

Isanti Community School

- I. CALL THE MEETING TO ORDER - ROLL CALL
- II. PUBLIC COMMENT ON AGENDA ITEMS
- III. BUSINESS AFFAIRS - CONSENT AGENDA
 - III.A. Approve minutes of the October regular board meeting
 - III.B. Treasurer Report
 - III.C. Outstanding Payables
- IV. REPORTS
 - IV.A. Superintendent
 - IV.A.1. Progress Plan Update
 - IV.A.2. Principal
 - IV.B. Committee Reports
- V. ACTION ITEMS
 - V.A. Approve NRCSA proposal for Superintendent search
 - V.B. Approve camera for bus
 - V.C. Approve culture sponsor
 - V.D. Student expulsion
 - V.E. Personnel
 - V.F. Superintendent evaluation
 - V.G. Legal Update
 - V.H. Approve Building Plan
 - V.I. Holiday Expenses
- VI. DISCUSSION ITEMS
- VII. COMING EVENTS
- VIII. ADJOURN

Santee Community School
Board of Education Committee of the Whole Meeting
Tuesday, November 14, 2017

I. CALL THE MEETING TO ORDER - ROLL CALL

II. DISCUSSION ITEMS

II.A. NRCSA Presentation

II.B. Classroom News-Teachers

II.C. Marian Clark

II.D. Tribal presentation for Indian Education

II.E. IPP

II.F. 2016-2017 AFR

II.G. Culture Sponsor

II.H. Superintendent Evaluation

II.I. STEM Lab

III. ADJOURN

2. Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
5. Collaboratively works to influence local, district, state, and national decisions impacting student learning.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ <i>Limited or inconsistent communication with board members</i>➤ <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i>➤ <i>No evidence of collaborative practice to influence decisions impacting student learning</i>
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ <i>Provides updates and communicates regularly with board members</i>➤ <i>Policies are routinely updated</i>➤ <i>Uses some collaborative strategies at the local level</i>
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ <i>Engages board members in district needs and policy priorities</i>➤ <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i>➤ <i>Some evidence of strategies to influence local, state, and national decisions</i>
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ <i>Actively and consistently engages board members in district needs and policy priorities</i>➤ <i>Evidence of leadership in compliance, review, and development of local policies</i>➤ <i>Evidence of collaborative support to influence local, state, and national decision</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of innovation or continuous improvement ➤ Little or no evidence of student information guiding decision-making ➤ Little or no evidence of use of quality indicators to guide district planning or practice
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of continuous improvement and innovation ➤ Student information is used to guide decision-making ➤ Some quality indicators/accreditation standards guide district planning and practice
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process ➤ Information on student progress and achievement is used for planning and decision-making ➤ Alignment between district and state quality indicators for accreditation and accountability
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation ➤ Comprehensive and current information on student progress and achievement is available and utilized in decision-making ➤ Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

Comments on rating and/or evidence: [Click here to enter text.](#)

6. Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.
2. Implements human resources systems and processes that address:
 - recruitment, hiring and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan ➤ Little or no evidence of short or long-term personnel planning ➤ Little or no evidence of modeling lifelong learning
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction ➤ Some evidence of short-term and long-term personnel planning ➤ Some evidence of participation in lifelong learning activities
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction ➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place ➤ Evidence of on-going modeling of lifelong learning
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction ➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored ➤ Models lifelong learning by engaging and applying ongoing professional development

Comments on rating and/or evidence: [Click here to enter text.](#)

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ <i>Little of no evidence of a shared vision on equity or equitable practices</i>➤ <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i>➤ <i>Little or no evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ <i>Some evidence of shared vision on equity and equitable practices</i>➤ <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i>➤ <i>Some evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ <i>Shared vision on equity and equitable practices is evident through professional learning</i>➤ <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i>➤ <i>Communication processes promote a culture of high expectations for self, staff, and all students</i>
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i>➤ <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i>➤ <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

Superintendent Performance Targets

Clearly identify two or three significant performance targets to be accomplished through superintendent leadership during the next year. These targets must be specific and measurable and integrate with the district's shared vision and strategic direction.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Summary Comments/Recommendations Click here to enter text.

7. Systems Leadership and Management

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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8. Equity, Climate, and Culture

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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9. Leadership, Conduct, and Professional Growth

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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- Meets Expectations; Recommend Contract Renewal***
- Improvement Plan attached; Recommend Contract Renewal***
- Does Not Meet Expectations; Do Not Recommend Contract Renewal***

Board President Signature

Date [Click here to enter a date.](#)

Superintendent Signature

Date [Click here to enter a date.](#)

Contract and Evaluation of the Superintendent

Superintendent Contract

Nebraska Statutes Page 2

Superintendent Contract Checklist Page 3

Contract Questions for the School Attorney Page 4

Superintendent Evaluation

Introduction Page 6

Purpose Page 6

Nebraska Statute Page 8

Superintendent Evaluation Outline Page 9

Superintendent Evaluation Timetable Page 11

NASB (sample) Superintendent Job Description Page 12

Superintendent Evaluation Assessment and Rubric Page 14

The Evaluation Instrument Page 16

Performance-Based Superintendent Evaluation Page 17

Board Self-Assessment Page 19

Nebraska Statutes pertaining to Superintendent Contracts:

NEB. REV. STAT. §79-817. **Schools; contract of employment; writing required.**

NEB. REV. STAT. §79-818. **School board; employment of teachers and administrators; contracts; how executed; prohibitions.**

NEB. REV. STAT. §79-819. **Schools; contract of employment; contents.**

NEB. REV. STAT. §79-820. **Schools; contract with employees of another district; prohibited; penalty.**

NEB. REV. STAT. §79-822. **Schools; contract of employment; writing required.**

NEB. REV. STAT. § 79-827. **Certificated employee; contract cancellation or amendment; reasons; procedures**

NEB. REV. STAT. § 79-828. **Probationary certificated employee; probationary period; evaluation; contract amendment or nonrenewal; procedure.**

NEB. REV. STAT. § 79-835. **Probationary certificated employee; superintendent; school board; special procedures applicable.**

Contract Questions for the School Attorney

Questions to pose to the school board attorney:

1. When can the board and superintendent renegotiate the contract language?
2. Is it required by law that the contract be approved by 2/3 majority vote?
3. If we employ a superintendent/elementary principal, should the board evaluate the superintendent based upon his/her principal duties?
4. When hiring a new superintendent, is it proper to have documentation stating the individual has been released from their current contract? Does this apply if they are coming from a different state?
5. Through the contract language, is it possible for the board to tie a salary increase to student achievement?
6. As a result of the Roseland case, the board must pay for unused vacation time. What does the current contract language obligate the board to pay regarding vacation, personal leave, unused sick leave, bereavement leave, etc.?
7. Does this contract comply with current state and federal laws?
8. How can the board ensure that the superintendent meets physical and mental capacity to fulfill the job duties under the current HIPA laws?
9. If the board includes language in the contract related to residency within district boundaries, and the individual does not comply, is this grounds for dismissal?
10. What is the total compensation the board is obligated to pay to the superintendent under this contract?

Introduction

Effective leadership means more than simply knowing what to do – it is knowing when, how, and why. Effective leaders understand how to balance change while at the same time protecting characteristics of district culture, values, and norms worthy of preserving. The leader is cognizant of policies, practices, resources, and incentives to align and how to align them with district priorities. He/She knows how to assess the magnitude of the change they are striving for and how to tailor their leadership strategies accordingly. Finally, the leader understands and values the people in the district. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to ensure success. This combination of knowledge and skills is the essence of balanced and effective leadership.

The combination of knowledge and skills should in essence be the focus of the superintendent evaluation process. By using the results of the evaluation to guide the professional development and individual learning strategies, the superintendent is able to chart a course for professional growth and development, command the respect of his/her colleagues, and lead the school district to success and a distinguished level of excellence.

Purpose

While the superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance their duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of

Nebraska State Statute § 79-828

NEB. REV. STAT. §79-828. **Probationary certificated employee; probationary period; evaluation; contract amendment or nonrenewal; procedure.**

- (1) The contract of a probationary certificated employee shall be deemed renewed and remain in full force and effect unless amended or not renewed in accordance with sections 79-824 to 79-842.
- (2) The purpose of the probationary period is to allow the employer an opportunity to evaluate, assess, and assist the employee's professional skills and work performance prior to the employee obtaining permanent status.

All probationary certificated employees employed by any class of school district shall, during each year of probationary employment, be evaluated at least once each semester, unless the probationary certificated employee is a superintendent, in accordance with the procedures outlined below:

*"...If the probationary certificated employee is a **superintendent**, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter."*

It is the responsibility of the school board to evaluate the performance of the superintendent. No process or form is completely objective; however, there will always be some subjectivity and judgment on the board's part. As elected officials representing the school district you have been designated to make those judgments. The process presented in this guide is designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how, and when the superintendent evaluation will be conducted.

instrument and return to the board president by the stated deadline so he/she may compile the results.

- ✓ The board president will contact the school attorney for advice regarding the proper methods of executing the evaluation during a properly scheduled meeting of the board.

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to ensure the board does not risk violating the Nebraska Open Meetings Law. The Association strongly advises the board president to contact the school attorney to ascertain his/her position with respect to the evaluation of the superintendent.

- ✓ If the board carries out the evaluation process during a regular meeting of the board and in closed session, the board may consider the following:
 - 1) Dismiss the superintendent from the closed session to discuss the summary of the evaluation.
 - 2) Ask the superintendent to join the board in closed session and collaboratively review the evaluation with him/her.
 - 3) Identify areas of improvement, goals for the superintendent/district with supporting performance targets and a timeline for progress reports and/or deadlines.
- ✓ If the board carries out the evaluation process during a regular meeting of the board in open session, each board member should participate in the discussion providing their perspective of the positive qualities the superintendent has exhibited during the past year. Areas of growth or improvement may be discussed in closed session.
- ✓ The board president will provide a verbal summary at the conclusion of the discussion/agenda item to ensure the public is aware the board met this legal responsibility and restate the positive characteristics the superintendent has modeled throughout the past year and areas of growth the board anticipates during the next contract year.

NASB recommends the board continually review and adopt a superintendent evaluation instrument that effectively identifies the district's achievement progress under the superintendent's leadership.

the superintendent to make appropriate adjustments as needed or stay the course for continued success.

The mid-year review likewise enables the superintendent to share a self-assessment with the board. The superintendent may wish to provide supporting documentation applicable to the discussion. The data provided to the board will aid in the board's ability to ensure a comprehensive and fair evaluation of the superintendent.

May/June

The board will conduct a formal evaluation of the superintendent according to district policy. It is recommended that the board's assessment of the superintendent's performance include goals, district priorities, and matters that may have compromised the accomplishment of the identified goals and objectives.

The superintendent performance evaluation provides accountability to the board, as well as assures the superintendent the occasion to address the board's identified expectations and the progress he/she has attained.

Superintendent Job Description

The superintendent's job description identifies the essential tasks that are assigned and expected of the district leader. The job description may also identify reporting relationships, describe required and desirable qualifications. The board and superintendent are collectively responsible for developing and maintaining an accurate and current job description to support the superintendent. The duties should be appropriate to the position and leadership responsibilities.

The Association sample job description was created to serve as a model of possible job duties for districts.

It may not meet the specific needs of every Nebraska district, but can be used as one possible starting point in the update or development of the job description. It is critical that the job description and the superintendent's contract are aligned.

Superintendent Evaluation Assessment and Rubric

Superintendent evaluation varies from district to district. There are some elements; however, that should not vary. For example, it is important that boards find a way to reach consensus on the evaluation of the superintendent so that they provide a single, unified evaluation.

The assessment style is solely the preference of the board. The Association provides the superintendent assessment tools in a narrative and numeric format. **Whether narrative or numerical it is critical to the quality of the evaluation process that the each board member provides a narrative statement to support the rating that is given.** The statement describes why you believe the superintendent has met the performance indicator, or why you believe he/she is making progress, and/or why you feel that he/she has not met the performance indicator and needs to make appropriate progress in the coming year. The evaluation is the board's opportunity to acknowledge progress and establish expectations for improvement and advancement during the next superintendent evaluation cycle.

The performance indicators listed under each standard provides a rubric for which the superintendent is evaluated. Thus, the superintendent is cognizant of the board's expectations at the beginning of the evaluation cycle. If he/she completes or shows evidence of progress of the performance indicator(s) the standard is being carried out to support improved student learning and achievement.

Narrative Assessment

Standard I: Visionary Leadership

The superintendent will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Performance Indicators:

The Evaluation Instrument

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of annual performance indicators for the superintendent. The evaluation process should facilitate communication and understanding between the board and superintendent, commend the superintendent for accomplishments, facilitate, and document decisions made regarding the superintendent's employment.

A well-designed performance evaluation process requires the board and superintendent to collaboratively establish and/or review each year's performance goals and indicators at the beginning of the annual evaluation cycle. The performance indicators should be specific and measurable. The indicators may vary from year to year, depending on the district needs and progress toward district goals. The evaluation will consistently emphasize performance by placing the weight of the evaluation on how successfully the superintendent has met the pre-established goals and performance indicators. Essential job responsibilities are also evaluated.

The Association would encourage the board and superintendent to meet at least once mid-year to evaluate the superintendent's progress or more often should the need arise. The mid-year meeting allows the board and superintendent to address concerns, but more importantly the occasion to amend performance indicators if necessary or as appropriate. The final evaluation should occur at the end of the annual evaluation cycle. All board members must participate. The evaluation will focus on how successfully the superintendent met the pre-established performance goals/indicators. The evaluation should note the success and identified areas of improvement. The board and superintendent will then embark immediately on the formation of goals and performance indicators for the coming year. The Association recommends that the development or revision of the goals be completed within one month to allow the superintendent to act accordingly.

Standard II – Education Leadership

The superintendent will promote the success of every student by advocating and sustaining a school climate and instructional program conducive to student learning and staff professional growth.

Standard III – Policy Leadership

The superintendent will promote the success of every student by ensuring management of the district operations and resources for a safe, efficient, and effective learning environment.

Standard IV – Communication Leadership

The superintendent will promote the success of every student by collaborating with staff and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

Standard V - Board/Superintendent Relations

The superintendent in collaboration with the Board of Education will promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural diversities of the district in support of improved student learning and achievement.

Resource: The Superintendent Performance Based Evaluation instrument is designed based upon the guidelines identified in the Educational Leadership Program Standards ELCCP Revised Standards – First Draft for Advanced Programs that prepare Principals, Superintendents, Curriculum Directors and Supervisors (March 2009) National Policy Board for Educational Administration.

Standard I: MISSION, VISION, and GOALS

The Board annually reviews the district's vision and mission statements, annually adopting board and district goals to support the mission.

Performance Indicators:

- 1) The Board and Administrators, in collaboration with the community, adopts and enacts a planning process that results in a strategic plan that contains the district's mission, vision, and goals, performance objectives, and action plans to improve student instruction and learning and organizational effectiveness.

Met Progressing Not Met

Comments:

- 2) At least annually, the governance leadership team reviews, assesses, updates, and readopts the strategic plan by:
 - Analyzing appropriate data to assess progress toward fulfilling the school district's strategic plan
 - Assessing the strengths and areas of improvement of the school district
 - Addressing compelling problem(s) or emerging issue(s) that may prevent the school district from accomplishing its strategic plan
 - Identifying and addressing opportunities for advancement of the school district's strategic plan

Met Progressing Not Met

Comments:



1311 Stockwell Street, Lincoln, Nebraska

800.422.4572 / 402.423.4951

www.nasbonline.org

Santee Community School

Stacy Johnson: Present
Steve Moose: Present
Don Pike: Present
DeWayne Wabasha: Present
Cindy Whipple: Absent
Rosella Whipple: Present

Present: 5, Absent: 1.

I. CALL THE MEETING TO ORDER - ROLL CALL

II. PUBLIC COMMENT ON AGENDA ITEMS

III. BUSINESS AFFAIRS - CONSENT AGENDA

It was moved by Stacy Johnson and seconded by Rosella Whipple to approve the Consent Agenda as presented.

Roll call vote: Passed

Cindy Whipple: Absent, Stacy Johnson: Yea, Steve Moose: Yea, Don Pike: Yea, DeWayne Wabasha: Yea, Rosella Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

III.A. Approve minutes of the September regular board meeting

III.B. Treasurer Report

III.C. Outstanding Payables

IV. REPORTS

IV.A. Superintendent

Ms. Daniels discussed the components and progress of the transition plan Dr. Fisher left the district. She reported back about the NAFIS conference. Deb Fischer joined the Impact Aid Coalition which is a huge success from the efforts put forth by the groups visiting the Hill. She also reported on NIEA. The BCBA staff member from Macy presented at the conference and was of high interest among Santee Board members and staff. Currently, Ms. Daniels is working with Stacy Hardy at Macy to see if she can present to our staff. Ms. Daniels gave an update on components of the priority plan pertaining the role of the Superintendent. Ms. Daniels shared information and data regarding attendance and behavior.

IV.A.1. Progress Plan Update

IV.A.2. Principal

Mrs. Nagel shared good news with the Board about PK-6 students going to Poppy's pumpkin patch, MAPS incentive-bowling outing, and art classes being put on by paraprofessionals.

Mr. Hoffman shared information about the end of the quarter, grade cards, morning routines and smudging, SAT meetings and progress, field trips in the high school, college visits, and Naviance.

IV.B. Committee Reports

V. ACTION ITEMS

V.A. Teacher negotiations

Mrs. Hrbek provided information to the Board about the extra duty pay schedule, positions and expectations.

It was moved by Stacy Johnson and seconded by DeWayne Wabasha to approve the extra duty schedule for 2017-2018 and 2018-2019 as presented, with a change to the culture sponsor. Culture sponsor will start at 8% and increase by .5% per step..

Cindy Whipple: Absent, Stacy Johnson: Yea, Steve Moose: Yea, Don Pike: Yea, DeWayne Wabasha: Yea,
Rosella Whipple: Yea
Yea: 5, Nay: 0, Absent: 1

V.K. Phone System

It was moved by Stacy Johnson and seconded by DeWayne Wabasha to approve Great Plains phone bid.

Roll call vote: Passed

Cindy Whipple: Absent, Steve Moose: Nay, Don Pike: Nay, Stacy Johnson: Yea, DeWayne Wabasha: Yea,
Rosella Whipple: Yea

Yea: 3, Nay: 2, Absent: 1

Steve Moose: Nay, Don Pike: Nay

V.L. Safety Plan

VI. DISCUSSION ITEMS

It was moved by Don Pike and seconded by DeWayne Wabasha to approve Dean Jacobs to come to the school.

Roll call vote: Passed

Cindy Whipple: Absent, Stacy Johnson: Yea, Steve Moose: Yea, Don Pike: Yea, DeWayne Wabasha: Yea,
Rosella Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

VII. COMING EVENTS

VII.A. Creative Learning Trip-Denver CO-Oct 24-25

The trip dates have changed. They would be for November 1 and 2. Mrs. Nagel also provided information about both Principals attending the meeting. The meeting will be business in nature and putting together the rough plan for the classroom.

VII.B. Regular Board Meeting-November 14

VII.C. NASB State Conference November 15-17-Omaha

VII.D. NIISA-Las Vegas, NV-Dec 3-6

VIII. ADJOURN

It was moved by Stacy Johnson and seconded by Rosella Whipple to adjourn at 8:51 PM.

Roll call vote: Passed

Cindy Whipple: Absent, Stacy Johnson: Yea, Steve Moose: Yea, Don Pike: Yea, DeWayne Wabasha: Yea,
Rosella Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

A discussion was held about the possibility of adding a fence to the football field. We will get some costs together for next board meeting.

II.F.2. Phone System

We are fully expanded with our phone system. There are no parts to repair the system. The bid was discussed.

II.F.3. Gym Wall Mats

Mock ups for the gym mats were shared with the Board.

II.G. Special Ed Vehicle

Information regarding the vehicle being presented for approval was discussed. The current insurance claim was discussed as well as a quick transition. A discussion was held about a new vehicle versus a used vehicle as well.

II.H. Behavioral Programs

Ms. Daniels explained the current tower situation and possibilities looking into the future.

First, the Board would like some research done to see what is all needed in order to have a fully functional program in Santee.

II.I. Bank Authorization

Ms. Daniels presented information regarding moving our bank accounts to Farmers and Merchants State Bank.

II.J. Safety Plan

Ms. Daniels shared information regarding the safety plan that was due to the state. It will be a very detailed process and is new to schools in Nebraska.

II.K. Board/Student Retreat-Lincoln

Steve Moose visited with the Board about a retreat for the Board and students. Dr. Blomstedt would like to set up tours for the students. He was hoping for a retreat in December.

III. ADJOURN

Adjourned at 6:45p

Santee Community School
November 2017 Outstanding Payables

Vendor Name	Description	Account Description	Amount
Bob's Candy Services	Food	Food	\$ 243.80
Candlewood Suites-Kearney	Infant/Toddler Travel	GT Travel Expenses	\$ 109.95
Candlewood Suites-Kearney	Para conference	SPED Travel Expenses	\$ 558.00
Century Business Products Inc	Copier copy costs	Rentals And Leases	\$ 916.56
CCS Presentation	Smartboard updates	Computer Tech Service	\$ 8,340.76
Constructive Playthings	Infant/Toddler Room	Growing Together Supplies	\$ 596.99
Country Pride	9800 Gal @ 1.0652	Propane	\$ 10,438.96
CPI	4 Day Instructor Course	Dues and Fees	\$ 3,002.98
Dakota Computing	October Tech Service	Computer Tech Service	\$ 1,034.68
Kari Daniels	October travel for meetings	Travel Expenses	\$ 266.43
Dramatic Publishing	Drama	Activity Supplies	\$ 125.73
Dramatic Publishing	Play production	Activity Supplies	\$ 125.73
Eakes Office Plus	Copies	Rentals And Leases	\$ 1,113.15
Ecolab	Pest control	Technical Service	\$ 157.59
Ecowater	Filters, salt, resin bed clean	Water And Sewer	\$ 749.85
Embassy Suites-Lincoln	Student Trips	Travel-Activites	\$ 1,033.00
Educational Service Unit #1	APL Admin Training	Dues and Fees	\$ 200.00
Educational Service Unit #1	CCR Science Standards	Travel Secondary	\$ 20.00
Educational Service Unit #1	CCR Science Standards	Travel Elementary	\$ 60.00
Educational Service Unit #1	ACT Writing	Travel Secondary	\$ 40.00
Educational Service Unit #1	First Quarter Billing	ESU School Age	\$ 78,293.21
Educational Service Unit #1	First Quarter Billing	IDEA Part B (611) Base Allocation 0	\$ 12,693.50
Farmers and Merchants State Bank	Stampers	Supplies	\$ 87.83
Farniks Gw Store	Lettuce	Food	\$ 24.90
Feather Hill Express	Fuel	Gas And Oil	\$ 1,551.46
Guardian Security Services	128 channel NVR install, hard	Technical Service	\$ 13,291.87
Dawn Hefner	Sub 10/26, 10/20	Travel Elementary	\$ 72.76
Robert Holdahl	Sub 10/27, 10/30	Travel Secondary	\$ 87.74
Hometown Leasing	Copier Lease	Rentals And Leases	\$ 132.40
J.W. Pepper & Son, Inc.	3538639, 3539054	Activity Supplies	\$ 23.50
Julene Kay	Reimbursement	Supplies	\$ 16.13
Tammy Kester	Title I	Gen. Supplies Elem.	\$ 90.39
Jalayne Keyes	October Tech support	Computer Tech Service	\$ 4,805.00
Cecelia Klug	Orange juice	Food	\$ 54.23
Cecelia Klug	Lettuce	Food	\$ 11.96
KSB School Law	NPERS audit	Legal Service	\$ 522.00
Lisa Kulpers	Infant Toddler classroom	Growing Together Supplies	\$ 75.90
Lisa Kuipers	Data retreat	GT Travel Expenses	\$ 20.07
Lakeview	Gift certificates	Student Incentives	\$ 250.00
Larry's Heating And Cooling	Furnas repair	Teacherage Purchased Service	\$ 143.72
Stephanie Lowery	Sub 10/30, 10/17, 10/26	Travel Elementary	\$ 48.15
Mastercard Service Center	Hotel for 21st CCLC conference	21st CCLC Travel Expenses	\$ 279.89
Mastercard Service Center	Water heater	Teacherage Supplies	\$ 767.62
Mastercard Service Center	Board meeting	Supplies	\$ 47.50
Mastercard Service Center	Pickup bus	Gas And Oil	\$ 71.21
Mastercard Service Center	Cleaner for custodians	Custodial Supplies	\$ 273.63
Mastercard Service Center	Para conference fee	Board Dues and Fees	\$ 600.00
Mastercard Service Center	ELA Conference	Travel Secondary	\$ 74.99
Mastercard Service Center	Fuel	Gas And Oil	\$ 63.86
Mastercard Service Center	Tire Fee at Knox County	Miscellaneous Expenses	\$ 24.60
Mastercard Service Center	Hotel charges	Travel Expenses	\$ 2,651.20
Mastercard Service Center	Hotel charges	Travel Expenses	\$ 544.48
Mastercard Service Center	Hotel charges	Travel Elementary	\$ 544.48
Mastercard Service Center	Hotel	Travel Expenses	\$ 146.26
Mastercard Service Center	Hotel	Travel Expenses	\$ 292.52
Mastercard Service Center	Meal for para conference	SPED Travel Expenses	\$ 285.83
Mastercard Service Center	Pizza for students	Food	\$ 43.43
Mastercard Service Center	QB	Accounting & Auditing Service	\$ 13.95
Mastercard Service Center	Sanford Med Center	Board Dues and Fees	\$ 42.60
Mastercard Service Center	Red ribbon week	Student Incentives	\$ 209.72
Mastercard Service Center	Title I parent night activitie	Gen. Supplies Elem.	\$ 9.00
Matheson Linweld	Tank retanal	Gen. Supplies Sec.	\$ 17.36

Per our conversation, I have put together a comprehensive list of PRO-VISION part numbers and prices that, based on our earlier conversation, would be needed to meet your goals.

QUOTE # MASQ7089

PRO-VISION® 16 Channel Solid State Video Recording System Features:

- 16 Channels of HD Video & Audio
- 1080p True High Definition Video
- Rugged Solid State Design
- Wireless File Transfer
- 5 YEAR System Warranty
- LIFETIME SDXC Card Warranty
- GPS Route History
- Smart-Secure™ High Capacity Storage
- Unbeatable Value

PRO-VISION® 16 Channel Solid State Video Recording System Benefits:

- **Reliable**

...No Moving Parts or Hard Drive to Fail

- **Simple**

...Wireless Video Viewing

- **Affordable**

...More Features at a Lower Price

The following is pricing for your specific application:

(2-Camera) PRO-VISION® 16 Channel Solid State Video Recording Systems Include:

- DVR-808-64 1080p HD Base Kit with Single Camera [64GB] - \$760

I will follow up with you in a few weeks to answer any further questions you may have and get this order in process. In the meantime, don't hesitate to call me at the number below if you have any updates or changes to your system needs. Thank you again for your interest and have a safe day!

Warm Regards,



Jeremy Lamer

REGION MANAGER
TRANSIT GROUP

PRO-VISION® Video Systems

T: 800.576.1126 x370

F: 616.583.1522

www.provisionusa.com

SEEING IS SAFETY®

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NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION
455 South 11th Street, Suite B
Lincoln, NE 68508

AGREEMENT FOR SUPERINTENDENT SEARCH SERVICES:

This agreement is entered into between the Nebraska Rural Community Schools Association (hereinafter “NRCSA”) and the Board of SANTEE COMMUNITY SCHOOLS (hereinafter “the Board”).

TERMS OF AGREEMENT

I. Through its consultants, NRCSA will provide the Superintendent Search Services described below:

A. Planning Phase. NRCSA’s consultants will:

1. Meet with the Board to develop a comprehensive plan for the search process.
2. Develop a district profile, which includes the district’s strengths and challenges.
3. Develop a candidate profile, which includes desired characteristics and expectations for the Superintendent.
4. If desired by Board, develop a stakeholder engagement plan, which allows district staff and other designated stakeholders to participate in creating the district profile, assist in developing characteristics and expectations for the Superintendent, and/or participate in the interview process.
5. Identify initial elements of the Board’s proposed salary and benefit package for the Superintendent and research Superintendent compensation packages in comparable districts.
6. Develop a vacancy notice, which includes district demographics, an overview of the school’s features and performance, desired characteristics and expectations for the Superintendent, and outlines application procedures.
7. Develop a timeline with key target dates for each step of the selection process.

B. Recruiting and Screening Phase. NRCSA's consultants will:

1. Distribute the vacancy notice to school districts, colleges, ESU's, professional organizations, and other sources of applicants.
2. Advertise in the Omaha World-Herald and/or other appropriate media. The cost of advertising in the World-Herald and similar media is to be borne by the district with Board approval.
3. Actively seek out candidates that meet the Board's selection criteria.
4. Instruct candidates to complete a NRCSA application form and submit specified materials.
5. Compile applicant data including cover letter, application form, letters of reference, transcripts, etc.
6. Keep track of the status of each applicant.
7. Conduct initial reference checks on all applicants and more detailed reference checks on candidates being considered for recommendation as finalists.
8. Analyze each applicant's materials based on the district's candidate profile. Categorize candidates for Board consideration based on the extent to which they fit the district's candidate profile.

C. Finalist Selection Phase. NRCSA's consultants will:

1. Meet with the Board to review all applicants' files.
2. Prepare an applicant summary form for the Board which includes data for all applicants who have completed the application process. In addition, the application files of all candidates who have completed the process will be made available to the Board.
3. Make recommendations to the Board of potential finalists based on the results of the consultants' analysis of application materials and screening process.
4. Arrange for a qualified vendor, currently OneSource, to conduct background checks on finalists. NRCSA will arrange with the vendor to conduct a basic criminal background check (Check Plus level) and Department of Motor Vehicles check and provide a summary of the results to the Board.
5. Review comparable salary and benefit information with the Board.
6. If desired, share model Superintendent contract language with the Board for its consideration. However, an employment contract should be approved by the Board's attorney before being offered.

D. Interview Phase. NRCSA's consultants will:

1. Assist the Board in establishing interview and candidate visitation procedures.
2. Contact the finalists to schedule interviews.
3. Coordinate the interview day(s) with the Board and district staff.
4. Assist the Board, employee committee, and other stakeholder committees in developing interview questions.
5. Review appropriate interview procedures, including avoiding questions that are illegal or inappropriate.
6. Work with the Board to establish a means to evaluate each candidate.
7. Establish a process for employee and other stakeholder committees to submit appropriate input to the Board.
8. After the Board has made selection, contact non-selected candidates. Notify all applicants once the final selection is made.

E. Transition Phase. NRCSA's consultants will:

1. As desired, meet with new Superintendent and Board to plan a successful transition.
2. As desired, assist the new Superintendent in creating performance goals.
3. Coordinate with NRCSA to provide additional transition services, such as a Superintendent-Board Planning Workshop. These optional services are available for NRCSA members only.

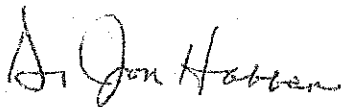
II. Fees and Expenses.

- A.** Services listed in Phases A through E with the exception of additional transition services are included in the reduced fee of **\$4,750** for Santee Community Schools. Expenses reimbursable to NRCSA include all actual **vacancy advertising expenses** and consultant **travel expenses** to the district for designated meetings, interviews, and transition services meetings. Travel expenses include mileage at the Nebraska DAS rate for one car from the location (average of both consultants' homes) to the district, and lodging expense for night meetings when distance or weather require overnight stays. Reimbursement for other unexpected expenses will only be sought with the approval of the Board.
- B.** Additional transition and/or planning services may be customized to the district's needs and a fee for such services, which are available to NRCSA members only, can be negotiated with the NRCSA Executive Director.
- C.** Payment to NRCSA will be in two installments: One-half of the base fee is due within 30 days after the agreement is signed; the remaining base fee and all expense reimbursement except those associated with transition services is due within 30 days of the hiring of the new Superintendent.

- III. Warranty.** In lieu of a warranty, NRCSA agrees to reduce its fee to Santee Community Schools to \$4,750, a reduction of \$500.
- IV. Legal Services:** NRCSA's consultants will endeavor to render services in full compliance with applicable law but will not undertake to provide legal advice to the Board. The Board is encouraged to involve its legal counsel with respect to issues arising under the Nebraska Open Meetings Act, the Nebraska Public Records Act, and the Superintendent's contract.
- V. Non-Discrimination:** The Association and the Consultants shall comply with all applicable local, state, and federal statutes and regulations regarding civil rights and equal opportunity employment in connection with all services rendered under the provisions of this Agreement. Neither the Association nor the Consultants shall discriminate against, or assist any client school district/Service Unit in discriminating against, any employee or applicant for employment because of his or her race, color, religion, sex, disability or national origin.
- VI. Signatures. In witness whereof the parties have signed and entered into this agreement.**

President, Santee Community Schools Board

Date



11-14-17

Nebraska Rural Community Schools Association

Date

Kristy Mackeprang

From: Steve Moose <stevmoose@gmail.com>
Sent: Tuesday, November 14, 2017 10:43 AM
To: Kristy Mackeprang
Subject: Stuff for Board

Here are my things for board meeting tonight.....

I have received official word from Coach Jones that this will be his final year as full time certified staff member. He did however mention that he would like to sub if he could. Anyway, I would like to present a request to you all. As you may know. We upgraded our gym floor this year. I would like to ask you all to consider one more. I would like to ask you all to join me in naming the gym floor after Coach Jones. We could call it "Coach Jones Court". He has been with us the entire life of this modern building. He taught and coached almost every student in this building if not all with this graduating class. I think its a way of saying Thank you from the school but also this entire community who still love to see him everyday.

I also have one more request. I would like you all to consider naming our library after Mrs. Illa Mackey. for all of us who remember her. She was a loving caring woman who loved our school and our children of Santee. Some of us had the opportunity to be taught and also work with her. I am yet to meet someone with the love and compassion she had to drive a academic work ethic as she did with the students she worked with.

Thank you for your consideration on these 2 request. I appreciate all the hard work you all put in to make our school great!!!

Please include in bud pkt.

Board & Administrator

SCHOOL BOARD MEMBERS

Editor: Jeff Stratton

Prevent board end meeting digression

When board discussion wanders, board meetings can drag on and on. That can lead to poor board decisions. Here are three ways for the president to better control meeting discussion:

1. A president's reminder. As president, let a long-winded speaker finish what she is saying, but then issue a reminder and direct the discussion back to the subject at hand.

2. Nip the problem in the bud. When everyone has something to say, remind the team that the president will give everyone a chance to speak, but that he will call on each person first.

3. Be ruthless about your meeting agenda. If a board member raises a new topic unrelated to the agenda, the president should suggest making an agenda request for a future meeting. ■

Avoid these common problems in superintendent evaluation

When the board gives the superintendent an evaluation, it's easy to fall into some traps. Here are five of them you don't want to stumble over:

1. Undo focus on a good or bad incident. It is easy to get hung up on a single issue, such as an employee complaint, and spend too much time on it.

2. Focus only on recent performance. This can happen if the board doesn't remind itself that the evaluation covers a full year. Keep a file full

of communication from the superintendent over the course of the year as a reminder.

3. Personal agendas dominate. Work to keep the process objective.

4. The sprung evaluation. The superintendent should be given the opportunity to read the evaluation prior to meeting to discuss it.

5. Poor communication. The board should be communicating with the superintendent about performance during the course of the year. ■

Board member: Ask the right questions about school safety

The board is responsible for providing a safe learning environment in the schools. So the question becomes: How should the board go about achieving this?

The best approach is to perform the board's oversight responsibility and ask some questions:

1. Does the district have policies and procedures related to building security? Are they re-

viewed regularly?

2. Do individual schools have security policies?

3. Do board policies support training for staff in the areas of school safety? Do we budget for this?

By asking your superintendent for this type of information and engaging in discussion around these issues, the board performs its oversight function. ■

PRINCIPAL
SANTEE COMMUNITY SCHOOL
206 FRAZIER AVE E
NIOBRARA, NE 68760



650280190



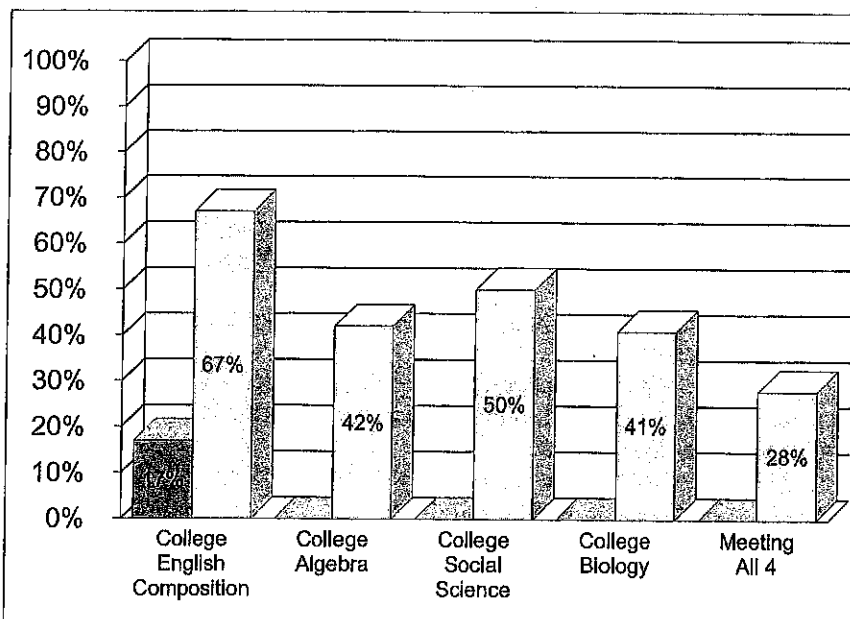
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	1	17,745	14.0	21.1	16.0	21.1	18.0	21.8	20.0	21.5	17.0	21.5
2014	3	17,768	11.7	21.3	14.0	21.1	13.0	22.0	13.7	21.7	13.3	21.7
2015	2	18,347	11.5	21.1	14.5	21.0	15.0	21.9	16.5	21.6	14.5	21.5
2016	8	18,598	13.5	20.9	14.1	20.8	15.1	21.8	16.1	21.5	14.6	21.4
2017	6	18,993	14.0	20.9	16.3	20.9	15.2	21.9	15.5	21.5	15.3	21.4

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

Your School
 State

A District College Readiness Letter has been sent to the Superintendent of the district.