

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

Monday, December 13, 2021 7:30 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
Lacey Gloystein: Present
Tyler Newton: Present
Tammy Ott: Present
Mr. Steve Stebbing: Present

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

2. Public Comments on Agenda Items

3. Reports

3.1. Superintendent's Report

Mr. Best presented Superintendents Report.

3.2. Principals' Reports

Ms. Reinke presented her Principal's Report highlighting elementary student achievements.

Mr. Carr presented his Principal's Report highlighting student accolades and Holiday Harmonies has been discontinued.

4. Discussion Items

4.1. Superintendent Search Information

4.2. Multicultural Report

Multicultural Reports were updated for 2021-2022.

4.3. Jr. High Football Co-op Discussion

Coach Erik Wetjen shared perspective on Junior High Football program cooperating with Giltner Public School. Coach Wetjen offered up his background as coaching multiple years and multiple sports.

- Just because numbers of players is low doesn't translate into playing time. You want kids to be safe, enjoy the sport, and develop confidence.
- Combining with GPS also allows the schools to schedule B games as well. If we separated from GPS we would be challenged to schedule enough games for next season.

- Area schools desire stability of cooperating for a period of two years.
- Increasing number of coaches would be extremely helpful with the numbers we have with combining HCS and GPS.

4.4. Building Considerations Discussion

Building Considerations discussion. Feedback from the community resulted in suggesting A/C for the gymnasium and the bleachers in the north gym were suggested to be replaced. January will be an important month to fully discuss moving forward with building project or not.

4.5. Strategic Improvement Plan

Strategic Improvement Plan with NASB/HCS is seeking direction from the BOE on next steps. Mr. Best to respond and suggest later January/February/March for meetings and continued discussions with NASB. March retreat could potentially be devoted 101% to this plan.

5. Old Business

6. New Business

6.1. Approve 2020-21 Financial Audit

To approve the 2020-21 fiscal audit. Passed with a motion by Tyler Newton and a second by Mr. Steve Stebbing.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

7. Superintendent Evaluation

Motion to go into Executive Session for purpose of reviewing Superintendent evaluation and "to prevent needless injury to reputation." Exited Executive Session at 9:58 pm. Passed with a motion by Tyler Newton and a second by Mr. Kent Allen.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

8. Future Agenda Items

Future agenda items are school improvement with NASB, school building addition discussion, American Civics Committee review, Junior High Football, ratifying contract with new superintendent, board officer elections, school board member filing as candidates.

9. Consent Agenda

Motion to approve the consent agenda Passed with a motion by Lacey Gloystein and a second by Mr. Steve Stebbing.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

10. Public Comments on Topics Not on the Agenda

Patrons encouraged the Board of Education to continue discussion multicultural report issues and

daycare concerns.

11. Adjournment

The next scheduled meeting to be held on

Motion to adjourn the meeting at 10:26pm. Passed with a motion by Lacey Gloystein and a second by Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

Heartland Community Elementary School
Multicultural Report
Updated 2021 - 2022 School Year

Multicultural Education Mission:

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

Multicultural Education Goals:

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

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

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

Preschool

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

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

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

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

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

Kindergarten

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

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

First Grade

First graders are exposed to a variety of multicultural lessons through literature and supplemental resources, both in reading and social studies. Topics covered include the exploration events of Christopher Columbus, the development of the Thanksgiving tradition, Christmas customs and traditions in various countries, the equality movement of Martin Luther King, the civil rights movement of Abraham Lincoln and the contributions of various individuals during Black History Month (Rosa Parks, Ruby Bridges, etc.). First graders also discuss American symbols, landmarks, and monuments with the important history behind them, all the way back to understanding where our country began. Students discover the way of life for American people in the past to include the American Indians, those who have migrated and the culture they bring with them. Students then read about the diversity of the American people from sports, dances, customs, and traditions. Students also discuss resources, goods, and services important for different cultures around the globe.

Second Grade

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

Second grade students explore different family traditions and celebrations (birthdays, Thanksgiving, Hanukkah, Kwanzaa, Fourth of July and family reunions) in the story “Celebrations and Family Traditions,” learn about family birthday celebrations in different countries in the story “A World of Birthdays,” read words in another language (Spanish) while reading the stories “Rosa and Blanca”, “A Birthday Basket for Tia”, and “The First Tortilla,” learn that family celebrations and traditions are important to all cultures and to family groups too in the story “Magda’s Tortillas,” explore the value of family ties in the story “Rosa and Blanca,” learn about food from other countries in the story “The International Food Fair,” and read and rewrite the story “An Early American Christmas” and discuss the customs and traditions of a family that celebrates Christmas in the early 1800’s.

Third Grade

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

Fourth Grade

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

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

Through read-alouds, students listen to “Listen for the Whippoorwill” which is a story about Harriet Tubman and the underground railroad, and “Who was Anne Frank” which is the story of her life. In reading groups, we also read a variety of novels that are based on WWII. Although these books deal specifically with the Jews, our discussions involve the unfair treatment of a variety of groups.

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

Fifth Grade

Fifth graders study Martin Luther King Day and observe the importance of the contribution of Civil Rights. They study the Civil War and the Revolutionary War and pay particular attention to the contributions made by African Americans and Native Americans. One of the more interesting studies done by fifth graders include Christmas customs and traditions that have found their way to the United States and now are part of our culture. Another focus is holidays around the world during the Christmas season. Several stories focus on the Hispanic culture and language. Folktales and fables are a part of literature at this level and this lends itself to learning about the variations we find in this type of literature in many lands and cultures. Students learn about facing challenges through readings about Satchel Paige/Negro League and Asian immigrants during the building of transcontinental railroad. Through reading, students also learn about the following artists: Leonardo da Vinci, Mahalia Jackson, Musicians of Harlem, etc. In science, while studying astronomy, the class learns about a variety of scientists such as Neil deGrasse Tyson, Mae Jemison, and Ramon E. Lopez. Also in the science curriculum, students study about the different solar technologies that other cultures have available.

Sixth Grade

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

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

Art

- Students study artwork from various cultures around the world.
- Each student is given the opportunity to create works of art inspired by different artists and techniques used.
- Students learn about the elements of art and the principles of design, as well as how to use the color wheel to put together different color combinations.
- Each semester famous artists from the past and emerging artists of the present are chosen to study and relate to projects for K-6 students.

Heartland 7-12 Multicultural Report 2021-2022

Social Studies

- 7th grade Social Studies, 8th grade Social Studies, 9th grade World History, 11th grade American History, 12th grade American Government, Psychology, Sociology, Contemporary World Issues
 - All the Social Studies classes listed above incorporate the use of current events where applicable to the lessons. Current events are present day history in the making and also used to show past historical events similar in context. Current events are used to show an understanding of all the social science classes.
 - In American Government, current events involving politics and the United States are used to give "real life" meaning to what is being taught in that class.
 - In 8th grade social studies, 9th grade world history, and 11th grade American History current events are used to show how lessons learned from the past are affecting our country and the world in the present day.
 - In psychology and sociology, current events are used to give understanding and meaning to the information learned in the classroom.
 - Students in 7th grade Geography and Contemporary World Issues, will use current events as well as historically significant moments to learn and recognize that the world was built upon and strengthened by the contributions of all peoples, including those of varying ethnic and cultural backgrounds. Students will learn about different cultures as they study the news of the world and why certain events take place from each cultural point of view (global awareness). Specifically, the Contemporary World Issues class will complete projects that highlight contributions of ethnic minorities to politics in America. In 7th grade Geography, students will complete a multitude of assignments that illustrate how cultural diffusion has changed and contributed to human progress. For example, students will complete projects by unit that compare cultural regions of the World to America.
 - Contemporary World Issues incorporates various problems such as climate change, civics understanding, and human rights to understand how events today have impacts on the world around them. Students study and research the history of current topics to gain understanding of how various groups have dealt with issues while examining successes and failures that have influenced the issue.
 - In 8th grade American History I and 11th grade American History II, the topic of slavery, the displacement of numerous Native American tribes, and the overall struggles faced by a multitude of ethnic groups will be introduced and discussed. The overarching goal is to educate and enlighten students about past events and perspectives, and how

throughout the settlement and formation of our nation and its government we have sought to remedy the errors of our past.

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

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

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

discussions.

Agriculture (Grades 8-12)

- Multiculturalism in the Heartland Agricultural Education/FFA Program
 - When it comes to addressing multiculturalism in the classroom, there are some topics that we discuss to make sure that every student understands that diversity is important.
 - In class we:
 - Discuss Nebraska's economy and compare and contrast it to third world country economies. We talk about the need for a country to feed itself and explain how appropriate production can be easily accomplished in the United States and not as easily in third world countries.
 - Explain how agriculture is more than farming and production agriculture. It encompasses agribusiness, floriculture, hydroponics, agro tourism, companion animals and non-traditional crops. These topics lead us into discussion about careers and non-traditional careers in agriculture.
 - Compare rural Nebraska FFA Chapters to metro based FFA Chapters and explain how all people can be a part of FFA. It is important to note this because local students begin to understand the differences in populations, FFA chapters and careers in agriculture.
 - Converse about the importance of women in the agricultural world. We discuss how women can play a vital role in many agricultural fields and have played a large role in the development and updating of agriculture over the years. We also note that many State and National FFA Officers are and have been female.

Family and Consumer Science

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

English

- 7th Grade
 - 7th graders will be reading material -both fiction and non-fiction- that focuses on acceptance of differences (for example, *Al Capone Does My Shirts*, *The Giver*, *Fever 1793*, and *Call of the Wild*).
 - Short Stories are used and feature point of view and/or activities that offer a variety of cultural viewpoints and/or activities. (i.e. “Rikki Tikki Tavi”, “Monsters are Due on Maple Street”, “The Monkey’s Paw”)
 - 7th graders read excerpts and poems that cover many cultures and authors and work on formal responses to the readings. (i.e. “Anthem of a Doomed Youth”, “Still I Rise”, “Miniver Chevy”, “Life is Not a Crystal Stair”)
 - Informative Essay Writing will include research into unknown areas. This will include researching items, people, or places different from themselves.
 - Independent Book Reading
 - Students are reading several books/magazines/articles of their choosing throughout the school year. They are required to answer questions on story elements/outcomes/connections to their life/etc. Many of these books and/or responses reflect other cultures.

- 8th Grade
 - 8th graders will be discussing different cultures as they read *The Outsiders* and *Winter Thunder*.
 - Short Stories are used and feature point of view and/or activities that offer a variety of cultural viewpoints and/or activities. (i.e. “The Tell Tale Heart”, “The Lottery”, “All Summer in a Day”, etc.)
 - Informative Essay Writing will include research into unknown areas. This will include researching items, people, or places different from themselves.
 - Independent Book Reading
 - Students are reading several books/magazines/articles of their choosing throughout the school year. They are required to answer questions on story elements/outcomes/connections to their life/etc. Many of these books and/or responses reflect other cultures.

- English 9
 - Students will read literature from a variety of cultures.
 - African American
 - *To Kill a Mockingbird* by Harper Lee
 - *Warriors Don’t Cry* by Melba Patillo Beals
 - “I Have a Dream” by Dr. Martin Luther King, Jr.
 - Maya Angelou Study

- “from I Know Why the Caged Bird Sings”
 - “Caged Bird”
 - “New Directions”
 - French
 - “The Necklace” by Guy de Maupassant
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.
- English 10
 - Students will read literature from a variety of cultures (via a varied combination of the following short stories).
 - African American
 - “Everyday Use” by Alice Walker
 - Asian
 - “The Seventh Man” by Haruki Murakami
 - “The Gift” by Li-Young Lee
 - French
 - “Two Friends” by Guy de Maupassant
 - Greek
 - “The Teacher Who Changed My Life” by Nicholas Gage
 - Hispanic
 - “Mexican Feast for Bodies and Souls” by David Roos
 - “A Celebration of Grandfathers” by Rudolfo A. Anaya
 - India
 - “Like the Sun” by R.K. Narayan
 - Korean
 - “Cranes” by Hwang Sunwon
 - Middle Eastern Arab
 - “Shoofly Pie” by Naomi Shihab Nye
 - Jewish
 - *Night* by Elie Wiesel
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.
 - American Literature (11th Grade)
 - Students will read literature from a variety of cultures.
 - African-American
 - *If Beale Street Could Talk* by Jame Baldwin
 - Native American

- Iroquois “The World on the Turtle’s Back”
 - “Coyote and the Buffalo” by Mourning Dove
 - “The Way to Rainy Mountain” by Scott Momaday
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.

- Lit Comp. (12th Grade)
 - Students will read literature by authors from the British Empire.
 - Anglo-Saxon
 - *Beowulf*
 - Afghan
 - *Kite Runner*
 - “The Bravest Girl In the World” excerpt from *I Am Malala* by Malala Yousafzai
 - Nigerian
 - *Things Fall Apart* by Chinua Achebe
 - Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.

- English I, II, III, & IV
 - British
 - *Beowulf*
 - African American
 - *To Kill a Mockingbird* by Harper Lee
 - *Almos’ A Man* by Richard Wright (film study)
 - “I Have a Dream” by Dr. Martin Luther King, Jr.
 - Maya Angelou Study
 - “from I Know Why the Caged Bird Sings”
 - “Caged Bird”
 - “New Directions”
 - *Warriors Don’t Cry* by Melba Patillo Beals
 - Asian
 - “The Seventh Man” by Haruki Murakami
 - “The Gift” by Li-Young Lee
 - French
 - “Two Friends” by Guy de Maupassant
 - Greek
 - “The Teacher Who Changed My Life” by Nicholas Gage
 - Hispanic
 - “Mexican Feast for Bodies and Souls” by David Roos

- “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
- Independent Book Reports
 - Students are reading a book of their choosing throughout each of the four quarters. Many of these reflect other cultures and/or tolerance in the plot of the story.

Instrumental Music (Grades 7-12)

- Goals
 - Nationalistic expression will be experienced through compositions of the African American, Hispanic American, Native American and Asian American cultures.
 - The folk heritage of the African American, Hispanic American, and Asian American cultures will be studied through composition.
 - The spiritual expression of the African American, Hispanic American, Native American and Asian American will be demonstrated through song.
 - The concerns unique to each culture will be studied through experiencing first hand the music of the culture.
- Objectives
 - The learner will experience nationalism unique to each culture through study and performance of compositions written to express individual nationalistic pride.
 - The learner will experience the day to day life of minority cultures through study of folk songs.
 - The learner will study the spiritual expression through song which is evident in every cultures’ compositions.
 - The learner will learn the struggles unique to each culture which is celebrated through song.
- Methodology
 - Cultural Expression-
 - The dismay and futility of the slave worker in early American History.
 - “Blue notes: express sadness, fear, etc.

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

- Spiritual Expression-
 - Compositions celebrating spiritual expression through music which is the window to the soul

- Folk Heritage Expression-
 - Folk melodies of early European folk history.
 - Light, dance like melodies celebrating a country's heritage.

K-12 Vocal Music

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

Industrial Technology Grade (7-12)

- In our Woods class we have been learning and using different methods of joining for our

woods projects. Some of the joining methods that we have used are methods that are used in different cultures. We have also been discussing the different species of trees that produce the exotic woods that we utilize in the shop and the countries they are native to.

- In the Architectural area we will spend time viewing and discussing the impact and influence of different cultures around the world on Architecture in the United States. We will do this by studying different construction methods by other cultures and how they differ from methods used in the U.S.

Art (Grades 7-12)

- Students study artwork of artists from various cultures around the world and throughout history.
 - Painting: Mandala's from the Buddhist and Hindu Cultures
 - Pottery: Mexican Talavera Pottery Making/Design
 - Sculpture: Aboriginal Art and Culture, Pacific Northwest Native American Art and Culture.
- Students use art techniques and materials developed from all around the world.
- Students have the opportunity to view different works inspired by other cultures, religions, and personal views.
- Each student is given the opportunity to develop their own individual style through inspiration of techniques used in art throughout history.
- Each semester famous artists from the past and emerging artists from the present are chosen to study and relate to projects for 7-12 students.

Math (Grades 7-12)

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

- Statistics
 - Explore world statistics and show the shape, center, and spread of the data using a graphical representation - done using an online program www.worldmapper.com
 - Research the United States population statistics of different multicultural groups, and create pie charts depicting the data.
 - Using census data, figure the statistics for the highest and lowest poverty rates for different races. Also, compare these numbers with Nebraska's poverty rates for the same races.
- 7th & 8th Grade, Algebra, Math Standards
 - Use fractions and percentages to express what part each ethnic group is of the total population of Nebraska and/or U.S.
 - Discuss the contributions of Pythagorus and other mathematicians as they relate to different concepts in mathematics
 - Use foreign currency to determine the value in relation to the United States dollar. Also use exchange rates to determine the value of money between other

countries.

- Use the enrollment statistics of the University of Nebraska to find the fraction and percent each ethnic group is of the total enrollment. Discuss why having a variety of ethnic groups is valuable to all students.
- Geometry
 - Find flags of foreign countries that display rotational and/or reflectional symmetry.
 - When talking about the history of Geometry we relate how the Greeks viewed mathematics as shapes and areas - and although some of the symbols look different, mathematics is constant between cultures
- Pre-calculus & Calculus
 - We talk about some famous mathematicians from France, Greece, and Rome and how they devised the theorems we have and use today. And, many of the same symbols they used are still used today.

Science (Grades 7-12)

- Multiculturalism can be easily ignored within the Science curriculum due to the impersonal aspect of this discipline. Though there is one class, Biology, that contains several areas where it may be infused. The principles covered in Biology about Ecology lend to concepts that are universal to the interaction of humans with nature. These universals of Nature and man's interrelationship are not restricted to a time scale. They have occurred throughout history and will continue to take place. It is because of the interaction that enables multiculturalism to be initiated into the curriculum.
- Topics are:
 - The carrying capacity of the plains of Africa and the limiting factors of the man and the best have imposed onto it due to cultural and tribal customs.
 - The instability and imbalance of homeostasis within Russia's Northland, Siberia and how deforestation is now affecting the people and their culture.
 - Students will investigate the effects of migratory birds and their value within certain cultures (Japan, American Indian, African, South American, and American).
 - Students will investigate their own cultures and it's influences upon the land they live from aspect of the past and project potentials for the future.
 - The stability of energy and the effects of declining producer population with in Ethiopia.
 - Study the effects of an imbalance ecosystem due to the introduction of a new species into the habitat of Hawaii and Australia.
 - Students will investigate genetic pressures of Sickle Cell Anemia in Africa in relation to other pressures created from this genetic disorder in different regions of the world.
- Other Classes:
 - Students will investigate German societal influences on discoveries in Physics

- and the atom (Chemistry) during the early 1900's.
- Students will research the lives of scientists involved in the study of cells, genes and gene technology, and genetics and determine what impact their discoveries had on society.
 - Students will investigate the effects of natural disasters (earthquakes, tsunamis, volcanic eruptions) on different cultures/societies.
 - Students will research important steps made in space travel and discuss the competition between the U.S. and U.S.S.R during the space race, as well as contributions made by other countries.

Library Media Center

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

Spanish

- **SPANISH LEARNER TARGETS**
 - I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.
 - I can understand diversity and recognize the impact of stereotyping other cultures.
 - I can recognize differences and similarities between the target cultures and my own.
 - I can identify 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 Spanish speaking countries along with their capitals.
- I can extract samples of the cultures' perspectives from the arts and media in the target cultures.

Physical Education

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

Health Education

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

Business Department

- Introduction to Business, Marketing, Accounting I & II, Business Law
 - Explain how cultural differences affect doing business internationally.
 - Identify ways the government and businesses 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.

Expected Jr. High Football Participation

Numbers Interested by Grade

Grade	Heartland	Giltner	Total
5	10	9	19
6	7	4	11
7	6	8	14
8	9	12	21

Expected Jr. High Team Numbers

	Heartland	Giltner	Total
22-23	15	20	35
23-24	13	12	25
24-25	17	13	30

**Minutes for
Heartland Community Schools
Board of Education Work Session**

Monday, November 15, 2021 7:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on November 11, 2021.

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
Lacey Gloystein: Present
Tyler Newton: Absent
Tammy Ott: Present
Mr. Steve Stebbing: Present
Tyler Newton excused.

1. Preliminary Procedures

1.1. Call to Order

Declare meeting to be open, legal, and properly advertised with all members having been informed of the nature of the meeting and having received related information. Announce the Open Meetings Act as posted in the front of the conference room.

1.2. Public Notice of the Meeting

The meeting was published in the Henderson News on November 11, 2021.

1.3. Roll Call

Excuse Tyler Newton. Passed with a motion by Mr. Steve Stebbing and a second by Tammy Ott.
Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

2. Discussion Items

2.1. Discussion with NRCSA Consultant Regarding Search for New Superintendent

3. Adjournment

The next scheduled meeting to be held on
Motion to adjourn the meeting. Passed with a motion by Tammy Ott and a second by Mr. Steve Stebbing.
Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

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

Monday, November 8, 2021 8:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on November 4th, 2021.

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
Lacey Gloystein: Present
Tyler Newton: Present
Tammy Ott: Absent
Mr. Steve Stebbing: Present
Tammy Ott excused.

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

Joni Powers shared her concerns about the number of co-op with Giltner junior high football team.
Corbin Tessman shared his concerns about the co-op with junior high football team.

3. Reports

3.1. Superintendent's Report

Mr. Best shared current Covid situation at Heartland Community School.
Excused Tammy Ott. Passed with a motion by Mr. Steve Stebbing and a second by Lacey Gloystein.
Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Mr. Steve Stebbing: Yea

3.2. Principals' Reports

Mrs. Reinke shared her Elementary Principals report.
Mr. Tim Carr shared his HS/JH Principals report.

4. Discussion Items

4.1. Jr. High Football Cooperative with Giltner

Mr. Best indicated Coach Erik Wetjen will be available to share his perspective in regards to the junior high football program next month. Additional info will be available then in regards to the co-op agreement between both schools.

4.2. Public Engagement Meetings for Facilities

Mr. Best updated BOE with additional info regarding the Public Engagement Meetings for Facilities on November 11, 2021 in the HCS Theater.

4.3. National NSBA Conference

Mr. Best indicated any board members that were interested in traveling to San Diego for the NSBA to let him know as soon as possible.

4.4. School Board Self-Evaluation

At 9:22 pm President Gary Braun declared BOE out of Executive Session.

Motion to enter into Executive Session to discuss BOE Self Evaluation and protect the reputation of individuals and the board. Passed with a motion by Lacey Gloystein and a second by Mr. Steve Stebbing. Mr. Kent Allen: Nay, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Mr. Steve Stebbing: Yea

4.5. Superintendent Search Process

Mr. Best updated BOE on superintendent's search for HCS.

4.6. Yearly Audit

Mr. Best shared the Mierau & Co audit dated August 31, 2021.

4.7. Negotiations

President Gary Braun declared BOE out of Executive Session.

Motion to go into Executive Session for purpose of negotiations/collective bargaining. Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Mr. Steve Stebbing: Yea

5. Old Business

6. New Business

6.1. Superintendent Evaluation for December

7. Future Agenda Items

8. Consent Agenda

8.1. Approval of Minutes

8.2. Approval of Treasurer's Report

8.3. Approval of Claims

8.4. Financial Reports

8.5. Out of State Travel Requests

9. Public Comments on Topics Not on the Agenda

Motion to approve Consent Agenda. Passed with a motion by Mr. Steve Stebbing and a second by Tyler Newton.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Mr. Steve Stebbing: Yea

10. Adjournment

The next scheduled school board meeting is to be held on December 6, 2021.

Motion to adjourn the meeting at 10:20 pm. Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

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

Tuesday, November 2, 2021 12:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on October 28, 2021.

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
Lacey Gloystein: Present
Tyler Newton: Present
Tammy Ott: Present
Mr. Steve Stebbing: Present

1. Preliminary Procedures

1.1. Call to Order

Declare meeting to be open, legal, and properly advertised with all members having been informed of the nature of the meeting and having received related information. Announce the Open Meetings Act as posted in the front of the conference room.

1.2. Public Notice of the Meeting

The meeting was published in the Henderson News on October 28, 2021.

1.3. Roll Call

2. New Business

2.1. Selection of a Superintendent Search Firm

BOE discussed the three search firms for a new superintendent for the 2022-23 school year.

To contract with NRCSA to work with the board in the selection of a new superintendent as per their proposal. Passed with a motion by Tyler Newton and a second by Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

3. Adjournment

The next scheduled meeting to be held on Nov 8, 2021.

Motion to adjourn the meeting. Passed with a motion by Lacey Gloystein and a second by Mr. Steve Stebbing.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW
General Fund Treasurer's Statement for
Month Ending November 30, 2021

	CHECKING	SAVINGS	TOTAL
Balance November 1, 2021	\$777,910.52	\$2,965,461.24	\$3,743,371.76
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$71,066.01		\$71,066.01
State of Nebraska:			
- SPED Reimbursement			\$0.00
- TEEOSA	\$5,778.00		\$5,778.00
- Medicaid Reimbursement			\$0.00
- Apportionment			\$0.00
- HAL	\$4,534.00		\$4,534.00
			\$0.00
Other:			
- Interest	\$92.42	\$824.64	\$917.06
- Preschool Tuition	\$1,166.25		\$1,166.25
- Rental of Facilities			\$0.00
- REAP Payment			\$0.00
- ESU6 Stipend			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$82,636.68	\$824.64	\$83,461.32
Transfer to MMA			
Total Funds Available:	\$860,547.20	\$2,966,285.88	\$3,826,833.08
Less Disbursements	\$425,551.30		\$425,551.30
Balance November 30, 2021	\$434,995.90	\$2,966,285.88	\$3,401,281.78

Check #	Vendor Name	Vendor Description	Amount
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
29435	AGTAC SERVICES	JANITORIAL SERVICES	7,745.24
29436	AMAZON CAPITAL SERVICES	SUPPLIES	150.22
29437	APPLE, INC	COMPUTER SUPPLIES	10,315.00
29438	AURORA MALL	SUPPLIES	20.22
29439	BEST, BRADLEY	REIMBURSEMENT	90.73
29440	BLACK HILLS ENERGY	NATURAL GAS	1,768.16
29441	BURTON ENTERPRISES	TRASH REMOVAL	190.00
29442	BYTESPEED	COMPUTER SUPPLIES	2,775.00
29443	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	10,162.26
29444	CENTRAL VALLEY AG	SERVICES	4,485.80
29445	CHEMSEARCH	SUPPLIES	142.20
29446	CITY OF HENDERSON	WATER/SEWER	585.00
29447	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	259.49
29448	EAKES OFFICE SOLUTIONS	SUPPLIES	1,880.20
29449	ESSENTIAL SCREENS	DRUG SCREENING	101.00
29450	ESU 6	SERVICES	1,214.26
29451	ESU 9	SERVICES	1,202.50
29452	ESU COORDINATING COUNCIL	SERVICES	3,500.00
29453	FILLMORE COUNTY HOSPITAL	SERVICES	7,666.66
29454	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	1,060.35
29455	HENDERSON CHAMBER OF COMMERCE	SERVICES	85.00
29456	HENDERSON FOOD MART	SUPPLIES	236.45
29457	HENDERSON HEALTH CARE	SERVICES	400.00
29458	HENDERSON MOTORS	SERVICES	1,594.10
29459	HOME DEPOT PRO, THE	SUPPLIES	424.05
29460	HOMETOWN LEASING	COPY MACHINE LEASE	990.30
29461	INTRADO INTERACTIVE SERVICES CORP	SCHOOLMESSENGER	861.00
29462	J.W. PEPPER & SON	SUPPLIES	355.49
29463	LINCOLN JOURNAL STAR	SUBSCRIPTION	14.02
29464	MAINSTAY COMMUNICATIONS	TELEPHONE	361.85
29465	MCI	TELEPHONE	72.89
29466	MENARDS	SUPPLIES	400.82
29467	MIERAU AND CO	SERVICES	6,300.00
29468	MILLER SEED & SUPPLY CO INC	SUPPLIES	1,119.60
29469	NCSA	REGISTRATION	120.00
29470	NEWTON, TYLER	OFFICIAL	42.00
29471	NRCSA	SERVICES	2,625.00
29472	ONE SOURCE	BACKGROUND CHECK	25.00
29473	OTT, TAMMY	REIMBURSEMENT	50.44
29474	PAYFLEX	CAFETERIA 125 PLAN	2,158.03
29475	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	3,866.17
29476	PERRY GUTHERY HAASE & GESSFORD PC	LEGAL SERVICES	75.00
29477	QUADIENT LEASING	POSTAGE MACHINE	416.98
29478	QUILL	SUPPLIES	715.85
29479	SERVICE PRESS	SERVICES	181.71

NEW BOARD REPORT

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
29480	SOUTHEAST COMMUNITY COLLEGE	TUITION	2,907.00
29481	TAESE/USU	REGISTRATION	125.00
29482	TIME MANAGEMENT SYSTEMS	SERVICES	124.00
29483	TRI COUNTY AUTO	SERVICES	1,635.49
29484	TRUCK CENTER COMPANIES	SERVICES	9.12
29485	U.S. BANK	SUPPLIES	3,800.91
29486	UNITE PRIVATE NETWORKS	SERVICES	556.43
2075	UNITED STATES POSTAL SERVICE	NEWSLETTER	150.62
29487	VERIZON WIRELESS	TELEPHONE	163.36
29488	YORK ACE HARDWARE	SUPPLIES	7.99
Fund Total:			88,285.96
Checking Account Total:			88,285.96

Checking 6

<u>Checking</u>	<u>6</u>	<u>Fund: 06</u>	<u>SCHOOL LUNCH/MILK FUND</u>	
4126	AMAZON CAPITAL SERVICES	SUPPLIES	518.07	
4127	FOOD DISTRIBUTION PROGRAM	FOOD PURCHASED	382.80	
4128	HENDERSON FOOD MART	SUPPLIES	25.90	
4129	HILAND DAIRY	SUPPLIES	2,297.03	
4130	US FOODS	SUPPLIES	7,480.68	
Fund Total:			10,704.48	
Checking Account Total:			10,704.48	

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	May 31, 2020	May 31, 2021
General Fund	\$4,497,684.46	\$4,278,861.89
Activity Fund	\$110,935.15	\$89,167.76
School Lunch Fund	\$49,833.00	\$73,416.05
Depreciation Fund	\$752,397.80	\$632,026.65
Unemployment Fund	\$2,996.06	\$2,997.56
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$447,902.87	\$221,994.22

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	5,950.30	5,084.94	0.00	(865.36)
05 704 0102	VOLLEYBALL	0.00	3,040.00	4,154.00	0.00	1,114.00
05 704 0103	BOYS BASKETBALL	0.00	645.00	0.00	0.00	(645.00)
05 704 0104	GIRLS BASKETBALL	0.00	660.00	0.00	0.00	(660.00)
05 704 0105	TRACK	0.00	126.00	0.00	0.00	(126.00)
05 704 0107	GENERAL ATHLETICS	0.00	1,122.40	0.00	0.00	(1,122.40)
05 704 0110	JH FOOTBALL	0.00	330.00	0.00	0.00	(330.00)
05 704 0111	JH VOLLEYBALL	0.00	985.00	0.00	0.00	(985.00)
05 704 0112	JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
05 704 0113	JH GIRLS BASKETBALL	0.00	875.72	0.00	0.00	(875.72)
05 704 0114	JH TRACK	0.00	0.00	0.00	0.00	0.00
05 704 0116	SEASON PASS	0.00	0.00	3,390.00	0.00	3,390.00
05 704 0117	GIRLS GOLF	0.00	1,097.84	0.00	0.00	(1,097.84)
05 704 0118	BOYS GOLF	0.00	0.00	0.00	0.00	0.00
05 704 0119	DISTRICT ACCOUNT	0.00	2,239.74	3,016.67	0.00	776.93
05 704 0120	CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0129	COACH - FB	1,797.54	466.00	389.81	0.00	1,721.35
05 704 0130	COACH - VB	1,237.06	45.00	0.00	0.00	1,192.06
05 704 0131	COACH - GIRLS BB	2,970.97	0.00	480.70	0.00	3,451.67
05 704 0132	COACH - BOYS BB	2,394.63	0.00	668.50	0.00	3,063.13
05 704 0133	COACH - JH BB	392.32	0.00	318.49	0.00	710.81
05 704 0135	COACH - GIRLS GOLF	634.30	0.00	0.00	0.00	634.30
05 704 0136	COACH - BOYS GOLF	760.61	0.00	611.94	0.00	1,372.55
05 704 0137	COACH - TRACK	1,416.19	0.00	0.00	0.00	1,416.19
05 704 0138	COACH - JH VB	168.36	158.06	0.00	0.00	10.30
05 704 0200	BAND UNIFORMS	77.20	0.00	0.00	0.00	77.20
05 704 0201	BAND	1,885.85	315.38	0.00	0.00	1,570.47
05 704 0202	CHORUS	1,819.97	230.47	0.00	0.00	1,589.50
05 704 0203	MARCHING SHOES	77.58	432.83	0.00	0.00	(355.25)
05 704 0204	VOCAL CLINIC	2,740.21	(859.50)	0.00	0.00	3,599.71
05 704 0206	MUSIC TRIP	619.05	619.05	771.03	0.00	771.03
05 704 0207	DISTRICT MUSIC	1,447.13	0.00	0.00	0.00	1,447.13
05 704 0301	ART	2,516.12	0.00	1,019.28	0.00	3,535.40
05 704 0302	MUSICAL	0.00	0.00	0.00	0.00	0.00
05 704 0304	ALL SCHOOL PLAY	210.73	0.00	0.00	0.00	210.73
05 704 0305	ONE ACT	244.54	556.60	0.00	0.00	(312.06)
05 704 0403	FBLA	3,820.62	1,031.70	1,252.50	0.00	4,041.42
05 704 0404	IND TECH/AG PROJECTS	(238.65)	240.04	0.00	0.00	(478.69)

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0405	FFA	9,457.11	5,046.64	22,695.27	0.00	27,105.74
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	679.50	311.00	0.00	0.00	368.50
05 704 0410	COACH - JH ROBOTICS	111.53	0.00	0.00	0.00	111.53
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	45.43	804.00	0.00	0.00	(758.57)
05 704 0451	GRANT - HS ROBOTICS	0.00	0.00	0.00	0.00	0.00
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0502	CLASS OF 2022	1,598.86	0.00	0.00	0.00	1,598.86
05 704 0503	CLASS OF 2023	4,902.84	0.00	0.00	0.00	4,902.84
05 704 0504	CLASS OF 2024	2,365.55	0.00	443.64	0.00	2,809.19
05 704 0505	CLASS OF 2025	738.00	0.00	0.00	0.00	738.00
05 704 0506	CLASS OF 2026	0.00	0.00	0.00	0.00	0.00
05 704 0507	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	745.16	21.00	0.00	0.00	724.16
05 704 0701	HCS CUSTOMS	215.77	5,750.14	4,304.16	0.00	(1,230.21)
05 704 0709	YEARBOOK	0.00	1,190.00	2,425.00	0.00	1,235.00
05 704 0801	STUDENT COUNCIL	3,163.67	800.34	416.00	0.00	2,779.33
05 704 0802	CONCESSIONS	(1,050.14)	14,430.84	9,720.03	0.00	(5,760.95)
05 704 0804	INTEREST ON ACT ACCT	9.33	0.00	2.16	0.00	11.49
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT COUNCIL	1,458.28	200.00	412.22	0.00	1,670.50
05 704 0810	JH HOMEROOM	352.46	352.46	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	0.00	(468.00)	0.00	0.00	468.00
05 704 0914	REVOLVING - ELEMENTARY	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 0924	OTT SCHOLARSHIP	31,138.68	500.00	7.76	0.00	30,646.44
05 704 0930	MONSANTO/BAYER GRANT	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	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	9,371.49	0.00	0.00	0.00	9,371.49
05 704 0939	GIRLS ON THE RUN	657.75	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0950	COMPUTER DEPOSITS	4,806.54	300.00	4,740.00	0.00	9,246.54

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2021 - 11/2021

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0951	STAFF LOUNGE ACCOUNT	790.84	538.65	604.75	0.00	856.94
05 704 0952	EHA ELEVATE PROGRAM	1,965.90	1,485.69	5,510.00	0.00	5,990.21
Fund Total: 05		<u>122,745.77</u>	<u>51,570.39</u>	<u>72,438.85</u>	<u>0.00</u>	<u>143,614.23</u>

Expenditure Summary

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,469,566.89	192,262.64	585,852.96	1,883,713.93	23.72
1200	SPED - SA	627,547.34	46,087.58	132,727.18	494,820.16	21.15
1291	SPED - 3-5	148,069.00	12,018.69	38,095.85	109,973.15	25.73
1292	SPED - 0-2	9,639.43	768.91	2,621.46	7,017.97	27.20
1300	SUMMER SCHOOL	3,525.83	0.00	0.00	3,525.83	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	9,500.00	6,000.00	6,000.00	3,500.00	63.16
2120	GUIDANCE SERVICES	68,670.33	5,482.00	16,864.72	51,805.61	24.56
2130	HEALTH SERVICES - GEN ED	2,350.56	0.00	0.00	2,350.56	0.00
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	0.00	252.00	(252.00)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	128,266.69	5,896.83	27,525.14	100,741.55	21.46
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	106,531.07	8,549.04	26,700.98	79,830.09	25.06
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	1,500.00	555.74	1,389.36	110.64	92.62
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	14,000.00	4,391.50	8,260.30	5,739.70	59.00
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	2,000.00	569.28	1,262.28	737.72	63.11
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	4,000.00	0.00	0.00	4,000.00	0.00
2171	PHYSICAL THERAPY SVCS - SPED SA	18,000.00	1,849.70	4,068.31	13,931.69	22.60
2172	PHYSICAL THERAPY SVCS - SPED 3-5	0.00	192.50	327.25	(327.25)	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	2,000.00	459.96	671.71	1,328.29	33.59
2181	VISION SERVICES - SPED SA	7,500.00	1,031.25	1,135.41	6,364.59	15.14
2182	VISION SERVICES - SPED 3-5	0.00	0.00	(37.24)	37.24	0.00
2183	VISION SERVICES - SPED 0-2	0.00	0.00	(9.93)	9.93	0.00
2213	INSTRUCTIONAL STAFF TRAINING	15,000.00	78.96	614.01	14,385.99	4.09
2220	LIBRARY/MEDIA SERVICES	180,183.67	14,359.77	42,830.78	137,352.89	23.77
2230	INSTRUCTION-RELATED TECHNOLOGY	43,223.93	3,468.13	10,876.62	32,347.31	25.16
2310	BOARD OF EDUCATION	100,705.46	7,591.16	23,668.20	77,037.26	23.50
2320	EXECUTIVE ADMINISTRATION	286,405.79	22,933.69	71,837.01	214,568.78	25.08
2330	DISTRICT LEGAL SERVICES	5,000.00	92.00	317.00	4,683.00	6.34
2410	OFFICE OF THE PRINCIPAL	356,787.64	29,339.45	89,640.31	267,147.33	25.12
2490	SCHOOL ADMINISTRATION - OTHER	7,766.23	644.07	1,932.21	5,834.02	24.88
2510	FISCAL SERVICES	41,950.00	2,096.73	7,446.67	34,503.33	17.75
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	43,223.93	3,468.11	10,876.57	32,347.36	25.16
2610	OPERATION OF BUILDINGS	410,515.98	23,767.48	61,731.27	348,784.71	15.04
2620	MAINTENANCE OF BUILDINGS	64,205.99	2,249.48	15,183.91	49,022.08	23.65
2710	VEHICLE OPERATION & PURCH - GEN ED	135,545.60	13,460.09	36,916.30	98,629.30	27.24
2712	VEHICLE OPERATION & PURCH - SPED SA	49,095.79	4,436.31	12,496.14	36,599.65	25.45
2713	VEHICLE OPERATION & PURCH - SPED 3-5	7,400.00	1,143.75	2,818.45	4,581.55	38.09
2730	VEHICLE SERVICING & MAINT - GEN ED	23,000.00	1,781.52	5,868.68	17,131.32	25.52
2732	VEHICLE SERVICING & MAINT - SPED SA	4,500.00	160.00	231.80	4,268.20	5.15
2733	VEHICLE SERVICING & MAINT - SPED 3-5	2,000.00	90.82	90.82	1,909.18	4.54
3300	COMMUNITY SERVICES OPERATIONS	3,525.83	0.00	0.00	3,525.83	0.00
3535	HIGH ABILITY LEARNERS	8,080.00	(231.00)	2,544.00	5,536.00	31.49
6200	TITLE IA	93,135.61	5,771.04	17,313.12	75,822.49	18.59
6310	TITLE IIA	8,779.00	0.00	0.00	8,779.00	0.00
6406	IDEA - PRESCHOOL	7,337.00	0.00	0.00	7,337.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	95,703.00	0.00	0.00	95,703.00	0.00
6969	TITLE IV-A	10,000.00	4,403.00	4,403.00	5,597.00	44.03
6992	REAP	31,481.00	0.00	0.00	31,481.00	0.00
8000	OUTGOING TRANSFERS	30,000.00	0.00	0.00	30,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,000,000.00	0.00	0.00	1,000,000.00	0.00
		6,687,218.59	427,220.18	1,273,344.61	5,413,873.98	19.04

Expenditure Summary

Function Number	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure					
06 SCHOOL LUNCH/MILK FUND					
3100 FOOD SERVICES OPERATIONS	222,739.00	23,252.23	70,281.54	152,457.46	31.55
	<u>222,739.00</u>	<u>23,252.23</u>	<u>70,281.54</u>	<u>152,457.46</u>	<u>31.55</u>