recognize that the world was built upon and strengthened by the contributions of all peoples, including those of varying ethnic and cultural backgrounds. Students will learn about different cultures as they study the news of the world and why certain events take place from each cultural point of view (global awareness). Specifically, the Fundamentals of Government class will complete projects that highlight contributions of ethnic minorities to politics in America. An example would be Cesar Chavez. In 7th grade Geography, students will complete a multitude of assignments that illustrate how cultural diffusion has changed and contributed to human progress. For example, students will complete projects by unit that compare cultural regions of the World to America.
 - In 8th grade American History I, the topic of slavery, the displacement of numerous Native American tribes, and the overall struggles faced by a multitude of ethnic groups will be introduced and discussed. The overarching goal is to educate and enlighten students about past events and perspectives, and how throughout the settlement and formation of our nation and its government we have sought to remedy the errors of our past.
 - All the Social Studies classes listed above teach, where applicable, information about various culture groups, ethnic groups, racial groups, religious groups, gender groups, age groups, etc. and their contributions to history and/or society (U.S./regional/world).

- In American Government, the US political and economic systems are contrasted and compared to other political and economic systems found throughout the world.

Students in Government use two culturally informed narrative voices---“Voices on Government” and “Spotlight on Multiculturalism” that highlight the contributions to government by Americans from different backgrounds.

- In 7th grade social studies, 8th grade social studies, and 11th grade American History, information from history is studied and taught to show similarities and differences among various countries, as well as contributions to both American and world history from other cultural, ethnic, racial, religious, and gender groups.
- Students in geography will learn that every group of people has a special way of doing things. They have particular set of beliefs and values. All of these things are affected by geography. Students will learn that culture can unite people, and it can separate them. Students will study culture in each unit as it is one of the seven strands in geography.
- In both psychology and sociology, lessons are studied and taught in relationship to how both individuals and groups are affected by their own cultures as well as those found throughout the world.
- Students in World History will learn human beings create, learn, and adapt culture. Human cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others. Students will use the “Human Experience” section in their textbooks to incorporate culture.
- Students in American History will learn about culture many different ways, America a Melting Pot. Students will learn how each culture helped influence and build America through the decades. One example the students will study in depth is the Native Americans fight to survive then and now. Another example is to celebrate Black History Month.

Agriculture (Grades 8-12)

- Multiculturalism in the Heartland Agricultural Education/FFA Program
 - When it comes to addressing multiculturalism in the classroom, there are some topics that we discuss to make sure that every student understands that diversity is important.
 - In class we:
 - Discuss Nebraska’s economy and compare and contrast it to third world country economies. We talk about the need for a country to feed itself

and explain how appropriate production can be easily accomplished in the United States and not as easily in third world countries.

- Explain how agriculture is more than farming and production agriculture. It encompasses agribusiness, floriculture, hydroponics, agro tourism, companion animals and non-traditional crops. These topics lead us into discussion about careers and non-traditional careers in agriculture.
- Compare rural Nebraska FFA Chapters to metro based FFA Chapters and explain how all people can be a part of FFA. It is important to note this because local students begin to understand the differences in populations, FFA chapters and careers in agriculture.
- Converse about the importance of women in the agricultural world. We discuss how women can play a vital role in many agricultural fields and have played a large role in the development and updating of agriculture over the years. We also note that many State and National FFA Officers are and have been female.

Family and Consumer Science

- 7th, 8th & FCS I
 - Local Low-German recipes reflecting family favorites will be prepared in lab settings; New Year's Cookies.
 - Recipe lab: prepare food fitting with ethnic (ex. Hispanic, French, English) origins and analyze cultural similarities and differences.
- Culinary foods
 - Holiday Cookies & Cakes around the World Unit: A small collection of recipes gathered together from fourteen different countries. Students will study the various countries baking traditions and bring the recipe to life in the lab.
 - An in house/open house with foods reflecting various cultural backgrounds.

English

- 7th Grade
 - 7th graders will be reading material -both fiction and non-fiction- that focuses on acceptance of differences (for example, *Wonder*).
 - *SCOPE* magazine is used and features activities that offer a variety of cultural articles and language activities.
 - 7th graders read excerpts and poems in "Daybook of Critical Reading and Writing" that cover many cultures and authors
 - Hispanic
 - "The House on Mango Street" excerpt

- 8th Grade
 - 8th graders will be discussing different cultures as they read *The Wednesday Wars* and *A Jar of Dreams*, and also as they read for their book reports. Many of the award winners they choose have themes that emphasize tolerance and acceptance of differences.
 - 8th graders read excerpts and poems in “Daybook of Critical Reading and Writing” that cover many cultures and authors
 - *SCOPE* magazine is used and features activities that offer a variety of cultural articles and language activities.

- African American
 - To Kill A Mockingbird (theme)
 - Langston Hughes

- 9th Grade English I
 - Students will read literature from a variety of cultures.
 - African American
 - Essays by David Raymond
 - Almos’ A Man by Richard Wright (film study)
 - “I Have a Dream” by Dr. Martin Luther King, Jr.
 - Maya Angelou Study
 - “from I Know Why the Caged Bird Sings”
 - “Caged Bird”
 - “New Directions”
 - Irish
 - “The Sniper” by Liam O’Flaherty
 - Hispanic
 - Sandra Cisneros study
 - “from The House on Mango Street”
 - “On Writing from the House on Mango Street”
 - Latin American
 - “Censors”
 - Asian
 - “Two Kinds” by Amy Tan
 - Palestinian and Jewish
 - “Romeo and Juliet Were Palestinian and Jewish” by Carol Rosenberg
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures in the plot of the story.

- 10th Grade Literature
 - Students will read literature from a variety of cultures.
 - African American
 - “Everyday Use” by Alice Walker
 - Asian
 - “The Seventh Man” by Haruki Murakami
 - “The Gift” by Li-Young Lee
 - French
 - “Two Friends” by Guy de Maupassant
 - Greek
 - “The Teacher Who Changed My Life” by Nicholas Gage
 - Hispanic
 - “Mexican Feast for Bodies and Souls” by David Roos
 - “A Celebration of Grandfathers” by Rudolfo A. Anaya
 - India
 - “Like the Sun” by R.K. Narayan
 - Korean
 - “Cranes” by Hwang Sunwon
 - Middle Eastern Arab
 - “Shoofly Pie” by Naomi Shihab Nye
 - Jewish
 - *Night* by Elie Wiesel
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures in the plot of the story.

- 11th Grade English III and American Literature
 - Students will read literature from a variety of cultures.
 - African
 - “The Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano
 - Native American
 - Iroquois “The World on the Turtle’s Back”
 - “Coyote and the Buffalo” by Mourning Dove
 - “The Way to Rainy Mountain” by Scott Momaday
 - Spanish
 - “Le Relacion” by Cabeza de Vaca
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures in the plot of the story.

- 12th Grade
 - Lit Comp.
 - Students will read literature by authors from the British Empire.
 - Anglo-Saxon *Beowulf*
 - Afghan *Kite Runner*
 - “The Bravest Girl In the World” excerpt from *I Am Malala* by Malala Yousafzai
 - Irish “A Modest Proposal” by Jonathan Swift
 - Nigerian *Things Fall Apart*
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures in the plot of the story.
 - English III-IV
 - British
 - *Beowulf*
 - Afghan
 - “The Bravest Girl In the World” excerpt from *I Am Malala* by Malala Yousafzai
 - *The Kite Runner*
 - African American
 - Almos’ A Man by Richard Wright (film study)
 - “I Have a Dream” by Dr. Martin Luther King, Jr.
 - Maya Angelou Study
 - “from I Know Why the Caged Bird Sings”
 - “Caged Bird”
 - “New Directions”
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures in the plot of the story.

Instrumental Music (Grades 7-12)

- Goals
 - Nationalistic expression will be experienced through compositions of the African American, Hispanic American, Native American and Asian American cultures.
 - The folk heritage of the African American, Hispanic American, and Asian American cultures will be studied through composition.

- The spiritual expression of the African American, Hispanic American, Native American and Asian American will be demonstrated through song.
- The concerns unique to each culture will be studied through experiencing first hand the music of the culture.
- Objectives
 - The learner will experience nationalism unique to each culture through study and performance of compositions written to express individual nationalistic pride.
 - The learner will experience the day to day life of minority cultures through study of folk songs.
 - The learner will study the spiritual expression through song which is evident in every cultures' compositions.
 - The learner will learn the struggles unique to each culture which is celebrated through song.
- Methodology
 - Cultural Expression-
 - The dismay and futility of the slave worker in early American History.
 - "Blue notes: express sadness, fear, etc.
 - Nationalistic Expression-
 - A collage of marches written to glorify the heritage of the American spirit.
 - The buoyant, joyful sound to portray youthful vigor and confidence of a young America.
 - Spiritual Expression-
 - A song celebrating the faith of four army chaplains (Jewish, Roman Catholic, Protestant)
 - All four locked hands in prayer (Latin, Hebrew, English) as the ship carrying 904 men went down at sea (chaplains gave away their life jackets).
 - Folk Heritage Expression-
 - Folk melodies of early European folk history.
 - Light, dance like melodies celebrating a country's heritage.

K-12 Vocal Music

- Music, through use of the widely varied literature, is naturally multicultural. As music is prepared for performance, the pieces being prepared offer students the chance to step inside the lives of the artist or culture where these works were originated. Following are examples of choral works of various grade levels where students have opportunity to gain insight into other cultures
 - Grades 9-12
 - Mi Yitneni Of (Israeli Song), Ahri-rang (Korean Folk Song), Sheep in the Meadow (Northumbrian Lullabye), O Sifuni Mungu (African Chorus), Rattle on the Stovepipe (Canadian Folksong)
 - Grades 7-8
 - Elijah Rock (African-American Spiritual), Psalm 103 (Russian Aire), I'se the B'ye (Traditional Canadian)
 - K-6
 - Burn Little Candles (Chanukah Song), Haida (Israeli Folk) Kang-ding Flower Song (Chinese Folk), Didn't My Lord Deliver Daniel (African-American Spiritual), Hi-Ho the Rattlin' Bog (Irish Variant), Bashana Haba-a (Israel)

Industrial Technology Grade (7-12)

- In our Woods class we have been learning and using different methods of joining for our woods projects. Some of the joining methods that we have used are methods that are used in different cultures. We have also been discussing the different species of trees that produce the exotic woods that we utilize in the shop and the countries they are native to.
- In the Architectural area we will spend time viewing and discussing the impact and influence of different cultures around the world on Architecture in the United States. We will do this by studying different construction methods by other cultures and how they differ from methods used in the U.S.

Art (Grades 7-12)

- Students study artwork of artists from various cultures around the world.
- They examine patterns, masks, and designs used by early civilizations.
- Students have the opportunity to view different works inspired by other governments, religions, and personal views.
- Each student is given the opportunity to develop their own individual style through inspiration of techniques used in art throughout history.
- Each semester famous artists from the past are chosen to study and relate to projects for 7-12 students.

Math (Grades 7-12)

*Some topics can be applied in two or more classes besides those listed

- Statistics
 - Explore world statistics and show the shape, center, and spread of the data using a graphical representation - done using an online program www.worldmapper.com
 - Research the United States population statistics of different multicultural groups, and create pie charts depicting the data.
 - Using census data, figure the statistics for the highest and lowest poverty rates for different races. Also, compare these numbers with Nebraska's poverty rates for the same races.

- 7th & 8th Grade, Algebra, Math Standards
 - Use fractions and percentages to express what part each ethnic group is of the total population of Nebraska and/or U.S.
 - Use foreign currency to determine the value in relationship to the United States dollar. Also use exchange rates to determine the value of money between other countries.
 - Use the enrollment statistics of the University of Nebraska to find the fraction and percent each ethnic group is of the total enrollment. Discuss why having a variety of ethnic groups is valuable to all students.

- Geometry
 - Find flags of foreign countries that display rotational and/or reflectional symmetry.
 - When talking about the history of Geometry we relate how the Greeks viewed mathematics as shapes and areas - and although some of the symbols look different, mathematics is constant between cultures

- Pre-calculus & Calculus
 - We talk about some famous mathematicians from France, Greece, and Rome and how they devised the theorems we have and use today. And, many of the same symbols they used are still used today.

Science (Grades 7-12)

- Multiculturalism can be easily ignored within the Science curriculum due to the impersonal aspect of this discipline. Though there is one class, Biology, that contains several areas where it may be infused. The principles covered in Biology about Ecology lend to concepts that are universal to the interaction of humans with nature. These universals of Nature and man's interrelationship are not restricted to a time scale. They have occurred throughout history and will continue to take place. It is because of the interaction that enables multiculturalism to be initiated into the curriculum.
- Topics are:
 - The carrying capacity of the plains of Africa and the limiting factors of the man and the best have imposed onto it due to cultural and tribal customs.

- The instability and imbalance of homeostasis within Russia's Northland, Siberia and how deforestation is now affecting the people and their culture.
- Students will investigate the effects of migratory birds and their value within certain cultures (Japan, American Indian, African, South American, and American).
- Students will investigate their own cultures and its influences upon the land they live from aspect of the past and project potentials for the future.
- The stability of energy and the effects of declining producer population with in Ethiopia.
 - Study the effects of an imbalance ecosystem due to the introduction of a new species into the habitat of Hawaii and Australia.
- Students will investigate genetic pressures of Sickle Cell Anemia in Africa in relation to other pressures created from this genetic disorder in different regions of the world.
- Other Classes:
 - Students will investigate German societal influences on discoveries in Physics and the atom (Chemistry) during the early 1900's.
 - Students will research the lives of scientists involved in the study of cells, genes and gene technology, and genetics and determine what impact their discoveries had on society.
 - Students will investigate the effects of natural disasters (earthquakes, tsunamis, volcanic eruptions) on different cultures/societies.
 - Students will research important steps made in space travel and discuss the competition between the U.S. and U.S.S.R during the space race, as well as contributions made by other countries.

Library Media Center

- The Media Center supports Heartland's curriculum by providing multicultural materials for students and teachers.
- It is our policy to select literature which reflects the contributions, lifestyles, and values of different ethnic groups.
- The literature promotes a global outlook and understanding that we have more similarities than differences.
- In addition, these guidelines (from Multiethnic Children's Literature by Gonzalo Ramirez, Jr. and Jan Lee Ramirez, 1994 and Children's Literature, Briefly by Tunnell, Jacobs, Young & Bryan, 2012) are also considered when selecting materials for the library media centers.
 - Cultural details need to be represented accurately in literature.
 - The material attempts to amend historical errors and omissions by providing accurate information about people from the group portrayed who have made

- contributions to the United States and the world.
- Present a positive and reassuring representation of the reader's own cultural group. The material contains illustrations and/or photos that provide a true reflection of the way of life of the group.

Spanish

- **SPANISH I LEARNER TARGETS**

- I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.
- I can identify and participate in customs, traditions, cultural activities, celebrations and holiday practices of the target cultures.
- I can identify some beliefs and outlooks of the target cultures.
- I can understand diversity and recognize the impact of stereotyping other cultures.
- I can recognize differences and similarities between the target cultures and my own.
- I can identify and explore artifacts and symbols commonly used in the target cultures.
- I can identify and explore some major contributions and influential figures, past and current, from the target cultures.
- I can identify and explore the impact of historical and contemporary influences from the target cultures that are significant in my own culture.
- I can identify and investigate products and geographic features from civilizations, countries, regions and tribes associated with the target language studied.
- I can extract samples of the cultures' perspectives from the arts and media in the target cultures.
-
- **Spanish II (Similar to Spanish I but more extensive. Certain activities such as holidays, Spanish-speaking countries, and historical figures can be substituted at the Spanish teacher's discretion)**
 - Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
 - Relating Cultural Products to Perspectives- Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
 - I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
 - I can explain different traditions and customs of the target cultures in simple terms.
 - I can reflect on cultural experiences and social activities common to a student of similar age in the target cultures.

- I can identify and discuss some perspectives typically associated with the target cultures' belief systems and social, economic, political, and professional practices.
- I can discuss and evaluate some commonly held generalizations about the target culture.
- I can explain the significance of objects, images, symbols, and products of the target cultures.
- I can describe major contributions of influential figures, past and current, from the target cultures.
- I can identify and explain the influence of the target cultures on the products of my own culture.
- I can explain how geography impacts the products of the target cultures.
- I can identify the target cultures' basic perspectives through art, literature, music, and dance.

Physical Education

- TLW use the Olympics as a means to understand and appreciate cultural differences.
- TLW use games played by children in other countries as a means to gain a better understanding of that particular country's culture.
- TLW choose a professional player from another country to report on. Explaining the avenues that individual took in order to make it into professional sports. (Training program, schools attended, diet, etc.)

Health Education

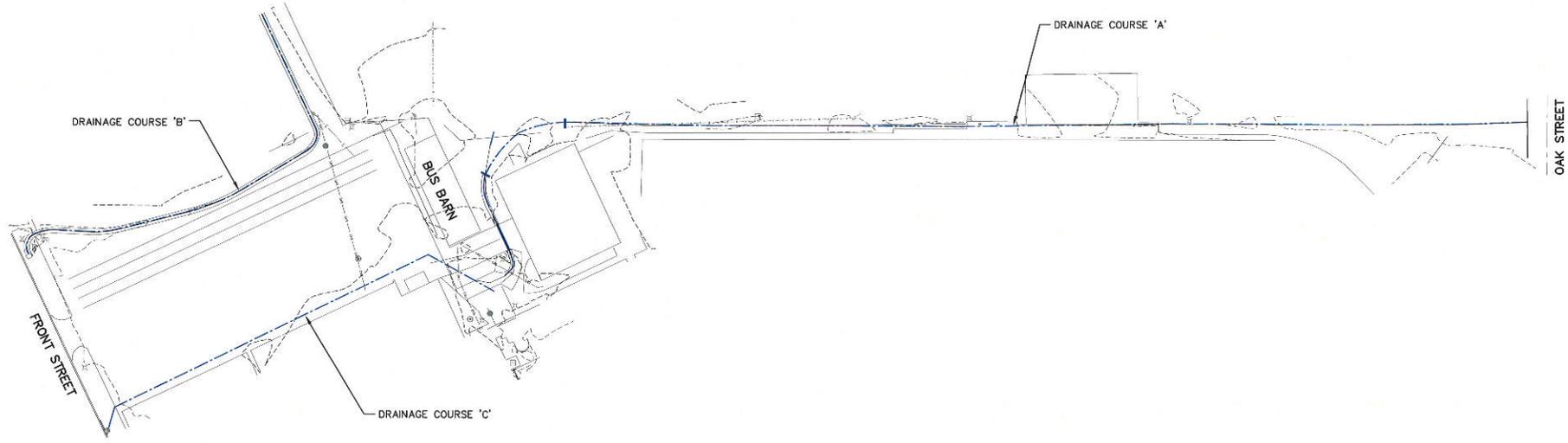
- Time is spent on exploring the cultural differences and similarities, and how they affect our students at HCS.
- Material is covered on prejudice and how it affects those students involved.
- "Cultural-Bias" is discussed to help students understand the ramifications.

Business Department

- Introduction to Business, Marketing, Accounting I & II, Business Law
 - Explain how cultural differences affect doing business internationally.
 - Identify ways in which government and business deal with diversity.
 - Research business etiquette (acceptable social behavior and manners in business) in other countries compared to the U.S.
 - Explain why nations need to trade with each other.
 - Describe how currency exchange works.
 - State of advantages of protectionism and free trade.
 - Name types of trade barriers.
 - Identify some of the major trade alliances in the world today.

- Select a country and identify geographic, economic, cultural, and political factors that could influence the marketing decisions for an international company.
 - Describe a target market for a food item or other product based on geographic and demographic factors. List what types of countries would be appropriate for marketing this product.
 - Identify the various professional accounting organizations that exist to serve the needs of ethnic groups.
- 7th Grade Keyboarding & Computer Applications
 - Key information about multicultural groups such as African American, Hispanic American, Native American, and Asian American in an acceptable report format.
 - Key international business letters using an appropriate format for international addresses.
 - Research the contributions of multicultural groups in the business world and key the information in report format using a word processing or presentation program.

PLotted: 10/20/18 1:50 PM S:\Projects\2018\180104\20181020\Drawings\DWG.dwg



REVISIONS	BY

M&A
 Miller & Associates
 Consulting Engineers, P.C.
 Kearney, NE (402) 234-4454
 McCook, NE (402) 345-3710

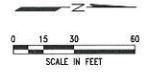
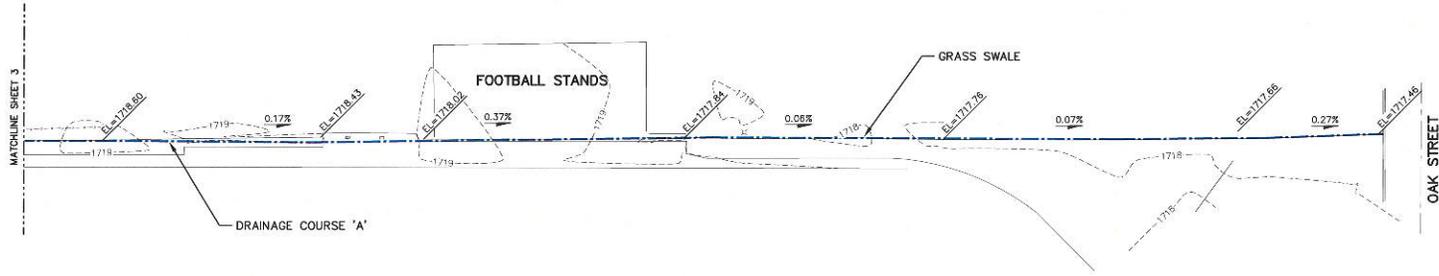
HEARTLAND SCHOOL DRAINAGE
EXISTING SITE PLAN
 HENDERSON, NEBRASKA

VERIFY SCALES
 BAR IS ONE INCH ON ORIGINAL DRAWING
 IF NOT ONE INCH ON THIS SHEET, ADJUST SCALES ACCORDINGLY.

SCALE:	1"=20'
PROJECT NO.:	354-B1-DD1
DATE:	OCTOBER, 2018
FIELD BOOK:	W&A DWG NO.
DRAWN BY:	APRVD BY:
LMA:	
SHEET:	1

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PROJECT: 354-01/2018 - 1537.DWG
DATE: 10/22/2018 1:53 PM
C:\Users\lma\OneDrive\Documents\354-01\354-01-001\354-01-001.dwg



REVISIONS	BY

M&A
Miller & Associates
Consulting Engineers, P.C.
Kearney, NE (308) 234-6466
McCook, NE (308) 345-3710

HEARTLAND SCHOOL DRAINAGE
EXISTING SITE PLAN
HENDERSON, NEBRASKA

VERIFY SCALES
BAR IS ONE INCH ON ORIGINAL DRAWING
IF NOT ONE INCH ON THIS SHEET, ADJUST SCALES ACCORDINGLY.

SCALE:	1"=30'
PROJECT NO.	354-B1-C01
DATE:	OCTOBER, 2018
FIELD BOOK	M&A DWG NO.
DRAWN BY:	LMA
APPROVED BY:	
SHEET	4

October 4, 2018
Kearney, Nebraska



1111 Central Ave. Kearney, NE 68847-6833

Tel: 308-234-6456
Fax: 308-234-1146
www.miller-engineers.com

Heartland Community Schools
1501 Front Street
Henderson, NE 68371

Re: **M&A Project No. 354-B1-001**
Current Conditions Regarding Storm Water Drainage on the West Side of Heartland
Community Schools

Dear Heartland School Board,

The primary objective of this report is to evaluate the current conditions for site drainage of storm water on the site of Heartland Community Schools located in Henderson, NE. For this discussion, the buildings will be identified as follows: School, Theater/Gym, Shop and Bus-barn.

The courtyard area between the arch entry and access to the school was not surveyed or included in this evaluation. From visual inspection, there are not any areas that regularly pond storm water.

Based on the site survey, there are three primary drainage courses for the storm water to flow away from the entry way to the School. An overall site map is shown on Sheet 1 of the attached drawings. They will be defined as follows:

Drainage Course 'A'

Drainage course 'A' is shown on Sheets 3 & 4 and begins approximately 35 feet west of the arch entry way and 30 feet south of the shop building. At the point of beginning, there is a concrete flume which has a 'v' shaped concrete path to collect and direct the water flow. The flume runs for a distance of 100 feet along the front of the shop building where there is a grate covering to provide for vehicle traffic in and out of the building. The concrete flume then enters a grass swale, and turns northerly. The swale continues to the north along the west line of the athletic track. The flume's point of termination is along the curb/gutter flowline on the south side of Oak Street.

The first section of this drainage course is 100 feet of concrete flume with a slope of 0.29% slope. With the limited slope on the flume, the grate covering for the drive into the shop can be problematic with gather weeds and tree debris which impedes the storm water flow.

The first 90 feet section of the grass swale is quite flat with a grade of 0.11%. Where the swale curves around the shop building, the grade is flat preventing adequate flow. This area will always have issues with gathering silt that will settle out in the grass. Maintenance is required to maintain the flowline.

The remaining section of grass swale is approximately 800 feet long and has an average slope of 0.22%. There is a 700 feet section of the swale that is exceptional flat with a grade of 0.07%.

This is equal to a total slope of 7/8" fall in 100 LF. The target slope for a grass swale water way would be 0.25% or greater.

Drainage Course 'B'

The second drainage course is shown on Sheet 2 and is a concrete flume located on the south side of Hickory Street, north of the grain bins. The flow of the flume progresses east to the point where Hickory Street intersects the west side of the school parking lot. At this point, the flume turns to the south along the west side of the parking lot. The flume proceeds to the south and discharges into a grate inlet near the southwest corner of the parking area and north side of Front Street.

The grade on the flume ranges from 0.20% to 0.30%. The desired grade for this type of drainage course would be 0.50% or more to minimize the potential for settling sediments.

The ability to drain the entry way to this flume, is prevented by the existing grades around the bus barn. If this building is to be removed in the future, the option to create a drainage path will need to be examined further.

Drainage Across Parking Lot

Drainage across the existing parking lot is the last path for storm drainage away from the entry way to the school and is shown on Sheet 2 & 3. From the bus barn south, the parking lot drainage flows southerly diagonally across the parking area.

In general the parking area is sloped from the NE corner to the SW corner. Most of the flow will be collected into the flume of the drainage course 'B' on the west side and discharged into the storm sewer inlet. The storm water runoff from the school entry way will not flow across the parking lot, and has to flow to the west into Drainage course 'A'.

Solutions

Several options should be explored to remedy the existing drainage issues occurring at the schools entry way. One option to improve the drainage in the school entrance location is to extend storm sewer piping from the curb inlet located on Front Street. Near the SE corner of the parking area, there is a curb inlet which has sufficient depth to extend storm sewer piping north to the school entrance area.

Starting at said inlet, storm sewer could be extended along the east line of the parking area and deflect at a 45 degree angle to a new area inlet to be constructed in the school entrance area. This would require the removal and replacement of a substantial amount of existing concrete slab in the parking area. Junction boxes would have to be constructed at the locations where there are deflections in the piping alignment. In the drainage collection area, an area inlet with a grate top would be constructed.

This option would collect much of the water that has to gravity flow from the entrance area via the concrete flume to the west in front of the shop building. This option would include some significant cost associated with the removal and replacement of concrete.

Another option would be to explore the construction of a drainage swale across the area where the bus barn currently sits. If there is enough grade to drain from the existing concrete flume in front of the shop building south to the concrete flume along the west side of the parking lot, it

would allow the water to drain south to Front Street in lieu of directing it north next to the football field.

If the Board desires to move forward in pursuing a viable and economically feasible solution, we would be more than happy to assist in preparing preliminary construction costs, preparing plans and specifications, and assisting in the bidding and construction process.

Please do not hesitate to contact me with any questions or concerns regarding the project.

Very truly yours,
MILLER & ASSOCIATES
CONSULTING ENGINEERS, P.C.

A handwritten signature in cursive script, appearing to read "Tyler Hillmer".

Tyler R. Hillmer, P.E.

TRH/jh

Enclosures

CERTIFICATED EMPLOYEE CONTRACT RELEASE

A request for release from a contract shall be contingent upon finding a suitable replacement with the following exception: A request for release from contract submitted before May 1 of the current school year requesting release for the upcoming school year shall be accepted by the Board without any conditions.

The Superintendent or his designee shall have the sole responsibility for determining the criteria used to define a suitable replacement for each position.

If in the opinion of the certificated employee unusual circumstances exist, the certificated employee may appeal to the Board to waive any of the above stated requirements.

The superintendent is authorized to file a complaint with the Nebraska Professional Practices Commission against a certificated employee who leaves without proper release from the board.

The Board of Education reserves the right to seek damages against any certificated employee as a result of breach of contract.

Legal Reference: NDE Rule 27
Neb. Statute 79-817 et seq.

Cross Reference: 406.03 Certificated Employee Individual Contracts
406.04 Certificated Employee Continuing Contracts

Approved _____ Reviewed _____ Revised _____

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Monday, November 12, 2018 7:00 PM

Conference Room

1501 Front Street

Henderson, NE 68371-8929

MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Mr. Kent Allen: Present

Mr. Gary Braun: Present

Mr. Paul Brune: Present

Mr. Glenn Larson: Present

Mr. Glen Ott: Present

Mr. Boyd Stuhr: Present

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

4.1. Superintendent's Report

Mr. Best reviewed his written report. There were no additions.

4.2. Principals' Reports

Mrs. Reinke reviewed her written report.

Mr. Carr reviewed his written report. He highlighted several student performances.

5. Discussion Items

5.1. NASB Activities

Mr. Brune gave an update on NASB activities.

5.2. Audit Report

Mr. Best reviewed the annual audit. The Board will discuss the audit at the December meeting.

5.3. School Board Conferences

The NASB State Conference will be held November 14, 15 and 16.

The National School Board Convention will be held March 29 through April 2.

5.4. Board Self-Evaluation

The Board reviewed the Board self-evaluation.

6. Old Business

6.1. Parking/Drainage Engineering Agreement

Mr. Best updated the Board on the parking/drainage engineering agreement from Miller & Associates.

7. New Business

7.1. Fire Suppression Hood in Kitchen

The fire suppression hood in the kitchen needs to be replaced per the Fire Marshall.

Motion to approve the bid from Central Fire Safety for a new fire suppression hood in the kitchen. Passed with a motion by Mr. Paul Brune and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

7.2. Local Substitute Request

Motion to go into executive session discuss personnel. Passed with a motion by Mr. Kent Allen and a second by Mr. Paul Brune.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

Motion to approve Taylor Hinrichs as a local substitute. Passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.

Mr. Kent Allen: Nay, Mr. Gary Braun: Nay, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

7.3. Teacher Negotiations

The negotiation teams will meet Tuesday, November 20 at approximately 9:00 pm.

Motion to go into executive session to discuss teacher negotiations. Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Paul Brune.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

8. Future Agenda Items

Future agenda items include:

Financial audit.

Superintendent evaluation.

Multi-cultural report.

Test data from the Department of Education.

Robotics demonstration.

9. Consent Agenda

Motion to approve the consent agenda. Passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

10. Adjournment

The next scheduled meeting to be held on December 10 at 7:00 pm.

Motion to adjourn the meeting at 9:37 pm. Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Glenn Larson.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Glen Ott: Yea, Mr. Boyd Stuhr: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW
General Fund Treasurer's Statement for
Month Ending November 30, 2018

	CHECKING	SAVINGS	TOTAL
Balance November 1, 2018	\$1,385,509.52	\$2,922,250.14	\$4,307,759.66
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$100,491.52		\$100,491.52
State of Nebraska:			
- Medicaid Reimbursement			\$0.00
- SPED Reimbursement			\$0.00
- TEEOSA	\$5,133.00		\$5,133.00
Other:			
- Interest	\$549.66	\$3,015.41	\$3,565.07
- Preschool Tuition	\$1,202.50		\$1,202.50
- Rental of Facilities	\$38.00		\$38.00
- Computer Sales	\$1,375.00		\$1,375.00
- ESU Stipends	\$53.83		\$53.83
- FFA - Move to Activity	\$145.00		\$145.00
Subtotal:	\$108,988.51	\$3,015.41	\$112,003.92
Transfer to MMA			
Total Funds Available:	\$1,494,498.03	\$2,925,265.55	\$4,419,763.58
Less Disbursements	\$398,766.34		\$398,766.34
Balance November 30, 2018	\$1,095,731.69	\$2,925,265.55	\$4,020,997.24

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
26975	ADVANCED OFFICE AUTOMATION	COPY MACHINE	373.92
26976	AMAZON CAPITAL SERVICES	SUPPLIES	249.03
26977	BEST, BRADLEY	REIMBURSEMENT	120.43
26978	BLACK HILLS ENERGY	NATURAL GAS	1,840.56
26979	BURTON ENTERPRISES	TRASH REMOVAL	190.00
26980	CENTRAL FIRE AND SAFETY INC.	SERVICES	145.50
26981	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	5,541.05
26982	CHEMSEARCH	SUPPLIES	135.00
26983	CITY OF HENDERSON	WATER/SEWER	495.00
26984	DIETZE MUSIC HOUSE	SUPPLIES	43.20
26985	EAKES OFFICE SOLUTIONS	SUPPLIES	1,222.35
26986	ELECTRONIC SYSTEMS	SUPPLIES	60.00
26987	ESSENTIAL SCREENS	DRUG SCREENING	200.00
26988	ESU 6	SERVICES	832.40
26989	ESU 9	SERVICES	1,202.50
26990	FILLMORE COUNTY HOSPITAL	SERVICES	2,833.33
26991	GRAINGER	SUPPLIES	196.52
26992	HEARTLAND ACTIVITY FUND	TRANSFER OF FUNDS	145.00
26993	HEARTLAND SCHOOL LUNCH FUND	SUPPLIES	104.80
26994	HENDERSON ACE HARDWARE	SUPPLIES	50.92
1993	HENDERSON CHAMBER OF COMMERCE	SERVICES	85.00
26995	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	4,750.58
26996	HENDERSON FOOD MART	SUPPLIES	250.19
26997	HENDERSON HEALTH CARE	SERVICES	140.00
26998	HENDERSON MOTORS	SERVICES	1,531.69
26999	HERITAGE PARK	FIELD TRIP	136.00
27000	HIEBNER, KIMBERLY	REIMBURSEMENT	27.13
27001	HISTORY NEBRASKA	SUBSCRIPTION	72.00
27002	HOMETOWN LEASING	COPY MACHINE LEASE	846.66
27003	J.W. PEPPER & SON	SUPPLIES	571.96
27004	JANZEN ELECTRIC	SERVICES	315.00
27005	KULLY PIPE & STEEL SUPPLY	SUPPLIES	237.13
27006	LINCOLN JOURNAL STAR	SUBSCRIPTION	194.46
27007	MAILFINANCE	POSTAGE MACHINE	416.98
27008	MAINSTAY COMMUNICATIONS	TELEPHONE	346.99
27009	MATHESON TRI GAS INC	SUPPLIES	189.94
27010	MCI	TELEPHONE	68.96
27011	MENARDS	SUPPLIES	25.98
27012	MENARDS	SUPPLIES	332.07
27013	MILLER SEED & SUPPLY CO INC	SUPPLIES	840.00
27014	NASB	REGISTRATION	497.00
27015	NCSA	REGISTRATION	4,150.00
27016	PAYFLEX SYSTEMS	CAFETERIA 125 PLAN	1,906.06
27017	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,726.66
27018	QUILL	SUPPLIES	433.27

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
27019	QUIRING, LAUREN	REIMBURSEMENT	750.00
27020	REMPEL, ABBY	PRESCHOOL OVERPMT	130.00
27021	SERVICE PRESS	SERVICES	61.85
27022	SHRED MONSTER, INC	SERVICES	45.00
27023	SUPPLYWORKS	SUPPLIES	33.52
27024	SWARTZENDRUBER, TARA		141.79
27025	TIME MANAGEMENT SYSTEMS	SERVICES	124.00
27026	TRANSPORTATION ACCESSORIES CO	SUPPLIES	151.10
27027	TRI COUNTY AUTO	REPAIRS	597.03
27028	TRUCK CENTER COMPANIES	SERVICES	356.56
27029	U.S. BANK	SUPPLIES	7,109.21
27030	UNITE PRIVATE NETWORKS	SERVICES	415.50
1997	UNITED STATES POSTAL SERVICE	NEWSLETTER	141.30
27031	VERIZON WIRELESS	TELEPHONE	118.14
1995	WALMART COMMUNITY	SUPPLIES	25.48
27032	YORK ACE HARDWARE	SUPPLIES	54.99
Fund Total:			49,328.69
Checking Account Total:			49,328.69

<u>Checking</u>	6	Fund: 06	SCHOOL LUNCH/MILK FUND	
3949	FOOD DISTRIBUTION PROGRAM	FOOD PURCHASED	104.40	
3950	GOOSSEN, JAN	LUNCH RETURN	77.25	
3951	HENDERSON FOOD MART	SUPPLIES	26.33	
3952	HILAND DAIRY	FOOD PURCHASED	743.30	
3953	US FOODS DBA THE THOMPSON CO	SUPPLIES	3,493.76	
Fund Total:			4,445.04	
Checking Account Total:			4,445.04	

Regular; Beginning Month 09/2018; Processing Month 11/2018; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	FOOTBALL	(450.00)	1,524.27	2,972.00	0.00	997.73
05 704 0102	VOLLEYBALL	(220.00)	2,250.00	1,634.55	0.00	(835.45)
05 704 0103	BOYS BASKETBALL	0.00	181.75	0.00	0.00	(181.75)
05 704 0104	GIRLS BASKETBALL	0.00	276.74	0.00	0.00	(276.74)
05 704 0105	TRACK	0.00	161.76	0.00	0.00	(161.76)
05 704 0107	GENERAL ATHLETICS	0.00	447.54	0.00	0.00	(447.54)
05 704 0110	JH FOOTBALL	0.00	320.00	405.00	0.00	85.00
05 704 0111	JH VOLLEYBALL	0.00	770.00	321.00	0.00	(449.00)
05 704 0112	JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0113	JH GIRLS BASKETBALL	0.00	600.00	375.00	0.00	(225.00)
05 704 0114	JH TRACK	0.00	366.63	0.00	0.00	(366.63)
05 704 0116	SEASON PASS	0.00	0.00	4,400.00	0.00	4,400.00
05 704 0117	GIRLS GOLF	(85.00)	859.70	160.00	0.00	(784.70)
05 704 0118	BOYS GOLF	0.00	56.78	0.00	0.00	(56.78)
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	96.64	0.00	96.64
05 704 0120	CONFERENCE ACCOUNT	0.00	609.20	869.00	0.00	259.80
05 704 0129	COACH - FB	589.08	0.00	375.20	0.00	964.28
05 704 0130	COACH - VB	4,459.30	934.52	786.95	0.00	4,311.73
05 704 0131	COACH - GIRLS BB	3,263.76	0.00	387.00	0.00	3,650.76
05 704 0132	COACH - BOYS BB	1,848.34	0.00	328.60	0.00	2,176.94
05 704 0133	COACH - JH BB	432.32	0.00	190.00	0.00	622.32
05 704 0135	COACH - GIRLS GOLF	369.07	208.67	320.72	0.00	481.12
05 704 0136	COACH - BOYS GOLF	580.67	0.00	0.00	0.00	580.67
05 704 0137	COACH - TRACK	81.29	0.00	0.00	0.00	81.29
05 704 0138	COACH - JH VB	620.93	284.00	0.00	0.00	336.93
05 704 0200	BAND UNIFORMS	103.96	0.00	0.00	0.00	103.96
05 704 0201	BAND	200.01	292.12	0.00	0.00	(92.11)
05 704 0202	CHORUS	324.92	0.00	0.00	0.00	324.92
05 704 0203	MARCHING SHOES	5.72	541.55	0.00	0.00	(535.83)
05 704 0204	VOCAL CLINIC	4,099.22	398.74	0.00	0.00	3,700.48
05 704 0206	MUSIC TRIP	2,381.54	0.00	0.00	0.00	2,381.54
05 704 0207	DISTRICT MUSIC	1,447.13	0.00	0.00	0.00	1,447.13
05 704 0301	ART	1,770.85	128.83	0.00	0.00	1,642.02
05 704 0302	MUSICAL	0.00	5.00	0.00	0.00	(5.00)
05 704 0304	ALL SCHOOL PLAY	1,682.94	0.00	0.00	0.00	1,682.94
05 704 0305	ONE ACT	0.00	377.91	0.00	0.00	(377.91)
05 704 0403	FBLA	4,769.68	1,270.15	1,623.65	0.00	5,123.18

Regular; Beginning Month 09/2018; Processing Month 11/2018; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0404	IND TECH/AG PROJECTS	0.00	1.50	22.00	0.00	20.50
05 704 0405	FFA	5,863.08	15,860.06	13,457.07	0.00	3,460.09
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	577.74	615.00	467.90	0.00	430.64
05 704 0410	JH ROBOTICS	490.64	0.00	0.00	0.00	490.64
05 704 0411	HS ROBOTICS	0.00	350.00	10,000.00	0.00	9,650.00
05 704 0500	CLASS OF 2020	5,510.36	450.00	739.70	0.00	5,800.06
05 704 0501	CLASS OF 2021	2,576.88	0.00	0.00	0.00	2,576.88
05 704 0502	CLASS OF 2022	945.67	0.00	445.90	0.00	1,391.57
05 704 0503	CLASS OF 2023	200.00	0.00	0.00	0.00	200.00
05 704 0504	CLASS OF 2024	0.00	0.00	0.00	0.00	0.00
05 704 0505	CLASS OF 2025	0.00	0.00	0.00	0.00	0.00
05 704 0506	CLASS OF 2026	0.00	0.00	0.00	0.00	0.00
05 704 0507	CLASS OF 2017	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2018	900.56	900.56	0.00	0.00	0.00
05 704 0509	CLASS OF 2019	1,793.50	0.00	0.00	0.00	1,793.50
05 704 0601	NATIONAL HONOR SOCIETY	958.78	13.86	100.00	0.00	1,044.92
05 704 0701	BUSINESS	0.00	231.91	0.00	0.00	(231.91)
05 704 0709	YEARBOOK	0.00	4,012.75	2,935.00	0.00	(1,077.75)
05 704 0801	STUDENT COUNCIL	1,252.63	1,011.50	1,421.00	0.00	1,662.13
05 704 0802	CONCESSIONS	(1,143.95)	8,360.77	5,499.19	0.00	(4,005.53)
05 704 0804	INTEREST ON ACT ACCT	3.01	0.00	8.67	0.00	11.68
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT COUNCIL	1,285.78	423.86	500.00	0.00	1,361.92
05 704 0913	REVOLVING - SECONDARY	0.00	1,628.77	1,900.77	0.00	272.00
05 704 0914	REVOLVING - ELEMENTARY	0.00	260.50	260.50	0.00	0.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0919	HEALTH/TOBACCO GRANT	350.00	0.00	0.00	0.00	350.00
05 704 0924	OTT SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 704 0930	MONSANTO GRANT	2,500.00	0.00	0.00	0.00	2,500.00
05 704 0936	FIELD TRIP GRANT	4,500.00	0.00	0.00	0.00	4,500.00
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	0.00	0.00	84.30	0.00	84.30
05 704 0938	IF KIDS COULD CURE GRANT	15,000.00	0.00	0.00	0.00	15,000.00
05 704 0940	HUSKIE BEEF	0.00	165.72	0.00	0.00	(165.72)
05 704 0950	COMPUTER DEPOSITS	8,127.95	0.00	3,970.00	0.00	12,097.95
05 704 0951	STAFF LOUNGE ACCOUNT	1,687.97	406.80	651.70	0.00	1,932.87

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2018 - 11/2018

Regular; Beginning Month 09/2018; Processing Month 11/2018; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
	Fund Total: 05	97,854.23	47,559.42	57,709.01	0.00	108,003.82

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,241,303.21	172,317.21	520,285.24	1,721,017.97	23.21
1200	SPED - SA	798,272.21	52,957.20	149,035.23	649,236.98	18.67
1291	SPED - 3-5	82,783.44	9,532.09	26,832.27	55,951.17	32.41
1292	SPED - 0-2	9,218.88	763.98	2,411.57	6,807.31	26.16
1300	SUMMER SCHOOL	3,525.83	0.00	0.00	3,525.83	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	7,100.00	0.00	9,200.40	(2,100.40)	129.58
2120	GUIDANCE SERVICES	103,323.60	8,066.36	25,230.69	78,092.91	24.42
2130	HEALTH SERVICES	2,350.56	93.63	1,005.04	1,345.52	42.76
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	55,000.00	5,666.66	5,666.66	49,333.34	10.30
2150	SPEECH PATH & AUDIOLOGY SVCS - GEN ED	0.00	0.00	0.00	0.00	0.00
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	2,000.00	234.70	607.65	1,392.35	30.38
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	500.00	387.05	471.05	28.95	94.21
2160	OCCUPATIONAL THERAPY SVCS - GEN ED	0.00	0.00	0.00	0.00	0.00
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	15,000.00	3,672.32	4,914.87	10,085.13	32.77
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	5,000.00	97.50	160.95	4,839.05	3.22
2170	PHYSICAL THERAPY SVCS - GEN ED	0.00	0.00	0.00	0.00	0.00
2171	PHYSICAL THERAPY SVCS - SPED SA	10,000.00	1,260.73	1,817.63	8,182.37	18.18
2173	PHYSICAL THERAPY SVCS - SPED 0-2	10,000.00	113.75	653.53	9,346.47	6.54
2180	VISION SERVICES - GEN ED	0.00	0.00	0.00	0.00	0.00
2181	VISION SERVICES - SPED SA	7,500.00	3,515.00	3,515.00	3,985.00	46.87
2213	INSTRUCTIONAL STAFF TRAINING	15,000.00	190.48	921.38	14,078.62	6.14
2220	LIBRARY/MEDIA SERVICES	171,571.01	13,707.61	40,605.58	130,965.43	23.67
2230	INSTRUCTION-RELATED TECHNOLOGY	34,224.48	2,847.06	8,541.18	25,683.30	24.96
2310	BOARD OF EDUCATION	93,371.68	8,244.83	19,341.89	74,029.79	20.71
2320	EXECUTIVE ADMINISTRATION	256,611.61	20,715.02	63,692.00	192,919.61	24.82
2330	DISTRICT LEGAL SERVICES	5,000.00	305.00	530.00	4,470.00	10.60
2410	OFFICE OF THE PRINCIPAL	320,170.29	26,769.93	78,481.60	241,688.69	24.51
2490	SCHOOL ADMINISTRATION - OTHER	6,973.20	581.11	1,743.31	5,229.89	25.00
2510	FISCAL SERVICES	41,950.00	5,838.84	10,817.74	31,132.26	25.79
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	34,224.36	2,847.03	8,541.09	25,683.27	24.96
2610	OPERATION OF BUILDINGS	376,028.90	21,648.39	73,295.98	302,732.92	19.49
2620	MAINTENANCE OF BUILDINGS	56,314.51	7,072.72	16,140.52	40,173.99	28.66
2650	VEHICLE OP/MAINT/PURCH - NON STUDENT	5,600.00	119.53	12,108.25	(6,508.25)	216.22
2710	VEHICLE OPERATION & PURCH - GEN ED	103,086.94	11,828.17	29,094.49	73,992.45	28.22
2712	VEHICLE OPERATION & PURCH - SPED	36,632.65	2,699.20	6,340.63	30,292.02	17.31
2730	VEHICLE SERVICING & MAINT - GEN ED	48,000.00	5,084.69	11,195.89	36,804.11	23.32
2732	VEHICLE SERVICING & MAINT - SPED	23,500.00	2,918.70	6,842.16	16,657.84	29.12
3300	COMMUNITY SERVICES OPERATIONS	3,525.83	0.00	0.00	3,525.83	0.00
3535	HIGH ABILITY LEARNERS	8,080.00	0.00	2,356.33	5,723.67	29.16
6200	TITLE IA	88,151.17	7,197.11	21,591.33	66,559.84	24.49
6310	TITLE IIA	6,874.00	0.00	0.00	6,874.00	0.00
6404	IDEA - BASE	52,009.00	0.00	0.00	52,009.00	0.00
6406	IDEA - PRESCHOOL	7,235.00	0.00	0.00	7,235.00	0.00
6410	IDEA - ENROLLMENT/POVERTY	42,664.00	0.00	0.00	42,664.00	0.00
6990	OTHER FEDERAL PROGRAMS (PBIS)	0.00	0.00	1,160.61	(1,160.61)	0.00
6992	REAP	29,422.00	0.00	0.00	29,422.00	0.00
8000	OUTGOING TRANSFERS	35,000.00	0.00	0.00	35,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,000,000.00	0.00	0.00	1,000,000.00	0.00
		6,254,098.36	399,293.60	1,165,149.74	5,088,948.62	18.63

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	November 30, 2017	November 30, 2018
General Fund	\$4,170,505.90	\$4,020,997.24
Activity Fund	\$86,390.15	\$108,003.82
School Lunch Fund	\$23,718.05	\$19,625.90
Depreciation Fund	\$1,363,126.92	\$1,047,924.19
Unemployment Fund	\$2,974.28	\$2,984.13
Qualified Capital Purpose Fund	\$62,127.90	\$62,343.71
Special Building Fund	\$350,372.85	\$346,223.22

Expenditure Summary
11/2018

Function Number	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure					
06					
SCHOOL LUNCH/MILK FUND					
3100 FOOD SERVICES OPERATIONS	0.00	20,463.38	55,503.95	(55,503.95)	0.00
	<u>0.00</u>	<u>20,463.38</u>	<u>55,503.95</u>	<u>(55,503.95)</u>	<u>0.00</u>