

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

Monday, November 13, 2017 8:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

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

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

1. Preliminary Procedures

1. Call to Order

2. Public Notice of the Meeting

3. Roll Call

4. Motion to excuse Glenn Larson from the meeting. Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Kent Allen.

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

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

1. Superintendent's Report

2. Mr. Best reviewed his written report.

3.

4. Principals' Reports

5. Mrs. Coffey reviewed her written report.

6. Mr. Carr reviewed his written report.

7.

5. Discussion Items

1. Board Self-evaluation

2. The Board reviewed their self-evaluation.

3.

4. State NASB Conference

5. The NASB conference is November 15 and 16 in Omaha.

6.

7. Multi-cultural Report

8. Mrs. Coffey and Mr. Carr reviewed the multi-cultural report.

9.

10. Motion to accept the multi-culture report as presented. Passed with a motion by Mr. Paul Brune and a second by Mr. Boyd Stuhr.

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

6. Old Business

1. Board Goals Discussion

2. Mrs. Coffey led the board goals discussion. The Board has made student success a priority. Mrs. Coffey reviewed different articles and research on student success and what that means.

3.

7. New Business

1. Lunch Table Replacement

2. Motion to purchase new lunch tables as proposed for a cost of approximately \$22,400. Passed with a motion by Mr. Paul Brune and a second by Mr. Kent Allen.

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

4. Teacher Evaluation Tool

5. Motion to approve the proposed teacher evaluation tool for the 2017-18 school year and beyond. Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Kent Allen.

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

7. Student Performance Data Review

8. Mrs. Coffey reviewed the preliminary performance data for the 2017 ACT and NeSA testing.

9.

10. Approve the Fiscal Audit for 2016-17

11. Motion to approve the 2016-17 fiscal audit. Passed with a motion by Mr. Kent Allen and a second by Mr. Glen Ott.

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

8. Future Agenda Items

9. Future agenda items include:

10. Mission statement.

11. Health curriculum.

12. Purchase a bus.

13.

14. Executive Session

15. Motion to enter closed session to discuss negotiations and personnel. Passed with a motion by Mr. Paul Brune and a second by Mr. Boyd Stuhr.

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

17. Consent Agenda

18. Motion to approve the consent agenda. Passed with a motion by Mr. Paul Brune and a second by Mr. Kent Allen.

19. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: 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

20. Adjournment

21. The next scheduled meeting to be held on December 11 at 7:00 p.m.

22.

23. Motion to adjourn the meeting at 11:09 p.m. Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Kent Allen.

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

Board President

Board Secretary



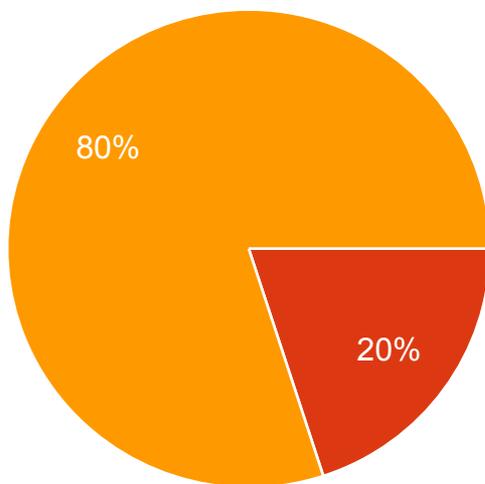
School Board Self Evaluation

6 responses

PART 1 - PERFORMANCE STANDARDS

Standard 1 - Leadership: Mission, Vision, & Goals

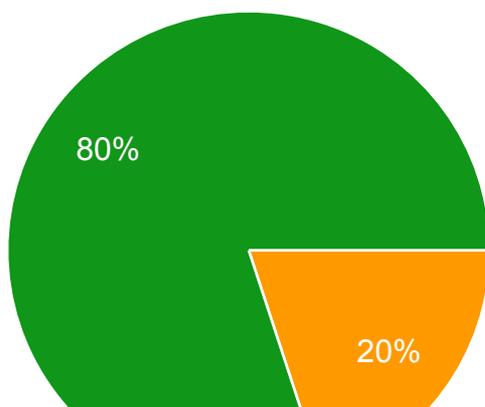
5 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

Standard 2 - Policy & Governance

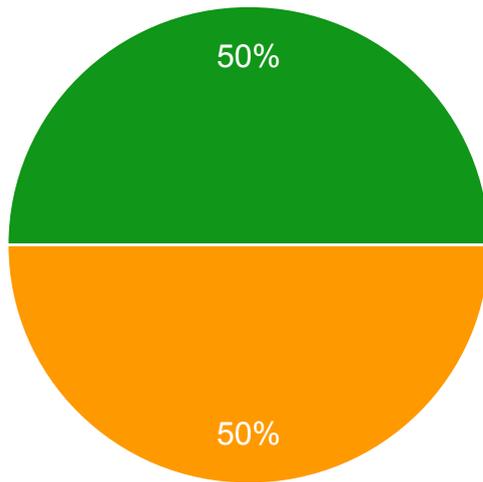
5 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

Standard 3 - Community Relations

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

Standard 3 Comments

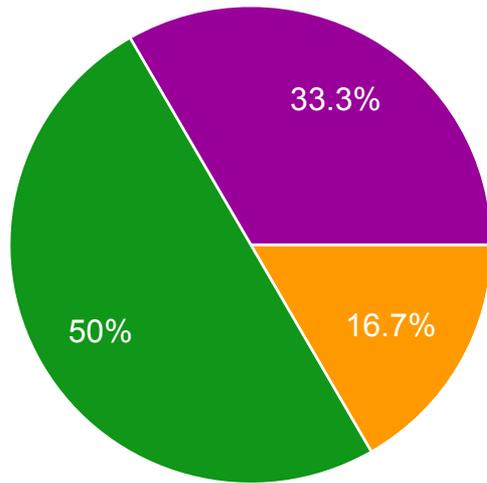
2 responses

Board members listen to community concerns and involve the community in curriculum development.

I have a comment on Standard 1...didn't see a place for it under Standard 1. I'm not sure that we are following the steps outlined in Standard 1, but I do feel that we are covering the Standard as a whole. We might not get every detail done as outlined in the Standard, but I feel that we are headed in the right direction

Standard 4 - Financial Management

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

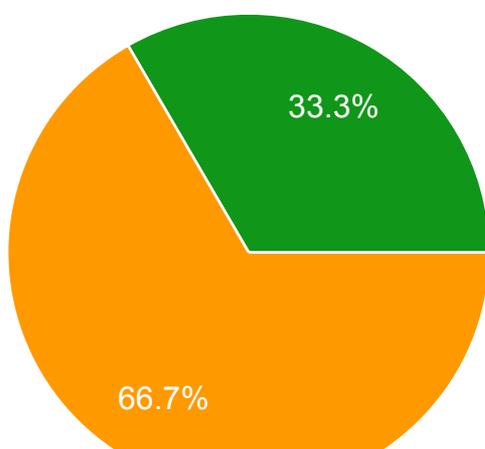
Standard 4 Comments

1 response

The Board monitors the fund accounts monthly and makes sure long and short term goals will be funded.

Standard 5 - Accountability & Performance Monitoring

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

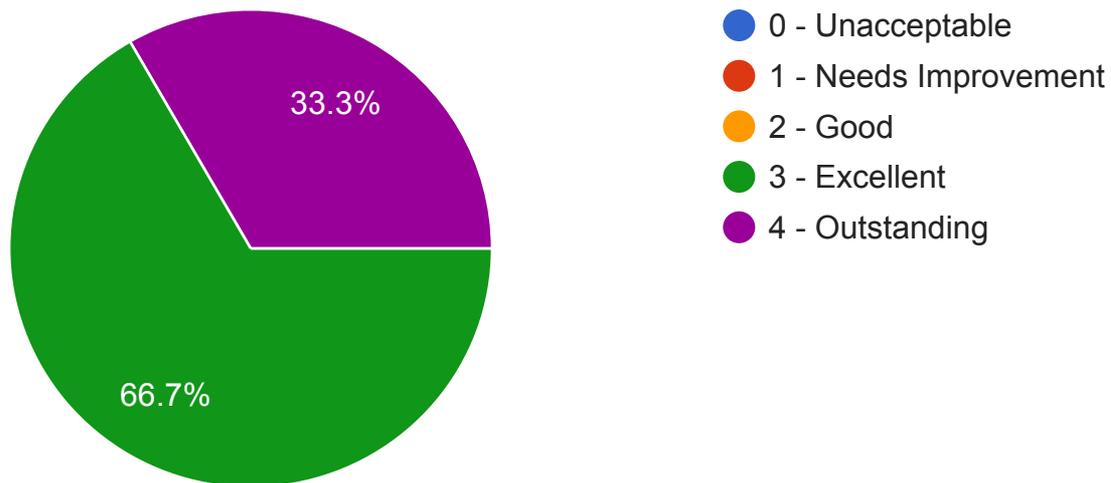
Standard 5 Comments

1 response

There is good communication between the Administration and the Board at the monthly meetings on performance evaluations.

Standard 6 - Board Operations - Meetings

6 responses



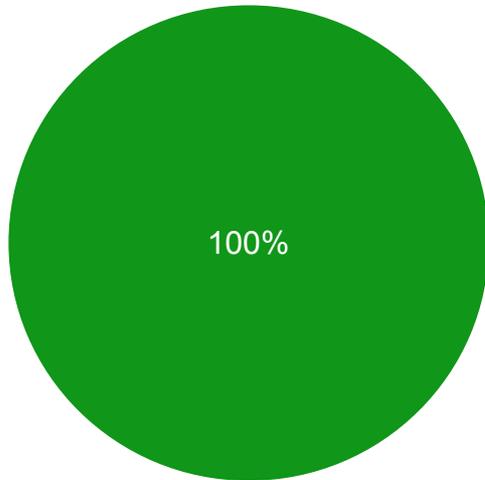
Standard 6 Comments

0 responses

No responses yet for this question.

Standard 7 - Board Operations - Board Member Communications

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

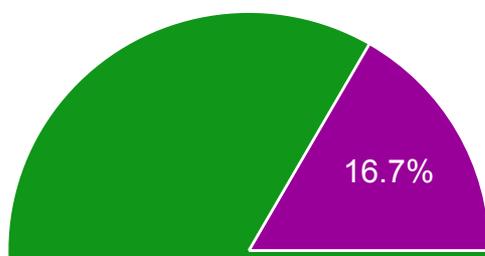
Standard 7 Comments

1 response

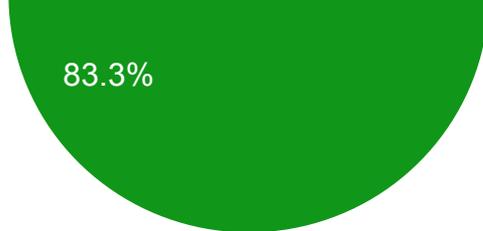
The Board does a good job of conducting business at the meetings in a public setting.

Standard 8 - Board Operations - Board/Staff Relations

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding



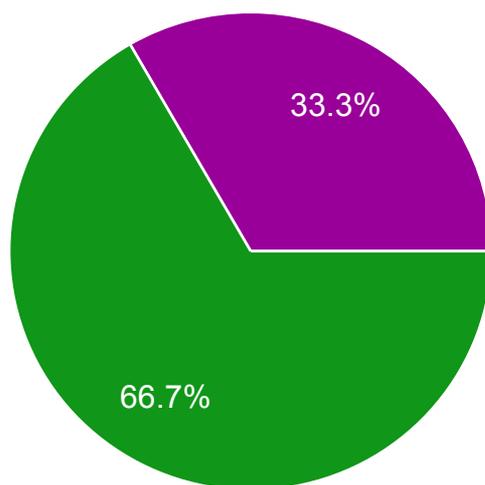
Standard 8 Comments

0 responses

No responses yet for this question.

Standard 9 - Board Operations - Board/Superintendent Relations

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

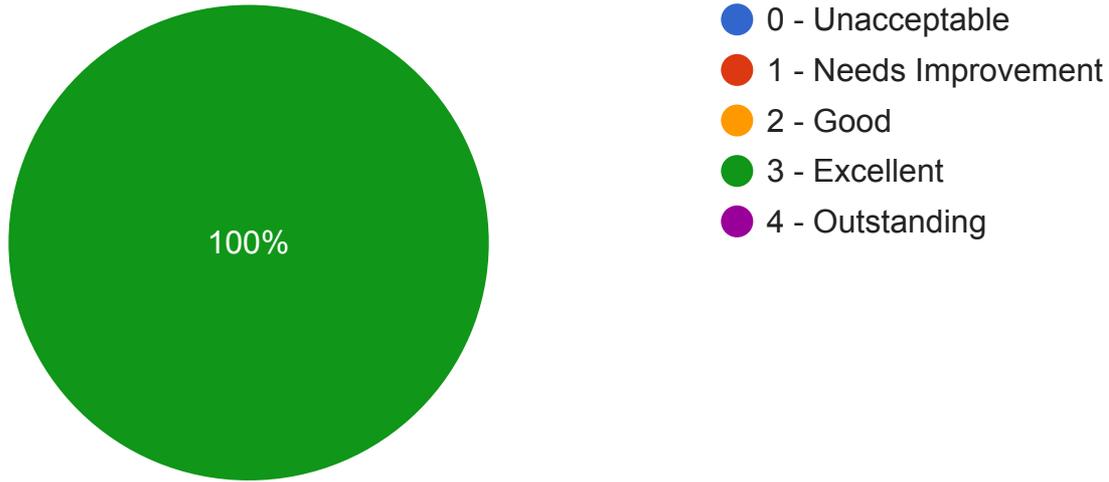
Standard 9 Comments

1 response

Teamwork between the staff, administration and board is good.

Standard 10 - Values, Ethics, & Responsibility for Self

6 responses



Standard 10 Comments

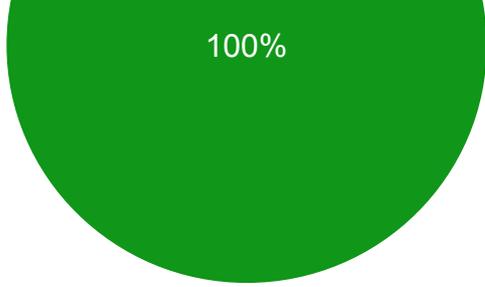
0 responses

No responses yet for this question.

Standard 11 - Board Systematic Improvement

6 responses





● 4 - Outstanding

Standard 11 Comments

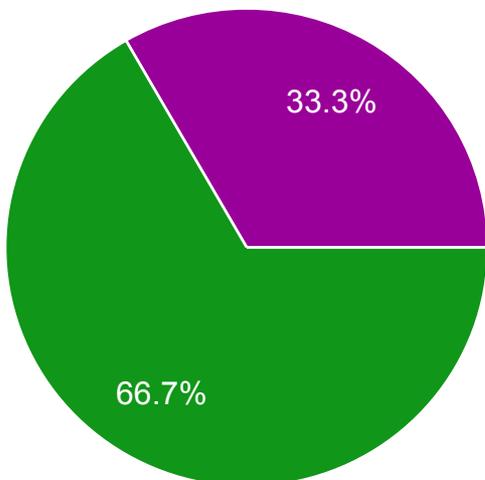
0 responses

No responses yet for this question.

PART 2: GOALS

Goal Statement #1 - Expand Technology

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

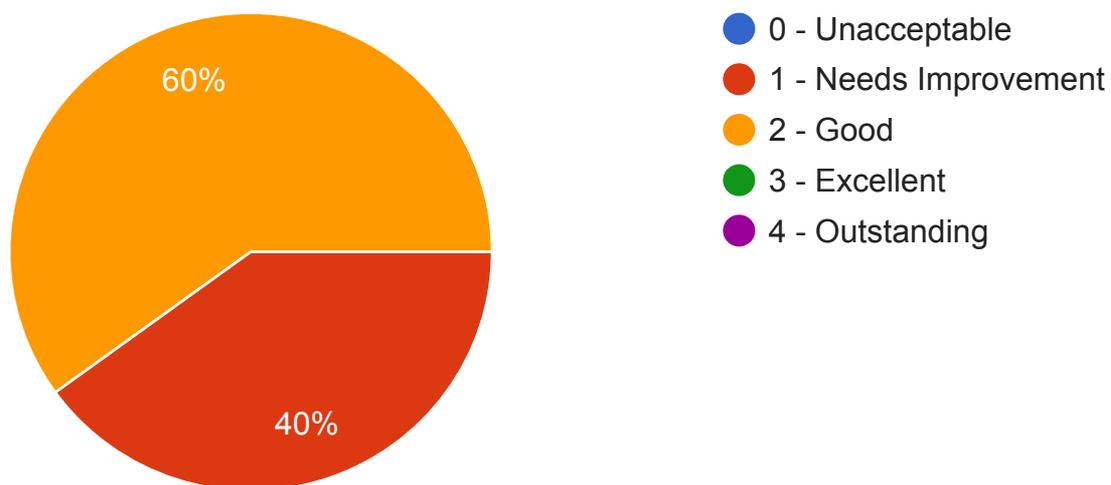
Comments for Goal #1

0 responses

No responses yet for this question.

Goal Statement #2 - Guidance Program

5 responses



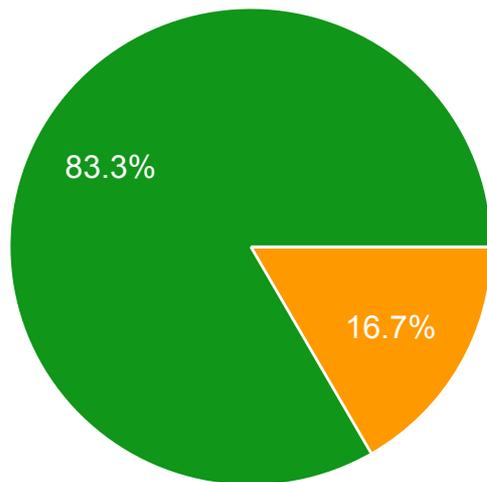
Comments for Goal #2

1 response

I don't have anything to gage my response on. I don't feel this should be a goal for future years.

Goal Statement #3 - Teaching Strategies

6 responses



- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

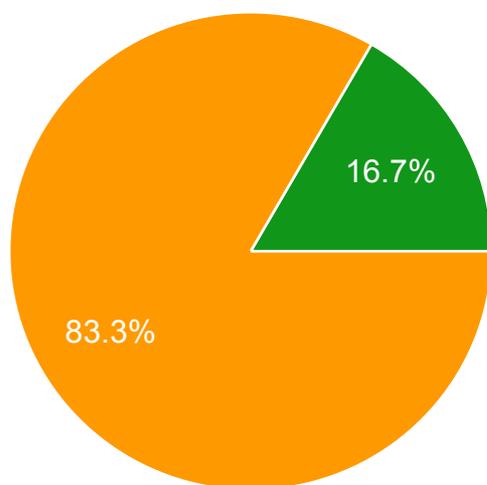
Comments for Goal #3

0 responses

No responses yet for this question.

Goal Statement #4 - Promote the School

6 responses



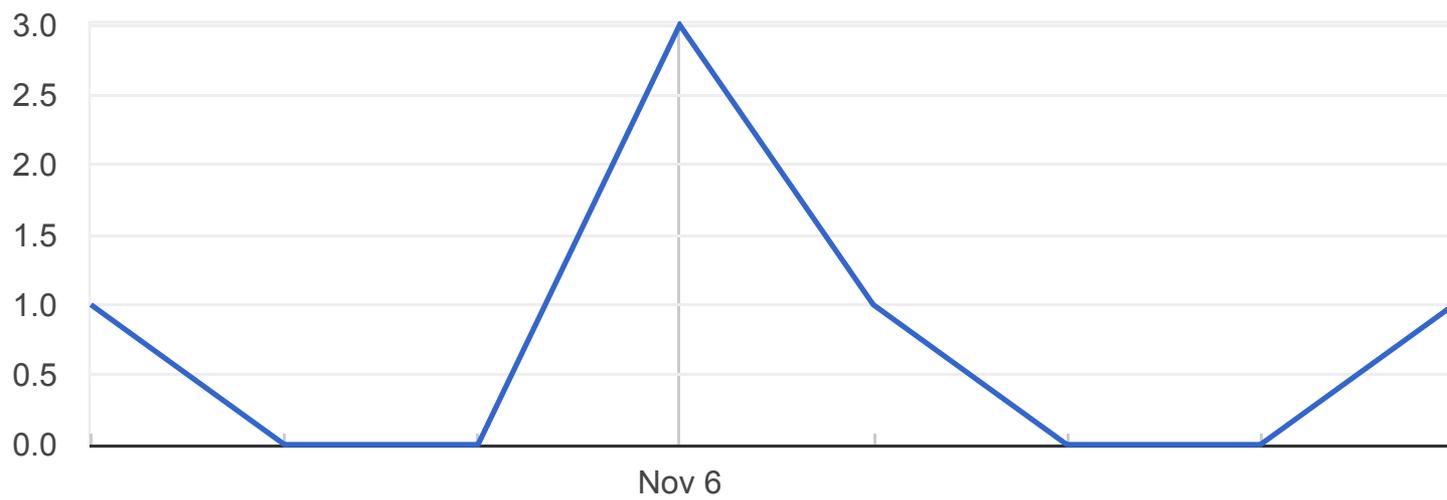
- 0 - Unacceptable
- 1 - Needs Improvement
- 2 - Good
- 3 - Excellent
- 4 - Outstanding

Comments for Goal #4

1 response

Do we always have a representative from the Bradshaw area on committees?

Number of daily responses



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Google Forms

Heartland Community Elementary School
Multicultural Report
Updated 2017-2018 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'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 and supplemental resources. Topics covered include the exploration events of Christopher Columbus, the development of the Thanksgiving tradition, Christmas customs and traditions in various countries, the equality movement of Martin Luther King, the civil rights movement of Abraham Lincoln and the contributions of various individuals during Black History Month (Rosa Parks, Ruby Bridges, etc.).

Second Grade

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

Second grade students explore different family traditions and celebrations (birthdays, Thanksgiving, Hanukkah, Kwanzaa, Fourth of July and family reunions) in the story “Celebrations and Family Traditions,” learn about family birthday celebrations in different countries in the story “A World of Birthdays,” read words in another language

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

Third Grade

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

Fourth Grade

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

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

Through read-alouds, students listen to “Listen for the 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 Iditarod dog sled race in Alaska each winter. This is an interactive event in which students track individual participant using the Internet. They not only learn about the race, but also learn about the Inuit Native people in Alaska. 6th grade students also read about the following topics: Saving the rainforests, Taj Mahal, Rosetta Stone, and Mayan/Aztec culture

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

Art

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

Heartland 7-12 Multicultural Report 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 projects that highlight contributions of ethnic minorities to politics in America. An example would be Cesar Chavez. In 7th grade Geography, students will complete a multitude of assignments that illustrate how cultural diffusion has changed and contributed to human progress. For example, students will complete projects by unit that compare cultural regions of the World to America.
 - 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* magazine is used and features activities that offer a variety of cultural articles and language activities.
 - 7th graders read excerpts and poems in “Daybook of Critical Reading and Writing” that cover many cultures and authors
 - Hispanic
 - “The House on Mango Street”
- 8th Grade
 - 8th graders will be discussing different cultures as they read *The Wednesday Wars* and *A Jar of Dreams*, and also as they read for their book reports. Many of the award winners they choose have themes that emphasize tolerance and acceptance of differences.
 - 8th graders read excerpts and poems in “Daybook of Critical Reading and

Writing” that cover many cultures and authors

- *SCOPE* magazine is used and features activities that offer a variety of cultural articles and language activities.

- African American
 - To Kill A Mockingbird (theme)
 - Langston Hughes
- Asian
 - “Blonde” by Katherine Min
- Native American
 - Blue Highways by William Least Heat Moon

- 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
 - “A Celebration of Grandfathers” by Rudolfo A. Anaya
 - India
 - “Like the Sun” by R.K. Narayan
 - Korean
 - “Cranes” by Hwang Sunwon
 - Middle Eastern Arab
 - “Shoofly Pie” by Naomi Shihab Nye

 - 11th Grade English III and American Literature
 - Students will read literature from a variety of cultures.
 - African
 - “The Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano
 - Native American
 - Iroquois “The World on the Turtle’s Back”
 - “Coyote and the Buffalo” by Mourning Dove
 - “The Way to Rainy Mountain” by Scott Momaday
 - Spanish
 - “Le Relacion” by Cabeza de Vaca
-
- 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

- Jewish
 - *from* “Night” by Elie Wiesel

Instrumental Music (Grades 7-12)

- Goals
 - Nationalistic expression will be experienced through compositions of the African American, Hispanic American, Native American and Asian American cultures.
 - The folk heritage of the African American, Hispanic American, and Asian American cultures will be studied through composition.
 - The spiritual expression of the African American, Hispanic American, Native American and Asian American will be demonstrated through song.
 - The concerns unique to each culture will be studied through experiencing first hand the music of the culture.

- Objectives
 - The learner will experience nationalism unique to each culture through study and performance of compositions written to express individual nationalistic pride.
 - The learner will experience the day to day life of minority cultures through study of folk songs.
 - The learner will study the spiritual expression through song which is evident in every cultures’ compositions.
 - The learner will learn the struggles unique to each culture which is celebrated through song.

- Methodology
 - Cultural Expression-
 - The dismay and futility of the slave worker in early American History.
 - “Blue notes: express sadness, fear, etc.

 - Nationalistic Expression-
 - A collage of marches written to glorify the heritage of the American spirit.
 - The buoyant, joyful sound to portray youthful vigor and confidence of a young America.

 - Spiritual Expression-
 - A song celebrating the faith of four army chaplains (Jewish, Roman Catholic, Protestant)

- All four locked hands in prayer (Latin, Hebrew, English) as the ship carrying 904 men went down at sea (chaplains gave away their life jackets).
- Folk Heritage Expression-
 - Folk melodies of early European folk history.
 - Light, dance like melodies celebrating a country's heritage.

K-12 Vocal Music

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

Industrial Technology Grade (7-12)

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

differ from methods used in the U.S.

Art (Grades 7-12)

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

Math (Grades 7-12)

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

- Statistics
 - Explore world statistics and show the shape, center, and spread of the data using a graphical representation - done using an online program www.worldmapper.com
 - 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 Media Center supports Heartland's curriculum by providing multicultural materials for students and teachers.
- It is our policy to select literature which reflects the contributions, lifestyles, and values of different ethnic groups.
- The literature promotes a global outlook and understanding that we have more similarities than differences.
- In addition, these guidelines (from Multiethnic Children's Literature by Gonzalo Ramirez, Jr. and Jan Lee Ramirez, 1994 and Children's Literature, Briefly by Tunnell, Jacobs, Young & Bryan, 2012) are also considered when selecting materials for the library media centers.
 - Cultural details need to be represented accurately in literature.
 - The material attempts to amend historical errors and omissions by providing accurate information about people from the group portrayed who have made contributions to the United States and the world.
 - Present a positive and reassuring representation of the reader's own cultural group. The material contains illustrations and/or photos that provide a true reflection of the way of life of the group.

Spanish

- **SPANISH I LEARNER TARGETS**
 - I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.
 - I can identify and participate in customs, traditions, cultural activities, celebrations and holiday practices of the target cultures.
 - I can identify some beliefs and outlooks of the target cultures.
 - I can understand diversity and recognize the impact of stereotyping other cultures.
 - I can recognize differences and similarities between the target cultures and my own.
 - I can identify and explore artifacts and symbols commonly used in the target cultures.
 - I can identify and explore some major contributions and influential figures, past and current, from the target cultures.
 - I can identify and explore the impact of historical and contemporary influences from the target cultures that are significant in my own culture.
 - I can identify and investigate products and geographic features from civilizations, countries, regions and tribes associated with the target language studied.
 - I can extract samples of the cultures' perspectives from the arts and media in the target cultures.
 -

- **Spanish II (Similar to Spanish I but more extensive. Certain activities such as holidays, Spanish-speaking countries, and historical figures can be substituted at the Spanish teacher's discretion)**
 - Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
 - Relating Cultural Products to Perspectives- Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
 - I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
 - I can explain different traditions and customs of the target cultures in simple terms.
 - I can reflect on cultural experiences and social activities common to a student of similar age in the target cultures.
 - I can identify and discuss some perspectives typically associated with the target cultures' belief systems and social, economic, political, and professional practices.
 - I can discuss and evaluate some commonly held generalizations about the target culture.
 - I can explain the significance of objects, images, symbols, and products of the target cultures.
 - I can describe major contributions of influential figures, past and current, from the target cultures.
 - I can identify and explain the influence of the target cultures on the products of my own culture.
 - I can explain how geography impacts the products of the target cultures.
 - I can identify the target cultures' basic perspectives through art, literature, music, and dance.

Physical Education

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

Health Education

- Time is spent on exploring the cultural differences and similarities, and how they affect our students at HCS.

- Material is covered on prejudice and how it affects those students involved.
- 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.

SUMMATIVE TEACHER/EDUCATIONAL SPECIALIST
EVALUATION-PERMANENT TEACHER/SPECIALISTS



*Heartland Community
Schools*

TEACHER/SPECIALIST INFORMATION:

Teacher/Specialist Name:[Click here to enter text.](#)
Evaluator:[Click here to enter text.](#)

Grade/Subject Area:[Click here to](#)
School Year:[Click here to enter text.](#)

Part I: Nebraska Effective Practices (see detailed Frameworks rubrics)

EFFECTIVE PRACTICE: (1) Foundational Knowledge. The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunities for learning, development, and achievement.
Evaluator's Comments	
Click here to enter text.	

EFFECTIVE PRACTICE: (2) Planning and Preparation. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (3) The Learning Environment. The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (4) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (5) Assessment. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Professionalism. The teacher acts as an ethical and responsible member of the professional community.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professional responsible manner.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
Evaluator's Comments:	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES

Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- Plan for Improvement for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory" on any of the Effective Practices)

Additional Comments
Click here to enter text.

Part II: Student Learning Objectives/Specialist Program Objectives. (Combined rating; attach SLO/SPO Templates)

Evaluator Rating	Description
<input type="checkbox"/> Proficient	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident.
<input type="checkbox"/> Unsatisfactory	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.
Evaluator's Comments:	
Click here to enter text.	

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach Plan document)

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The Individual Professional Development Plan's goal(s) have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Unsatisfactory	The Individual Professional Development Plan's goal(s) have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Evaluator's Comments:	
Click here to enter text.	

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating of "Unsatisfactory")

Part IV: Local District Standards (Optional)

Local District Standards Meets District Standards	Meets District Standards	
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Overall Rating for Local District Standards Meets District Standards

<input type="checkbox"/> Yes	<input type="checkbox"/> No

Evaluator's Comments:

Click here to enter text.

Part V: Overall Rating.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

Evaluator's Comments:**Areas of Strength**

Click here to enter text.

Areas of Development

Click here to enter text.

-
- Contract Renewal for next year is recommended.
 - Contract Renewal for next year is not recommended.

Additional Comments

Click here to enter text.

The signatures below certify that the evaluation and its results have been discussed between the teacher/specialist and his or her evaluator. As the teacher/specialist, I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained within the evaluation.

Evaluator Signature:

_____ **Date:** _____

Teacher/Specialist Signature:

_____ **Date:** _____

Part VI: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Classroom Observation Summaries
4. Student Learning Objectives/Specialist Program Objectives Templates
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

Part VI: Record of Evaluation Activities (Summative Year)

Activity	Date	Teacher/Specialist Signature	Evaluator Signature
Orientation/Annual Notice			
Annual Self-Assessment Completed and Submitted (Optional)			
Student Learning Objectives/Specialist Program Objectives Approval			
Individual Professional Development Plan Approval			
Dates of Observation			
Formal Observation			
Formal Observation			
Other Observations			
1.			
2.			
3.			
4.			
Dates of Observation Conferences:			
1.			
2.			
3.			
4.			
SLO/SPO Review Conference			
SLO/SPO Summative Conference			
IDP Plan Review Conference			
IDP Plan Summative Conference			
Summative Evaluation Conference			

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

Monday, October 9, 2017 8:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

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

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

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

4.1. Superintendent's Report

4.2. Principals' Reports

Mrs. Coffey reviewed her written report.
Mr. Carr reviewed his written report.

5. Discussion Items

5.1. NSAA Classification

Mr. Best reviewed the enrollment numbers and NSAA classifications.

5.2. Negotiations meeting date

The negotiation committees will meet on October 23 at 8:00 p.m.

5.3. Board Goals

Mrs. Coffey reviewed these items that were discussed at the Board retreat:

Schooling vs. education model for student instruction.

Defining student success and setting priorities for student success.

Making a plan for success and implementing that plan.

Taking a look at the "next step" to research and share information obtained from the research.

Looking at formalizing individual learning plans.

5.4. Superintendent & Board Evaluations

The superintendent evaluations will be done in November and reviewed in December.

5.5. Health Curriculum Review Update

Mrs. Coffey reviewed the companies that supply health curriculum.

The Board discussed possibly creating a committee with possible community involvement to review new health curriculum and give guidance in the selection process.

6. Old Business

7. New Business

7.1. Striv Advertising

Mr. Best gave information on how advertising on STRIV would benefit the school.

7.2. Student Transportation for Community Service

Mr. Best gave information on students using their own vehicles for various community activities. A release form was presented for Board approval.

Motion to allow students to drive their own vehicles for Meals on Wheels community service activity upon a written release form signed by the parents. This motion, made by Mr. Glenn Larson and seconded by Mr. Paul Brune, Passed.

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

7.3. HEA Request for Collective Bargaining

Motion to recognize the Heartland Education Association as the bargaining unit for the 2018-19 school year. This motion, made by Mr. Boyd Stuhr and seconded by Mr. Glenn Larson, Passed.

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

7.4. Radio Repeater

Matt Quiring was present to discuss the addition of new radio repeaters that would increase the transmission distance to handheld radios and radios in school vehicles.

Motion to approve the installation of a radio repeater. This motion, made by Mr. Paul Brune and seconded by Mr. Glenn Larson, Passed.

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

7.5. Reconfiguration of doors on north building

Matt Quiring was present to discuss reconfiguring the overhead doors on the north storage building.

Motion to approve the bid to reconfigure the overhead doors on the north storage building. This motion, made by Mr. Kent Allen and seconded by Mr. Boyd Stuhr, Passed.

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

8. Future Agenda Items

Future agenda items include:

Negotiations

Goal setting

The Board evaluation

State school board conference

9. Consent Agenda

Motion to approve the consent agenda. This motion, made by Mr. Paul Brune and seconded by Mr. Glenn Larson, Passed.

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

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

Students from the FFA were in attendance requesting out of state travel to the National FFA convention.

10. Adjournment

The next scheduled meeting to be held on November 13 at 8:00 p.m.

Motion to adjourn the meeting at 10:24 p.m. This motion, made by Mr. Kent Allen and seconded by Mr. Boyd Stuhr, Passed.

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

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending October 31, 2017

	CHECKING ACCT	SAVINGS ACCT	TOTAL
Balance October 1, 2017	1,718,890.55	2,896,905.09	4,615,795.64
Receipts:			
York, Fillmore & Hamilton Co.			
TAXES	260,965.79		260,965.79
State of Nebraska:			
Medicaid	113.92		113.92
SPED Reimbursement			0.00
State Wards			0.00
TEEOSA	5,627.00		5,627.00
HAL	4,390.00		4,390.00
			0.00
Other:			
Interest	435.42	1,370.48	1,805.90
Preschool Tuition	782.48		782.48
Rental of Facilities	20.00		20.00
			0.00
			0.00
			0.00
TOTAL:	272,334.61	1,370.48	273,705.09
Transfer to MMA			
Total Amount Available	1,991,225.16	2,898,275.57	4,889,500.73
Disbursements	406,151.82		406,151.82
Balance October 31, 2017	1,585,073.34	2,898,275.57	4,483,348.91

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
25956	ACT	SUPPLIES	36.00
25957	ADVANCED OFFICE AUTOMATION	COPY MACHINE	25.53
25958	AMAZON / SYNCB	SUPPLIES	424.67
25959	AS CENTRAL SERVICES	STATE REPORTING	469.86
25960	ASK SUPPLY CO. LLC	SUPPLIES	321.50
25961	AWARDS UNLIMITED INC	SUPPLIES	16.11
25962	BEST, BRADLEY	REIMBURSEMENT	100.79
25963	BLACK HILLS ENERGY	UTILITIES	780.34
25964	BLUE HILL HIGH SCHOOL	DL TUITION	1,000.00
25965	BURTON ENTERPRISES	TRASH REMOVAL	521.00
25966	CENTRAL NE REFRIGERATION INC.	SERVICES	156.50
25967	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	5,254.40
25968	CHEMSEARCH	SUPPLIES	137.08
25969	CITY OF HENDERSON	UTILITIES	450.00
25970	COMPUTER HARDWARE, INC.	SERVICES	5,300.00
25971	DIETZE MUSIC HOUSE	SUPPLIES	149.70
25972	ENTERPRISE FINANCIAL	SERVICES	167.00
25973	ESSENTIAL SCREENS	SCREENING	38.95
25974	ESU #5	SUPPLIES	3,166.50
25975	ESU #6	SERVICES	619.02
25976	FASTENAL	SUPPLIES	347.27
25977	FILLMORE COUNTY HOSPITAL	SERVICES	5,666.66
25978	FOLLETT SCHOOL SOLUTIONS, INC.	SUPPLIES	396.77
25979	GLOBAL EQUIPMENT COMPANY,	SUPPLIES	207.45
25980	GRAINGER	SUPPLIES	239.13
1939	HEARTLAND SCHOOL LUNCH FUND	SUPPLIES	74.80
25981	HENDERSON ACE HARDWARE	SUPPLIES	100.51
25982	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	6,442.69
25983	HENDERSON FOODMART	SUPPLIES	376.63
25984	HENDERSON HEALTH CARE SERVICE	SERVICES	272.00
25985	HENDERSON MOTORS	SERVICES	299.84
25986	HOMETOWN LEASING	COPY MACHINE LEASE	846.66
25987	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	SUPPLIES	875.33
25988	J.W. PEPPER & SON	SUPPLIES	249.99
25989	KULLY PIPE & STEEL SUPPLY	SUPPLIES	388.42
25990	LIBRARY STORE, THE	SUPPLIES	98.78
25991	MAINSTAY COMMUNICATIONS	TELEPHONE	321.71
25992	MATHESON TRI GAS INC	SUPPLIES	181.39
25993	MENARDS	SUPPLIES	85.68
25994	MENARDS	SUPPLIES	62.07
25995	NAEA	REGISTRATION	25.00
25996	NASB	REGISTRATION	1,991.00
25997	NCSA	REGISTRATION	250.00
25998	NE DOL/BOILER INSPECTION PROGRAM	SERVICES	120.00
25999	NEBRASKA STATE HISTORICAL SOCIETY	SUBSCRIPTION RENEWAL	32.00

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
26000	NEBRASKA.GOV	DRIVING RECORDS	0.78
26001	NORHTERN AGRI-SERVICES, INC.	SUPPLIES	110.29
26002	OMAHA WORLD HERALD-CIRCULATION	ADVERTISING	135.20
26003	PAYFLEX SYSTEMS	SEC 125 INSURANCE	3,586.56
26004	PERENNIAL PUBLIC POWER DIST.	ELECTRICITY	4,887.30
26005	PERRY GUTHERY HAASE & ASSOC	LEGAL SERVICES	225.00
26006	PETTY CASH	CASH	42.00
26007	QUILL	SUPPLIES	1,190.44
26008	QUIRING, DOROTHEA	MILEAGE	20.10
26009	RANGLES, DORTHE	REIMBURSEMENT	16.34
1938	REGION 1 PRINCIPALS	DUES/FEES	190.00
26010	RIDER CLASSROOM SPANISH	SERVICES	2,450.00
26011	SCHOOL SPECIALTY	SUPPLIES	45.64
26012	SERVICE PRESS	SERVICES	186.81
26013	SHERWIN WILLIAMS	SUPPLIES	210.37
26014	SHRED MONSTER, INC	SERVICES	48.50
26015	SOUTHEAST COMMUNITY COLLEGE	SENCAP ACADEMY	1,957.44
26016	SUPPLYWORKS	SUPPLIES	726.11
26017	TRI COUNTY AUTO	REPAIRS	107.69
26018	TRUCK CENTER COMPANIES	SERVICES	79.64
26019	ULINE	SUPPLIES	76.10
26020	UNITE PRIVATE NETWORKS, LLC	SERVICES	727.27
1937	UNITED STATE POSTAL SERVICE	NEWSLETTER	148.58
26021	VERIZON WIRELESS	TELEPHONE	181.85
26022	WIDICK, HEIDI	REIMBURSEMENT	45.01
26023	YORK NEWS TIMES	SERVICES	453.26
Fund Total:			56,935.01
Checking Account Total:			56,935.01

<u>Checking</u>	2	Fund: 02	DEPRECIATION RESERVE FUND	
1054	WENGER CORPORATION	SUPPLIES	20,466.00	
Fund Total:			20,466.00	
Checking Account Total:			20,466.00	

<u>Checking</u>	6	Fund: 06	SCHOOL LUNCH/MILK FUND	
3852	FOOD DISTRIBUTION PROGRAM, NEBRASKA	FOOD PURCHASED	42.50	
3853	HENDERSON FOODMART	SUPPLIES	37.67	
3854	HILAND DAIRY	FOOD PURCHASED	1,814.12	
3855	THOMPSON CO., THE	SUPPLIES	7,784.17	
Fund Total:			9,678.46	
Checking Account Total:			9,678.46	

Regular; Beginning Month 09/2017; Processing Month 10/2017; 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	0.00	3,528.55	4,634.00	0.00	1,105.45
05 704 0102	VOLLEYBALL	0.00	1,823.62	2,707.00	0.00	883.38
05 704 0103	BOYS BASKETBALL	0.00	1,461.96	0.00	0.00	(1,461.96)
05 704 0104	GIRLS BASKETBALL	0.00	525.73	0.00	0.00	(525.73)
05 704 0105	TRACK	0.00	1,217.63	0.00	0.00	(1,217.63)
05 704 0106	MEDICAL SUPPLIES	0.00	0.00	0.00	0.00	0.00
05 704 0107	GENERAL ATHLETICS	0.00	1,025.08	1,674.00	0.00	648.92
05 704 0108	FUND BALANCE/WRESTLING	0.00	0.00	0.00	0.00	0.00
05 704 0109	LOCK ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0110	JH FOOTBALL	0.00	600.00	553.00	0.00	(47.00)
05 704 0111	JH VOLLEYBALL	0.00	919.00	502.00	0.00	(417.00)
05 704 0112	JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0113	JH GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0114	JH TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0115	HOLIDAY TOURNAMENT	0.00	0.00	0.00	0.00	0.00
05 704 0116	SEASON PASS	0.00	0.00	4,260.00	0.00	4,260.00
05 704 0117	GIRLS GOLF	0.00	769.02	190.00	0.00	(579.02)
05 704 0118	BOYS GOLF	0.00	0.00	0.00	0.00	0.00
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0120	CONFERENCE ACCOUNT	0.00	451.70	535.00	0.00	83.30
05 704 0121	FUND BALANCE/9TH BB TOURNAM	0.00	0.00	0.00	0.00	0.00
05 704 0122	HUSKIE AUTHENTICS	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	COACH - FB	25.00	0.00	0.00	0.00	25.00
05 704 0130	COACH - VB	4,937.99	854.00	781.31	0.00	4,865.30
05 704 0131	COACH - GIRLS BB	2,334.37	0.00	341.24	0.00	2,675.61
05 704 0132	COACH - BOYS BB	2,842.27	0.00	405.56	0.00	3,247.83
05 704 0133	COACH - JH BB	432.32	0.00	0.00	0.00	432.32
05 704 0134	ATHLETIC DIRECTOR	0.00	0.00	0.00	0.00	0.00
05 704 0135	COACH - GIRLS GOLF	(61.08)	0.00	779.20	0.00	718.12
05 704 0136	COACH - BOYS GOLF	653.04	0.00	0.00	0.00	653.04
05 704 0137	COACH - TRACK	215.52	0.00	0.00	0.00	215.52

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2017 - 10/2017

Regular; Beginning Month 09/2017; Processing Month 10/2017; 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	BAND UNIFORMS	62.29	0.00	0.00	0.00	62.29
05 704 0201	BAND	263.30	136.90	0.00	0.00	126.40
05 704 0202	CHORUS	324.92	0.00	0.00	0.00	324.92
05 704 0203	MARCHING SHOES	2.62	573.90	0.00	0.00	(571.28)
05 704 0204	VOCAL CLINIC	2,351.28	40.00	0.00	0.00	2,311.28
05 704 0205	MUSIC CALENDAR	0.00	0.00	0.00	0.00	0.00
05 704 0206	MUSIC TRIP	397.90	0.00	623.10	0.00	1,021.00
05 704 0207	DISTRICT MUSIC	424.30	0.00	0.00	0.00	424.30
05 704 0300	ELEMENTARY ART	36.17	0.00	0.00	0.00	36.17
05 704 0301	ART	1,488.27	0.00	0.00	0.00	1,488.27
05 704 0302	MUSICAL	0.00	0.00	0.00	0.00	0.00
05 704 0304	ALL SCHOOL PLAY	1,002.80	0.00	0.00	0.00	1,002.80
05 704 0305	ONE ACT	0.00	0.00	0.00	0.00	0.00
05 704 0401	METALS	0.00	0.00	0.00	0.00	0.00
05 704 0402	FCS - LAB FEES	0.00	0.00	0.00	0.00	0.00
05 704 0403	FBLA	5,847.03	1,166.54	2,089.10	0.00	6,769.59
05 704 0404	INDUSTRIAL TECHNOLOGY	0.00	90.06	0.00	0.00	(90.06)
05 704 0405	FFA	7,974.06	4,757.76	5,019.04	0.00	8,235.34
05 704 0406	FUND BALANCE/JH SCIENCE/SMENCIL	0.00	0.00	0.00	0.00	0.00
05 704 0407	SCIENCE CLUB	954.12	0.00	275.00	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	692.25	0.00	358.40	0.00	1,050.65
05 704 0410	ROBOTICS	264.03	0.00	434.50	0.00	698.53
05 704 0500	CLASS OF 2020	1,915.50	0.00	693.50	0.00	2,609.00
05 704 0501	CLASS OF 2021	1,461.70	0.00	0.00	0.00	1,461.70
05 704 0502	CLASS OF 2022	200.00	0.00	0.00	0.00	200.00
05 704 0503	CLASS OF 2013	200.00	0.00	0.00	0.00	200.00
05 704 0504	CLASS OF 2014	0.00	0.00	0.00	0.00	0.00
05 704 0505	CLASS OF 2015	0.00	0.00	0.00	0.00	0.00
05 704 0506	CLASS OF 2016	0.00	0.00	0.00	0.00	0.00
05 704 0507	CLASS OF 2017	807.77	0.00	0.00	0.00	807.77
05 704 0508	CLASS OF 2018	2,428.58	0.00	0.00	0.00	2,428.58
05 704 0509	CLASS OF 2019	7,182.87	0.00	0.00	0.00	7,182.87
05 704 0601	NATIONAL HONOR SOCIETY	(9.40)	19.98	418.74	0.00	389.36
05 704 0709	YEARBOOK	0.00	3,919.14	405.00	0.00	(3,514.14)
05 704 0800	FCA-FBLA	0.00	0.00	0.00	0.00	0.00
05 704 0801	STUDENT COUNCIL	66.30	493.72	1,219.63	0.00	792.21

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2017 - 10/2017

Regular; Beginning Month 09/2017; Processing Month 10/2017; 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 0802	CONCESSIONS	220.66	8,533.91	8,352.45	0.00	39.20
05 704 0803	WATER MACHINE	115.05	0.00	0.00	0.00	115.05
05 704 0804	INTEREST ON ACT ACCT	39.20	0.00	2.82	0.00	42.02
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT CO	895.11	90.00	0.00	0.00	805.11
05 704 0807	LIFE TCH/MEMORY BOOK	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	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	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	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	0.00	869.06	869.06	0.00	0.00
05 704 0914	REVOLVING-ELEMENTARY	0.00	143.50	143.50	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	HEALTH/TOBACCO GRANT	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	0.00	0.00	0.00	0.00	0.00
05 704 0925	FRIESEN SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 704 0926	DEKALB SCHOLARSHIP	500.00	0.00	0.00	0.00	500.00
05 704 0927	PIONEER SCHOLARSHIP	400.00	0.00	0.00	0.00	400.00
05 704 0930	MONSANTO GRANT	1,250.00	0.00	0.00	0.00	1,250.00

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2017 - 10/2017

Regular; Beginning Month 09/2017; Processing Month 10/2017; 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 0931	FUND BALANCE - GRANT GOERTZEN	0.00	0.00	0.00	0.00	0.00
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	GUIDANCE	985.18	0.00	352.00	0.00	1,337.18
05 704 0935	FUND BALANCE - SCHOOL SIGN	0.00	0.00	0.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,500.00	0.00	0.00	0.00	4,500.00
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	0.00	1,653.24	2,440.25	0.00	787.01
05 704 0950	COMPUTER DEPOSITS	9,097.41	3,483.61	4,070.00	0.00	9,683.80
05 704 0951	STAFF LOUNGE ACCOUNT	1,038.34	259.60	527.65	0.00	1,306.39
Fund Total: 05		<u>83,075.27</u>	<u>39,407.21</u>	<u>45,656.05</u>	<u>0.00</u>	<u>89,324.11</u>

Expenditure Summary
10/2017

Regular; Processing Month 10/2017; 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	\$2,289,057.24	\$203,181.13	\$376,833.10	\$1,912,224.14	17.98
1200	SPECIAL EDUCATION PROGRAMS	\$989,353.95	\$66,320.33	\$122,502.60	\$866,851.35	12.38
2120	GUIDANCE SERVICES	\$101,929.15	\$8,326.01	\$16,557.53	\$85,371.62	16.24
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	\$2,239.07	\$2,299.32	\$14,700.68	13.53
2222	SCHOOL LIBRARY SERVICES	\$165,797.38	\$12,792.75	\$25,346.22	\$140,451.16	15.29
2310	BOARD OF EDUCATION	\$112,426.03	\$9,223.82	\$17,389.39	\$95,036.64	15.47
2320	EXECUTIVE ADMINISTRATION	\$255,398.84	\$21,285.43	\$41,844.64	\$213,554.20	16.38
2400	OFFICE OF PRINCIPAL	\$313,210.14	\$26,059.52	\$52,021.18	\$261,188.96	16.61
2510	GENERAL ADMIN-BUSINESS SERVICE	\$19,200.00	\$830.21	\$2,682.26	\$16,517.74	13.97
2520	VEHICLE ACQUISITION, SERV, MTNCE	\$3,100.00	\$0.00	\$0.00	\$3,100.00	0.00
2610	OPERATION OF PLANT	\$304,350.14	\$25,094.68	\$51,060.89	\$253,289.25	16.78
2620	MAINTENANCE OF PLANT	\$153,355.23	\$8,047.56	\$22,411.31	\$130,943.92	14.61
2750	REGULAR PUPIL TRANSPORTATION	\$148,839.82	\$10,304.44	\$23,272.71	\$125,567.11	15.64
2760	SCHOOL AGE SPEC ED TRANSPORT	\$60,866.24	\$2,496.74	\$6,232.46	\$54,633.78	10.24
3000	COMMUNITY SERVICES	\$3,525.83	\$0.00	\$0.00	\$3,525.83	0.00
4200	TITLE 1 PART A NCLB	\$92,001.29	\$7,429.29	\$14,607.82	\$77,393.47	15.88
4310	TITLE IIA	\$4,491.00	\$0.00	\$0.00	\$4,491.00	0.00
4404	IDEA PART B BASE	\$52,009.00	\$0.00	\$0.00	\$52,009.00	0.00
4406	IDEA PRESCHOOL	\$7,190.00	\$0.00	\$0.00	\$7,190.00	0.00
4410	IDEA FUNDS	\$42,293.00	\$0.00	\$0.00	\$42,293.00	0.00
4690	OTHER FED NON-CATEGORICAL EXP	\$8,080.00	\$600.50	\$1,050.50	\$7,029.50	13.00
4992	REAP FUNDS	\$24,256.00	\$0.00	\$6,000.00	\$18,256.00	24.74
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	\$1,000,000.00	\$1,963.24	\$3,920.69	\$996,079.31	0.39
01	GENERAL FUND	\$6,209,006.67	\$406,194.72	\$786,032.62	\$5,422,974.05	13.22
9	Expenditure	\$6,209,006.67	\$406,194.72	\$786,032.62	\$5,422,974.05	13.22

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	October 31, 2016	October 31, 2017
General Fund	\$4,520,701.02	\$4,483,348.91
Activity Fund	\$153,111.66	\$89,324.11
School Lunch Fund	\$29,299.44	\$31,402.05
Depreciation Fund	\$1,452,434.59	\$1,383,146.42
Unemployment Fund	\$2,968.53	\$2,973.69
Qualified Capital Purpose Fund	\$57,894.48	\$62,110.46
Special Building Fund	\$286,200.12	\$349,669.04

Expenditure Summary
 10/2017

Regular; Processing Month 10/2017; 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					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2100	SUPPORTIVE SERVICES PUPILS	\$0.00	\$17,412.90	\$32,432.77	(\$32,432.77)	0.00
06	SCHOOL LUNCH/MILK FUND	\$0.00	\$17,412.90	\$32,432.77	(\$32,432.77)	0.00
9	Expenditure	\$0.00	\$17,412.90	\$32,432.77	(\$32,432.77)	0.00