

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

Monday, November 14, 2016 7:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

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

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

1. Preliminary Procedures

1. 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

Mr. Best reviewed his written report

2. Principals' Reports

3. Mrs. Houck reviewed her written report focusing on mental health trends being seen across Nebraska and the U.S.

4. Mr. Carr reviewed his written report focusing on student performances and professional development.

5.

5. Discussion Items

1. School Board Self-evaluation
2. NASB Conference & Legislative Assembly
3. Board/Administrator Retreat
4. Review multicultural education reports

6. Old Business

1. Route Bus Replacement

Mr. Best will begin putting together specifications to let bids for a new route bus and will continue to search for a used bus, of which there are none at this time.

7. New Business

1. Approve 2015-16 Fiscal Audit

2. To approve the 2015-16 fiscal audit as presented Passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson.

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

4. Review of Policy Updates - Sections 700, 800, 900, 1000

5. To approve the second reading of the policies in sections 700, 800, 900, & 1,000 of the updated policy manual Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Glen Ott.

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

8. Executive Session

President Braun declared the executive session ended at 9:32 p.m.

9. To enter executive session to discuss employee negotiations at 9:11 p.m. Passed with a motion by Mr. Glenn Larson and a second by Mr. Kent Allen.

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

11. Future Agenda Items

12. Consent Agenda

13. To approve the consent agenda Passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson.

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

1. Approval of Minutes
2. Approval of Treasurer's Report
3. Approval of Claims
4. Financial Reports
5. Out of State Travel Requests

15. Adjournment

The next scheduled meeting to be held on December 12, 2016 at 7:00 p.m.

16. To adjourn the meeting at 9:45 p.m. Passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson.

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

Board President

Board Secretary

Heartland 7-12 Multicultural Report 2015-2016

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 a project that highlights the contributions of ethnic minorities to politics of 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.
 - All the Social Studies classes listed above teach, where applicable, information about various culture groups, ethnic groups, racial groups, religious groups, gender groups, age groups, etc. and their contributions to history and/or society (U.S./regional/world).
 - In American Government, the US political and economic systems are contrasted and compared to other political and economic systems found throughout the world.

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

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

Agriculture (Grades 8-12)

- Multiculturalism in the Heartland Agricultural Education/FFA Program
 - When it comes to addressing multiculturalism in the classroom, there are some topics that we discuss to make sure that every student understands that diversity is important.
 - In class we:
 - Discuss Nebraska’s economy and compare and contrast it to third world country economies. We talk about the need for a country to feed itself and explain how appropriate production can be easily accomplished in the United States and not as easily in third world countries.
 - Explain how agriculture is more than farming and production agriculture. It encompasses agribusiness, floriculture, hydroponics, agro tourism, companion animals and non-traditional crops. These topics lead us into discussion about careers and non-traditional careers in agriculture.
 - Compare rural Nebraska FFA Chapters to metro based FFA Chapters and explain how all people can be a part of FFA. It is important to note

this because local students begin to understand the differences in populations, FFA chapters and careers in agriculture.

- Converse about the importance of women in the agricultural world. We discuss how women can play a vital role in many agricultural fields and have played a large role in the development and updating of agriculture over the years. We also note that many State and National FFA Officers are and have been female.

Family and Consumer Science

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

English

- 7th Grade
 - 7th graders will be reading material -both fiction and non-fiction- that focuses on acceptance of differences (for example, *Wonder*).
 - *SCOPE* and *ACTION* magazine are used and feature activities that offer a variety of culture and language.
- 8th Grade
 - 8th graders will be discussing different cultures as they read *The Wednesday Wars* and *A Jar of Dreams*, and also as they read for their book reports. Many of the award winners they choose have themes that emphasize tolerance and acceptance of differences.
- 9th Grade English I
 - Students will read literature from a variety of cultures.
 - African American
 - Essays by David Raymond
 - Almos' A Man by Richard Wright (film study)

- “I Have a Dream” by Dr. Martin Luther King, Jr.
 - Maya Angelou Study
 - “from I Know Why the Caged Bird Sings”
 - “Caged Bird”
 - “New Directions”
 - Irish
 - “The Sniper” by Liam O’Flaherty
 - Hispanic
 - Sandra Cisneros study
 - “from The House on Mango Street”
 - “On Writing from the House on Mango Street”
 - Latin American
 - “Censors”
 - Asian
 - “Two Kinds” by Amy Tan
 - Palestinian and Jewish
 - “Romeo and Juliet Were Palestinian and Jewish” by Carol Rosenberg
- 10th Grade Literature
 - Students will read literature from a variety of cultures.
 - African American
 - “Everyday Use” by Alice Walker
 - Asian
 - “The Seventh Man” by Haruki Murakami
 - “The Gift” by Li-Young Lee
 - French
 - “Two Friends” by Guy de Maupassant
 - Greek
 - “The Teacher Who Changed My Life” by Nicholas Gage
 - Hispanic
 - “Mexican Feast for Bodies and Souls” by David Roos
 - India
 - “Like the Sun” by R.K. Narayan
 - Kiwiana
 - “A Doll’s House” by Katherine Mansfield
 - Middle Eastern Arab
 - “Shoofly Pie” by Naomi Shihab Nye
 - Russian
 - “A Marriage Proposal” by Anton Chekhov
- 11th Grade English III and American Literature
 - Students will read literature from a variety of cultures.

- African American
 - “Getting a Job” by Maya Angelou
 - Frederick Douglass
 - Rosa Parks
 - Langston Hughes
 - Hispanic
 - “Three Wise Guys” by Sandra Cisneros
 - “The Jacket” by Gary Soto
 - Asian
 - “Blonde” by Katherine Min
 - Native American
 - Blue Highways by William Least Heat Moon
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- 12th Grade
 - Lit Comp.
 - Students will read literature by authors from the British Empire.
 - Anglo-Saxon *Beowulf*
 - Afghan *Kite Runner*
 - “The Bravest Girl In the World” excerpt from *I Am Malala* by Malala Yousafzai
 - Irish “A Modest Proposal” by Jonathan Swift
 - English III-IV
 - British
 - *Frankenstein*
 - Afghan
 - “The Bravest Girl In the World” excerpt from *I Am Malala* by Malala Yousafzai
 - African American
 - *from The Autobiography of Malcom X* by Malcom X, with Alex Haley

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 Heart of Rock & Roll
 - The dismay and futility of the slave worker in early American History.
 - "Blue notes: express sadness, fear, etc.
 - Nationalistic Expression-Valor March, Courage March, Pioneer Spirit
 - 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-Joyful celebration, Ave Maria
 - A song celebrating the faith of four army chaplains (Jewish, Roman Catholic, Protestant)
 - All four locked hands in prayer (Latin, Hebrew, English) as the ship carrying 904 men went down at sea (chaplains gave away their life jackets).
 - Folk Heritage Expression-Navarro, Hispanic, Stonehenge
 - Folk melodies of early European folk history.
 - Light, dance like melodies celebrating a country's heritage. Examples Fiesta La Vida- Hispanic, Seven Nation Army-Native American.
 - Unifying Cultures
 - The junior high band is doing that this semester with a selection "We the People" The existence of our country is the blending of different backgrounds which works well in some areas but needs continued work

and understanding in our society.

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

for K-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
 - Complete a project over race and the death penalty from research dated 1983 to 1993.
 - Research the United States population statistics of different multicultural groups, and create pie charts depicting the data.
 - Using census data, figure the statistics for the highest and lowest poverty rates for different races. Also, compare these numbers with Nebraska's poverty rates for the same races.

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

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

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

Science (Grades 7-12)

- Multiculturalism can be easily ignored within the Science curriculum due to the impersonal aspect of this discipline. Though there is one class, Biology, that contains several areas where it may be infused. The principles covered in Biology about Ecology lend to concepts that are universal to the interaction of humans with nature. These universals of Nature and man's interrelationship are not restricted to a time scale. They

have occurred throughout history and will continue to take place. It is because of the interaction that enables multiculturalism to be initiated into the curriculum.

- Topics are:
 - The carrying capacity of the plains of Africa and the limiting factors of the man and the best have imposed onto it due to cultural and tribal customs.
 - The instability and imbalance of homeostasis within Russia's Northland, Siberia and how deforestation is now affecting the people and their culture.
 - Students will investigate the effects of migratory birds and their value within certain cultures (Japan, American Indian, African, South American, and American).
 - Students will investigate their own cultures and 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 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 library media center supports the curriculum by providing multicultural materials for use in the classroom by students and teachers. In addition, it is our policy to select children's literature that reflects the contributions, lifestyles, and values of different ethnic groups and that will promote 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 illustration and/or photos that provide a true reflection of the way of life of the group.

Spanish

- The goal of this course is to provide the opportunity for a foreign language learning with emphasis on communication, culture, comparisons to their own language and culture as well as using the language outside the classroom in the community. This course contains a hefty amount of cultural traditions, celebrations, and history, as it ties to the language and its origin. The course provides an opportunity for students to better understand a community and culture that is different from their own, so as to increase empathy and understanding while learning a language as a skill.
- Projects
 - Promote a Spanish speaking country
 - Research Cristobal Colón (Christopher Columbus) and his discovery of the Americas, do various projects within the unit that compare/contrast and add to the understandings of history and how it has altered over time and how it is understood in present day.
 - Research Día de Muertos, the history of the celebration both in the native Aztec influence and the Catholic influence, how it has changed over time, how it is celebrated traditionally and what it looks like currently both in the United States and abroad. Use this celebration/holiday to gain a better understanding of the culture and traditions.

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.
- Activities are used to help show forms of prejudice.
- "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 2016-2017 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 life-long 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's 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, Scholastic News and supplemental resources. Topics covered include the exploration events of Christopher Columbus, the development of the Thanksgiving tradition, Christmas customs and traditions in various countries, the equality movement of Martin Luther King, the civil rights movement of Abraham Lincoln and the contributions of various individuals during Black History Month (Rosa Parks, Ruby Bridges, etc.).

Second Grade

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

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

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

Third Grade

Through the use of trade books and Scott Foresman’s Reading Street textbooks, third graders integrate literature into their study of other cultures. They read stories and learn about the Snohomish people that live in the area of the Northwest and the customs of Asian Americans. An important part of the third grade studies is the concept of discrimination in the story of Ruby Bridges. The students also learn about Inupiat Eskimos in Alaska through the story “Kumak’s Fish.”

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 Whipperwill” which is a story about Harriet Tubman and the underground railroad, “Who was Anne Frank” which is the story of her life, and “Mississippi Mansion” which also deals with the underground railroad.

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

Fifth Grade

Fifth graders study Martin Luther King Day and observe the importance of the contribution of Civil Rights. They study the Civil War and the Revolutionary War and pay particular attention to the contributions made by African Americans and Native Americans. One of the more interesting studies done by fifth graders include Christmas customs and traditions that have found their way to the United States and now are part of our culture. Folk tales and fables are a part of literature at this level and this lends itself to learning about the variations we find in this type of literature in many lands and cultures. Students learn about facing

challenges through readings about Satchel Paige/Negro League and Asian immigrants during the building of transcontinental railroad. Through reading, students also learn about the following artists: Leonardo da Vinci, Mahalia Jackson, Music of Harlem, etc.

Sixth Grade

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

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

October 10, 2016 8:00 PM
Conference Room

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

Attendance Taken at 8:03 PM:

Present Board Members:

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

Updated Attendance:

Mr. Kent Allen was updated to present at: 8:06 PM

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

Motion Passed: Motion to excuse Mr. Kent Allen from the meeting passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen	Absent
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Public hearing regarding student fees, parent involvement, and anti-bullying policies

Discussion:

President Braun declared the hearing closed at 8:08 p.m.

5. Reports

5.1. Superintendent's Report

Discussion:

Mr. Best reviewed his written report focusing on the ribbon cutting ceremony for the courtyards scheduled for this Friday at 6:15 p.m.

5.2. Principals' Reports

Discussion:

Mrs. Houck reviewed her written report focusing on the Elementary Staff Meetings at 7:15 a.m. Tuesday mornings and the Principal's Advisory Council in the elementary.

Mr. Carr reviewed his written report focusing on student achievements, career academy, enrollment numbers, and the ACT test replacing NeSA for 11th graders.

6. Discussion Items

6.1. Superintendent and Board Self-Evaluation

6.2. Request for JH Football Cooperative Agreement

6.3. Negotiations

6.4. Review of NeSA Test Data

7. Old Business

8. New Business

8.1. Beef in Schools Program

Motion Passed: To work with area beef producers and patrons in implementing a Beef in Schools program passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

8.2. Review of Policy Updates - Section 600

Motion Passed: To approve the second reading of policies in section 600 of the updated board policy manual as discussed passed with a motion by Mr. Glenn Larson and a second by Mr. Paul Brune.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

8.3. Surplus Items

Motion Passed: To declare a list of furniture and equipment as surplus and in need of sale or disposal as per the superintendent's recommendation passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

9. Future Agenda Items

10. Consent Agenda

Motion Passed: To approve the consent agenda including the fundraising requests from the Art Club passed with a motion by Mr. Glenn Larson and a second by Mr. Kent Allen.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

10.1. Approval of Minutes

10.2. Approval of Treasurer's Report

10.3. Approval of Claims

10.4. Financial Reports

10.5. Out of State Travel Requests

10.6. Fundraising Requests

11. Adjournment

Discussion:

The next scheduled meeting to be held on November 14, 2016 at 7:00 p.m.

Motion Passed: To adjourn the meeting at 10:40 p.m. passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending October 31, 2016

	CHECKING ACCT	SAVINGS ACCT	TOTAL
Balance October 1, 2016	1,725,952.32	2,880,780.30	4,606,732.62
Receipts:			
York, Fillmore & Hamilton Co.			
TAXES	278,899.11		278,899.11
State of Nebraska:			
Medicaid	172.16		172.16
SPED Reimbursement			0.00
HAL Reimbursement	4,414.00		4,414.00
			0.00
			0.00
			0.00
Other:			
Interest	385.60	1,292.30	1,677.90
Preschool Tuition	4,225.00		4,225.00
Rental of Facilities	20.00		20.00
Autism Grant	980.00		980.00
			0.00
			0.00
TOTAL:	289,095.87	1,292.30	290,388.17
Transfer to MMA			
Total Amount Available	2,015,048.19	2,882,072.60	4,897,120.79
Disbursements	376,419.77		376,419.77
Balance October 31, 2016	1,638,628.42	2,882,072.60	4,520,701.02

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
24961	A-MAY-ZING CONSTRUCTION & PLUMBING LLC	MAINT-OTHER PROPERTY SERVICES	2,086.50
24960	ADVANCED OFFICE AUTOMATION	COPY MACHINE	39.06
24962	AMAZON / SYNCB	SUPPLIES	532.89
24963	AS CENTRAL SERVICES	STATE REPORTING	477.92
24964	BEST, BRADLEY	REIMBURSEMENT	100.79
24965	BREAKOUT, INC		138.00
24966	BURTON ENTERPRISES	TRASH REMOVAL	190.00
24967	CAMBIUM LEARNING GROUP	SUPPLIES	219.89
24968	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	3,436.65
24969	CHEMSEARCH	SUPPLIES	135.00
24970	CITY OF HENDERSON	UTILITIES	450.00
24971	ENTERPRISE FINANCIAL	SERVICES	167.00
24972	ESU #6	SERVICES	470.67
24973	HAMPTON PUBLIC SCHOOLS	INSURANCE REIMBURSEMENT	750.00
24974	HEARTLAND ACTIVITY FUND	TRANSFER OF FUNDS	779.22
24975	HEARTLAND COMMUNITY SCHOOLS	DEPRECIATION	61.34
24976	HEARTLAND SCHOOL LUNCH FUND	SUPPLIES	464.15
24977	HENDERSON ACE HARDWARE	SUPPLIES	135.25
24978	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	3,066.02
24979	HENDERSON FOODMART	SUPPLIES	490.50
24980	HENDERSON MOTORS	SERVICES	268.50
102716	HENDERSON STATE BANK - CASH	CASH	11.77
24981	HIRERIGHT , LLC	DRUG SCREENING	29.40
24982	HOMETOWN LEASING	COPY MACHINE LEASE	793.72
24983	J.W. PEPPER & SON	SUPPLIES	567.04
24984	JANZEN ELECTRIC	SERVICES	497.16
24985	KROEKER GRAIN/LUMBER	SUPPLIES	179.85
24986	LIBRARY STORE, THE	SUPPLIES	93.70
24987	MAINSTAY COMMUNICATIONS	TELEPHONE	262.88
24988	MAKERBOT		3,183.29
24989	MCI	TELEPHONE	81.97
24990	MENARDS	SUPPLIES	57.98
24991	MILLER SEED & SUPPLY CO INC	SUPPLIES	750.00
24992	NANTKES, JENN	SERVICES	899.85
24993	NASB	REGISTRATION	1,918.00
93016	NE SCHOOL RETIREMENT	PENALTY	2,517.71
24994	NEBRASKA ASSOCIATION FOR THE GIFTED		725.00
24995	NEBRASKA CENTRAL EQUIPMENT	SERVICES	171.56
24996	OLIVA AUDIO VISUAL REPAIR	REPAIRS	136.69
102516	PAYFLEX SYSTEMS	SEC 125 INSURANCE	2,514.88
24998	PERENNIAL PUBLIC POWER DIST.	ELECTRICITY	4,544.74
24999	QUILL	SUPPLIES	1,136.20
25000	QUIRING, DOROTHEA	MILEAGE	116.55
25001	SERVICE PRESS	SERVICES	209.70

Activity Fund Balance Report - Summary - Exclude Encumbrances
10/2016 - 10/2016

Regular; Beginning Month 10/2016; Processing Month 10/2016; 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	FUND BALANCE/FOOTBALL	1,953.00	969.00	3,184.00	0.00	4,168.00
05 704 0102	FUND BALANCE/VOLLEYBALL	(374.16)	2,000.31	2,287.75	0.00	(86.72)
05 704 0103	FUND BALANCE/BOYS BASKETBALL	(70.00)	0.00	0.00	0.00	(70.00)
05 704 0104	FUND BALANCE/GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0105	FUND BALANCE/TRACK	(415.98)	373.14	0.00	0.00	(789.12)
05 704 0106	FUND BALANCE/MEDICAL SUPPLIES	0.00	0.00	0.00	0.00	0.00
05 704 0107	FUND BALANCE/GENERAL ATHLETICS	(34.36)	0.00	37,398.28	0.00	37,363.92
05 704 0108	FUND BALANCE/WRESTLING	0.00	0.00	0.00	0.00	0.00
05 704 0109	FUND BALANCE/LOCK ACCOUNT	274.00	0.00	0.00	0.00	274.00
05 704 0110	FUND BALANCE/JH FOOTBALL	(25.03)	0.00	0.00	0.00	(25.03)
05 704 0111	FUND BALANCE/JH VOLLEYBALL	(374.55)	420.00	140.00	0.00	(654.55)
05 704 0112	FUND BALANCE/JH BOYS BASKETBAL	0.00	0.00	0.00	0.00	0.00
05 704 0113	FUND BALANCE/JH GIRLS BASKET	0.00	0.00	0.00	0.00	0.00
05 704 0114	FUND BALANCE/JH TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0115	FUND BALANCE/HOLIDAY TOURNAMEN	431.07	0.00	0.00	0.00	431.07
05 704 0116	FUND BALANCE - SEASON PASS	9,175.00	0.00	0.00	0.00	9,175.00
05 704 0117	FUND BALANCE/GIRLS GOLF	196.44	126.00	45.00	0.00	115.44
05 704 0118	FUND BALANCE/BOYS GOLF	0.00	0.00	0.00	0.00	0.00
05 704 0119	FUND BALANCE/DISTRICT ACCOUNT	560.55	0.00	0.00	0.00	560.55
05 704 0120	FUND BALANCE/CONFERENCE ACCT	877.24	119.60	528.00	0.00	1,285.64
05 704 0121	FUND BALANCE/9TH BB TOURNAM	0.00	0.00	0.00	0.00	0.00
05 704 0122	FUND BALANCE/HUSKIE AUTHENTIC	0.00	0.00	0.00	0.00	0.00
05 704 0123	FUND BALANCE/FB PLAYOFF	0.00	0.00	0.00	0.00	0.00
05 704 0124	FUND BALANCE/BB CONFERENCE	0.00	0.00	0.00	0.00	0.00
05 704 0125	FUND BALANCE/SUB DISTRICT BB	0.00	0.00	0.00	0.00	0.00
05 704 0126	FUND BALANCE/SHIRTS & SHOES	0.00	0.00	0.00	0.00	0.00
05 704 0127	HUSKIE POWER LIFTING	0.00	0.00	0.00	0.00	0.00
05 704 0128	FUND BALANCE-LIFT-A-THON	0.00	0.00	0.00	0.00	0.00
05 704 0129	FUND BALANCE - ERIK WETJEN FB	0.00	0.00	0.00	0.00	0.00
05 704 0130	FUND BALANCE - SARAH MATHEWSON VB	4,772.04	456.00	459.70	0.00	4,775.74
05 704 0131	FUND BALANCE - GREG VEERHUSEN GIRLS BB	2,363.60	0.00	0.00	0.00	2,363.60
05 704 0132	FUND BALANCE - CLARK RIBBLE BOYS BB	2,097.38	0.00	0.00	0.00	2,097.38
05 704 0133	FUND BALANCE - JHBB MALTSBERGER	744.51	0.00	0.00	0.00	744.51
05 704 0134	FUND BALANCE/DISCOUNT CARD	497.89	0.00	0.00	0.00	497.89
05 704 0135	SUPPLIES/COACH GIRLS GOLF	(192.12)	0.00	0.00	0.00	(192.12)
05 704 0136	FUND BALANCE - BOYS GOLF	279.40	0.00	0.00	0.00	279.40
05 704 0137	FUND BALANCE - COACH TRACK	47.32	0.00	0.00	0.00	47.32

Regular; Beginning Month 10/2016; Processing Month 10/2016; 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 0200	FUND BALANCE BAND UNIFORM	106.39	0.00	0.00	0.00	106.39
05 704 0201	FUND BALANCE/BAND	90.60	38.00	0.00	0.00	52.60
05 704 0202	FUND BALANCE/CHORUS	376.83	0.00	0.00	0.00	376.83
05 704 0203	FUND BALANCE/MARCHING SHOES	(27.33)	415.05	0.00	0.00	(442.38)
05 704 0204	FUND BALANCE/VOCAL CLINIC	4,611.01	0.00	0.00	0.00	4,611.01
05 704 0205	FUND BALANCE/MUSIC CALENDAR	0.00	0.00	0.00	0.00	0.00
05 704 0206	FUND BALANCE/MUSIC TRIP	397.90	0.00	0.00	0.00	397.90
05 704 0207	FUND BALANCE/DISTRICT MUSIC	424.30	0.00	0.00	0.00	424.30
05 704 0300	FUND BALANCE-ELEM ART	36.17	0.00	0.00	0.00	36.17
05 704 0301	FUND BALANCE ART	1,233.67	0.00	0.00	0.00	1,233.67
05 704 0302	FUND BALANCE/MUSICAL	(750.00)	0.00	0.00	0.00	(750.00)
05 704 0304	FUND BALANCE/ALL SCHOOL PLAY	1,002.80	0.00	0.00	0.00	1,002.80
05 704 0305	FUND BALANCE/ONE ACT	(357.32)	11.70	0.00	0.00	(369.02)
05 704 0401	FUND BALANCE/AG ED PROJECTS	6,701.58	0.00	0.00	0.00	6,701.58
05 704 0402	FUND BALANCE/FCS LAB FEES	494.06	0.00	0.00	0.00	494.06
05 704 0403	FUND BALANCE/FBLA	4,759.75	0.00	1,248.70	0.00	6,008.45
05 704 0404	FUND BALANCE-INDUSTRIAL TECH	3,018.08	258.45	0.00	0.00	2,759.63
05 704 0405	FUND BALANCE/FFA	12,142.76	4,534.55	7,643.58	0.00	15,251.79
05 704 0406	FUND BALANCE/JH SCIENCE/SMENCIL	0.00	0.00	0.00	0.00	0.00
05 704 0407	FUND BALANCE/SCIENCE CLUB	954.12	0.00	0.00	0.00	954.12
05 704 0408	FUND BALANCE - BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	FUND BALANCE - QUIZ BOWL/MATH CLUB	479.75	0.00	0.00	0.00	479.75
05 704 0410	FUND BALANCE - ROBOTICS	182.25	0.00	476.04	0.00	658.29
05 704 0501	FUND BALANCE/CLASS OF 2020	0.00	0.00	784.80	0.00	784.80
05 704 0502	FUND BALANCE/CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0503	FUND BALANCE/CLASS OF 2013	0.00	0.00	0.00	0.00	0.00
05 704 0504	FUND BALANCE/CLASS OF 2014	0.00	0.00	0.00	0.00	0.00
05 704 0505	FUND BALANCE - CLASS OF 2015	74.62	0.00	0.00	0.00	74.62
05 704 0506	FUND BALANCE CLASS OF 2016	75.00	0.00	0.00	0.00	75.00
05 704 0507	FUND BALANCE CLASS OF 2017	2,174.21	0.00	0.00	0.00	2,174.21
05 704 0508	FUND BALANCE CLASS OF 2018	5,297.23	0.00	0.00	0.00	5,297.23
05 704 0509	FUND BALANCE CLASS OF 2019	5,803.90	0.00	0.00	0.00	5,803.90
05 704 0601	FUND BALANCE/NATL HONOR SOC	367.21	0.00	184.72	0.00	551.93
05 704 0709	FUND BALANCE/YEARBOOK	(4,653.28)	0.00	1,515.00	0.00	(3,138.28)
05 704 0800	FUND BALANCE/FCA-FBLA	1,140.83	0.00	0.00	0.00	1,140.83
05 704 0801	FUND BALANCE/STUDENT COUNCIL	650.83	452.11	261.00	0.00	459.72
05 704 0802	FUND BALANCE/CONCESSIONS	2,016.36	3,413.64	4,340.50	0.00	2,943.22

Regular; Beginning Month 10/2016; Processing Month 10/2016; 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 0803	FUND BALANCE/POP MACHINE	0.00	0.00	0.00	0.00	0.00
05 704 0804	FUND BALANCE/INTEREST ON ACT A	26.71	0.00	1.05	0.00	27.76
05 704 0805	FUND BALANCE/LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	FUND BALANCE/ELEM STUDENT COUN	2,353.30	148.06	0.00	0.00	2,205.24
05 704 0807	FUND BALANCE/LIFE TCH/MEMORY B	997.45	0.00	0.00	0.00	997.45
05 704 0808	FUND BALANCE/TEACHER PD LAMINA	0.00	0.00	0.00	0.00	0.00
05 704 0809	FUND BALANCE - ELEM.STUCO-BRAD	0.00	0.00	0.00	0.00	0.00
05 704 0810	FUND BALANCE JR. HIGH STUCO	0.00	0.00	0.00	0.00	0.00
05 704 0811	FUND BALANCE-ELEM PLAYGROUND	0.00	0.00	0.00	0.00	0.00
05 704 0812	FUND BALANCE - READING FUND.	0.00	0.00	0.00	0.00	0.00
05 704 0813	FUND BALANCE- JR HIGH YEARBOOK	0.00	0.00	0.00	0.00	0.00
05 704 0901	FUND BALANCE/LIBRARY	0.00	0.00	0.00	0.00	0.00
05 704 0902	FUND BALANCE/BADGE A MINUTE	0.00	0.00	0.00	0.00	0.00
05 704 0903	FUND BALANCE/COMMUNITY EDUC	0.00	0.00	0.00	0.00	0.00
05 704 0905	FUND BALANCE/RENNAISSANCE TEAM	0.00	0.00	0.00	0.00	0.00
05 704 0907	FUND BALANCE/SEC BOOK ORDER	0.00	0.00	0.00	0.00	0.00
05 704 0908	FUND BALANCE/REVLV ELEM BK OR	0.00	0.00	0.00	0.00	0.00
05 704 0910	FUND BALANCE-SUMMER READING	0.00	0.00	0.00	0.00	0.00
05 704 0911	FUND BALANCE SEC STUDENT PURCH	0.00	0.00	0.00	0.00	0.00
05 704 0912	FUND BALANCE/SCHOLAR REVOLVING	0.00	0.00	0.00	0.00	0.00
05 704 0913	REVOLVING-SECONDARY	(4,775.75)	737.30	3,757.30	0.00	(1,755.75)
05 704 0914	REVOLVING-ELEMENTARY	0.00	0.00	0.00	0.00	0.00
05 704 0915	FUND BALANCE/STUDENT SUPPLIES	0.00	0.00	0.00	0.00	0.00
05 704 0916	ACTIVITY LOAN TO GENERAL FUND	0.00	0.00	0.00	0.00	0.00
05 704 0917	NEBRASKA WRITING PROJECT - BISHOP	0.00	0.00	0.00	0.00	0.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0919	FUND BALANCE-MISC	350.00	0.00	0.00	0.00	350.00
05 704 0920	FUND BALANCE - BOOSTER CLUB BR	0.00	0.00	0.00	0.00	0.00
05 704 0921	FUND BALANCE SCHOLARSHIPS BRAD	0.00	0.00	0.00	0.00	0.00
05 704 0922	FUND BALANCE-SCHOOL AT THE CEN	0.00	0.00	0.00	0.00	0.00
05 704 0923	BLOOD BANK SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 704 0924	OTT SCHOLARSHIP	750.00	0.00	0.00	0.00	750.00
05 704 0925	FRIESEN SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 704 0926	FUND BALANCE/DEKALB SCHOLARSHIP	500.00	0.00	0.00	0.00	500.00
05 704 0927	FUND BALANCE/PIONEER SCHOLARSHIP	400.00	0.00	0.00	0.00	400.00
05 704 0930	FUND BALANCE - GRANT	0.00	0.00	0.00	0.00	0.00
05 704 0931	FUND BALANCE - GRANT GOERTZEN	0.00	0.00	0.00	0.00	0.00

Activity Fund Balance Report - Summary - Exclude Encumbrances

10/2016 - 10/2016

Regular; Beginning Month 10/2016; Processing Month 10/2016; 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 0932	FUND BALANCE - GRANT BISHOP	0.00	0.00	0.00	0.00	0.00
05 704 0933	FUND BALANCE-GRANT S. RATZLAFF	0.00	0.00	0.00	0.00	0.00
05 704 0934	FUND BALANCE -GUIDANCE	1,017.18	257.00	225.00	0.00	985.18
05 704 0935	FUND BALANCE - SCHOOL SIGN	0.00	0.00	0.00	0.00	0.00
05 704 0936	FUND BALANCE	4,500.00	0.00	0.00	0.00	4,500.00
05 704 0950	COMPUTER DEPOSITS	9,799.24	0.00	0.00	0.00	9,799.24
05 704 0951	STAFF LOUNGE ACCOUNT	960.87	282.90	188.75	0.00	866.72
Fund Total: 05		103,455.30	15,012.81	64,669.17	0.00	153,111.66

Expenditure Summary
10/2016

Regular; Processing Month 10/2016; Fund Number 01

Account Number	Account Description	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
9	Expenditure					
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$2,248,052.93	\$177,701.87	\$381,735.02	\$1,866,317.91	19.14
1200	SPECIAL EDUCATION PROGRAMS	\$814,870.90	\$61,459.44	\$107,766.83	\$707,104.07	13.39
2120	GUIDANCE SERVICES	\$99,805.94	\$7,986.72	\$15,979.65	\$83,826.29	16.01
2130	HEALTH SERVICES	\$2,750.56	\$0.00	\$0.00	\$2,750.56	0.00
2212	INST STAFF TRNG AND CURR DEV	\$17,000.00	\$2,228.08	\$2,284.33	\$14,715.67	13.44
2222	SCHOOL LIBRARY SERVICES	\$156,008.50	\$15,080.34	\$25,961.11	\$130,047.39	16.64
2310	BOARD OF EDUCATION	\$109,633.19	\$6,713.00	\$13,716.93	\$95,916.26	12.51
2320	EXECUTIVE ADMINISTRATION	\$243,291.74	\$19,564.22	\$39,479.48	\$203,812.26	16.23
2400	OFFICE OF PRINCIPAL	\$299,395.20	\$24,082.67	\$50,477.07	\$248,918.13	16.86
2510	GENERAL ADMIN-BUSINESS SERVICE	\$19,200.00	\$981.22	\$1,626.00	\$17,574.00	8.47
2520	VEHICLE ACQUISITION, SERV, MTNCE	\$3,100.00	\$0.00	\$424.00	\$2,676.00	13.68
2610	OPERATION OF PLANT	\$296,396.17	\$25,209.39	\$48,836.26	\$247,559.91	16.48
2620	MAINTENANCE OF PLANT	\$153,170.85	\$6,420.31	\$16,109.36	\$137,061.49	10.52
2750	REGULAR PUPIL TRANSPORTATION	\$146,005.02	\$12,078.90	\$18,528.44	\$127,476.58	12.69
2760	SCHOOL AGE SPEC ED TRANSPORT	\$59,838.87	\$4,840.12	\$8,583.00	\$51,255.87	14.34
3000	COMMUNITY SERVICES	\$3,525.83	\$0.00	\$0.00	\$3,525.83	0.00
4200	TITLE 1 PART A NCLB	\$89,477.23	\$7,100.59	\$13,235.71	\$76,241.52	14.79
4250	OTHER FEDERAL CATEGORICAL	\$140,794.00	\$0.00	\$0.00	\$140,794.00	0.00
4310	TITLE IIA	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4690	OTHER FED NON-CATEGORICAL EXP	\$0.00	\$181.00	\$181.00	(\$181.00)	0.00
4992	REAP FUNDS	\$0.00	\$0.00	\$23,277.00	(\$23,277.00)	0.00
6000	SUMMER SCHOOL	\$3,525.83	\$0.00	\$0.00	\$3,525.83	0.00
8000	TRANSFERS	\$35,000.00	\$0.00	\$0.00	\$35,000.00	0.00
9000	NON-PROGRAMMED CHARGES	\$0.00	\$3,647.82	\$2,270.49	(\$2,270.49)	0.00
01	GENERAL FUND	\$4,940,842.76	\$375,275.69	\$770,471.68	\$4,170,371.08	16.73
9	Expenditure	\$4,940,842.76	\$375,275.69	\$770,471.68	\$4,170,371.08	16.73

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	October 31, 2015	October 31, 2016
General Fund	\$4,100,718.72	\$4,520,701.02
Activity Fund	\$90,007.63	\$153,111.66
School Lunch Fund	\$10,628.93	\$29,299.44
Depreciation Fund	\$1,422,939.85	\$1,452,434.59
Unemployment Fund	\$2,964.72	\$2,968.53
Qualified Capital Purpose Fund	\$239,655.60	\$57,894.48
Special Building Fund	\$274,322.66	\$286,200.12

Expenditure Summary
 10/2016

Regular; Processing Month 10/2016; Fund Number 06

Account Number	Account Description	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
9	Expenditure					
06	SCHOOL LUNCH/MILK FUND					
2100	SUPPORTIVE SERVICES PUPILS	\$0.00	\$17,459.62	\$30,352.20	(\$30,352.20)	0.00
06	SCHOOL LUNCH/MILK FUND	\$0.00	\$17,459.62	\$30,352.20	(\$30,352.20)	0.00
9	Expenditure	\$0.00	\$17,459.62	\$30,352.20	(\$30,352.20)	0.00