

Board of Education Regular Meeting

Monday, January 12, 2015 6:00 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
2. Public Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Election of Board Officers
 1. Election of Board President
 2. Election of Board Vice-President
 3. Election of Board Secretary
 4. Election of Board Treasurer
5. Reports
 1. Superintendent's Report
 2. Principals' Reports
6. Discussion Items
 1. Review of Pre-School Evaluation
 2. Pre-School Playground
 3. Retreat Date
 4. Summer Projects
7. Old Business
 1. 2nd Reading of Policy KDAA

8. New Business

1. Early Kindergarten Entrance Policy JBB
2. Playground Structure
3. Bus Barn Concerns

9. Future Agenda Items

10. Executive Session

11. 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

12. Adjournment

Heartland Community Elementary School Multicultural Report Updated 2014-2015 school year

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

Preschool

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

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

The play centers in the Heartland Preschool classroom contain materials that incorporate different cultural perspectives. For example, the “kitchen and dress-up” center has dolls of different races, dress-up clothing representing different customs, and pretend food items from different cultures. The music center has musical instruments and songs on the iPod from different cultures. Toys show people of different races as part of the doll house and “mainstreet” play sets. The Heartland Preschool is evaluated through the Early Childhood Environmental Rating Scale (ECERS) as required by the Nebraska State Department of Education. Through this program evaluation, multicultural awareness and sensitivity is monitored through the subscale item of “promoting acceptance of diversity.”

Kindergarten

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

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

First Grade

First graders are exposed to a variety of multicultural lessons through literature, Scholastic News and supplemental resources. Topics covered include the exploration events of Christopher Columbus, the development of the Thanksgiving tradition, Christmas customs and traditions in various countries, the equality movement of Martin Luther King, the civil rights movement of Abraham Lincoln and the contributions of various individuals during Black History Month (Rosa Parks, Ruby Bridges, etc.).

Second Grade

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

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

Third Grade

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

students also learn about Inupiat Eskimos in Alaska through the story “Kumak's Fish.”

Fourth Grade

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

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

Through read-alouds, students listen to “Listen for the Whipperwill” which is a story about Harriet Tubman and the underground railroad, “Who was Anne Frank” which is the story of her life, and “Mississippi Mansion” which also deals with the underground railroad.

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

Fifth Grade

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

Sixth Grade

The social studies curriculum includes the study of the Greeks, Romans, and ancient Egypt. These studies lend themselves to helping students learn about the cultures of Egyptians, Jews, and Arabs. This means more than the study of languages and customs as students learn about ancient and present day ideologies that concern this region of the world. Sixth graders spend time studying world religions and learn about these religions as they are practiced today. Language writing activities at certain times of the year are centered on specific multicultural related topics such as Martin Luther King Day and Cinco de Mayo. Sixth graders also closely observe the Iditorod dog sled race in Alaska each winter. This is an interactive event in which students track individual

participant using the internet. They not only learn about the race, but also learn about the Inuit Native people in Alaska.

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.

Policy KDA – Interviewing of Students

Requests to Contact Students and Student Interviews by Non-School Personnel

A. Removals of Students and Interviews of Students

In dealing with law enforcement officials, Heartland Community Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or a municipal ordinance and the officer has reasonable grounds to believe the child committed such violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger; or
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Heartland Community Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit “A” to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Heartland Community Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student’s parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Heartland Community Schools, questioning should not take place until the student’s parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The

presence of a school employee during the interview is not necessary.

- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Heartland Community Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104
 20 U.S.C. §1232g (FERPA)

Date of Adoption: [Insert Date]

Policy JBB - ADMISSION REQUIREMENTS

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board ~~may~~ **shall** admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, ~~(2) emotional/social development,~~ ~~(3) (2) pre academic skills,~~ and ~~(4) (3) fine motor skills.~~

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 - ~~2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC 2);~~
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

~~The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the Elementary Principal. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision.~~ Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

It is the presumption of the Board of Education that students will enter kindergarten at the age prescribed by state regulation. The Board of Education understands that students whose birth dates closely miss the cutoff date for school attendance may have educational needs or demonstrated capabilities that warrant early admission to kindergarten.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the superintendent's office at 1501 Front Street, Henderson, Nebraska or may request that a packet be mailed by calling (402) 723-4434.

~~Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day care provider, or a physician.~~

~~The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed. Fees for the assessment are the responsibility of the child's family payable to the School District.~~

Parents must fill out the early entrance application forms and parent questionnaire. The assessment request must be completed and returned to the district no later than May 20th of the spring before fall enrollment to allow summer assessment to be completed. Fees for the assessment are the responsibility of the child's family payable to the School District.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

(1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or dis-enrollment, but does result in a referral to local law enforcement for investigation).

(2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state,

to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

(3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.

(4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.

(5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the

enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
Neb. Rev. Stat. § 79-214
Neb. Rev. Stat. §§ 79-217 to 79-223
Neb. Rev. Stat. § 79-266.01
173 NAC Chapters 3 and 4 (HHS Regulations)

Adopted: October 14, 2013

Revised:

Reviewed:

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

December 08, 2014 7:00 PM
Conference Room

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

Attendance Taken at 7:06 PM:

Present Board Members:

Mr. 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**
- 1.3. Roll Call**

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

Discussion:

FFA members Addie Swartzendruber, Bailey Ulmer, and Krynn Arluck gave a presentation on the FFA National Convention in Louisville, Kentucky.

4. Reports

4.1. Superintendent's Report

Discussion:

Mr. Best reported that our enrollment is about a dozen students greater than last year. The Board retreat will be scheduled for February. Other items will be addressed as agenda items.

4.2. Principals' Reports

Discussion:

Mr. Carr reported on the One Act play results and awards. Twelve FFA students participated at District FFA - Taylor Quiring qualified for state in Cooperative Public Speaking. Winter sports are underway with 22 boys and 16 girls out for high school basketball and 11 Jr. High girls out for basketball. Football and Volleyball accolades were noted.

Mrs. Houck was not present but submitted a written report listing the November students of the month

in each class with 1st grader Riley Quiring being the student of the month. The November teacher of the month was Matt Maltsberger. Another item of note was that spring testing is just around the corner.

5. Discussion Items

5.1. Review of NASB State Conference

5.2. Climate Surveys

5.3. Board Self-Evaluations

5.4. Annual Report

6. Old Business

6.1. Final reading of Policy DJED

Motion Passed: To approve the final reading of Policy DJED passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

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

6.2. Final reading Policy IDDE

Motion Passed: To approve the final reading of Policy IDDE passed with a motion by Mr. Kent Allen and a second by Mrs. Debra Wilhelm.

Mr. 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. First reading to replace policies KDA & KDAD with new policy KDA

Motion Passed: To approve the first reading of policy KDA to replace KDA and KDAD passed with a motion by Mr. Paul Brune and a second by Mr. Boyd Stuhr.

Mr. 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. Executive Session to Finalize Superintendent Evaluation and to Discuss Negotiations with HEA

Discussion:

Chairman Braun declared Executive Session to ended at 9:30 p.m.

Motion Passed: To enter into Executive Session with the purpose of discussing negotiations with HEA passed with a motion by Mr. Glenn Larson and a second by Mr. Paul Brune.

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

7.3. 2015-16 Negotiated Agreement with HEA

Motion Passed: To approve the negotiated agreement for Heartland's certified teachers for the 2015-2016 school year passed with a motion by Mr. Glenn Larson and a second by Mrs. Debra Wilhelm.

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

7.4. Recognize HEA as Bargaining Agent

Motion Passed: To recognize the HEA as the exclusive bargaining unit for the 2016 -2017 contract year passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

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

8. Future Agenda Items

9. Consent Agenda

Motion Passed: To approve the consent agenda passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen Yes
Mr. Gary Braun Yes
Mr. Paul Brune Yes
Mr. Glenn Larson Yes
Mr. 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 January 12, 2015 at 7:00 p.m.

Motion Passed: Motion to adjourn the meeting at 9:58 p.m. passed with a motion by Mrs. Debra Wilhelm and a second by Mr. Glenn Larson .

Mr. 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