

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

AGENDA

1. **Preliminary Procedures**
 - 1.1. Call to Order
 - 1.2. Recognize Open Meetings Act Posting
 - 1.3. Public Notice of the Meeting
 - 1.4. Roll Call
2. **Public Comments on Agenda Items**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.
3. **Reports**
 - 3.1. Superintendent's Report
 - 3.2. Principals' Reports
4. **Discussion Items**
 - 4.1. Policy Review: Section 205
 - 4.2. Distribute 2022-2023 Auditor's Report
 - 4.3. Building & Construction Considerations
 - 4.4. Schedule Committee On American Civics Meeting
 - 4.5. NASB State Education Conference Reminders
5. **Action Items**
 - 5.1. Approve & Authorize Classroom Display Technology Replacement Purchase

6. **Consent Agenda**

6.1. **Approval of Minutes**

6.1.1. *Regular Meeting: Monday, October 9, 2023*

6.2. **Approval of Treasurer's Report**

6.3. **Approval of Claims**

6.4. **Financial Reports**

7. **Public Comments on Topics Not on the Agenda**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

8. **Closed Session**

8.1. **2024-2025 HEA Contract Negotiations**

8.2. **Superintendent Evaluation**

9. **Adjournment**

HEARTLAND ***COMMUNITY SCHOOLS***

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November 13, 2023

TO: Heartland Community Schools Board of Education
FROM: Jeremy Klein, Superintendent
RE: Board Report (November 2023)

Regular November Board Meeting Reminder

Our regular October meeting is Monday, November 13, 2023 at 7 PM in the Conference Room.
Note the time change to 7 PM.

Please let Gary or I know if you need to be absent from the meeting.

Committee Meeting Reminder

The Finance/Negotiations Committee will meet at 6:30 PM on Monday, November 13th – prior to the board meeting.

Board Photo Reminder

We'll quickly take a board photo prior to the start of the meeting.

Consent Agenda - Minutes

Approval of the consent agenda will include approval of the minutes from the following meetings:

- Regular Meeting (October 9, 2023).

Consent Agenda - Claims

Approval of the month's claims are included in the consent agenda. Let me know if you have any questions on any claims prior to the meeting – I can either answer your question or bring an answer to the meeting.

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FFA National Convention

Heartland FFA students attended this year's National FFA Convention in Indianapolis (last week of October / first week of November). We'll plan on students sharing their experience at this year's national convention with the Board at our regular, December meeting.

November 6th – Professional Development Day

Monday, November 6th was a day of no school for professional development / in-service. This was the third of our scheduled PD days since the start of the school year.

Our principals and teachers make great use of this time, and I appreciate having the ability to schedule this work in our yearly calendar. A good deal of time was spent coordinating with specific groups on a number of items that are upcoming yet this semester – for example, scheduling winter MAPS testing, etc. When not in meetings, etc. teachers were given the opportunity to work on updating their curriculum and yearly planning documents. A portion of the day was spent looking at Math performance information and beginning the discussion on how we can respond, instructionally, to some of the performance and assessment data that we collect.

November 10th – Community Veteran's Day Program

We held our annual Veteran's Day program for our students and communities on Friday, November 10th at 9 AM. The event was well attended and it was very nicely done. It's an exceptional event, and I appreciate our community members and our veterans taking the opportunity to attend our program.

Our students and our staff members do an excellent job of putting the program together and making it a quality experience for everyone. Our National Honor Society does a great deal of work in putting the program together, and Mr. Hall prepares our students to provide tremendous sounding music for the program. It takes a lot of work on the part of both students and staff behind the scenes to make all of the moving pieces work. I'd like to thank all of them for their contribution and for doing a great job.

Winter Sports Season Begins

The winter sports season officially begins on Monday, November 13th. We wish our teams, coaches, and student-athletes the best of luck this winter season.

Reminder – Thanksgiving Break

Just a reminder that there will be no school on Wednesday, November 22nd, Thursday, November 23rd, or Friday, November 24th due to our Thanksgiving break.

Conclusion Of 1st Semester

The final day of the 1st Semester is Friday, December 22nd. Friday, December 22nd will be a full day of school.

Dates / Events Of Note

November 13: Regular November Board Meeting @ 7 PM
November 22-24: No School (Thanksgiving Break)
December 11: Regular December Board Meeting @ 7 PM
December 22: Final Day of 1st Semester
January 4: No School – Professional Development / Teacher Workday
January 5: No School – Professional Development / Teacher Workday
January 8: Classes Resume – Beginning of 2nd Semester
January 8: Regular January Board Meeting @ 7 PM

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Heartland Community Elementary School

Multicultural Report

Updated 2023 - 2024 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

Through the use of the CKLA ELA curriculum, first grades integrate literature into their study of other cultures. Through read-alouds, whole group reading, as well as independent reading, students learn about the historical events and cultures and traditions of various world cultures.

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 CKLA ELA curriculum, third graders integrate literature into their study of other cultures. Through read-alouds, whole group reading, as well as independent reading, students learn about the historical events and culture of the Ancient Roman civilization as well as Native Americans (Greater Mississippi River areas, Southwest, Northeast, Southeast, and Arctic/Subarctic). They also explore in great detail European exploration in North America and acquire factual information about the Vikings and Norse mythology.

Students also discover 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.

In our CKLA reading program the poetry unit has a strong emphasis on African American authors and how their race impacts their writing.

Through read-alouds, students listen to several books that teach about people from other cultures. 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 learns 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 Hispanic culture and language. 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 and their history.

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. 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 from various cultures around the world.
- Each student is given the opportunity to create works of art inspired by different artists, cultures, and techniques used.
- 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.

Heartland 7-12 Multicultural Report 2023-2024

Social Studies

- 7th grade Social Studies, 8th grade Social Studies, 9th grade World History, 11th grade American History, 12th grade American Government, Psychology, Sociology, Contemporary World Issues
 - 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 Contemporary World Issues, 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 Contemporary World Issues class will complete projects that highlight contributions of ethnic minorities to politics in America. 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.
 - Contemporary World Issues incorporates various problems such as climate change, civics understanding, and human rights to understand how events today have impacts on the world around them. Students study and research the history of current topics to gain understanding of how various groups have dealt with issues while examining successes and failures that have influenced the issue.
 - 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. Groups 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.
- In Contemporary World Problems students examine and analyze current issues affecting societies around the world. Using reliable and factual sources, students will gain an understanding and perspective of situations from various cultures and attempt to solve them through writings and

discussions.

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 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, Red Scarf Girl, writings by Edgar Allan Poe, The Frida and Diego collection, and stories from the gold rush era)
 - 7th graders read excerpts and poems that cover many cultures and authors and work on formal responses to the readings. (i.e. "Carrying a Ladder", "The New Colossus", and "Those Winter Sundays") and will also have the opportunity to write their own poems
 - Informative Essay Writing will include research into unknown areas. This will include researching items, people, or places different from themselves.
 - 7th graders will also have grammar units to relearn/learn new writing skills as well as learn vocabulary words
 - Independent Book Reading
 - Students are reading six books of their choosing throughout the school year. They are required to answer questions on story elements/outcomes/connections to their life/etc. Book reports are presented to the class.
- 8th Grade
 - 8th graders will be discussing different cultures as they read *Frankenstein*, *Romeo and Juliet*, stories from the Holocaust, and stories about liberty and equality in African American history.
 - Short Stories are used and feature point of view and/or activities that offer a variety of cultural viewpoints and/or activities. (i.e. "The Tell Tale Heart", "The Lottery", "A Rose for Emily", etc.)
 - Essay Writing will include research into unknown areas. This will include researching items, people, or places different from themselves. Students will focus on different types of essays to become proficient in all areas of writing.
 - Students will also have grammar units to relearn/learn writing skills as well as use a vocabulary app to learn and apply new words
 - Independent Book Reading
 - Students are reading four books of their choosing throughout the school year. They are required to answer questions on story elements/outcomes/connections to their life/etc. Book reports are then presented to the class.
- English 9
 - Students will read literature from a variety of cultures and by authors from various cultures.

- Japan
 - “The Seventh Man” by Haruki Murakami
 - African American
 - “I Have a Dream” by Martin Luther King Jr.
 - “Letter from Birmingham Jail” by Martin Luther King Jr.
 - European
 - “The Tragedy of Romeo and Juliet” by William Shakespeare
 - Greek
 - From the Odyssey by Homer translated by Robert Fitzgerald
- English 10
 - Students will read literature from a variety of cultures by authors from various cultures.
 - Argentina
 - “House Taken Over” by Julio Cortazar
 - European
 - From “How to Tell You’re Reading a Gothic Novel- In Pictures” by Adam Frost and Zhenia Vasiliev
 - German
 - “The Metamorphosis” by Franz Kafka
 - France
 - “The Necklace” by Guy de Maupassant
 - Nigeria
 - “Civil Peace” by Chinua Achebe
 - Egypt
 - “Fit for a King: Treasures of Tutankhamun”
 - England
 - “The Tempest” by William Shakespeare
 - Greek
 - “Oedipus the King, Part 1” by Sophocles
- American Literature (11th Grade)
 - Students will read literature from a variety of cultures and by authors from various cultures.
 - Native Americans
 - “An American Identity” discusses Native American History.
 - African Americans
 - “Civil War and Social Change”
 - “What to the Slave Is the Fourth of July by Frederick Douglass
 - “Everyday Use” by Alice Walker

- Lit Comp. (12th Grade)
 - Students will read literature from a variety of cultures and by authors from various cultures.
 - Anglo Saxon
 - “Beowulf” by unknown author
 - “To Lucasta, on Going to the Wars” by Richard Lovelace
 - “To Charge of the Light Brigade” by Alfred Lord Tennyson
 - “Dulce et Decorum Est” by Wilfred Owen
 - “The Prologue from The Canterbury Tales” by Geoffrey Chaucer
 - “Macbeth” by William Shakespeare
 - “A Valediction: Forbidding Mourning” and “Holy Sonnet 10” by John Donne
 - “Gulliver’s Travels” by Johnathan Swift
 - “Lines Composed a Few Miles Above Tintern Abbey” from “The Prelude” by William Wordsworth
 - “Ode to a Nightingale” by John Keats
 - “Ode to the West Wind” by Percy Shelley
 - “Frankenstein” by Mary Shelley
 - “Back to My Own Country: An essay” by Andrea Levy
 - “Shooting an Elephant” by George Orwell

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.
 - Painting: Mandala's from the Buddhist and Hindu Cultures
 - Pottery: Mexican Talavera Pottery Making/Design
 - Sculpture: Aboriginal Art and Culture, Pacific Northwest Native American Art and Culture.
- 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 relation 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 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 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 Spanish speaking countries along with their capitals.
- I can recognize that acquiring a second language is a long process and going to a country of the target language will improve fluency in addition to class.
- Spanish speaking countries along with capitals and provinces.

Physical Education

- 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.
- TLW use the Olympics as a means to understand and appreciate cultural differences.

Business Department

- Accounting, Business Law, Economics, Intro. to Business, Marketing Personal Finance
 - Incorporate self-reflection activities that prompt participants to think about their own cultural backgrounds, values, and how these factors might influence their interactions with others
 - Research business etiquette (acceptable social behavior and manners in business) in other countries compared to the U.S.
 - Learning about Target Market Segmentation within US Demographics
 - Explore how cultural differences affect international trade
 - Describe how currency exchange works.
 - State of advantages of protectionism and free trade.
 - Name types of trade barriers
 - Identify the various professional accounting organizations that exist to serve the

needs of ethnic groups.

- 7th Grade Keyboarding & Computer Applications
 - Explain that keyboarding skills are essential not only for efficient communication but also for collaborating with diverse teams in a globalized world.
 - Emphasize the importance of cultural etiquette in written communication, including email and messaging.
 - Discuss how different cultures may have varying expectations regarding formality, politeness, and structure in written communication.
 - Integrate real-world examples and case studies of multicultural business communication. Discuss challenges and best practices for effective cross-cultural written communication in professional contexts.
 - Use or recommend typing software that supports multiple languages. This can help participants practice typing in languages other than their native one.
 - Foster an inclusive learning environment where participants feel comfortable discussing cultural differences and asking questions about unfamiliar practices.

Elementary Principal's Report

November, 2023

Plum Creek Literacy Festival

- Third graders attended the Plum Creek Literacy Festival on the campus of Concordia University on October 6. Throughout the day, students met a variety of authors and learned about the process of writing and illustrating books.



Kindergarten Field Trip

- October 19th
- Visited the Scarecrow Pumpkin Patch in St. Libory



Fire Safety

- October 17th
- Members of the Bradshaw and Henderson Fire and Rescue Departments came to share fire safety tips and information with PK - 2nd. We are grateful for their service to our communities.



Perennial Power Assembly

- October 30th
- Luke Gruber and Courtney Geisenhagen from Perennial Power visited to share information about electricity and electrical safety with the 4th - 6th graders.



Veterans Day Essay Contest Winners - Topic "How are you Inspired by America?"

Program - 9:00am - November 10, 2023 - Reception following program for Veterans and families in the cafeteria

4th - 6th Division

First Place - Emma Huebert (5th Grade)
Second Place - Easton Siebert (4th Grade)
Third Place - Jackson Bearinger (6th Grade)

7th - 12th Division

First Place - Georgia Kronk (7th Grade)
Second Place - Tara Buzek (9th Grade)

A special thanks to our judges: Elaine Vaught, Evelyn Batson and Virginia Fay
Thanks to Henderson State Bank for sponsoring the contest with monetary prizes.

DARE Graduation

On November 6, the Fifth Grade class graduated from a ten week D.A.R.E (Drug Abuse Resistance Education) program. The program was taught by Deputy Sheriff Joshua Gillespie from the York County Sheriff's Department. Mr. Gillespie does a wonderful job building relationships with the students and teaching the important life skills throughout the program.



Principal's Report

1. Student Performance:

- Congratulations to Allie Boehr, Hayden Mierau, Mariah Tessman the school winners of the High School Heisman award.
- Congratulations to our students named to All-State Music: KatrinaMarie Epp, Ben Janzen, Zach Miller
- One Act Performances-
 - @York High School, November 11
 - SNC- November 14, @ Milford, 3:30
 - Districts- November 29, @ Lourdes Central Catholic, 9:00 AM Performance
- Congratulations to the Heartland Land Judging team of Jace Friesen, David Hiebner, Zach Miller, and Cash Parrish for qualifying for State Land Judging and placing 8th!
- Congratulations to the Heartland volleyball players with All-Conference honors.

Honorable Mention	Hayden Mierau
--------------------------	----------------------

- Congratulations to the Heartland D1-8 All-District Football Team 2023

	Name	Grade
1st Team	Hudson Regier	12
1st Team	Andrew Franz	12
1st Team	Carter Siebert	11
2nd Team	Jack McCormick	12
2nd Team	Luis Alvarez	11
2nd Team	Sam Quiring	11
Honorable Mention	Hunter Perez	12
Honorable Mention	Nick Thiesen	12

2. Professional Development

- Teachers took time to analyze Math Data.

4. [Multicultural Report](#)

Upcoming Events:

November 22 Fall Band Concert, grades 6-12, 7:30PM

Beginning December 8 NHS/FFA/FBLA Food Drive begins with Can Caroling

Striv AV, LLC

PO Box 678
Henderson, NE 68371 US
+1 4022755888
order@strivav.com
https://strivav.com

**Estimate**

ADDRESS Stephanie Buzek Heartland Community Schools 1501 Front Street Henderson, NE 68371	SHIP TO Stephanie Buzek Heartland Community Schools 1501 Front Street Henderson, NE 68371	ESTIMATE 3246 DATE 11/02/2023
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SALES REP
Jordan

DATE		DESCRIPTION	QTY	RATE	AMOUNT
	Samsung BE75C-H 75"	75IN BEC Series Commercial TV	22	845.00	18,590.00
	Commercial TV	Crystal UHD Display, 250 NIT, 16/7			
	Samsung/MM75B	75IN All-in-One Digital Flipchart	9	2,475.88	22,282.92
		Collaborative Display 3840x2160			
	Tripp Lite High-Speed	Male HDMI - Male HDMI - 10ft	31	9.99	309.69
	HDMI Cable Digital Video				
	with Audio UHD 4K (M/M)				
	Black 10 ft. (3.05 m)				
	Tripp Lite Display TV LCD		28	68.99	1,931.72
	Wall Monitor Mount Fixed				
	45" to 85" TVs / Monitors /				
	Flat-Screens				
	Peerless	Motorized height adj Flat panel cart for	3	1,150.00	3,450.00
	MAP/SR598ML3E	42"to 86"interactive displays - Black			
	IPEVO VZ-X HDMI & USB		6	289.98	1,739.88
	Document Camera with				
	Wi-Fi (Blue)				
	Install Labor	Mounting 31 TVs	31	150.00	4,650.00
	Striv AV Credit	First Time project discount	1	-4,650.00	-4,650.00

SUBTOTAL	48,304.21
TAX	0.00
SHIPPING	999.00
TOTAL	\$49,303.21

Accepted By

Accepted Date

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

Monday, October 9, 2023 8:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on October 5, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Absent
Jen Hiebner: Present
Tyler Newton: Absent
Tammy Ott: Present

1. Preliminary Procedures

Motion to excuse Ryan Goertzen. Passed with a motion by Jen Hiebner and a second by Lacey Gloystein.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

1.1. Call to Order

1.2. Recognize Open Meetings Act Posting

1.3. Public Notice of the Meeting

1.4. Roll Call

Motion to excuse Tyler Newton Passed with a motion by Jen Hiebner and a second by Lacey Gloystein.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tammy Ott: Yea

2. Public Comments on Agenda Items

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

3. Reports

3.1. Superintendent's Report

3.2. Principals' Reports

4. Discussion Items

4.1. Policy Review: Section 203

4.2. Superintendent Evaluation

4.3. Future Building & Construction Considerations

5. Action Items

5.1. Recognize Heartland Education Association as collective bargaining unit for 25-26 contract negotiations.

Recognize the Heartland Education Association as the exclusive bargaining agent for certificated staff subject to the negotiated agreement. Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

5.2. Approval and adoption of a resolution authorizing the repayment of two prior lease-purchase financings and, the termination and cancellation of such financings.

Motion to approve and adopt a resolution authorizing the repayment of the two prior lease-purchase financings and the termination and cancellation of such financings. Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

6. Consent Agenda

Motion to approve the consent agenda Passed with a motion by Jen Hiebner and a second by Lacey Gloystein.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

6.1. Approval of Minutes

6.1.1. *Regular Meeting: Monday, September 11, 2023*

6.1.2. *Special Meeting: Monday, September 25, 2023*

6.2. Approval of Treasurer's Report

6.3. Approval of Claims

6.4. Financial Reports

6.5. Out of State Travel Requests

6.5.1. *Travel & Attendance Of 8 Students to 2023 National FFA Convention: October 31 - November 4*

7. Public Comments on Topics Not on the Agenda

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

8. Closed Session

8.1. 2024-2025 HEA Contract Negotiations

Board exited closed session at 10pm

The Board enter into Closed Session for the express purpose of conducting a strategy session with respect to collective bargaining as is in the public interest and allowable by law. Passed with a motion by Jen Hiebner and a second by Lacey Gloystein.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

9. Adjournment

Motion to adjourn the meeting at 10:01pm Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tammy Ott: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending October 31, 2023

	CHECKING	SAVINGS	TOTAL
Balance October 1, 2023	\$571,739.09	\$2,097,585.04	\$2,669,324.13
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$246,465.15		\$246,465.15
State of Nebraska:			
- SPED Reimbursement			\$0.00
- TEEOSA	\$55,620.00		\$55,620.00
- Medicaid Reimbursement			\$0.00
- Apportionment			\$0.00
- IDEA Base & Preschool			\$0.00
- Title IV			\$0.00
- Title IIA			\$0.00
- HAL	\$3,833.00		\$3,833.00
Other:			
- Interest	\$150.37	\$4,933.06	\$5,083.43
- Preschool Tuition			\$0.00
- Rental of Facilities			\$0.00
- Meeting Stipend			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$306,068.52	\$4,933.06	\$311,001.58
Transfer to MMA			
Total Funds Available:	\$877,807.61	\$2,102,518.10	\$2,980,325.71
Less Disbursements	\$464,299.32		\$464,299.32
Balance October 31, 2023	\$413,508.29	\$2,102,518.10	\$2,516,026.39

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01 GENERAL FUND		
30899	A-MAY-ZING CONSTRUCTION & PLUMBING SERVICES LLC		980.00
30898	AGTAC SERVICES	JANITORIAL SERVICES	8,587.00
30900	AMAZON CAPITAL SERVICES	SUPPLIES	101.57
30901	BLACK HILLS ENERGY	NATURAL GAS	843.18
30902	BRUNING-DAVENPORT USD	REIMBURSEMENT	3,469.75
30903	BURTON ENTERPRISES	TRASH REMOVAL	190.00
30904	CENGAGE LEARNING	SUPPLIES	184.80
30905	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	8,926.66
30906	CENTRAL VALLEY AG	SERVICES	5,657.82
30907	CHEMSEARCH	SUPPLIES	169.65
30908	CITY OF HENDERSON	WATER/SEWER	540.00
30909	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	267.63
30910	DECKER INC SCHOOL FIX	SUPPLIES	692.20
30911	DIODE TECHNOLOGIES	SERVICES	1,056.68
30912	EAKES OFFICE SOLUTIONS	SUPPLIES	4,632.80
30913	ESU 6	SERVICES	905.72
30914	ESU 9	SERVICES	906.25
30916	FILLMORE COUNTY HOSPITAL	SERVICES	11,833.34
30915	FILLMORE COUNTY	GENERAL ELECTION COSTS	379.91
30917	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	199.00
30918	HEARTLAND ACTIVITY FUND	FUND TRANSFER	35.00
30919	HEARTLAND SCHOOL LUNCH FUND	FUND TRANSFER	54.24
30920	HENDERSON FOOD MART	SUPPLIES	444.21
30921	HENDERSON HEALTH CARE	SERVICES	180.00
30922	HENDERSON MOTORS	SERVICES	7.50
30923	HOME DEPOT PRO, THE	SUPPLIES	619.95
30924	HOMETOWN LEASING	COPY MACHINE LEASE	1,360.94
30925	J.W. PEPPER & SON	SUPPLIES	368.08
30926	KSB SCHOOL LAW	LEGAL SERVICES	27.50
30927	MAINSTAY COMMUNICATIONS	TELEPHONE	360.43
30928	MALTSBERGER, TARA	REIMBURSEMENT	55.02
30929	MATHESON TRI GAS INC	SUPPLIES	322.00
30930	MCCOOL JUNCTION PUBLIC SCHOOLS	ENTRY FEE	479.65
30931	MCI	TELEPHONE	77.29
30932	MENARDS	SUPPLIES	628.99
30933	MUSICIAN'S CHOICE, THE	SUPPLIES	49.00
30934	NAMI QUIZ BOWL	REGISTRATION	100.00
30935	NCSA	REGISTRATION	385.00
30936	NEBRASKA SAFETY CENTER	SERVICES	125.00
30937	NRCSA	SERVICES	850.00
30938	NSIAAA	AD REGISTRATION	200.00
30939	PAPER TIGER SHREDDING	SERVICES	55.00
30940	PAYFLEX	CAFETERIA 125 PLAN	3,895.39
30941	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,520.80
9100223	QUADIENT LEASING	POSTAGE MACHINE	500.00

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
30942	QUILL	SUPPLIES	424.29	
30943	REGION 1 PRINCIPALS	DUES/FEES	75.00	
30944	SERVICE PRESS	SERVICES	52.90	
30945	TIME MANAGEMENT SYSTEMS	SERVICES	124.00	
30946	TRI COUNTY AUTO	SERVICES	62.93	
30947	U.S. BANK	SUPPLIES	2,615.86	
30948	UNITE PRIVATE NETWORKS	SERVICES	322.93	
2106	UNITED STATES POSTAL SERVICE	NEWSLETTER	200.05	
30949	VERIZON WIRELESS	TELEPHONE	168.79	
30950	VOSS LIGHTING	SUPPLIES	395.00	
30951	YORK COUNTY CLERK	SERVICES	5,643.35	
30952	YORK EQUIPMENT INC	SUPPLIES	3,000.00	
			Fund Total:	79,310.05
			Checking Account Total:	79,310.05

Checking

6

Checking	6	Fund: 06	SCHOOL LUNCH/MILK FUND	
4230	AMAZON CAPITAL SERVICES	SUPPLIES	786.59	
4231	HILAND DAIRY	SUPPLIES	1,944.03	
4232	HOME DEPOT PRO, THE	SUPPLIES	2,801.00	
4233	PAITZ, MIKE	REIMBURSEMENT	51.05	
4234	US FOODS	SUPPLIES	9,788.10	
			Fund Total:	15,370.77
			Checking Account Total:	15,370.77

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	October 31, 2022	October 31, 2023
General Fund	\$3,345,433.42	\$2,516,026.39
Activity Fund	\$112,834.57	\$134,036.47
School Lunch Fund	\$172,034.38	\$164,604.64
Depreciation Fund	\$597,543.18	\$721,546.05
Unemployment Fund	\$3,001.26	\$3,028.49
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$7,432,442.24	\$7,246,102.97
Bond Fund	\$0.00	\$412,593.28

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2023 - 10/2023

Regular; Beginning Month 09/2023; Processing Month 10/2023; 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	(675.00)	4,447.24	2,748.00	0.00	(2,374.24)
05 704 0102	VOLLEYBALL	0.00	1,255.00	3,770.00	0.00	2,515.00
05 704 0103	BOYS BASKETBALL	0.00	987.25	0.00	0.00	(987.25)
05 704 0104	GIRLS BASKETBALL	0.00	987.24	0.00	0.00	(987.24)
05 704 0105	TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0107	GENERAL ATHLETICS	0.00	747.00	0.00	0.00	(747.00)
05 704 0110	JH FOOTBALL	0.00	546.00	0.00	0.00	(546.00)
05 704 0111	JH VOLLEYBALL	(180.00)	600.00	0.00	0.00	(780.00)
05 704 0112	JH BOYS BASKETBALL	0.00	204.72	0.00	0.00	(204.72)
05 704 0113	JH GIRLS BASKETBALL	0.00	204.71	0.00	0.00	(204.71)
05 704 0114	JH TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0116	SEASON PASS	5,030.00	0.00	2,895.00	0.00	7,925.00
05 704 0117	GIRLS GOLF	(125.00)	1,228.99	360.00	0.00	(993.99)
05 704 0118	BOYS GOLF	0.00	229.99	0.00	0.00	(229.99)
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	1,178.25	0.00	574.70	0.00	1,752.95
05 704 0130	COACH - VB	70.87	0.00	0.00	0.00	70.87
05 704 0131	COACH - GIRLS BB	3,306.80	0.00	493.63	0.00	3,800.43
05 704 0132	COACH - BOYS BB	2,226.18	0.00	0.00	0.00	2,226.18
05 704 0133	COACH - JH BB	555.00	0.00	0.00	0.00	555.00
05 704 0135	COACH - GIRLS GOLF	391.80	0.00	100.00	0.00	491.80
05 704 0136	COACH - BOYS GOLF	1,937.10	0.00	931.29	0.00	2,868.39
05 704 0137	COACH - TRACK	1,741.38	0.00	0.00	0.00	1,741.38
05 704 0138	COACH - JH VB	339.49	0.00	0.00	0.00	339.49
05 704 0200	BAND UNIFORMS	735.69	0.00	0.00	0.00	735.69
05 704 0201	BAND	1,734.04	47.70	0.00	0.00	1,686.34
05 704 0202	CHORUS	1,589.50	0.00	0.00	0.00	1,589.50
05 704 0203	MARCHING SHOES	(0.34)	0.00	0.00	0.00	(0.34)
05 704 0204	VOCAL CLINIC	580.05	0.00	0.00	0.00	580.05
05 704 0206	MUSIC TRIP	3,280.15	0.00	414.52	0.00	3,694.67
05 704 0207	DISTRICT MUSIC	2,847.09	0.00	0.00	0.00	2,847.09
05 704 0301	ART	2,800.40	26.33	0.00	0.00	2,774.07
05 704 0302	MUSICAL	(9.00)	0.00	0.00	0.00	(9.00)
05 704 0304	ALL SCHOOL PLAY	5,817.61	0.00	0.00	0.00	5,817.61
05 704 0305	ONE ACT	(150.00)	781.43	0.00	0.00	(931.43)
05 704 0403	FBLA	2,819.37	773.98	2,300.19	0.00	4,345.58

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 10/2023

Regular; Beginning Month 09/2023; Processing Month 10/2023; 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	(199.17)	346.44	0.00	0.00	(545.61)
05 704 0405	FFA	2,692.56	6,439.50	13,635.00	0.00	9,888.06
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	89.36	249.00	478.19	0.00	318.55
05 704 0410	COACH - JH ROBOTICS	297.40	0.00	0.00	0.00	297.40
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	2,787.54	0.00	0.00	0.00	2,787.54
05 704 0451	HS ROBOTICS	743.50	0.00	0.00	0.00	743.50
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0502	CLASS OF 2022	0.00	0.00	0.00	0.00	0.00
05 704 0503	CLASS OF 2023	359.35	0.00	0.00	0.00	359.35
05 704 0504	CLASS OF 2024	1,806.53	0.00	0.00	0.00	1,806.53
05 704 0505	CLASS OF 2025	5,637.60	0.00	46.00	0.00	5,683.60
05 704 0506	CLASS OF 2026	2,583.98	0.00	930.13	0.00	3,514.11
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	1,058.83	39.00	0.00	0.00	1,019.83
05 704 0701	HCS CUSTOMS	1,312.27	2,144.73	2,011.29	0.00	1,178.83
05 704 0709	YEARBOOK	161.40	1,855.00	3,572.50	0.00	1,878.90
05 704 0801	STUDENT COUNCIL	212.92	641.85	0.00	0.00	(428.93)
05 704 0802	CONCESSIONS	(699.97)	12,094.06	8,754.10	0.00	(4,039.93)
05 704 0804	INTEREST ON ACT ACCT	88.41	0.00	16.40	0.00	104.81
05 704 0805	LOCKERS PROJECT	0.00	0.00	0.00	0.00	0.00
05 704 0806	ELEM STUDENT COUNCIL	2,565.71	0.00	0.00	0.00	2,565.71
05 704 0810	JH HOMEROOM	0.00	0.00	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	0.00	0.00	0.00	0.00	0.00
05 704 0914	REVOLVING - ELEMENTARY	0.00	0.00	0.00	0.00	0.00
05 704 0915	STUDENT SUPPLIES	250.00	0.00	200.00	0.00	450.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	28,475.68	0.00	55.26	0.00	28,530.94
05 704 0930	MONSANTO/BAYER GRANT	0.00	0.00	0.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,273.89	0.00	0.00	0.00	4,273.89
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	6,518.63	0.00	0.00	0.00	6,518.63

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 10/2023

Regular; Beginning Month 09/2023; Processing Month 10/2023; 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 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 0941	EARLY INTERVENTION	1,000.00	0.00	0.00	0.00	1,000.00
05 704 0950	COMPUTER DEPOSITS	14,006.54	0.00	4,330.50	0.00	18,337.04
05 704 0951	STAFF LOUNGE ACCOUNT	818.97	0.00	0.00	0.00	818.97
05 704 0952	EHA ELEVATE PROGRAM	2,676.03	1,047.52	0.00	0.00	1,628.51
Fund Total: 05		123,344.45	37,924.68	48,616.70	0.00	134,036.47

Expenditure Summary

Regular; Processing Month 10/2023; Fund Number 01

User ID: CJG

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,863,454.00	217,837.53	464,218.20	2,399,235.80	16.21
1200	SPED - SA	1,008,474.00	53,657.14	102,621.48	905,852.52	10.18
1291	SPED - 3-5	6,949.00	5,377.08	9,586.25	(2,637.25)	137.95
1300	SUMMER SCHOOL	3,499.00	0.00	0.00	3,499.00	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	0.00	0.00	1,800.00	(1,800.00)	0.00
2120	GUIDANCE SERVICES	102,110.00	7,050.68	15,864.36	86,245.64	15.54
2130	HEALTH SERVICES - GEN ED	11,351.00	0.00	0.00	11,351.00	0.00
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	0.00	627.00	(627.00)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	145,000.00	0.00	5,289.67	139,710.33	3.65
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	112,766.00	8,910.09	19,551.51	93,214.49	17.34
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	0.00	350.33	350.33	(350.33)	0.00
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	49,741.00	2,789.48	2,789.48	46,951.52	5.61
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	6,704.00	115.15	115.15	6,588.85	1.72
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	2,800.00	574.35	574.35	2,225.65	20.51
2171	PHYSICAL THERAPY SVCS - SPED SA	19,289.00	2,527.91	2,527.91	16,761.09	13.11
2172	PHYSICAL THERAPY SVCS - SPED 3-5	2,423.00	0.00	0.00	2,423.00	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	5,311.00	446.86	446.86	4,864.14	8.41
2181	VISION SERVICES - SPED SA	7,738.00	0.00	517.48	7,220.52	6.69
2182	VISION SERVICES - SPED 3-5	1,200.00	0.00	0.00	1,200.00	0.00
2183	VISION SERVICES - SPED 0-2	1,000.00	0.00	0.00	1,000.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING	25,957.00	650.43	1,469.79	24,487.21	5.66
2220	LIBRARY/MEDIA SERVICES	178,936.00	12,415.84	25,500.37	153,435.63	14.25
2230	INSTRUCTION-RELATED TECHNOLOGY	37,873.00	3,682.45	9,677.62	28,195.38	25.55
2240	ACADEMIC STUDENT ASSESSMENT	22,450.00	350.00	350.00	22,100.00	1.56
2310	BOARD OF EDUCATION	75,500.00	1,658.31	4,761.80	70,738.20	6.31
2320	EXECUTIVE ADMINISTRATION	381,248.00	29,700.49	63,476.24	317,771.76	16.65
2330	DISTRICT LEGAL SERVICES	15,000.00	0.00	947.50	14,052.50	6.32
2410	OFFICE OF THE PRINCIPAL	394,368.00	30,310.76	62,363.82	332,004.18	15.81
2490	SCHOOL ADMINISTRATION - OTHER	34,171.00	744.54	1,489.08	32,681.92	4.36
2510	FISCAL SERVICES	37,700.00	524.00	798.00	36,902.00	2.12
2560	PUBLIC INFORMATION SERVICES	112,075.00	12,084.51	14,518.43	97,556.57	12.95
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	57,567.00	3,697.45	7,712.71	49,854.29	13.40
2610	OPERATION OF BUILDINGS	709,786.00	32,792.63	209,882.67	499,903.33	29.57
2710	VEHICLE OPERATION & PURCH - GEN ED	272,886.00	15,964.61	29,169.62	243,716.38	10.69
2712	VEHICLE OPERATION & PURCH - SPED SA	82,914.00	2,564.97	6,294.58	76,619.42	7.59
2713	VEHICLE OPERATION & PURCH - SPED 3-5	13,052.00	1,394.94	2,318.48	10,733.52	17.76
2730	VEHICLE SERVICING & MAINT - GEN ED	56,250.00	2,077.32	3,676.58	52,573.42	6.54
2732	VEHICLE SERVICING & MAINT - SPED SA	6,000.00	0.00	80.00	5,920.00	1.33
2733	VEHICLE SERVICING & MAINT - SPED 3-5	3,000.00	0.00	141.48	2,858.52	4.72
3300	COMMUNITY SERVICES OPERATIONS	19,499.00	0.00	0.00	19,499.00	0.00
3535	HIGH ABILITY LEARNERS	8,000.00	0.00	0.00	8,000.00	0.00
6200	TITLE IA	77,050.00	6,359.06	12,718.14	64,331.86	16.51
6406	IDEA - PRESCHOOL	7,425.00	0.00	0.00	7,425.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	105,061.00	8,272.22	17,889.03	87,171.97	17.03
6992	REAP	32,000.00	0.00	0.00	32,000.00	0.00
6998	ELE & SEC SCH EMERGENCY RELIEF (ESSERIII)	0.00	0.00	6,430.46	(6,430.46)	0.00
		7,115,577.00	464,881.13	1,108,546.43	6,007,030.57	15.58

Expenditure Summary

Regular; Processing Month 10/2023; 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	0.00	25,483.13	46,362.37	(46,362.37)	0.00
		0.00	25,483.13	46,362.37	(46,362.37)	0.00