

Board of Education RECHEDULED
Committee of the Whole Meeting

Isanti Community School -Dakota Conference
Room

Wednesday, March 16, 2022 @ 5:00 PM
Central

Isanti Community School

Sherri Henry: Absent

Stacy Johnson: Present

Anita LaPointe: Present

Steve Moose: Present

LindaRae Starlin: Present

Dewayne Wabasha: Absent

Present: 4, Absent: 2.

Dewayne Wabasha: Present

Present: 5, Absent: 1.

I. CALL THE MEETING TO ORDER - ROLL CALL

Absent: Sherri Henry, Dewayne Wabasha, **Present:** Stacy Johnson, Anita LaPointe, Steve Moose, LindaRae Starlin. Present: 4, Absent: 2.

II. REPORTS

II.A. Administrative Reports

Present: Dewayne Wabasha. Present: 5, Absent: 1.

II.B. Business Manager Report - Wade Adler

II.C. Elementary Principal - Cindy Nagel

II.D. Secondary Principal -Jessica Crossman

III. DISCUSSION ITEMS

III.A. Discussion of Regular Agenda Meeting Items

III.A.1. Board policies 3009, 3010, 3011, 3012, 3013, 3014, and 3015.

III.A.2. 2022 - 2023 School Calendar

III.A.3. Summer School Curriculum Lit Camp

III.A.4. 2022- 2023 Administrative Structure

III.A.5. Teacher Contracts

III.A.5.a. Nepthys Justo, MA+9 Step 15

III.A.5.b. Murray McGlone, BA +27 Step 12

III.A.6. Erate Project - Network Upgrade

IV. ADJOURN

It was moved by LindaRae Starlin and seconded by Stacy Johnson to Adjourn at 7:04 p.m.

Roll call vote: Passed

Sherri Henry: Absent, Stacy Johnson: Yea, Anita LaPointe: Yea, Steve Moose: Yea, LindaRae Starlin: Yea, Dewayne Wabasha: Yea

Yea: 5, Nay: 0, Absent: 1

Business Office Report – March Board Meeting

Over the last month we have been working on the following:

- Dawn/Wade
- Working out the kinks with the new timeclock
 - o We will go live with that starting Monday
 - o Available on a phone app
- Also working on a new Leave program to implement March 12th
- Setting up meetings and reservations for Professional Development
- Ruth and Emily
 - o Completed the Technology plan for 2022
 - o Completed the Civil Rights Data Collection for 2021
 - o Preparing for Pre-EBT in March
- Grants
 - o Finalizing reimbursements for the following:
 - Nebraska Child Care Stabilization Program
- Food Program
 - o Finalizing the paperwork for contracting out the food program
 - Should be set to publish next week
- Facilities
 - o Building Heating
 - Work is being done on various units...still!
 - Getting the parts in has been an issue
 - Working on a bid to heat the shop
 - I have one, would like another
 -
- Custodians
 - o Working with a new machine to provide a deeper clean to the restrooms

Santee Community Schools

Fund Audit Report (Consolidated)

Accounting Cycle: FY21-22; Begin Date: 09/01/2021; End Date: 08/31/2022; Account Type: Revenue and Expenditure; Account Expression: ([Fund] = "01"); Subtotal Element: Function; Beginning Balances: No; Add Budget Transactions: Yes; Add Encumbrance Transactions: No; Add Actuals Transactions: Yes

Account Type	Function	Total Budget	Total Actuals	Total Available
Expenditure	01100	\$2,132,550.00	\$978,390.89	\$1,154,159.11
	01125	\$2,900.00	\$0.00	\$2,900.00
	01160	\$429,000.00	\$225,655.87	\$203,344.13
	01190	\$164,000.00	\$89,157.58	\$74,842.42
	01200	\$1,574,900.00	\$675,850.41	\$899,049.59
	02120	\$82,000.00	\$40,201.31	\$41,798.69
	02130	\$121,000.00	\$30,531.54	\$90,468.46
	02141	\$100,000.00	\$50,625.00	\$49,375.00
	02151	\$90,000.00	\$47,687.12	\$42,312.88
	02161	\$10,000.00	\$4,863.12	\$5,136.88
	02171	\$0.00	\$349.25	(\$349.25)
	02190	\$200,000.00	\$43,304.91	\$156,695.09
	02213	\$5,000.00	\$2,250.00	\$2,750.00
	02220	\$112,500.00	\$54,117.09	\$58,382.91
	02230	\$143,000.00	\$179,399.18	(\$36,399.18)
	02310	\$187,000.00	\$54,865.15	\$132,134.85
	02320	\$179,835.00	\$83,361.07	\$96,473.93
	02330	\$15,000.00	\$7,367.07	\$7,632.93
	02410	\$631,200.00	\$269,869.96	\$361,330.04
	02490	\$15,000.00	\$0.00	\$15,000.00
	02510	\$1,171,000.00	\$482,009.56	\$688,990.44
	02515	\$75,000.00	\$32,556.02	\$42,443.98
	02530	\$1,500.00	\$759.06	\$740.94
	02610	\$734,000.00	\$285,127.95	\$448,872.05
	02620	\$2,000.00	\$1,147.12	\$852.88
	02650	\$1,200.00	\$668.16	\$531.84
	02710	\$241,400.00	\$36,589.41	\$204,810.59
	02712	\$2,800.00	\$0.00	\$2,800.00
	02732	\$0.00	\$9,793.56	(\$9,793.56)
	02900	\$17,000.00	\$5,984.46	\$11,015.54
	03100	\$0.00	\$0.00	\$0.00
	03541	\$178,200.00	\$53,055.48	\$125,144.52
	04525	\$2,000.00	\$0.00	\$2,000.00
	04600	\$75,000.00	\$69,664.00	\$5,336.00
	04700	\$10,000.00	\$1,100.00	\$8,900.00
	06200	\$145,500.00	\$74,896.07	\$70,603.93
	06212	\$120,700.00	\$57,287.26	\$63,412.74
	06408	\$30,000.00	\$14,883.00	\$15,117.00
	06700	\$6,000.00	\$1,950.00	\$4,050.00
	06968	\$41,100.00	\$13,203.77	\$27,896.23
	06992	\$24,000.00	\$0.00	\$24,000.00
	06997	\$170,000.00	\$0.00	\$170,000.00
	06998	\$234,500.00	\$99,199.95	\$135,300.05
	08000	\$227,419.00	\$0.00	\$227,419.00
Expenditure Total		\$9,705,204.00	\$4,077,721.35	\$5,627,482.65

**March Board Report
Elementary
Report Completed By: Cindy Nagel**

Preschool

- Kindergarten Roundup - March 4th potential 30 students next year

Achievement

- Math curriculum - piloting Bridges,
- Cultural Curriculum Committee - PK-12 (see handout)
 - Co. Chairs Mr. Thomas, Mr. Chambers
- Staff continue their PD
 - Step Up to Writing - implement a writing process
 - Restorative Practices - Bringing students together and mentoring restorative conversations
 - Number talks
 - Gradual Release - questions, cues, and prompts
- PLC - Teacher Clarity book - **6-12** focus on learning progressions
 - **K-5** focus on level of questioning and learning

Attendance -

- February attendance
 - PK - 83.00%
 - K-5 - 85.8%
- Letters for attendance are being sent out to set up meetings with caregivers.
- Truancy Officer interviews on Thursday

Activities

- March 10 -11 - Spring Break no school

March Board Report
High School/Middle School/Special Education
Report Compiled By: Jessica Crossman

Achievement

Middle School and High School:

Gradual release model: increase clarity in the classroom

Restorative practices: Looking into what is getting in the way of student success

- Input from students: more interactive lesson
- Solution: Transformation Tuesday and Interactive Fridays

Thinking about:

1. increasing attendance and building stamina for state testing
2. Summer School- Credit recovery options

Special Education:

The clarity in learning objectives: Weekly PLCs where we collaborate on goal writing and identifying individualized next steps

Thinking about: What could alternate placement look like in this building.

Attendance

High School: Jan. 72.39% February 68.07%

Middle School: Jan. 82.35% February 78.75%

Behaviors: November:111, December, 95, January 12, February 68

Activities

Prom: March 19th

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Isanti Community Schools Calendar

Board Approved _____
2022-2023

- July 28-29 Administrator Days
- Aug. 2-4 Teacher In-Service
- *** No School on Friday in the month of August.
- Aug. 8 First day of School, Fall Sports Practice
- Sept. 5 Labor Day
- Sept. 30 - Oct 1 LNI Volleyball
- Oct. 10 Native American Day
- Nov. 11 Veterans Day
- Nov. 23 12pm dismissal
- Nov. 24-25 Thanksgiving Break
- Dec. 14 -17 LNI Basketball
- Dec. 20 - Jan 3 Winter Break
- Jan. 4 Return to School
- Jan. 16 MLK Jr. Day
- Feb. 20 Presidents Day
- Mar. 10-14 Spring Break
- April 7 Good Friday
- April 10 Easter Monday
- May ?? Graduation
- May 11 Last Day of School
- May 29 Memorial Day

2022-2023 Grading Terms Summary			
Term	Dates	Student Days	Teacher Days
1st Quarter	Aug. 8 - Oct. 14	43	4
2nd Quarter	Oct. 11 - Dec. 20	44	0
3rd Quarter	Jan. 4 - Mar. 9	45	2
4th Quarter	Mar. 15 - May 11	40	5

School Starts August 8th Ends May 17th

School Day from 8:15 am - 3:30 PM

Green: Student Days, 172 total student days
Blue: Staff Development Days, 185 total staff days
Yellow: No School Days

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	1	2	3	4	5	6
5	8	9	10	11	12	13
4	15	16	17	18	19	20
5	22	23	24	25	26	27
2	29	30	31			

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3			1	2	3	4
5	5	6	7	8	9	10
5	12	13	14	15	16	17
4	19	20	21	22	23	24
2	26	27	28			

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3			1	2	3	4
4	5	6	7	8	9	10
3	12	13	14	15	16	17
5	19	20	21	22	23	24
5	26	27	28	29	30	31

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
4	2	3	4	5	6	7
4	9	10	11	12	13	14
5	16	17	18	19	20	21
5	23	24	25	26	27	28
30						

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
5		1	2	3	4	5
4	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

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9NQ 834384	1	Litcamp Plus Turquoise Bunk Grades 2-3	\$1,616.10	31%	\$1,118.00	\$1,118.00
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SubTotal	\$5,590.00
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Administrative Structure Isanti Community Schools 2022-23

This structure is being proposed to assist the Isanti Board of Education in achieving their roles and responsibilities and the goal of improved student achievement.

Theory of Action

We believe:

- That we can be a high achieving school district.
- Our students deserve a high quality education.
- Consistency and quality leadership is essential to reaching our goals as a district.
- The commitment and quality of personnel within our district will be able to successfully lead the district.

As a result we will take the following actions:

- Create an organizational structure that distributes leadership between three organizational functions.
- Distribute the superintendent duties throughout the three organizational functions.
- We will collaborate, communicate and reach consensus on major decisions.
- We will engage staff, the school board and the community to help us reach our goals.

These actions will result in:

- Improved outcomes for students
- High expectations for students
- Increased accountability
- Improved school culture and professional ethics
- Enhanced recruitment and retention of quality staff
- Strategic use of resources
- Consistency and alignment of expectations for curriculum, culture, and social and emotional learning PK-12.

Job Descriptions

Executive Director for Business & Operations

Mission, Vision and Goals

The Executive Director for Business and Operations will collaborate with the board in order to support the school's mission and vision.

Performance Indicators:

- Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- Plans, formulates, recommends and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district's mission or strategic plans

Standard II: Policy

The Executive Director for Business and Operations works collaboratively with the board to define, update and adopt effective and purposeful district policy.

Performance Indicators:

- Conducts all school business and decision-making within the parameters of NDE Rules and Regulations, state and federal laws, and board policy
- Files all reports required by state or federal law/regulations
- Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law

Standard III: Budget Planning and Management

The Executive Director for Business and Operations provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using and investing district resources to support effective instruction and improved student learning.

Performance Indicators:

- Educates and engages the board in discussion of the development of the budget, acting in accordance with rules and regulations, statute, and policy
- Leads budget planning process including forecasting potential revenue, expenditures, and needs to align with available resources and district mission, vision, and goals
- Establishes and maintains efficient procedures and effective controls for operations and all expenditures
- Administers the adopted budget in accordance with legal requirements and board policy
- Remains accountable to the board for utilization of fiscal and human resources
- Provides effective financial forecasting and long and short-term financial planning to support decision-making
- Ensures the upkeep and maintenance of all facilities, and in collaboration with the board, plans for long-range facilities maintenance and upkeep

- Ensures completion of an annual CPA audit in accordance with law, board policy, and prompt disclosure of findings to board and/or finance committee.

Standard V: Organizational & Cultural Leadership

The Executive Director for Business and Operations provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- Coordinates a responsive district crisis and safety plan
- Manages athletics

Standard VI: Community Relations

The Executive Director for Business and Operations establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- Represents the school district through effective public relations and engagement
- Develops and sustains purposeful community partners to support the educational needs of the district
- Establishes a visible presence and positive relationships with board members, parents, students, and community members

Standard VII: Professional Leadership

The Executive Director for Business and Operations models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups

Standard VIII: Board-Superintendent Relations

The Executive Director for Business and Operations collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- Coordinates the work of the board through collaborative problem-solving and decision-making
- Demonstrates support and respect for the board and board committee work
- Prepares for board adoption and distribution to the public an annual report as prescribed by law
- Maintains an appropriate and professional relationship with the board
- Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- Ensures all board members are informed with timely, consistent and open communication
- Prepares for and posts monthly board agenda.

Executive Director for Special Education & Secondary Education

Mission, Vision and Goals

The Executive Director for Special Education & Secondary Education will collaborate with the board in order to support the school's mission and vision.

Performance Indicators:

- Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals
- Engages internal and external stakeholders in the educational vision and priorities of the district
- Reviews the progress of the School Improvement Plan
- Leads the board in the development of a vision to support goals and long-range decision-making
- Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- Plans, formulates, recommends and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district's mission or strategic plans

Standard II: Policy

The Executive Director for Special Education & Secondary Education works collaboratively with the board to define, update and adopt effective and purposeful district policy.

Performance Indicators:

- Provides guidance to the board in the development of policy, adoption, and revisions
- Implements administrative protocol and procedures via effective and purposeful board policy

- Provides public access to district policy and ensures all handbooks aligned to board policy
- Ensures and monitors administrators in providing procedural enforcement and regulation
Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law

Standard IV: Educational Leadership

The Executive Director for Special Education & Secondary Education provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- Assumes the key educational leadership role by promoting a culture centered around students, curriculum and instruction to meet the needs of all students
- Promotes the engagement of parents and families as partners in the education of students
- Considers methods to advance programs and services to address the needs of the district
- Validates district is in compliance with NDE Accreditation requirements
- Informs the board of AQuESTT status for each building and the school district
- Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- Integrates the district-adopted instructional framework into certificated staff evaluations
- Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational & Cultural Leadership

The Executive Director for Special Education & Secondary Education provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- Resolves conflict and addresses social-emotional matters in a purposeful and timely manner

Standard VI: Community Relations

The Executive Director for Special Education & Secondary Education establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- Represents the school district through effective public relations and engagement
- Develops and sustains purposeful community partners to support the educational needs of the district
- Establishes a visible presence and positive relationships with board members, parents, students, and community members
- Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs

Standard VII: Professional Leadership

The Executive Director for Special Education & Secondary Education models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups
- Affords opportunities for staff to participate in professional development
- Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning

Standard VIII: Board-Superintendent Relations

The Executive Director for Special Education & Secondary Education collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- Coordinates the work of the board through collaborative problem-solving and decision-making
- Demonstrates support and respect for the board and board committee work

- Prepares for board adoption and distribution to the public an annual report as prescribed by law
- Maintains an appropriate and professional relationship with the board
- Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- Ensures all board members are informed with timely, consistent and open communication.

Executive Director for Curriculum & Instruction and Elementary Leadership

Mission, Vision and Goals

The Executive Director for Curriculum & Instruction and Elementary Leadership will collaborate with the board in order to support the school's mission and vision.

Performance Indicators:

- Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals
- Engages internal and external stakeholders in the educational vision and priorities of the district
- Reviews the progress of the School Improvement Plan
- Leads the board in the development of a vision to support goals and long-range decision-making
- Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- Plans, formulates, recommends and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district's mission or strategic plans

Standard II: Policy

The Executive Director for Curriculum & Instruction and Elementary Leadership works collaboratively with the board to define, update and adopt effective and purposeful district policy.

Performance Indicators:

- Provides guidance to the board in the development of policy, adoption, and revisions
- Implements administrative protocol and procedures via effective and purposeful board policy
- Provides public access to district policy and ensures all handbooks aligned to board policy
- Ensures and monitors administrators in providing procedural enforcement and regulation
Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law

Standard IV: Educational Leadership

The Executive Director for Curriculum & Instruction and Elementary Leadership provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- Assumes the key educational leadership role by promoting a culture centered around students, curriculum and instruction to meet the needs of all students
- Promotes the engagement of parents and families as partners in the education of students ©2019 Nebraska Association of School Boards - All rights reserved. Page 4
- Considers methods to advance programs and services to address the needs of the district
- Validates district is in compliance with NDE Accreditation requirements
- Informs the board of AQuESTT status for each building and the school district
- Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- Integrates the district-adopted instructional framework into certificated staff evaluations
- Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational & Cultural Leadership

The Executive Director for Curriculum & Instruction and Elementary Leadership provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- Resolves conflict and addresses social-emotional matters in a purposeful and timely manner

Standard VI: Community Relations

The Executive Director for Curriculum & Instruction and Elementary Leadership establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- Represents the school district through effective public relations and engagement
- Develops and sustains purposeful community partners to support the educational needs of the district

- Establishes a visible presence and positive relationships with board members, parents, students, and community members
- Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs
- First point of contact regarding community and business inquiries.
- Receives and responds to emails traditionally sent to superintendent.

Standard VII: Professional Leadership

The Executive Director for Curriculum & Instruction and Elementary Leadership models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups
- Affords opportunities for staff to participate in professional development
- Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning

Standard VIII: Board-Superintendent Relations

The Executive Director for Curriculum & Instruction and Elementary Leadership collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- Coordinates the work of the board through collaborative problem-solving and decision-making
- Demonstrates support and respect for the board and board committee work
- Prepares for board adoption and distribution to the public an annual report as prescribed by law
- Maintains an appropriate and professional relationship with the board
- Provides the board with facts, information, data, and recommendation for action to support informed decision-making

- Ensures all board members are informed with timely, consistent and open communication.
- First point of contact regarding community and business inquiries.