

Board of Education Regular Meeting

Monday, November 12, 2012 7:00 PM

Conference Room
1501 Front Street
Henderson, NE 68371-8929

Agenda

1. Preliminary Procedures
 1. Call to Order
 2. Public Notice of the Meeting
 3. Roll Call
 4. Approval of Agenda
2. Public Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Reports
 1. Superintendent's Report
 2. Principals' Reports
5. Discussion Items
 1. Lunch Accounts
 2. NASB Convention
6. Old Business
 1. Facility Use Policy
 2. Anti-Nepotism Policy
7. New Business
 1. Community Center Presentation
 2. 2011-12 Financial Audit
 3. Multicultural Report
 4. Board Self-Evaluations

8. Future Agenda Items

9. Consent Agenda

1. Approval of Minutes

2. Approval of Treasurer's Report

3. Approval of Claims

4. Financial Reports

5. Out of State Travel Requests

10. Executive Session

1. Restate reason for executive session

11. Exit Executive Session

12. Adjournment

Adopted: September 1, 1998
Revised: April 12, 2010

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: KCC

USE OF SCHOOL FACILITIES

All use of school facilities shall be subject to rules and regulations stated by the superintendent or employees to whom the superintendent has delegated authority for the supervision of school facilities. In the use of school facilities, the following priorities shall prevail:

1. Requirements of school programs will receive priority over all other considerations in the assignment of use of school facilities.
2. Programs offered for continuing education of the district's citizens or employees will take precedence over non-educational programs.
3. Programs and meetings of school-related organizations will be given priority over programs and meetings of non-school related organizations.
4. Programs and meetings of approved student groups will be given priority over programs and meetings of adult groups.
5. Programs and meetings of other public agencies, when such programs or meetings are open to the public on a community wide basis, will be given priority over programs and meetings of groups which are special membership groups.

All use of school facilities by non-school groups shall require prior approval by the superintendent or designee for use of requested facilities. Approval for use shall specify any restrictions on use, any fee to be charged, and shall include provision for replacement or repair of any facilities or equipment lost or damaged by the non-school group using school facilities. All facility use by non-school groups shall adhere to the NSAA Bylaws.

WEEKEND USE OF FACILITIES

The use of school facilities on weekends by non-school groups must receive prior approval by the superintendent with arrangements made at least two weeks in advance. Eligible groups renting the facility shall pay a rate as established by the Board of Education. No Sunday activity may begin before 1:00 p.m. and must conclude by 6:00 p.m.

Adopted: September 1, 1998

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: KCCD

NON-SCHOOL GROUPS OR PERSONS ELIGIBLE TO RENT

The following may be permitted to rent or use school facilities when ever such does not interfere with the normal and usual work of the school:

1. Organizations with responsible officers residing in the district.
2. Political parties eligible to file candidates for election to state governmental offices.
3. Candidate(s) for a county, state, or national office whose name(s) will appear on the next ballot.
4. Representatives or committees of other governmental agencies who are conducting hearings or presenting some governmental action affecting local citizens.
5. Other local groups when engaged in carrying out its program for residents of the community.

No activity of a lewd or morally objectionable nature, or which advocates unlawful violence or rebellion will be permitted.

Any organization or group using school facilities shall designate one member of its organization or groups as "chairman", charged with the responsibility for the use of the facilities.

Adopted: September 1, 1998

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: KCCG

FAMILY REUNIONS

The school cafeteria kitchen(s) will be available to residents of the district for family reunions, family picnics, etc., provided arrangements are made at least two (2) weeks in advance, indicating the chairman or person responsible for the group.

~~The rental rate shall be the rate as set by the Board of Education. The kitchen proper may be used for a limited basis without charge.~~

~~The kitchen~~ The cafeteria seating area may be used at no charge to serve light refreshments, provided the group uses its own utensils, and leaves conditions as they were. Whenever school owned kitchen appliances and utensils are used, one of the regular kitchen personnel must be present and an additional charge as set by the Board of Education shall be made.

Adopted: September 1, 1998

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: KCCH

RENTAL CHARGES FOR USE OF FACILITIES

Following charges applicable to a one-session, one use arrangements.

GYMNASIUMS, CLASSROOMS: Hospital meetings, 4-H Clubs, Community Services organizations and Church groups are exempt from payment schedule as long as no added custodial service or duty is required. When rental is outside regular custodial hours, the rate shall be that set by the Board of Education. Should school janitorial services be required, the group will pay the staff at \$25 per hour.

Non-profit organizations or groups, or persons eligible according to KCCD shall pay a rate as established by the Board of Education. Profit-seeking businesses, organizations, or persons, eligible according to KCCD shall pay a rate as established by the Board of Education.

KITCHEN: The school kitchen will be available to eligible groups at the rate set by the Board of Education. One of the regular school lunch personnel must be present when school equipment and utensils are used. This additional cost of \$25 per hour will be added to the rental rate. ~~†~~ The cafeteria seating areas may be used without additional charge for serving refreshments (coffee, etc.) using as long as the group uses their own utensils and provided the room is left in the same condition as it was found. Custodial fees may be assessed for post event cleaning.

<u>Rental Space</u>	<u>Rate per event</u>
<u>Gymnasium (per gym)</u>	<u>\$50.00 for 1st 4 hours + Hourly Rate for additional</u>
<u>Auditorium/Theater</u>	<u>\$50.00 for 1st 4 hours + Hourly Rate for additional</u>
<u>Cafeteria seating area</u>	<u>\$25.00 for 1st 4 hours + Hourly Rate for additional</u>
<u>Commons areas</u>	<u>\$25.00 for 1st 4 hours + Hourly Rate for additional</u>
<u>Kitchen</u>	<u>\$25.00 for 1st 4 hours + Hourly Rate for additional + cost of personnel at \$25 per hour</u>
<u>Football Field</u>	<u>\$25.00 for 1st 4 hours + Hourly Rate for additional</u>
<u>Track</u>	<u>\$250 per track meet</u>
<u>Classrooms</u>	<u>\$5.00 per hour</u>

Hourly Rates for Time Beyond Normal School Hours or 4-hour rental

<u>Group</u>	<u>Hourly Rate</u>
<u>Eligible Community groups</u>	<u>\$6.00/hr.</u>
<u>Eligible Non-profit organizations</u>	<u>\$6.50/hr.</u>
<u>Profit seeking individuals or groups</u>	<u>\$7.00/hr.</u>

ANTI-NEPOTISM

The Board of Education desires to avoid "conflicts of interest" in hiring and employment or the appearance of such conflicts. The Superintendent and other administrators who are responsible for recruiting and interviewing potential employees shall seek the best person available for the position. At all times, all individuals involved in the hiring process should be sensitive to the possibility of the perception of favoritism in hiring due to relationships between a board member, or an employee, and the candidate based upon political considerations or family relationships.

No Heartland Community school board member or employee shall have a supervisory role that may impact family member's full-time or part-time employment after the passage of this policy. "Family member" shall be defined as spouse, mother, father, child, brother, sister, grandchild, grandparent, uncle, aunt, and any step relationship of these individuals, any marital relationship, including niece, nephew, in-law, guardian, ward and cousin. The restrictions in this policy shall not apply to the hiring of short-term, temporary employees such as substitute teachers, summer help, or game workers. Any employees currently employed by the District who have such relationships are exempt from the above language as long as they maintain continuous, uninterrupted employment with the District. The policy is not retroactive and shall not be applied to individuals who are hired without said relationships and then later acquire a prohibited relationship by marriage to another employee or board member.

When any action related to the employment of a family member of a sitting board member comes before the board, said board member shall abstain from any vote related to the employment action. In an effort to avoid any potential conflict of interest, all Heartland Community Schools Board of Education members shall notify the board president in writing the names and positions of any family members employed by the District.

This policy is not intended to discourage otherwise qualified individuals who are friends or relatives from working in the district as long as there is no conflict of interest. This anti-nepotism provision shall be subject to all anti-discrimination requirements applicable to an individual or the district. Employees witnessing nepotism or conflicts of interest under this policy shall report such activity to the superintendent or school board president. No employee may be subject to reprimand or disciplinary action for good faith reports under this policy.

Elementary School
Multicultural Education Report
November 2012

The following information represents some of the multicultural activities and concepts being carried out in the elementary school.

In Kindergarten, children learn about themselves and to accept each other. Kindergartners learn that it is okay to be their own person and that each child is unique in their own way. Through classroom activities and books, kindergartners discover how children around the world are like them and how they are different. Kindergartners are introduced to Martin Luther King, Jr. through songs and literature to learn about his message of peace and acceptance.

In first grade, students study Martin Luther King Day and observe the importance of his work in the history of our country. First graders also carry out a fairly large unit of work on the study of handicapping conditions for people and the importance of accepting people just as they are. Current events also lend themselves to discussions that allow for teachers to emphasize the importance of accepting differences.

Second graders read about Abraham Lincoln and slavery. They also study Martin Luther King Day and its importance. Students are exposed to various diverse cultures through the stories covered in their basal reading series. The main unit of cultural diversity in second grade is the study of German Christmas traditions brought to the United States by European immigrants.

Through extensive use of trade books, third graders integrate literature into their study of other cultures. They read stories and learn about the Hopi Indians and the customs of Asian Americans. An important part of the third grade studies is the concept of discrimination in the story of Ruby Bridges. The students also learn about Inupiat Eskimos in Alaska through the story Kumak's Fish.

Fourth graders spend a significant amount of time in the study of pioneer history and the settlement of the West. This naturally includes the westward migration and the effect this had on the Native Americans of the land. They learn the stories of early settlers to this area. They read a book called, *Molly's Pilgrims*, and learn about immigration, how immigrant people feel in a new land, and the first hand effects of the challenges of being a minority. In addition, they spend some time studying African Americans, learning about the Underground Railroad and the other issues of discrimination associated with slavery and the history of the blacks in this country.

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.

At 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 topic 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.

In addition to the above mentioned specific activities, we keep the concept of accepting diversity in people before our staff. One way of doing this is through teacher subscriptions to the magazine, *Teaching Tolerance*. Other methods include discussions, news articles, and books, as well as having staff participation on multiculturalism committees and committees for students of special needs.

2012-2013 Multicultural Report

Heartland Community Schools

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 social studies, Fundamentals of Government, and Fundamentals of American History will use current events 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 all cultures as they study the news of the world and why certain events take place from each cultural point of view (global awareness).
 - 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 is the great 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.

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 female.

Family and Consumer Science

- 7th and FCS I
 - Local Low-German recipes reflecting family favorites will be prepared in lab settings; Priescha.
 - Recipe lab: prepare food fitting with ethnic (ex. Hispanic, Native American, Ethiopian) origins and analyzing cultural similarities and differences.
- Culinary foods
 - “Holiday around the World” projects will reflect cultures represented in class. For example, Vietnamese, Hispanic, German, and Sudanese. Students will research a country of choice, prepare a PowerPoint presentation, plan and prepare labs with partners, and serve food from that country.
*Open house with foods reflecting students’ cultural backgrounds served to staff, family, and friends.

English

- 7th Grade
 - 7th graders will be dealing specifically with the topic of immigration-both in the past and the present. They will be reading both fiction and non-fiction material.
 - *SCOPE* magazine is used and features activities that offer a variety of culture and language.
- 8th Grade
 - 8th graders will be discussing different cultures as they read a class novel, and also as they read for their book reports. Many of the award winners they choose have themes that emphasize tolerance and acceptance of differences.
- 9th Grade English I
 - Students will read literature from a variety of cultures.
 - African American
 - Essays by David Raymond
 - From Black Boy by Richard Wright
 - “African History” by Judith Ortiz Cofer
 - “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”
 - Hispanic
 - “In the Family” by Maria Elena Llano
 - Sandra Cisneros study
 - “from The House on Mango Street”
 - “On Writing from the House on Mango Street”
 - Asian
 - “Two Kinds” by Amy Tan
- 10th Grade Literature
 - Students will read literature from a variety of cultures.
 - African American
 - “Everyday Use” by Alice Walker
 - Hispanic
 - “Peruvian Child” by Pat Mora
 - Persian
 - “When Mr. Pirazda Came To Dine” by Jhumpa Lahiri
 - French
 - “Two Friends” by Guy de Maupassant
 - Asian
 - “The Seventh Man” by Haruki Murakami
 - Kiwiana
 - “A Doll’s House” by Katherine Mansfield
 - Russian
 - “A Marriage Proposal” by Anton Chekhov
- 11th Grade English III and American Literature
 - Students will read literature from a variety of cultures.
 - African American
 - “Getting a Job” by Maya Angelou
 - Frederick Douglass
 - Rosa Parks
 - Langston Hughes
 - Hispanic
 - “Three Wise Guys” by Sandra Cisneros
 - “The Jacket” by Gary Soto
 - Asian
 - “Blonde” by Katherine Min
 - “Summer of My Korean Soldier” by Marie G. Lee
 - Native American
 - Blue Highways by William Least Heat Moon
- 12th Grade Lit Comp.
 - Students will read literature by authors from the British Empire.English
- III-IV
 - Students will read literature from a variety of cultures.
 - Afghan Kite Runner

Instrumental Music (Grades 7-12)

- Goals
 - Nationalistic expression will be experienced through compositions of the African American, Hispanic American, Native American and Asian American cultures.
 - The folk heritage of the African American, Hispanic American, and Asian American cultures will be studied through composition.
 - The spiritual expression of the African American, Hispanic American, Native American and Asian American will be demonstrated through song.
 - The concerns unique to each culture will be studied through experiencing first hand the music of the culture.
- Objectives
 - The learner will experience nationalism unique to each culture through study and performance of compositions written to express individual nationalistic pride.
 - The learner will experience the day to day life of minority cultures through study of folk songs.
 - The learner will study the spiritual expression through song which is evident in every cultures' compositions.
 - The learner will learn the struggles unique to each culture which is celebrated through song.
- Methodology
 - Cultural Expression-The Heart of Rock & Roll
 - The dismay and futility of the slave worker in early American History.
 - "Blue notes: express sadness, fear, etc.
- Nationalistic Expression-Valor March, Courage March, Pioneer Spirit
 - A collage of marches written to glorify the heritage of the American spirit.
 - The buoyant, joyful sound to portray youthful vigor and confidence of a young America.
- Spiritual Expression-Joyful celebration, Ave Maria
 - A song celebrating the faith of four army chaplains (Jewish, Roman Catholic, Protestant)
 - All four locked hands in prayer (Latin, Hebrew, English) as the ship carrying 904 men went down at sea (chaplains gave away their life jackets).
- Folk Heritage Expression-Navarro, Hispanic, Stonehenge
- Folk melodies of early European folk history.
- Light, dance like melodies celebrating a country's heritage. Examples Fiesta La Vida- Hispanic, Seven Nation Army-Native American.

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.
- In the Architectural area we will spend time viewing and discussing the impact and influence of different cultures around the world. We will do this by studying different construction methods by other cultures.

Art (Grades 7-12)

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

Math (Grades 7-12)

- Research the United States population statistics of different multicultural groups and create a pie chart depicting the data.
- Use fractions and percentages to express what part each ethnic group is of the total population of Nebraska.
- Find flags of foreign countries that have types of rotational or reflectional symmetry.
- Use foreign currency to determine the value in relationship to the United States dollar.

- 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.
- Emphasize the cross cultural communications inherent in mathematics as a language to describe scientific principles and to develop technology.

German

- The following are incorporated into the study of the language.
 - German Culture
 - German History

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 its 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 within 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.

Library Media Center

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

Spanish

- The goal of this course is to provide the opportunity for a foreign language learning with emphasis on communication, culture, comparisons to their own language and culture as well as using the language outside the classroom in the community.
- Projects
 - Promote a Spanish speaking country

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 effects those students involved.
- Activities are used to help show forms of prejudice.
- A "Cultural-Bias" test is taken to help students understand how some achievement and college testing has "Cultural-Bias".

Business Department

- Introduction to Business
- Marketing
- Accounting I and 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.

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

October 08, 2012 08:00PM
Conference Room

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

Attendance Taken at 8:03 PM:

Present Board Members:

Kent Allen
Mr. Gary Braun
Mr. Paul Brune
Mr. Glenn Larson
Mr. Boyd Stuhr
Mrs. Debra Wilhelm

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

Discussion:

The meeting was published in the Henderson News on September 26, 2012.

1.3. Roll Call

1.4. Approval of Agenda

Motion Passed: Motion to approve the agenda as presented or amended passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

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

5. Discussion Items

5.1. Board & Administrator Retreat

- 5.2. Discussion of findings about after school daycare
- 5.3. Professional development days update
- 5.4. Meeting Times
- 5.5. Board Policy Committee

6. Old Business

6.1. 2nd reading of anti-nepotism and facility use policies

Motion Passed: To approve the second reading of anti-nepotism (BK) and facility use (KCC, KCCG, KCCH) as presented/amended passed with a motion by Mr. Gary Braun and a second by Kent Allen.

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7. New Business

7.1. Appoint NASB Voting Delegate

Motion Passed: To appoint Deb Wilhelm as our NASB voting delegate passed with a motion by Mr. Glenn Larson and a second by Kent Allen.

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.2. Payflex

Discussion:

It was discussed to move the administration of health care expense administration to a third party (Payflex).

Motion Passed: To move the administration of our employees health related flex spending account to Payflex passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.3. Superintendent evaluation instrument

8. Future Agenda Items

9. Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Mr. Gary Braun and a second by Kent Allen.

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

10. Adjournment

Discussion:

The next scheduled meeting to be held on November 12, 2012 at 7:00 PM.

Motion Passed: To adjourn the meeting at 9:50 pm passed with a motion by Mrs. Debra Wilhelm and a second by Mr. Glenn Larson .

Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending October 31, 2012

	CHECKING ACCT	SAVINGS ACCT	TOTAL
Balance, Oct 1, 2012	714,821.97	2,324,760.17	3,039,582.14
Receipts:			
York, Fillmore & Hamilton Co.			
TAXES	247,667.74		247,667.74
State of Nebraska:			
Title I	50,883.00		50,883.00
High Ability Learners	4,096.00		4,096.00
State Aid	1,872.73		1,872.73
Other:			
Interest	161.14	971.55	1,132.69
Preschool Tuition	364.00		364.00
			0.00
TOTAL:	305,044.61	971.55	306,016.16
Transfer to MMA			
Total Amount Available	1,019,866.58	2,325,731.72	3,345,598.30
Disbursements	323,846.01		323,846.01
Balance, Oct 31, 2012	696,020.57	2,325,731.72	3,021,752.29

Expenditure Summary
10/2012

Regular; Processing Month 10/2012; 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	\$2,502,594.00	\$174,621.89	\$389,198.81	\$2,113,395.19	15.73
1200	SPECIAL EDUCATION PROGRAMS	\$914,780.00	\$40,902.85	\$75,025.55	\$839,754.45	8.20
2120	GUIDANCE SERVICES	\$92,586.00	\$7,282.66	\$14,565.67	\$78,020.33	15.73
2130	HEALTH SERVICES	\$2,131.00	\$159.97	\$404.45	\$1,726.55	18.98
2212	INST STAFF TRNG AND CURR DEV	\$24,200.00	\$0.00	\$0.00	\$24,200.00	0.00
2222	SCHOOL LIBRARY SERVICES	\$134,853.00	\$10,761.90	\$20,364.44	\$114,488.56	15.35
2310	BOARD OF EDUCATION	\$81,074.00	\$7,231.08	\$10,388.35	\$70,685.65	12.81
2320	EXECUTIVE ADMINISTRATION	\$183,013.00	\$15,190.78	\$29,971.34	\$153,041.66	16.38
2400	OFFICE OF PRINCIPAL	\$292,345.00	\$23,507.74	\$47,175.48	\$245,169.52	16.54
2510	GENERAL ADMIN-BUSINESS SERVICE	\$32,300.00	\$640.44	\$1,691.17	\$30,608.83	5.24
2520	VEHICLE ACQUISITION, SERV, MTNCE	\$7,800.00	\$0.00	\$254.00	\$7,546.00	3.26
2610	OPERATION OF PLANT	\$269,977.00	\$17,720.43	\$35,920.79	\$234,056.21	13.68
2620	MAINTENANCE OF PLANT	\$131,706.00	\$2,637.46	\$20,565.85	\$111,140.15	15.61
2750	REGULAR PUPIL TRANSPORTATION	\$174,125.00	\$14,011.74	\$25,495.64	\$148,629.36	14.64
2760	SCHOOL AGE SPEC ED TRANSPORT	\$92,507.00	\$4,686.42	\$9,383.54	\$83,123.46	10.14
3000	COMMUNITY SERVICES	\$3,541.00	\$0.00	\$0.00	\$3,541.00	0.00
4200	CHAPTER I (CURRENT YR)	\$50,274.00	\$4,380.34	\$8,760.72	\$41,513.28	17.43
4404	IDEA	\$54,365.00	\$0.00	\$0.00	\$54,365.00	0.00
4406	IDEA PART B	\$6,257.00	\$0.00	\$0.00	\$6,257.00	0.00
4410	IDEA FUNDS	\$43,666.00	\$0.00	\$0.00	\$43,666.00	0.49
4955	NCLB FUNDS	\$10,855.00	\$0.00	\$0.00	\$10,855.00	0.00
4992	REAP FUNDS	\$35,080.00	\$0.00	\$0.00	\$35,080.00	0.00
6000	SUMMER SCHOOL	\$2,100.00	\$0.00	\$0.00	\$2,100.00	0.00
7000	ADULT EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	0.00
8000	TRANSFERS	\$1,000,000.00	\$0.00	\$0.00	\$1,000,000.00	0.00
01	GENERAL FUND	\$6,142,129.00	\$323,735.70	\$689,165.80	\$5,452,963.20	11.34
9	Expenditure	\$6,142,129.00	\$323,735.70	\$689,165.80	\$5,452,963.20	11.34

NEW BOARD REPORT
 2012 NOVEMBER BOARD CLAIMS

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01	GENERAL FUND	
	ADVANCED OFFICE AUTOMATION	COPY MACHINE	27.01
	AMERICAN BAND ACCESSORIES	SUPPLIES	100.00
	AMSAN	SUPPLIES	330.18
	APPLE, INC	COMPUTER SUPPLIES	1,168.99
	AS CENTRAL SERVICES	STATE REPORTING	222.15
	BEST, BRADLEY	REIMBURSEMENT	100.79
	BIOLOGIX SERVICE CORP.	SUPPLIES	191.14
	BURTON ENTERPRISES	TRASH REMOVAL	190.00
	CDW-G	SUPPLIES	63.33
	CENTRAL COMMUNITY COLLEGE-COLUMBUS	REGISTRATION	20.00
	CENTRAL COMMUNITY COLLEGE-HASTINGS	REGISTRATION	32.00
	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	4,094.99
	CIMMINO, MATT	SUPPLIES	31.79
	CITY OF HENDERSON	UTILITIES	900.00
	COSTUMER, THE	SUPPLIES	457.70
	EAKES OFFICE PLUS	SUPPLIES	35.00
	ESU #6	SERVICES	833.67
	ESU 4	SERVICES	3,800.00
	FARM SHOW MAGAZINE	SUBSCRIPTION	57.95
	GRANHAM TIRE GRAND ISLAND	SERVICES	79.45
	GREATAMERICA LEASING CORPORATION	POSTAL MACHINE RENTAL	135.00
	GROUPECAST, LLC	SERVICES	800.00
	HALL, LYNN	REIMBURSEMENT	21.50
	HAMILTON INFORMATION SYSTEMS	COMPUTER SERVICES	1,134.34
	HEARTLAND INDUSTRIAL TECH		28.25
	HEARTLAND SCHOOL LUNCH FUND	REIMBURSE	104.90
	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	7,882.77
	HENDERSON FOODMART	SUPPLIES	316.15
	HENDERSON HEALTH CARE SERVICE	SERVICES	150.00
	HOMETOWN LEASING	COPY MACHINE LEASE	483.80
	INSTRUMENTALIST, THE	AWARDS	66.07
	JANZEN ELECTRIC	SERVICES	44.00
	KULLY PIPE & STEEL SUPPLY	SUPPLIES	70.53
	LIBRARIANS BOOK EXPRESS	BOOKS/SUPPLIES	530.64
	LIBRARY STORE, THE	SUPPLIES	48.75
	MAINSTAY COMMUNICATIONS	TELEPHONE	106.57
	MATHESON-LINWELD	SUPPLIES	392.70
	MIDAMERICA BOOKS		237.11
	MIDWEST MAILING SOLUTIONS INC.	SERVICES	229.00
	NANTKES, JENN	SERVICES	710.57
	NASB	REGISTRATION	1,631.00
	NEBRASKA/CENTRAL EQUIPMENT	SERVICES	158.27
	OVERLAND SAND AND GRAVEL CO.	SERVICES	39.90
	PERENNIAL PUBLIC POWER DIST.	ELECTRICITY	4,715.52
	PETERS, CAROLYN	SERVICES	58.63

NEW BOARD REPORT
2012 NOVEMBER BOARD CLAIMS

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
	PRATT AV AND VIDEO	SUPPLIES	225.22
	QUILL	SUPPLIES	2,029.93
	QUIRING REPAIR	REPAIRS	111.54
	QUIRING, DOROTHEA	MILAGE	53.04
	SCHOOL BUS PARTS CO	SUPPLIES	248.62
	SCHWEITZER, ROYCE	REIMBURSEMENT	52.02
	SERVICE PRESS	SERVICES	84.89
	SHRED MONSTER, INC	SERVICES	39.00
	SOFTWARE UNLIMITED INC	SERVICES	100.00
	THEATER HOUSE	SUPPLIES	78.65
	UNITE PRIVATE NETWORKS, LLC	SERVICES	3,738.30
	US POSTAL SERVICE	POSTAGE	500.00
	VERIZON WIRELESS	TELEPHONE	109.60
	VIRG'S PLUMBING & DIGGING	SERVICES	415.00
	ZANER BLOSER EDUC.	SUPPLIES/TEXTS	69.18
	ZUEHLSDORF, LINDA	REIMBURSEMENT	5.13
		Fund Total:	40,692.23
		Checking Account Total:	40,692.23

HEARTLAND COMMUNITY SCHOOLS
HENDERSON/BRADSHAW
FUND ACCOUNT BALANCES

	Oct 31, 2011	Oct 31, 2012
General Fund	2,662,286.88	3,021,752.29
Activity Fund	75,846.83	92,076.25
School Lunch Fund	18,754.10	12,108.72
Depreciation Fund	515,105.84	605,026.63
Unemployment Fund	2,951.63	2,955.84
Qualified Capital Purpose Fund	129,546.79	98,434.42
Special Building Fund		132,895.63

10/2012 - 10/2012
Excluding Zeros; Beginning Month 10/2012; Processing Month 10/2012; Fund Number 05

Fund: 05 ACTIVITIES FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
05 704 0505	FUND BALANCE - CLASS OF 2015	2,286.60	0.00	0.00	0.00	0.00	0.00	2,286.60
05 704 0506	FUND BALANCE CLASS OF 2016	460.00	0.00	0.00	0.00	0.00	0.00	460.00
05 704 0601	FUND BALANCE/NATL HONOR SOC	57.80	0.00	0.00	0.00	0.00	0.00	57.80
05 704 0709	FUND BALANCE/YEARBOOK	6,503.78	0.00	3,950.00	0.00	0.00	0.00	10,453.78
05 704 0800	FUND BALANCE/FCA-FBLA	1,820.00	0.00	0.00	0.00	0.00	0.00	1,820.00
05 704 0801	FUND BALANCE/STUDENT COUNCIL	5,802.31	545.67	524.00	0.00	0.00	0.00	5,780.64
05 704 0802	FUND BALANCE/CONCESSIONS	705.64	1,778.83	3,448.60	0.00	0.00	0.00	2,375.41
05 704 0804	FUND BALANCE/INTEREST ON ACT A	173.08	0.00	0.98	0.00	0.00	0.00	174.06
05 704 0805	FUND BALANCE/LOCKERS PROJECT	12,882.53	325.00	375.00	0.00	0.00	0.00	12,932.53
05 704 0806	FUND BALANCE/ELEM STUDENT COUN	1,790.46	0.00	0.00	0.00	0.00	0.00	1,790.46
05 704 0810	FUND BALANCE -JR. HIGH STUCO	181.24	0.00	0.00	0.00	0.00	0.00	181.24
05 704 0902	FUND BALANCE/BADGE A MINUTE	96.07	0.00	0.00	0.00	0.00	0.00	96.07
05 704 0905	FUND BALANCE/RENAISSANCE TEAM	26.42	0.00	0.00	0.00	0.00	0.00	26.42
05 704 0907	FUND BALANCE/SEC BOOK ORDER	0.02	0.00	0.00	0.00	0.00	0.00	0.02
05 704 0913	REVOLVING-SECONDARY	0.00	461.44	434.00	0.00	0.00	0.00	(27.44)
05 704 0918	JOHN BAYLOR TEST PREP	700.00	0.00	0.00	0.00	0.00	0.00	700.00
05 704 0919	FUND BALANCE-TABACCO GRANT	350.00	0.00	0.00	0.00	0.00	0.00	350.00
05 704 0926	FUND BALANCE/DEKALB SCHOLARSHIP	500.00	0.00	0.00	0.00	0.00	0.00	500.00
05 704 0927	FUND BALANCE/PIONEER SCHOLARSHIP	400.00	0.00	0.00	0.00	0.00	0.00	400.00
05 704 0930	FUND BALANCE - GRANT	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
05 704 0934	FUND BALANCE -GRANT KOEHLER	705.68	0.00	50.00	0.00	0.00	0.00	755.68
05 704 0936	FUND BALANCE	4,500.00	0.00	0.00	0.00	0.00	0.00	4,500.00
05 704 0950	PRINTER CARTRIDGES	157.18	0.00	0.00	0.00	0.00	0.00	157.18
Fund Total: 05		90,815.07	20,649.04	21,910.22	0.00	0.00	0.00	92,076.25

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 06 SCHOOL LUNCH/MILK FUND				
<u>Current Assets</u>				
06 101	CASH	15,538.08	(3,429.36)	12,108.72
06 102	MMA-FIRST PREMIER ACCOUNT	0.00	0.00	0.00
06 103	CERTIFICATE OF DEPOSIT	0.00	0.00	0.00
	Current Assets Subtotal:	15,538.08	(3,429.36)	12,108.72
<u>Other Assets</u>				
06 390	BUDGETED REVENUE	177,500.00	0.00	177,500.00
06 392	LESS: REVENUE RECEIVED	(10,545.51)	(14,127.62)	(24,673.13)
	Other Assets Subtotal:	166,954.49	(14,127.62)	152,826.87
	Total Assets:	182,492.57	(17,556.98)	164,935.59
<u>Current Liabilities</u>				
06 402	ACCOUNTS PAYABLE	0.00	0.00	0.00
06 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
06 451	FICA PAYABLE	0.00	0.00	0.00
06 452	FIT PAYABLE	0.00	0.00	0.00
06 453	INSURANCE PAYABLE	0.00	0.00	0.00
06 454	RETIREMENT PAYABLE	0.00	0.00	0.00
06 455	SIT PAYABLE	43.70	0.00	43.70
06 456	TSA PAYABLE	0.00	0.00	0.00
06 457	BENEFITS PAYABLE	0.00	0.00	0.00
06 458	DUES PAYABLE	0.00	0.00	0.00
06 459	CANCER INS PAYABLE	0.00	0.00	0.00
	Current Liabilities Subtotal:	43.70	0.00	43.70
<u>Other Liabilities</u>				
06 603	ENCUMBRANCES	0.00	0.00	0.00
06 690	BUDGETED EXPENDITURES	190,000.00	0.00	190,000.00
06 692	LESS: EXPENDITURES TO DATE	(14,262.65)	(17,556.98)	(31,819.63)
06 694	LESS: ENCUMBRANCE COMMITMENTS	0.00	0.00	0.00
06 696	LESS: ACCOUNTS PAYABLE	0.00	0.00	0.00
	Other Liabilities Subtotal:	175,737.35	(17,556.98)	158,180.37
<u>Fund Balance</u>				
06 704	FUND BALANCE	19,211.52	0.00	19,211.52
06 705	BUDGETED FUND BALANCE	(12,500.00)	0.00	(12,500.00)
	Fund Balance Subtotal:	6,711.52	0.00	6,711.52
	Total Liabilities/Fund Equity:	182,492.57	(17,556.98)	164,935.59

HOT LUNCH EXP REPORT
 10/2012

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	Balance at EOM	% of Budget
06	SCHOOL LUNCH/MILK FUND					
06 1100 410	SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1100 470	FOOD PURCHASED	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1200 000	LABOR COSTS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1200 130	OVERTIME	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1200 230	INSURANCE BC/BS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1200 290 0 000	OTHER	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1300 000	REPAYMENT OF LOAN	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1400 000	TRANSFER TO SAVINGS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 1600 590 0 000	DELIVERY CHARGES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 2100 000	REPAYMENT OF LOAN	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 2100 140	HOT LUNCH SALARIES	\$100,000.00	\$6,434.87	\$11,926.76	\$88,073.24	11.93
06 2100 210	HOT LUNCH FICA	\$0.00	\$492.27	\$912.38	(\$912.38)	0.00
06 2100 220	HOT LUNCH RETIREMENT	\$0.00	\$551.71	\$1,043.67	(\$1,043.67)	0.00
06 2100 240	HOT LUNCH WORKMEN'S COMP	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 2100 410	SCHOOL LUNCH SUPPLIES	\$5,000.00	\$781.53	\$1,233.75	\$3,766.25	31.00
06 2100 470	SCHOOL LUNCH FOOD PURCHASED	\$85,000.00	\$8,860.36	\$16,059.85	\$68,940.15	18.89
06 2100 530	SCHOOL LUNCH EQUIPMENT	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06 2100 590	DELIVERY CHARGES	\$0.00	\$25.00	\$182.08	(\$182.08)	0.00
06 2100 690	OTHER MISC EXPENSES	\$0.00	\$411.24	\$461.14	(\$461.14)	0.00
06 6000 000	WITHHOLDINGS-PAYROLL	\$0.00	\$0.00	\$0.00	\$0.00	0.00
06	SCHOOL LUNCH/MILK FUND	\$190,000.00	\$17,556.98	\$31,819.63	\$158,180.37	16.91