

Board of Education Regular Meeting
Monday, November 9, 2020 7:00 PM
Notice of the meeting was posted in the
Henderson News on November 5, 2020.

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. Board Self-Evaluation Discussion
 2. Delegate Assembly Representative
 3. Format for Superintendent Evaluation
 4. NASB State Conference
 5. Multicultural Report
6. Old Business
 1. Final Reading of Policy 404.13
7. New Business
 1. Surplus Equipment
 2. Update to Policy 404.02 - Employee Injuries
8. Executive Session to Discuss Negotiations

9. Future Agenda Items

10. 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

11. Adjournment

Heartland 7-12 Multicultural Report 2020-2021

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 and 11th grade American History II, 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 a 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 in 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, Waffles with White Sauce
 - 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.

English

- 7th Grade
 - 7th graders will be reading material -both fiction and non-fiction- that focuses on acceptance of differences (for example, *Al Capone Does My Shirts*).
 - *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 and work on formal responses to the readings.
 - African American Lit:
 - Excerpts from Maya Angelou in Daybook

- 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.
- 8th Grade
 - 8th graders will be discussing different cultures as they read *The Outsiders* and *Call of the Wild*, 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 and work on formal responses to the readings.
 - Each student will work on writing a novel on their own that will encourage them to explore and research different cultures, time periods and other examples of diversity through a large portion of time (1-2 months).
 - *SCOPE* magazine is used and features activities that offer a variety of cultural articles and language activities.
 - 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.
 - African American Lit:
 - Langston Hughes
 - Variety of authors within the Daybook
- English 9
 - Students will read literature from a variety of cultures.
 - African American
 - *To Kill a Mockingbird* by Harper Lee
 - *Warriors Don't Cry* by Melba Patillo Beals
 - 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”
 - French
 - “The Necklace” by Guy de Maupassant
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.

- English 10
 - 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 and/or tolerance in the plot of the story.
- American Literature (11th Grade)
 - Students will read literature from a variety of cultures.
 - African-American
 - *If Beale Street Could Talk* by Jame Baldwin
 - 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
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.
- Lit Comp. (12th Grade)
 - 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
 - Nigerian
 - *Things Fall Apart* by Chinua Achebe
- Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.
- English I, II, III, & IV
 - British
 - *Beowulf*
 - African American
 - *To Kill a Mockingbird* by Harper Lee
 - 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”
 - *Warriors Don’t Cry* by Melba Patillo Beals
 - 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
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 - Korean
 - “Cranes” by Hwang Sunwon
 - Middle Eastern Arab
 - “Shoofly Pie” by Naomi Shihab Nye
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of

the four quarters. Many of these reflect other cultures and/or tolerance 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-
 - Compositions celebrating spiritual expression through music which is the window to the soul

- 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 and throughout history, with a focus on BIPOC artists:
 - Pottery: Maria Martinez
 - Drawing: Charles White, Kenturah Davis
 - Sculpture: Frank Buffalo Hyde, Nadia Zubareva, Jeff Nishinaka, Ai Weiwei
- Students use art techniques and materials developed from all around the world.
- Students have the opportunity to view different works inspired by other cultures, 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 and emerging artists from the present 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.
 - Discuss the contributions of Pythagorus and other mathematicians as they relate to different concepts in mathematics
 - 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 it's 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.

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- **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.

Heartland Community Elementary School

Multicultural Report

Updated 2020 - 2021 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, both in reading and social studies. 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.). First graders also discuss American symbols, landmarks, and monuments with the important history behind them, all the way back to understanding where our country began. Students discover the way of life for American people in the past to include the American Indians, those who have migrated and the culture they bring with them. Students then read about the diversity of the American people from sports, dances, customs, and traditions. Students also discuss resources, goods, and services important for different cultures around the globe.

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, and “Who was Anne Frank” which is the story of her life. In reading groups, we also read a variety of novels that are based on WWII. Although these books deal specifically with the Jews, our discussions involve the unfair treatment of a variety of groups.

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 Hispanic 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, Musicians of Harlem, etc. In science, while studying astronomy, the class learns about a variety of scientists such as Neil deGrasse Tyson, Mae Jemison, and Ramon E. Lopez. Also in the science curriculum, students study about the different solar technologies that other cultures have available.

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 participants 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 create works of art inspired by different techniques used in art throughout history.
- Students learn about the elements of art and the principles of design, as well as how to use the color wheel to put together different color combinations.
- Each semester famous artists from the past and emerging artists of the present are chosen to study and relate to projects for K-6 students.

SCHOOL CLOSURE UNDER EXTRAORDINARY CIRCUMSTANCES

In extreme or extraordinary circumstances the district may close one or more buildings to protect the health, safety and welfare of staff and students. In a case of epidemic sickness or other circumstances forcing prolonged closure the district may utilize agreements, procedures, government directives or other measures to pay staff for such time as the school or schools shall be closed to ensure staff continuity.

Legal Reference: Neb. Statute 79-8,106

Approved _____ Reviewed _____ Revised _____

EMPLOYEE INJURY ON THE JOB

When an employee becomes seriously injured on the job, the building principal shall notify a member of the family, or an individual of close relationship, as soon as the building principal becomes aware of the injury.

If possible, an employee may administer emergency or minor first aid. An injured employee shall be turned over to the care of the employee's family or qualified medical employees as quickly as possible. The school district is not responsible for medical treatment of an injured employee.

It shall be the responsibility of the employee injured on the job to inform their supervisor~~the superintendent~~ within one business day of the occurrence. It shall be the responsibility of the employee's immediate supervisor to file an accident report within one business day after the employee reported the injury and notify the building principal.

It shall be the responsibility of the employee to file claims, such as workers' compensation, through the central administration office.

Injury Leave

If a district employee suffers physical injury within the scope of employment by another individual who intentionally, knowingly, or recklessly causes that injury, notification of the supervisor shall be made as described above. If, after investigation of the circumstances of the injury by the administration, and in consultation with the employee's physician, the employee may be granted up to seven calendar days of paid leave for such time as the employee is absent and unable to work as a result of the injury. This injury leave will not count against any other leave available to the employee. The administration's decision regarding injury leave is not subject to appeal.

Legal Reference: Neb. Statute 79-8,106

Cross Reference: 404 Employee Health and Well-Being
 410.02 Certificated Employee Personal Illness Leave
 415.02 Support Staff Personal Illness Leave
 905.06 Accident Reports

Approved _____ Reviewed _____ Revised _____

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

Monday, October 12, 2020 8:00 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. Glen Ott: Present
Mrs. Tammy Ott: Present
Mr. Steve Stebbing: 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

There were no comments on agenda items.

3. Public Comments on Topics Not on the Agenda

Mr. Paul Buller was present to address issues regarding Covid 19 procedures.

4. Reports

4.1. Superintendent's Report

Mr. Best reviewed his written report. In addition he gave an update on Covid 19 issues in the school and community.

4.2. Principals' Reports

Mrs. Reinke presented her written report. She highlighted that parent teacher conferences were held virtually and went well.

Mr. Carr presented his written report. He highlighted the band competitions that took place, and that Heartland's girls golf team was competing at the State Golf Tournament.

5. Discussion Items

5.1. Board Self-Evaluation

The Board decided to use the same format for evaluations as used previously.

5.2. School Improvement Meetings

The Board decided to postpone the school improvement meeting until a later date.

5.3. School Sign in Bradshaw

Mr. Best gave an update on placing a school sign in the Village of Bradshaw.

5.4. Schedule for Depreciation Funds

Mr. Best listed items for replacement that are listed in the Depreciation Fund expense schedule.

5.5. Dates for Negotiations Meeting

The Board tentatively scheduled the negotiations meeting with HEA for Thursday, October 29 at 7:00 P.M.

6. Old Business

7. New Business

7.1. Technology Updates

Mr. Best gave an update on technology and devices. Funds are available from the Depreciation Fund, and various other funds and grants.

Motion to approve the purchase of updated technology for use in the elementary grades, not to exceed \$60,000. Passed with a motion by Mr. Steve Stebbing and a second by Mrs. Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glen Ott: Yea, Mrs. Tammy Ott: Yea, Mr. Steve Stebbing: Yea

7.2. Policy 404.13 - School Closure

Mr. Best explained this new School Closure Policy update to the Board.

Motion to approve the first reading of policy 404.13. Passed with a motion by Mr. Paul Brune and a second by Mr. Steve Stebbing.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glen Ott: Yea, Mrs. Tammy Ott: Yea, Mr. Steve Stebbing: Yea

7.3. Bids for New Minibus

Matt Quiring was present to give the Board information on the bids for a new minibus.

Motion to purchase a minibus from Truck Center for a 2021 Thomas minibus. Passed with a motion by Mr. Gary Braun and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glen Ott: Yea, Mrs. Tammy Ott: Yea, Mr. Steve Stebbing: Yea

8. Future Agenda Items

Future Agenda Items include:

- School improvement process
- School board self-evaluations
- Negotiations
- Superintendent evaluation

9. Consent Agenda

Motion to approve the consent agenda. 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. Glen Ott: Yea, Mrs. Tammy Ott: Yea, Mr. Steve Stebbing: 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 November 9 at 7:00 P.M.

Motion to adjourn the meeting at 9:00 P.M. 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. Glen Ott: Yea, Mrs. Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending October 31, 2020

	CHECKING	SAVINGS	TOTAL
Balance October 1, 2020	\$1,213,222.86	\$2,974,826.64	\$4,188,049.50
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$185,652.09		\$185,652.09
State of Nebraska:			
- SPED Reimbursement			\$0.00
- TEEOSA	\$5,433.00		\$5,433.00
- Medicaid Reimbursement			\$0.00
- HAL	\$4,475.00		\$4,475.00
			\$0.00
			\$0.00
Other:			
- Interest	\$152.40	\$1,213.47	\$1,365.87
- Preschool Tuition	\$1,348.75		\$1,348.75
- Rental of Facilities			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$197,061.24	\$1,213.47	\$198,274.71
Transfer to MMA			
Total Funds Available:	\$1,410,284.10	\$2,976,040.11	\$4,386,324.21
Less Disbursements	\$425,795.50		\$425,795.50
Balance October 31, 2020	\$984,488.60	\$2,976,040.11	\$3,960,528.71

NEW BOARD REPORT

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01 GENERAL FUND		
28674	ADVANCED OFFICE AUTOMATION	COPY MACHINE	36.74
28628	ADVANTAGE LEARNING SYSTEMS, IN	SUPPLIES	0.00
28629	AMAZON CAPITAL SERVICES	SUPPLIES	303.47
28630	BEST, BRADLEY	REIMBURSEMENT	100.31
28631	BLACK HILLS ENERGY	NATURAL GAS	487.60
28632	BURTON ENTERPRISES	TRASH REMOVAL	190.00
28633	CDW-G	SUPPLIES	221.38
28634	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	8,463.81
28635	CENTRAL VALLEY AG	SERVICES	2,932.51
28636	CHEMSEARCH	SUPPLIES	137.00
28637	CITY OF HENDERSON	WATER/SEWER	495.00
28638	COLUMBUS SCOTUS HIGH SCHOOL	ENTRY FEE	500.00
28639	DAS STATE ACCT-CENTRAL FINANCE OCIO	STATE REPORTING	229.49
28640	DIETZE MUSIC HOUSE	SUPPLIES	76.73
28641	ESU 6	SERVICES	1,086.25
28642	EWELL EDUCATIONAL SERVICES	RECORD BOOK SUBSCRIPTION	325.00
28643	FASTENAL	SUPPLIES	606.96
28644	FILLMORE COUNTY HOSPITAL	SERVICES	3,833.33
28645	HALL, DAPHNE	FIELD TRIP	120.00
28646	HEARTLAND ACTIVITY FUND	FUND TRANSFER	6,651.81
28647	HENDERSON CHAMBER OF COMMERCE	SERVICES	300.00
28648	HENDERSON FOOD MART	SUPPLIES	168.75
28649	HOME DEPOT PRO, THE	SUPPLIES	730.78
28650	HOMETOWN LEASING	COPY MACHINE LEASE	945.19
28651	LIBRARY STORE, THE	SUPPLIES	49.75
28652	MAINSTAY COMMUNICATIONS	TELEPHONE	359.58
28653	MATHESON TRI GAS INC	SUPPLIES	428.07
28654	MCI	TELEPHONE	127.85
28655	MENARDS	SUPPLIES	335.93
28656	NASB	REGISTRATION	275.00
28657	NICK'S FARM STORE	SUPPLIES	40.74
28658	NUNNENKAMP, VALERIE	MEDIA COORDINATOR	600.00
28659	PAPER TIGER SHREDDING	SERVICES	55.00
28660	PAYFLEX	CAFETERIA 125 PLAN	1,869.53
28661	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,014.73
28662	QUILL	SUPPLIES	550.17
28663	SCHOOL SPECIALTY	SUPPLIES	12.84
28664	SERVICE PRESS	SERVICES	62.51
28665	STRIV, INC.	SERVICES	149.25
28666	TIERNEY	SMARTBOARDS	6,810.00
28667	TIME MANAGEMENT SYSTEMS	SERVICES	124.00
28668	TRI COUNTY AUTO	SERVICES	1,809.51
28669	U.S. BANK	SUPPLIES	811.45
28670	UNITE PRIVATE NETWORKS	SERVICES	554.00
2054	UNITED STATES POSTAL SERVICE	NEWSLETTER	143.98

NEW BOARD REPORT

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
28671	VERIZON WIRELESS	TELEPHONE	112.32	
28672	WEST 40-MIDWEST PBIS	REGISTRATION	50.00	
28673	YORK ACE HARDWARE	SUPPLIES	219.93	
		Fund Total:		48,508.25
		Checking Account Total:		48,508.25

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	October 31, 2019	October 31, 2020
General Fund	\$4,283,689.78	\$3,960,528.71
Activity Fund	\$126,216.37	\$116,872.96
School Lunch Fund	\$37,769.76	\$44,615.21
Depreciation Fund	\$821,614.82	\$718,168.34
Unemployment Fund	\$2,993.65	\$2,996.69
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$409,632.32	\$198,246.53

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2020 - 10/2020

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	0.00	4,698.44	3,786.00	0.00	(912.44)
05 704 0102	VOLLEYBALL	0.00	1,311.58	(638.00)	0.00	(1,949.58)
05 704 0103	BOYS BASKETBALL	0.00	143.52	0.00	0.00	(143.52)
05 704 0104	GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0105	TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0107	GENERAL ATHLETICS	0.00	638.52	0.00	0.00	(638.52)
05 704 0110	JH FOOTBALL	0.00	1,047.00	0.00	0.00	(1,047.00)
05 704 0111	JH VOLLEYBALL	0.00	1,251.91	0.00	0.00	(1,251.91)
05 704 0112	JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0113	JH GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0114	JH TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0116	SEASON PASS	0.00	0.00	1,025.00	0.00	1,025.00
05 704 0117	GIRLS GOLF	0.00	801.76	0.00	0.00	(801.76)
05 704 0118	BOYS GOLF	0.00	0.00	0.00	0.00	0.00
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0120	CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0129	COACH - FB	1,027.84	0.00	0.00	0.00	1,027.84
05 704 0130	COACH - VB	1,104.15	280.00	1,364.91	0.00	2,189.06
05 704 0131	COACH - GIRLS BB	3,050.97	0.00	0.00	0.00	3,050.97
05 704 0132	COACH - BOYS BB	2,604.63	0.00	0.00	0.00	2,604.63
05 704 0133	COACH - JH BB	392.32	0.00	0.00	0.00	392.32
05 704 0135	COACH - GIRLS GOLF	743.12	0.00	0.00	0.00	743.12
05 704 0136	COACH - BOYS GOLF	21.62	0.00	228.99	0.00	250.61
05 704 0137	COACH - TRACK	1,592.94	0.00	6.99	0.00	1,599.93
05 704 0138	COACH - JH VB	112.31	0.00	493.06	0.00	605.37
05 704 0200	BAND UNIFORMS	77.20	0.00	0.00	0.00	77.20
05 704 0201	BAND	(27.63)	(338.82)	0.00	0.00	311.19
05 704 0202	CHORUS	324.92	0.00	0.00	0.00	324.92
05 704 0203	MARCHING SHOES	(502.00)	(123.33)	0.00	0.00	(378.67)
05 704 0204	VOCAL CLINIC	2,930.21	0.00	0.00	0.00	2,930.21
05 704 0206	MUSIC TRIP	(319.18)	0.00	267.89	0.00	(51.29)
05 704 0207	DISTRICT MUSIC	1,447.13	0.00	0.00	0.00	1,447.13
05 704 0301	ART	2,516.12	0.00	0.00	0.00	2,516.12
05 704 0302	MUSICAL	0.00	0.00	0.00	0.00	0.00
05 704 0304	ALL SCHOOL PLAY	210.73	0.00	0.00	0.00	210.73
05 704 0305	ONE ACT	244.54	0.00	0.00	0.00	244.54
05 704 0403	FBLA	4,734.18	449.51	0.00	0.00	4,284.67
05 704 0404	IND TECH/AG PROJECTS	94.70	593.97	0.00	0.00	(499.27)

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 0405	FFA	8,190.09	1,637.76	4,888.00	0.00	11,440.33
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	748.77	0.00	0.00	0.00	748.77
05 704 0410	COACH - JH ROBOTICS	216.80	0.00	0.00	0.00	216.80
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	0.00	654.00	0.00	0.00	(654.00)
05 704 0451	GRANT - HS ROBOTICS	0.00	0.00	0.00	0.00	0.00
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	3,399.23	0.00	0.00	0.00	3,399.23
05 704 0502	CLASS OF 2022	5,397.11	0.00	0.00	0.00	5,397.11
05 704 0503	CLASS OF 2023	3,794.00	0.00	40.50	0.00	3,834.50
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 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	718.28	0.00	124.54	0.00	842.82
05 704 0701	HCS CUSTOMS	0.00	173.98	12.00	0.00	(161.98)
05 704 0709	YEARBOOK	0.00	4,113.58	600.00	0.00	(3,513.58)
05 704 0801	STUDENT COUNCIL	1,562.48	544.67	319.00	0.00	1,336.81
05 704 0802	CONCESSIONS	1,073.36	6,406.76	3,937.31	0.00	(1,396.09)
05 704 0804	INTEREST ON ACT ACCT	0.73	0.00	1.44	0.00	2.17
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT COUNCIL	1,047.28	0.00	0.00	0.00	1,047.28
05 704 0810	JH HOMEROOM	352.46	0.00	0.00	0.00	352.46
05 704 0913	REVOLVING - SECONDARY	0.00	(374.00)	0.00	0.00	374.00
05 704 0914	REVOLVING - ELEMENTARY	200.30	0.00	0.00	0.00	200.30
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	32,607.15	0.00	5.45	0.00	32,612.60
05 704 0930	MONSANTO/BAYER 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	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	9,371.49	0.00	0.00	0.00	9,371.49
05 704 0939	GIRLS ON THE RUN	657.75	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0950	COMPUTER DEPOSITS	6,064.54	308.00	240.00	0.00	5,996.54

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2020 - 10/2020

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 0951	STAFF LOUNGE ACCOUNT	1,412.74	627.69	582.00	0.00	1,367.05
05 704 0952	EHA ELEVATE PROGRAM	1,229.86	719.75	0.00	0.00	510.11
Fund Total: 05		125,154.13	25,566.25	17,285.08	0.00	116,872.96

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,361,766.42	178,341.09	362,557.96	1,999,208.46	15.35
1200	SPED - SA	645,280.22	47,116.76	87,160.95	558,119.27	13.51
1291	SPED - 3-5	142,043.89	11,272.87	22,528.77	119,515.12	15.86
1292	SPED - 0-2	9,269.65	737.30	1,598.19	7,671.46	17.24
1300	SUMMER SCHOOL	3,525.83	0.00	0.00	3,525.83	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	9,300.00	9,466.21	9,466.21	(166.21)	101.79
2120	GUIDANCE SERVICES	106,788.11	8,858.78	18,846.20	87,941.91	17.65
2130	HEALTH SERVICES - GEN ED	2,350.56	0.00	0.00	2,350.56	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	125,272.53	9,472.77	18,935.54	106,336.99	15.12
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	104,476.36	8,449.22	17,889.30	86,587.06	17.12
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	1,500.00	128.25	128.25	1,371.75	8.55
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	14,000.00	2,625.43	2,625.43	11,374.57	18.75
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	2,000.00	293.07	293.07	1,706.93	14.65
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	4,000.00	98.07	98.07	3,901.93	2.45
2171	PHYSICAL THERAPY SVCS - SPED SA	18,000.00	1,776.57	1,776.57	16,223.43	9.87
2172	PHYSICAL THERAPY SVCS - SPED 3-5	0.00	16.25	16.25	(16.25)	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	2,000.00	160.53	160.53	1,839.47	8.03
2181	VISION SERVICES - SPED SA	7,500.00	0.00	0.00	7,500.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING	15,000.00	246.99	346.66	14,653.34	2.31
2220	LIBRARY/MEDIA SERVICES	182,365.10	16,907.62	31,043.85	151,321.25	17.02
2230	INSTRUCTION-RELATED TECHNOLOGY	42,213.16	3,353.30	7,179.44	35,033.72	17.01
2310	BOARD OF EDUCATION	98,300.46	6,895.06	12,926.88	85,373.58	13.15
2320	EXECUTIVE ADMINISTRATION	289,850.75	23,135.91	45,975.61	243,875.14	15.86
2330	DISTRICT LEGAL SERVICES	5,000.00	75.00	275.00	4,725.00	5.50
2410	OFFICE OF THE PRINCIPAL	349,362.91	28,133.82	56,331.80	293,031.11	16.12
2490	SCHOOL ADMINISTRATION - OTHER	7,635.74	633.24	1,266.48	6,369.26	16.59
2510	FISCAL SERVICES	41,950.00	1,992.45	4,476.63	37,473.37	10.67
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	42,213.16	3,353.30	7,179.47	35,033.69	17.01
2610	OPERATION OF BUILDINGS	386,649.51	25,768.07	45,706.23	340,943.28	11.82
2620	MAINTENANCE OF BUILDINGS	64,550.95	7,405.83	18,722.17	45,828.78	29.00
2650	VEHICLE OP/MAINT/PURCH - NON STUDENT	0.00	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH - GEN ED	131,663.73	13,044.42	21,407.79	110,255.94	16.26
2712	VEHICLE OPERATION & PURCH - SPED SA	47,728.44	5,983.00	9,456.82	38,271.62	19.81
2713	VEHICLE OPERATION & PURCH - SPED 3-5	7,400.00	709.56	1,040.18	6,359.82	14.06
2730	VEHICLE SERVICING & MAINT - GEN ED	23,000.00	1,690.11	4,225.98	18,774.02	18.37
2732	VEHICLE SERVICING & MAINT - SPED SA	4,500.00	0.00	903.97	3,596.03	20.09
2733	VEHICLE SERVICING & MAINT - SPED 3-5	2,000.00	40.00	120.00	1,880.00	6.00
3300	COMMUNITY SERVICES OPERATIONS	3,525.83	0.00	0.00	3,525.83	0.00
3535	HIGH ABILITY LEARNERS	8,080.00	4,390.00	4,590.00	3,490.00	56.81
6200	TITLE IA	91,277.25	3,080.26	6,172.43	85,104.82	6.76
6310	TITLE IIA	7,428.00	0.00	0.00	7,428.00	0.00
6406	IDEA - PRESCHOOL	7,285.00	0.00	0.00	7,285.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	96,991.00	0.00	0.00	96,991.00	0.00
6969	TITLE IV-A	10,000.00	0.00	0.00	10,000.00	0.00
6990	OTHER FEDERAL PROGRAMS (PBIS)	0.00	0.00	0.00	0.00	0.00
6992	REAP	31,481.00	0.00	0.00	31,481.00	0.00
6996	ELE & SEC SCH EMERGENCY RELIEF (ESSER)	0.00	860.24	4,171.22	(4,171.22)	0.00
8000	OUTGOING TRANSFERS	30,000.00	0.00	0.00	30,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,000,000.00	0.00	0.00	1,000,000.00	0.00
		6,586,525.56	426,511.35	827,599.90	5,758,925.66	12.57

Expenditure Summary

Regular; Processing Month 10/2020; Fund Number 06

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	208,343.00	21,040.21	39,112.07	169,230.93	18.77
		208,343.00	21,040.21	39,112.07	169,230.93	18.77