

Board of Education Regular Meeting, following
the Tax Request Hearing

Isanti Community School Library

Tuesday, September 13, 2022 @ 11:30 AM
Central

Isanti Community School

Sherri Henry: Absent

Stacy Johnson: Absent

Anita LaPointe: Present

Steve Moose: Present

LindaRae Starlin: Present

Dewayne Wabasha: Present

Present: 4, Absent: 2.

Stacy Johnson: Present

Present: 5, Absent: 1.

stacy at 11:51

Steve Moose: Absent

Present: 4, Absent: 2.

I. Call to Order and Pledge of Allegiance

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

II. **Nebraska Open Meetings Law**

III. **Roll Call**

IV. **Public Comment & Recognition of Guests**

The guest attending the meeting: Dr. Calvin Krogman; Redwing Thomas; Malaya Starlin; Marquis Tuttle; Leah Thomas; Nunpa Torrez; Natalie Torrez

V. **Approve Minutes of the August 2, 2022 Regular meeting of the Board and August 4, 2022 Board Retreat**

It was moved by Dewayne Wabasha and seconded by Anita LaPointe to approve minutes.

Roll call vote: Passed

Sherri Henry: Absent, Stacy Johnson: Absent, Anita LaPointe: Yea, Steve Moose: Yea, LindaRae Starlin: Yea, Dewayne Wabasha: Yea
Yea: 4, Nay: 0, Absent: 2

VI. **Treasurer Report**

VII. **Approve Outstanding Payables**

Present: Stacy Johnson. Present: 5, Absent: 1. stacy at 11:51

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to motion for payables.

Roll call vote: Passed

Sherri Henry: Absent, Stacy Johnson: Nay, Anita LaPointe: Yea, Steve Moose: Yea, LindaRae Starlin: Yea, Dewayne Wabasha: Yea
Yea: 4, Nay: 1, Absent: 1
Stacy Johnson: Nay

VIII. **Discussion Items**

VIII.A. Senior Trip 2023

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to approve destination to Hawaii for the 2023 senior trip.

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

VIII.B. Clothing Incentive for Students \$150-200

It was moved by Dewayne Wabasha and seconded by Anita LaPointe to approve a \$200 incentive for all students enrolled at Isanti Community School.

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

VIII.C. Staff Incentive - \$1,000-2,000

It was moved by Stacy Johnson and seconded by LindaRae Starlin to approve to pay \$2000 to each staff member by special payroll in appreciation for choosing employment with Isanti Community School.

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

VIII.D. Sparq annual tailgate party at the Embassy Suites before the Oklahome game on September 17th 8am-11am;

IX. Action Items

IX.A. Adopt 2022 - 2023 Budget

It was moved by Anita LaPointe and seconded by LindaRae Starlin to adopt the 2022 - 2023 Budget, which was presented at a hearing on September 13th, as presented with a change in the Lunch Fund to 535,000 of Budgeted Disbursements.

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

IX.B. Resolution Setting The Property Tax Request

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to approve resolution as presented.

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

IX.C. Recommended approval NASB Standard Superintendent and Principal Evaluation and purchase NASB tool for evaluation; Teacher Evaluation-Charlotte Danielson Framework

It was moved by LindaRae Starlin and seconded by Stacy Johnson to approve and adopt the on-line Superintendent & Principal evaluation tool from NASB. The Charlotte Danielson Framework for Teacher Evaluation..

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

IX.D. Add Business Manager (John Brazell) to all Isanti accounts: Credit Cards, Checking Savings, ACH and Farmers and Merchants State Bank. Authorized signers for Isanti Community School accounts for Farmers and Merchants State Bank:

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to Add Business Manager, John Brazell to all Isanti Accounts, Credit Cards, Checking, Savings, ACH and Farmers & Merchants State Bank. Authorize the following as signers on all Isanti Community School Accounts at Farmers and Merchants State bank: Dewayne Wabasha, Lindarae Starlin, Anita LaPointe, Stacy Johnson, Sherry Henry, Steve Moose, David J. Mroczek, John Brazell, Dawn Hefner.

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

IX.E. Recognize the Santee Education Association as the exclusive bargaining agent for 2022-23 contract year.

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to negotiate the 2-23-24 School year, with the SEA Bargaining Association..

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

IX.F. Isanti Community Schools (SANTEE) request their 1/2 of Annual State Aid.

It was moved by Stacy Johnson and seconded by LindaRae Starlin to the request to receive 1/2 of our Annual State Aid up front then 9 equal payments, one a month until June 2023.

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

IX.G. Rasmussen Maintenance Agreement 2022-23

It was moved by Stacy Johnson and seconded by Dewayne Wabasha to approve Rasmussen Maintenance Agreement for 2022-23.

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

X. Reports

X.A. Superintendent and Progress Plan Update

X.B. Elementary Principal and Secondary Principal

Absent: Steve Moose. Present: 4, Absent: 2.

Steve left at 12:37 p.m.

XI. ***Closed Session:** If, during the course of the meeting discussion of any item on the agenda should be held in closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

XII. **Adjourn**

It was moved by Dewayne Wabasha and seconded by LindaRae Starlin to adjourn at 12:45 p.m.

Roll call vote: Passed

Sherri Henry: Absent, Steve Moose: Absent, Stacy Johnson: Yea, Anita LaPointe: Yea, LindaRae Starlin: Yea, Dewayne Wabasha: Yea
Yea: 4, Nay: 0, Absent: 2

Isanti Community School

Sherri Henry: Absent
Stacy Johnson: Present
Anita LaPointe: Present
Steve Moose: Present
LindaRae Starlin: Present
Dewayne Wabasha: Present
Present: 5, Absent: 1.

I. Opening the Meeting

Absent: Sherri Henry, **Present:** Stacy Johnson, Anita LaPointe, Steve Moose, LindaRae Starlin, Dewayne Wabasha. Present: 5, Absent: 1.

I.A. Call to Order

I.B. Nebraska Open Meetings Law

I.C. Publication of Meeting

I.D. Roll Call

Sherri Henry discussion of unexcused absence according to policy can only miss two meetings in a row.

II. Public Comment

III. Approval of the Consent Agenda

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

It was moved by Stacy Johnson and seconded by Anita LaPointe to Stacy Johnson motioned and Anita LaPlante second the motion. DeWayne Wabasha was absent.

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

III.A. Minutes of the July 11, 2022 Committee of the Whole meeting and Regular meeting of the Board

III.B. Treasurer Report

III.C. Outstanding Payables

III.D. Resignation of Amanda Beeson Kindergarden Teacher

III.E. Policy 5035 and 5045 student discipline and student fees

IV. Reports

IV.A. Superintendent and Progress Plan Update

First Reading of Policies

5036...Lockers

5037..Student internet and computer access

5039 ..Fundraising

5040 ..Work permits

5041..Student Government

5042..Bulletin Boards

5043...School-sponsored Publication

IV.B. Elementary Principal and Secondary Principal

IV.C. Committee Reports

V. Discussion Items

- Open House for our School
- Board Retreat Agenda
- Coaches Handbook

VI. Action Items

Approve the Santee Education Association as their Negotiating Agent for the 2022-2023 School year

VI.A. Jessica Crossman Administrative Contract

It was moved by LindaRae Starlin and seconded by Anita LaPointe to Linda Rae Starlin motioned and Anita LaPointe seconded the motion to put Jessica Crossman on Step 1 of Administration pay scale, DeWayne Wabasha was still absent.

Roll call vote: Passed

Sherri Henry: Absent, Stacy Johnson: Nay, Anita LaPointe:
Yea, Steve Moose: Yea, LindaRae Starlin: Yea, Dewayne
Wabasha: Yea
Yea: 4, Nay: 1, Absent: 1
Stacy Johnson: Nay

VII. Approve the contract of Miranda Furher as our
Kindergarden Teacher and Early Childhood Director.....A Move
from the Stem Position

It was moved by Stacy Johnson and seconded by LindaRae
Starlin to Stacy Johnson motioned and Linda Rae Starlin
seconded the motion to accept the resignation of Amanda
Beeson with Supt Mroczek contacting the state. DeWayne
Wabasha was absent for this motion and vote.

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

VIII. Adjourn

*Closed Session: If, during the course of the meeting discussion
of any item on the agenda should be held in closed meeting,
the board will conduct a closed meeting in accordance with the
Nebraska Open Meetings Law.

It was moved by LindaRae Starlin and seconded by Stacy Johnson to at 12:26 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

Thursday, August 4, 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: Present

Present: 5, Absent: 1.

I. CALL THE MEETING TO ORDER - ROLL CALL

Absent: Sherri Henry, **Present:** Stacy Johnson, Anita LaPointe, Steve Moose, LindaRae Starlin, Dewayne Wabasha. Present: 5, Absent: 1.

II. DISCUSSION ITEMS

1. Discuss the upcoming School Year.....Principals Goals for SUCCESS

2. Discuss previous years consultant Ideas for Improvement within our school

3. Discuss NEW consultants and their ideas on moving forward with NDE

4. Discuss the Board's role in the process with NDE

5. Business Manager report on the finances of Isanti Schools

5. Any other items

Introduction of Natalie Torres and her job as our Truancy Officer. She shared how the position worked when she was on staff previously and h plans to help students.

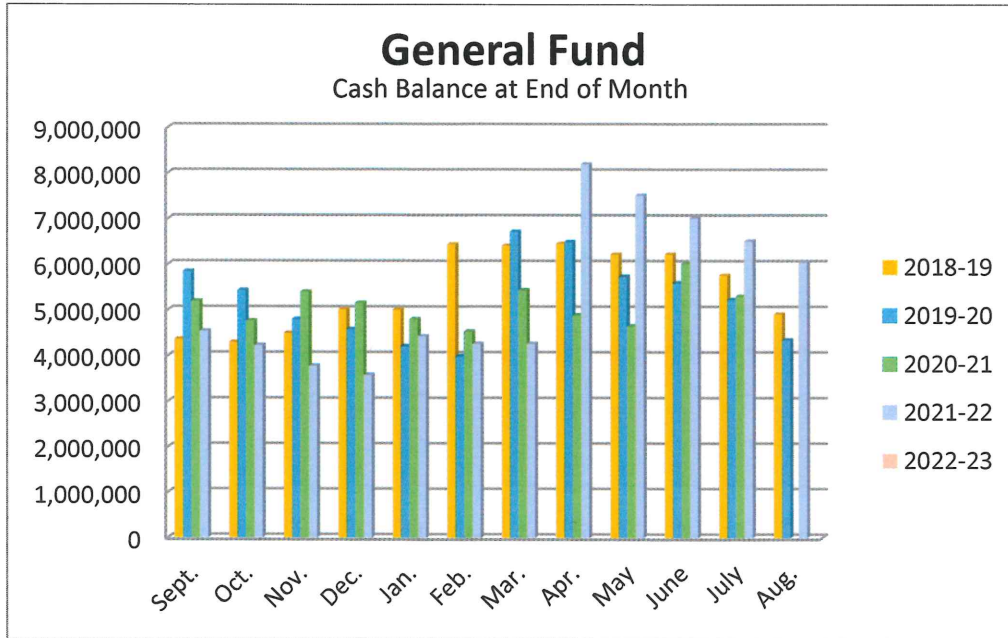
Board members shared concerns:

- addressed the absentees without our school and how they should be handled.
- Student Handbook states students must be in school by 9:00am.
- discussed how to handle the discipline within our school
- cell phone situation within the school for both students and staff; no pictures and texting of negative things about our school
- our atmosphere should be positive friendly and happy
- NDE, previous years and moving forward this year with anew attitude and structure
- Principals shared opening day with staff and open house
- Admin answered questions about school and classes

III. ADJOURN

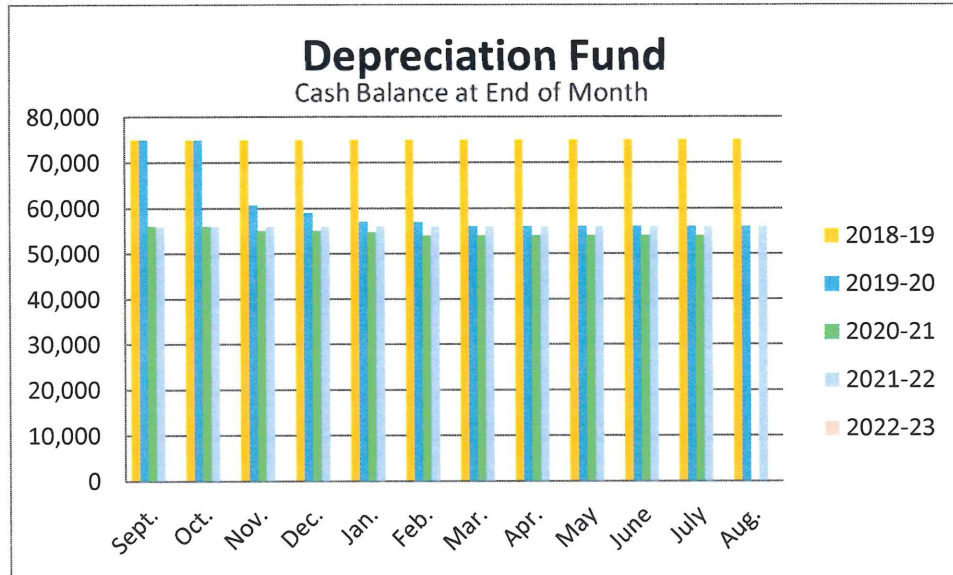
Adjourned at 9:30 pm

CASH BALANCE REPORT



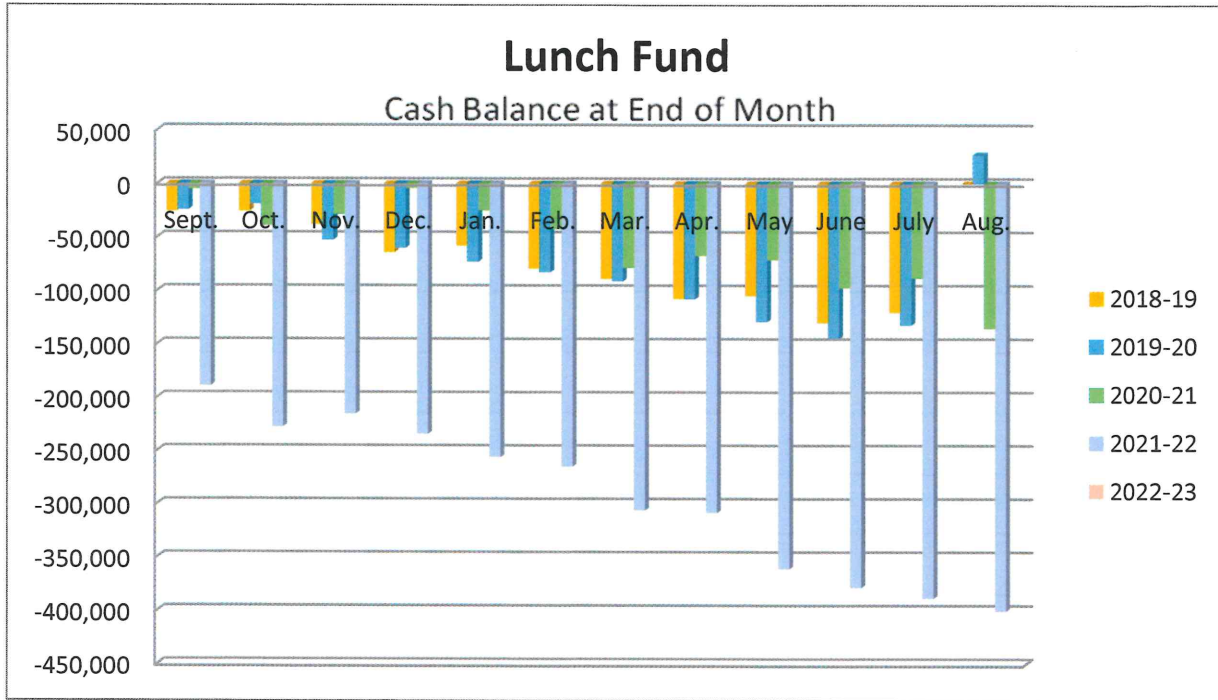
General Fund

	2018-19	2019-20	2020-21	2021-22	2022-23
Sept.	4,368,613	5,848,414	5,195,953	4,543,251	
Oct.	4,296,627	5,432,966	4,765,027	4,228,215	
Nov.	4,499,820	4,798,427	5,400,226	3,776,495	
Dec.	5,019,532	4,582,937	5,156,931	3,576,677	
Jan.	5,013,573	4,207,973	4,800,829	4,428,792	
Feb.	6,441,875	3,985,655	4,533,001	4,264,283	
Mar.	6,412,821	6,716,152	5,433,658	4,265,246	
Apr.	6,456,147	6,488,416	4,887,778	8,196,954	
May	6,225,187	5,732,696	4,646,789	7,509,128	
June	6,226,015	5,596,379	6,020,511	7,011,572	
July	5,766,178	5,233,114	5,300,894	6,511,907	
Aug.	4,914,425	4,347,318	4,765,708	6,049,538	



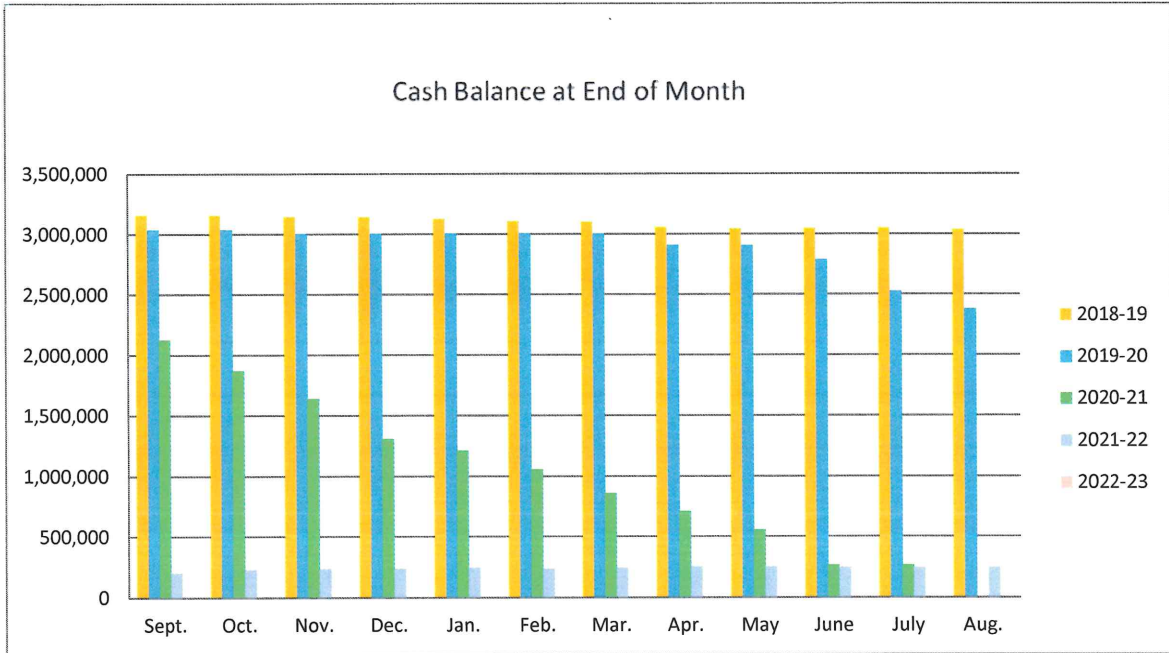
DEPRECIATION FUND

	2018-19	2019-20	2020-21	2021-22
Sept.	74,952	74,952	56,025	56,025
Oct.	74,952	74,952	56,025	56,025
Nov.	74,952	60,679	55,018	56,025
Dec.	74,952	58,901	55,018	56,025
Jan.	74,952	57,029	54,695	56,025
Feb.	74,952	56,960	53,963	56,025
Mar.	74,952	56,025	53,963	56,025
Apr.	74,952	56,025	53,963	56,025
May	74,952	56,025	53,963	56,025
June	74,952	56,025	53,963	56,025
July	74,952	56,025	53,963	56,025
Aug.	74,952	56,025	56,025	56,025



Food Service/Cafeteria

	2018-19	2019-20	2020-21	2021-22
Sept.	-25,648	-24,649	-5,144	-189,560
Oct.	-25,675	-19,282	-39,296	-227,960
Nov.	-38,247	-52,710	-28,729	-215,786
Dec.	-64,077	-60,394	-4,408	-234,685
Jan.	-58,013	-73,358	-25,237	-256,505
Feb.	-79,249	-82,833	-42,592	-265,209
Mar.	-88,852	-91,241	-78,477	-306,250
Apr.	-107,532	-108,017	-67,261	-308,613
May	-104,654	-129,021	-70,977	-361,138
June	-130,046	-144,967	-97,234	-378,624
July	-120,391	-132,358	-88,150	-388,601
Aug.	0	26,638	-135,395	-400,555



Building Fund

	2018-19	2019-20	2020-21	2021-22
Sept.	3,158,783	3,036,951	2,127,853	204,065
Oct.	3,156,486	3,037,339	1,870,817	230,660
Nov.	3,146,577	3,005,717	1,639,130	237,949
Dec.	3,142,649	3,006,100	1,308,370	239,703
Jan.	3,126,423	3,006,482	1,209,574	248,011
Feb.	3,104,946	3,006,839	1,057,947	238,798
Mar.	3,101,892	3,006,741	860,139	247,552
Apr.	3,055,552	2,906,235	710,191	255,523
May	3,043,245	2,904,863	556,918	255,218
June	3,046,172	2,788,872	269,109	249,749
July	3,046,559	2,525,274	269,159	247,732
Aug.	3,036,577	2,380,712	270,369	247,732

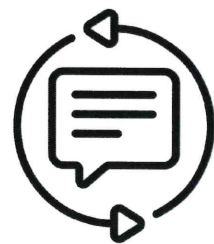
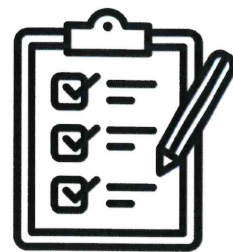
General Fund		
Amazon Corporate Line	supplies for all classrooms for fiscal	\$6,000.94
Apple Computer Inc.		\$790.00
bankcard	books/supplies	\$18,996.00
BLOOMS & BLING	flowers for Nurse of the Year	\$60.00
Brazell, John T	mileage for D.C. trip and per contract	\$810.38
Bullshoe, Tristin J	travel to and from school	\$575.00
Carhart Lumber Co	boards for new signs	\$215.92
Carlos Cariaga	design for booster club	\$450.00
Cash-Wa Distributing		\$40,558.98
Century Business Products Inc		\$557.74
Crofton Journal		\$40.00
Dakota Computing		\$2,661.83
Eakes Office Plus	Rolled over from FY21-22;	\$256.00
Eakes Office Plus	Rolled over from FY21-22;	\$3,959.94
Eakes Office Plus		\$2,764.57
Eakes Office Plus		\$1,627.40
Eakes Office Plus	copier meter reading	\$319.37
Eakes Office Plus	repair work	\$644.50
Ecolab Pest Elimination		\$163.11
Educational Service Unit #1	2022-23 Network Nebraska Annual	\$6,823.16
ESU #3	training for S. Bathke and B. McCain	\$250.00
ESU Coordinating Council		\$880.00
ESU Coordinating Council	business managers desk	\$2,522.00
Feather Hill Express		\$2,771.73
First Bank Visa Card	supplies /actiivtes	\$18,262.95
Follett Software Co		\$1,128.63
Fuhrer, Miranda M		\$108.75
Great Plains Communications		\$1,000.24
Guarantee Roofing & Sheet Metal, Inc.	roof repairs from A/C unit blown off	\$826.75
Hagge Glass	windshields for vehicles	\$1,415.56
Hansen Locksmithing	rekey doors and file cabinets	\$2,404.00
Heartland Fire Protection		\$1,053.95
Hefner Hardware		\$1,397.78
Hefner, Dawn	furniture for exchange teachers	\$70.00
Hometown Leasing	computer lease	\$137.86
Houghton Mifflin Company	Digital instructor book for ELS - MS	\$110.40
Hy Vee Yankton		\$1,750.00
Inland Truck Parts and Service		\$722.47
Intrado Interactive Services Corperation	school messenger	\$625.00
K & S Door Co Inc.,	garage door openers	\$128.00
Kayton International, Inc.	skid loader repair	\$413.87
Kopetskys Ace Hardware	chain saw chain	\$3.99
KSB School Law		\$4,793.00

Kuchar Electric	warming oven, daycare, stage outlet, smard board sw room, Apt 6 gfi, prep work for water heater daycare sink water heater	\$4,989.28
Lakeshore Learning Materials		\$1,128.93
Lakeview Resort	gas and certificates	\$751.26
Larson, James K	Supplies from menards for shop class	\$459.04
Lietzau Taxidermy	Native textiles class	\$715.70
Lindsay Water Conditioning		\$346.50
LineWize		\$2,998.00
Menards-Yankton		\$2,672.18
MIWRC-Minnesota Indian Women's Reso	Speaker Jan 5 & 6 fee and expenses	\$3,546.68
Mroczek, David J	to games, meetings, cell phone and reimbursement	\$801.78
NE Association Of School Board	NASB dues	\$1,015.00
Nebraska Council of School Administrator	Admin Days 2022	\$1,488.00
Nebraska Rural Community Schools Asso	NRCSA Membership Dues	\$850.00
North Central Public Power	includes #6 and #4	\$6,676.77
Open Up Resources	Rolled over from FY21-22;	\$669.93
Open Up Resources	Rolled over from FY21-22;	\$1,171.05
Open Up Resources	Rolled over from FY21-22;	\$1,171.05
Open Up Resources	Rolled over from FY21-22;	\$1,171.05
Pearson Education		\$292.50
Pease General Store		\$219.17
Quill Corporation	Rolled over from FY21-22;	\$252.42
Quill Corporation	supplies	\$1,120.98
Rasmussen Mechanical Services		\$1,130.65
Regional Technical Education Center, Inc.	CTE exploration classes santee school 22-23 school year	\$11,800.00
Sacred Hoops	21st Century	\$2,800.00
Santee Community School Petty Cash Ac	reimbursement for used office desk	\$122.40
Santee Grocery		\$1,381.25
Santee TeleCommunications	internet teacherage - supt/bus man	\$55.00
Santee Utility Commission		\$2,240.00
Schmeckpeper, Brooke M	supplies for class	\$57.13
School Health Corporation	Rolled over from FY21-22;Fall Order - its a quote so once approved I will submit it with PO #	\$65.57
School Outfitters	Rolled over from FY21-22;Structure Series Diamond Mobile Collaborative Whiteboard Table	\$1,810.96
Shi International Corp	Rolled over from FY21-22;New Laptops and additional hardware for central office. Order 1 of 4.	\$4,915.00
Shi International Corp	Rolled over from FY21-22;New Laptops and additional hardware for central office. Order 4 of 4.	\$4,915.00

Shi International Corp	Rolled over from FY21-22;cables need for the network project. this is not part of the erate -, but needed for the new switches	\$4,080.00
Shi International Corp	Rolled over from FY21-22;New Laptops and additional hardware for central office. Order 2 of 4.	\$1,672.00
Shi International Corp	Rolled over from FY21-22;New Laptops and additional hardware for central office. Order 3 of 4.	\$4,064.00
Sun*Flowers*Etc.	back to school welcome	\$804.61
Tangeman Plumbing	installing new cabinet,sink, faucet for new nursery room(weekend) Reg 105 Labor getting and install tankless water heater for new nursery & installing new faucet in daycare lunch room service charge to job site	\$3,631.55
Teaching Strategies Inc.		\$1,083.50
Thomas, Redwing		\$527.06
Thompson 1		\$560.00
Titlewave	Rolled over from FY21-22;Total for the order is \$417.58	\$211.72
Tree Top Products	benches for football field	\$1,796.55
Victors Service		\$229.45
Wells Fargo Vendor Fin Serv	kyocera copiers	\$399.87
Yankton Daily Press and Dakotan		\$2,030.48
		\$217,942.79
Activities		
Tori Tuttle	Homecoming	810.00
Bianca White	Homecoming	500.00
Lou's Sporting goods	Athletics	3506.48
Nebraska Sports	Athletics	444.00
chestermans	Cheer Committee	281.75
chestermans	Concessions	143.00
Hefner Hardware	Athletics	870.56
D. Mroczek	mileage/athletics	282.50
Byron Tuttle	gas reimbursement	20.00
Blooms and Bling	Cheer Committee	74.90
Stuart Public School	NVC Dues/Athletics	500.00
		7433.19
Building		
Mackey Concrete	Between S. Building	27500.00
Menards	Fball Field/Parking Lot	617.69
Hefner Ace Hardware	Teacherage 3,5 & 8	19016.23

		47133.92
TOTAL		\$272,509.90

ISANTI COMMUNITY SCHOOLS TEACHER EVALUATION



Approved: 9/13/22



Santee Community Schools 2021/2022 Teacher Evaluation Form

Teacher:

Evaluator:

Date:

1 2 3 4

Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
Element #1: Knowledge of content and the structure of the discipline.				
Element #2: Knowledge of students' skills, knowledge, and language proficiency				
Element #3: Knowledge of students' interests and cultural heritage				
Element #4: Knowledge of students' special needs				
Element #5: Instructional outcomes have value, sequence, and alignment				
Element #6: Instructional outcomes are suitable for diverse learners				
Element #7: Demonstrates knowledge of resources for classroom use				
Element #8: Demonstrates knowledge of resources to extended content _____ knowledge and pedagogy _____				
Element #9: Designs coherent instruction with appropriate learning activities _____ and contains appropriate materials and resources _____				
Element #10: Instruction has appropriate lessons and unit structure				
Element #11: Student assessments are designed according to standards, _____ instructional outcomes, and makes plans using their results _____				

Domain 1: Comments	

*Charlotte Danielson Framework

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
Element # 1: Teacher has appropriate interaction with students				
Element #2: Teacher allows appropriate student to student interactions				
Element #3: Teacher has established the importance of the content				
Element #4: Teacher has high expectations for learning and achievement				
Element #5 Teacher manages transitions				
Element #6: Teacher manages materials and supplies				
Element #.7 Teacher manages noninstructional duties				
Element #8: Teacher has established classroom expectations				
Element #9: Teacher monitors student behavior and responds when _____ necessary				
Element #10: The classroom is safe and accessible to all students				

Domain 2: Comments

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Domain #3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
Element #1: Teacher communicates the expectations for learning				
Element #2: Teacher directions and procedures are clear to all students				
Element #3: Teacher uses appropriate oral and written language				
Element #4: Teacher uses higher level thinking questions to ensure _____ appropriate discussions are occurring _____				
Element #5: Teacher uses appropriate discussion techniques				
Element #6: Teacher engages students in activities and assignments				
Element #7: Instructional materials and resources are suitable				
Element #8: Teacher has communicated assessment criteria				
Element #9: Teacher monitors student learning and gives appropriate _____ feedback to students _____				
Element #10: Teacher is flexible and adjusts lessons				
Element #11: Teacher uses different approaches to teaching when necessary				
Domain 3: Comments				

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Element #1: Teacher assesses their lessons for accuracy				
Element #2: Teacher effectively monitors student progress in learning				
Element #3: Teacher provides information about instruction to parents and provides information about students progress				
Element #4: Teacher has quality relationships with colleagues				
Element #5: Teacher participates in school and district projects				
Element #6: Teacher engages in professional development				
Element #7: Teacher is receptive to feedback from colleagues				
Element #8: Teacher shares knowledge with others				
Element #9: Teacher displays integrity and ethical conduct				
Element #10: Teacher is in compliance with school and district regulations				

Domain 4: Comments

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Summary and Sign off Page

Summary Comments:

Evaluators

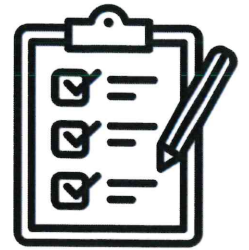
Date

Teacher

Date

By signing this, the teacher only acknowledges that he/she has read this evaluation and may not be in agreement. The teacher may attach a rebuttle to this document.

ISANTI COMMUNITY SCHOOLS SUPERINTENDENT EVALUATION



Approved: 9/13/22





Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						





Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						





Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*



Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						





Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						





Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						





Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

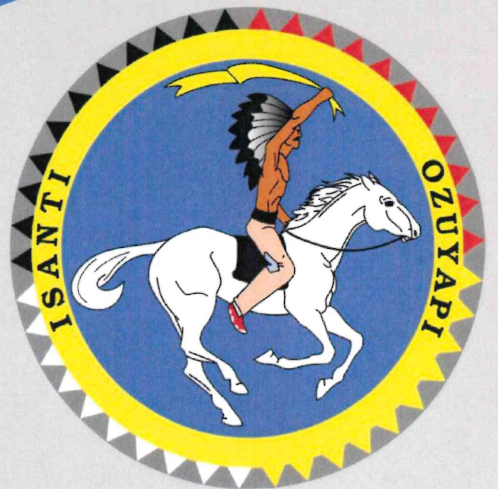
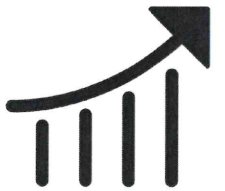
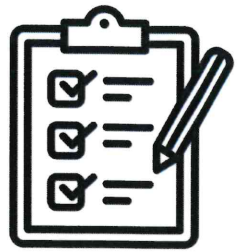
(Date)

(Signature of Board President)

(Date)



ISANTI COMMUNITY SCHOOLS PRINCIPAL EVALUATION



Approved: 9/13/22



PRINCIPAL OR SCHOOL /DISTRICT ADMINISTRATOR FORMATIVE/SUMMATIVE EVALUATION

 District Name: [Click here to enter text.](#)

ADMINISTRATOR INFORMATION

 Principal/Administrator name: [Click here to enter text.](#)

 Assignment: [Click here to enter text.](#)

 School(s)

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

 Evaluator: [Click here to enter text.](#)

 School Year: [Click here to enter text.](#)

- Probationary
- Year 1
 Year 2
 Year 3 (Locally determined)
- Semester 1 (Formative-Ratings required)
 Semester 2 (Summative-Ratings required)

- Permanent
- Formative (Ratings optional)
 Summative (Ratings required)

Part I: Nebraska Effective Practices. Probationary principals or school/district administrators are rated on the Effect Practices each semester based on at least one formal on-site observation and such other observation data or artifacts as ma been collected. Permanent administrators are rated on the Effective Practices at the end of their summative year.

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.
<input type="checkbox"/> Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.
<input type="checkbox"/> Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-
<input type="checkbox"/> Unsatisfactory	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

[Click here to enter text.](#)

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student’s academic success and well-being.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student’s academic success and well-being.
<input type="checkbox"/> Proficient	The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student’s academic success and well-being.
<input type="checkbox"/> Basic	The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student’s academic success and well-being is not fully realized.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community. The principal fails to build support for the school’s vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student’s academic success and well-being.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

Click here to enter text.

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school effectiveness.
<input type="checkbox"/> Proficient	The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.
<input type="checkbox"/> Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.
<input type="checkbox"/> Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.

Narrative Feedback (Required for Basic or Unsatisfactory rating)

Click here to enter text.

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student’s academic success and well-being.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.
<input type="checkbox"/> Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
<input type="checkbox"/> Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text	

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school’s vision and core values.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
<input type="checkbox"/> Proficient	The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.
<input type="checkbox"/> Basic	The principal’s understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school’s vision and core values. The teachers and support staff are not yet formed into an effective professional community.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school’s vision and core values. The principal’s personnel practices are ineffective, and a high functioning professional community has not been formed.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal’s highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.
<input type="checkbox"/> Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.
<input type="checkbox"/> Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal’s understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Proficient	The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Basic	The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.
<input type="checkbox"/> Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.
<input type="checkbox"/> Basic	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES:

Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- Plan for Improvement (Optional)
- Plan for Assistance attached (required for rating “Unsatisfactory”)

Part II: Principal/Administrator Action Plans. Combined rating.

For probationary principals/administrators, Action Plans are reviewed during the first semester evaluation conference and rated during the second semester evaluation conference. For permanent administrators, Action Plans are reviewed at the annual conference

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> Proficient	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> Basic	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> Unsatisfactory	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.
Narrative Feedback (Required for Basic or Unsatisfactory rating)	
Click here to enter text.	

- Plan for Improvement attached (Optional)
- Plan for Assistance attached (required for rating "Unsatisfactory")

|

Part III: Individual Professional Development Plan. (Attach plan)

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
<input type="checkbox"/> Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Unsatisfactory	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Comments (Required for Basic or Unsatisfactory rating):	
Click here to enter text.	

- Plan for Improvement attached (Optional)
- Plan for Assistance attached (required for rating "Unsatisfactory")

Part IV: Local District Standards (Optional). Local standards may be evaluated in either or both semesters.

Local District Standards Meets District Standards	Meets District Standards	
<input type="checkbox"/>	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Part V: Overall Rating - An overall rating is provided in the second semester conference only for probationary principals/administrators. For permanent administrators, an overall rating is provided at the final conference of the summative year.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.
<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Evaluator's Comments:
Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- Plan for Improvement (Optional)
- Plan for Assistance

Principal/Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

September 8, 2022

Santee Community School
Board of Education
206 E Frazier Ave.
Niobrara, NE 68760

Dear Santee Community School Board Negotiations Committee:

The Santee Education Association requests that the school board of the Santee Community School take action to recognize Santee Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2023-24 contract year (negotiations to be held in the 2022-23 school year).

Additionally, the Santee Education Association requests that the school board of the Santee Community School take action to recognize Santee Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2024-25 contract year (negotiations to be held in the 2023-24 school year). It is customary for these approvals to be done a year in advance of negotiations, and this action would put us on track with other districts in the region.

Please direct your response to the undersigned, and thank you for your consideration to this matter.

Best regards,

Dr. Calvin Krogman
President, Santee Education Association

BOARD RESOLUTION
OF
ISANTI COMMUNITY SCHOOLS (SANTEE)

We, the undersigned, being all the Directors of Isanti Community Schools (Santee), organized and existing under the laws of Nebraska, and having its principal place of business at 206 Frazier Ave E Village of Santee, Niobrara, Nebraska 68760 (the "Corporation"), hereby certify that the following is a true and correct copy of a resolution duly adopted at a meeting of the Directors of the Corporation duly held and convened on September 13, 2022, at which a quorum of the Board of Directors was present and voting throughout, and that such resolution has not been modified, rescinded or revoked, and is at present in full force and effect:

Therefore, it is resolved:

Pursuant to State Statute Section 79-1033, 1,995,147.00 Isanti Community Schools To receive 1/2 of our Annual State Aid up front then 9 equal payment one a month until June 2023

DIRECTORS

Steve Moose
President

Date

ATTEST (SECOND OFFICER)

Stacy Johnson
Vice President

Date

Circle this L.S. as there is no corporate seal.

CERTIFICATE OF SECRETARY

The Secretary of the Corporation hereby certifies that he/she is the duly elected and qualified Secretary of Isanti Community Schools (Santee) and certifies that the above is a true and correct

record of the resolution that was duly adopted by the Directors of the Corporation on September 13, 2022.

Linda Rae Starling
Secretary



MECHANICAL MAINTENANCE

IT'S HOW YOU SAVE MONEY

REDUCE YOUR OPERATING COSTS

REGAIN CONTROL OF YOUR EQUIPMENT

MORE TIME TO FOCUS ON YOUR BUSINESS

Prepared For:

Dave Mroczek
SANTEE PUBLIC SCHOOLS
206 Frazier Ave. E.
NIOBRARA, NE - 68760

IMPORTANT CONTACTS

Dave Mroczek,

At Rasmussen Mechanical Services, we are dedicated to understand your business and its goals. Through your support, we have built a maintenance agreement to provide your facility with safe, responsive, and cost efficient solutions.

This program gives you the power back to manage your business!

To the right, is your list of important contacts. Refer to the How I can help section to learn how each contact can be of service in the most responsive fashion.

I am personally thankful for the opportunity to be of service,

Curt Moss

Account Manager

Name: Curt Moss

How I Can Help: I am your main point of contact. You can reach out to me whenever you would like. I can assist you in determining additional services, repairs, and customer support.

Phone: +1 4029818927

Email: curt.moss@rasmech.com

Dispatcher

Name: Mike Wood

How I Can Help: I am your service dispatcher. I can help with service schedules, invoices, and work order history.

Phone: (708) 935-1909

Email: mike.wood@rasmech.com



PROGRAM OVERVIEW

Scope of Work

The scope of this Agreement includes **HVAC, Electrical, and Mechanical** Preventative Maintenance coverage on the listed equipment in **Quarterly** visits as defined below and as listed per tasking sheets.

Each visit includes heating and/or cooling preventative maintenance as seasonal conditions require.

Work has been quoted and shall be performed during normal business hours M-F.

Below is the inspection frequency schedule:

RTU's (Large Rooftop Units) = Semi-Annual Inspections + Summer/Winter filter changes

AHU's (Air Handlers) = Semi-Annual Inspections + Summer/Winter filter changes

MAU's (Make-Up Air Units) = Semi-Annual Inspections + Summer/Winter filter changes

CU's (Condenser Units) = Semi-Annual Inspections & Coil Cleanings

VAV's (Classroom Ceiling Units) = Semi-Annual Inspections + Summer/Winter filter changes

EXF's (Exhaust Fans) = Semi-Annual Inspections with Annual belt changes

Schedule Breakdown: This is the amount of time per service for 1 Technician. If we send more than 1 tech, the time will be divided between them.

Semi-Annual Inspections = 5 Days X 2 Technicians each visit including travel

Summer/Winter Filter Changes = 2-3 Days X 1 Technician each visit including travel

***So there are 24+ Days of total service throughout the year

Rasmussen will provide filters for the scheduled changes and that is included in this PM pricing.

We will make client aware of equipment issues when performing our PM's, so they can be addressed internally or scheduled to be repaired on a T&M basis.

The client will receive a service report consisting of a summary of findings and completed task sheets. These will be available within a few days of service completion and after sufficient time for Rasmussen review.

PROGRAM OVERVIEW

Agreement Terms

This Agreement is to commence on 2022-10-01 and continue for a term of 1 year. Contract is set to expire on 2023-09-30. Payments are to be made on Semi-Annual intervals. Seller's Terms and Conditions can be found at <https://www.rasmech.com/terms>.

**Please note, this agreement does not include any sales and/or use tax.*

Program Investment

Year One

THIRTY-EIGHT THOUSAND, SEVEN HUNDRED NINETEEN DOLLARS.....\$38,719.00

Discounts

***As a contract customer you will receive a 10% Discount which is included in this pricing!

For Approval

Print Name

Signature for Approval

Date Accepted

Purchase Order # (If applicable)

COVERED EQUIPMENT

Below is the list of equipment covered under the Agreement Terms of this Proposal.

NAME	TYPE	MFG NAME	MODEL	SERIAL
AHU-21 - SOUTH BLDG	Air Handler	-	-	-
AHU-22 - SOUTH BLDG	Air Handler	-	-	-
AHU-HPCU-1	Air Handler	-	-	-
AHU-R-1N	Vav / Fan Powerd Box	-	-	-
AHU-R-1S	Vav / Fan Powerd Box	-	-	-
AHU-R-2N	Vav / Fan Powerd Box	-	-	-
AHU-R-2S	Vav / Fan Powerd Box	-	-	-
AHU-R-3N	Vav / Fan Powerd Box	-	-	-
AHU-R-3S	Vav / Fan Powerd Box	-	-	-
AHU-R-4N	Vav / Fan Powerd Box	-	-	-
AHU-R-4S	Vav / Fan Powerd Box	-	-	-
AHU-R-5N	Vav / Fan Powerd Box	-	-	-
AHU-R-5S	Vav / Fan Powerd Box	-	-	-
AHU-R-6N	Vav / Fan Powerd Box	-	-	-

NAME	TYPE	MFG NAME	MODEL	SERIAL
AHU-R-6S	Vav / Fan Powerd Box	-	-	-
AHU-R-7M	Vav / Fan Powerd Box	-	-	-
AHU-TL	Vav / Fan Powerd Box	-	-	-
AHU1 - MECH ROOM	Air Handler	-	-	-
CU-21 - SOUTH BLDG	Condenser	-	-	-
CU-22 - SOUTH BLDG	Condenser	-	-	-
CU2 - KITCHEN UNIT	Condenser	JOHNSON CONTROLS	J20YCC00A4AAB 4	N2G0941726
CU3 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
CU4 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
CU5 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
CU6 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
CU7 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
CU8 - COMMONS AREA	Condenser	TOSHIBA CARRIER	MMY- MAP0964FT6UL	-
EXF-1 - ROOF	Exhaust Fan	-	-	-
EXF-2 - ROOF	Exhaust Fan	-	-	-
EXF-3 - ROOF	Exhaust Fan	-	-	-
EXF-4 - ROOF	Exhaust Fan	-	-	-
EXF-5 - ROOF	Exhaust Fan	-	-	-
EXF-6 - ROOF	Exhaust Fan	-	-	-
EXF-7 - ROOF	Exhaust Fan	-	-	-

NAME	TYPE	MFG NAME	MODEL	SERIAL
EXF-8 - ROOF	Exhaust Fan	-	-	-
EXF-9 - ROOF	Exhaust Fan	-	-	-
HPCU-1 - CONDENSER	Condenser	YORK - JOHNSON CONTROLS	THE36B32SA	W2C0696386
MAU-3 - KITCHEN UNIT w Cooling	Makeup Air Unit	HASTINGS HVAC	HRCH-15D	59735
MAU1	Makeup Air Unit	REZNOR	-	-
MAU2	Makeup Air Unit	REZNOR	-	-
RTU1	Packaged Unit	TRANE	YCH300E4HOBB	103510706D
RTU10	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	-
RTU11	Packaged Unit	LENNOX	LGH102H4BS4G	5620G00764
RTU12	Packaged Unit	LENNOX	LGH092H4BS4G	5620G00762
RTU13	Packaged Unit	LENNOX	LGH048H4EU5G	5620G01193
RTU14	Packaged Unit	LENNOX	LGH156H4BS5G	5620G00628
RTU15	Packaged Unit	LENNOX	LGH180H4BS4G	5620G00625
RTU16	Packaged Unit	LENNOX	LGH120H4BM4G	5620G00546
RTU17	Packaged Unit	TRANE	OAGD180A3- C1A1A0CC- A2H00AF8BC- C30B0A4A0	OA262904-1-1
RTU18	Packaged Unit	JOHNSON CONTROLS	J18ZFN40R4C5B AA2A1	N2G0956949
RTU19	Packaged Unit	LENNOX	LGH072H4BH4G	5620G01192
RTU20	Packaged Unit	ADDISON	PROA150C2B4D	200309401001
RTU3	Packaged Unit	LENNOX	KGB06054DS4Y	5620E04138
RTU4 - COMMONS AREA	Energy Recovery Unit	MicroMetl	EVKGEED49D0G FAEFUV	-
RTU5	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	N2F0912524

NAME	TYPE	MFG NAME	MODEL	SERIAL
RTU6	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	-
RTU7	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	-
RTU8	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	-
RTU9	Packaged Unit	YORK - JOHNSON CONTROLS	J03XNE15A2A5B AA2B1	-

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Air Handler(s)** listed equipment below.

AHU1 - MECH ROOM

- Examine filter section - Change filters
- Examine control panel (if applicable)
- Check contactors/starters (if applicable)
 - Test gas train operation- seasonal
- Examine gas burner section- seasonal
 - Check supply fan and housing
- Examine filter section - Change filters
- Examine electrical components and tighten electrical
 - Examine control setpoints & safeties
 - Check safeties - seasonal
- Examine heat exchanger if applicable- seasonal
 - Examine fan
- Examine filter section - Change filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Air Handler(s)** listed equipment below.

AHU-21 - SOUTH BLDG

- Examine filter section - Change filters
- Examine control panel (if applicable)
- Check contactors/starters (if applicable)
 - Test gas train operation- seasonal
- Examine gas burner section- seasonal
 - Examine fan
- Examine filter section - Change filters
- Examine control panel (if applicable)
- Check contactors/starters (if applicable)
- Inspect drain line & pan - Clean as necessary
 - Check supply fan and housing
- Examine filter section - Change filters

AHU-22 - SOUTH BLDG

AHU-HPCU-1

- Examine electrical components and tighten electrical
 - Examine control setpoints & safeties
 - Check safeties - seasonal
- Examine heat exchanger if applicable- seasonal
- Inspect drain line & pan - Clean as necessary
 - Check supply fan and housing
- Examine electrical components and tighten electrical
 - Examine control setpoints & safeties
 - Check safeties - seasonal
 - Examine fan
- Examine filter section - Change filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Makeup Air Unit(s)** listed equipment below.

MAU-3 - KITCHEN UNIT w Cooling

MAU1

- Examine filter section & Change filters
 - Check all safety controls
 - Check unit voltage
 - Examine control set points & safeties
 - Examine inlet air hood
- Check and clean outside air intake screens
- Lubricate bearings - as applicable for Non-Sealed bearings
 - Check alignment of all sheaves and fans
 - Check unusual noises/vibrations
 - Examine gas train & Check for gas leaks
 - Clean burner
 - Inspect heat exchanger - as applicable
 - Examine filter section & Change filters

MAU2

- Check electrical disconnect
- Check starters and contact surfaces
 - Examine control panel
- Check operating temperatures
 - Examine inlet air dampers
- Inspect bearings for wear and deterioration.
- Check belts and sheaves of all fans - (as applicable)
 - Examine discharge air dampers
- Examine electric heaters - as applicable
 - Examine gas burner section
 - Clean flame sensor and igniter
- Examine filter section & Change filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Packaged Unit(s)** listed equipment below.

RTU1

RTU11

RTU12

RTU16

RTU18

RTU20

- | | |
|--|--|
| <ul style="list-style-type: none"> • Change Filters • Measure volts/amps of compressor 2 (if applicable) • Measure volts/amps of condenser fan motor 2 (if applicable) <ul style="list-style-type: none"> • Check contactor(s) • Check compressor suction pressures (each circuit) <ul style="list-style-type: none"> • Check compressor superheat (each circuit) • Check all safety controls • Lubricate fan and motor bearings - as applicable for Non-Sealed bearings <ul style="list-style-type: none"> • Check cap tubes/piping for chafing • Check fan wheels - clean, as required • Examine drain line & pan heating - (as applicable) - Clean and flush <ul style="list-style-type: none"> • Check all belts, where applicable • Check fan sheave alignment • Check all motors for excessive play in the shaft • *All burner and gas train checks = As applicable <ul style="list-style-type: none"> • Check combustion fan - (if applicable) • Examine gas train & check for gas leaks <ul style="list-style-type: none"> • Clean burner • Inspect heat exchanger - as applicable • Check ignition system for proper operation - (if applicable) • Check and clean pilot assembly - (if applicable) • Clean condenser coils - As necessary as seasonal conditions allow • Clean Outdoor Inlet Screens - washable filters <ul style="list-style-type: none"> • Change Filters | <ul style="list-style-type: none"> • Measure volts/amps of compressor 1 • Measure volts/amps of condenser fan motor 1 • Measure volts/amps of blower fan motor 1 <ul style="list-style-type: none"> • Clean evaporator coil • Check compressor discharge pressures (each circuit) <ul style="list-style-type: none"> • Check compressor subcool (each circuit) • Inspect condition of all fan/motor bearings <ul style="list-style-type: none"> • Clean condenser coils • Check for oil/refrigerant leaks • Check and clean condensate pans • Verify that all wire terminal connections are tight <ul style="list-style-type: none"> • Check fan sheave wear • Check the bearing supports, set screws and the blower hub set screws for tightness <ul style="list-style-type: none"> • Check motor supports & hold-down bolts • Inspect burner assembly / clean - (if applicable) • Check for proper burner operation - If Applicable <ul style="list-style-type: none"> • Examine gas burner section • Clean flame sensor and igniter • Check all safeties and sensors associated with burner - Does NOT include any smoke or fire detectors • Inspect flue, draft diverter and clean air screen - (if applicable) <ul style="list-style-type: none"> • Check crankcase heater operation • Check economizer operation - lube/clean as needed <ul style="list-style-type: none"> • Change Filters |
|--|--|

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Packaged Unit(s)** listed equipment below.

RTU13

- Change Filters
- Measure volts/amps of condenser fan motor 1
 - Check contactor(s)
- Check compressor suction pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Check all safety controls
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Check cap tubes/piping for chafing
 - Check fan wheels - clean, as required
- Examine drain line & pan heating - (as applicable) - Clean and flush
 - Check all belts, where applicable
 - Check fan sheave alignment
- Check all motors for excessive play in the shaft
- *All burner and gas train checks = As applicable
 - Check combustion fan - (if applicable)
 - Examine gas train & check for gas leaks
 - Clean burner
 - Inspect heat exchanger - as applicable
- Check ignition system for proper operation - (if applicable)
- Check and clean pilot assembly - (if applicable)
- Clean condenser coils - As necessary as seasonal conditions allow
- Clean Outdoor Inlet Screens - washable filters
 - Change Filters

RTU19

RTU3

- Measure volts/amps of compressor 1
- Measure volts/amps of blower fan motor 1
 - Clean evaporator coil
- Check compressor discharge pressures (each circuit)
 - Check compressor subcool (each circuit)
- Inspect condition of all fan/motor bearings
 - Clean condenser coils
- Check for oil/refrigerant leaks
- Check and clean condensate pans
- Verify that all wire terminal connections are tight
 - Check fan sheave wear
- Check the bearing supports, set screws and the blower hub set screws for tightness
 - Check motor supports & hold-down bolts
- Inspect burner assembly / clean - (if applicable)
- Check for proper burner operation - If Applicable
 - Examine gas burner section
 - Clean flame sensor and igniter
- Check all safeties and sensors associated with burner - Does NOT include any smoke or fire detectors
- Inspect flue, draft diverter and clean air screen - (if applicable)
 - Check crankcase heater operation
- Check economizer operation - lube/clean as needed
 - Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Packaged Unit(s)** listed equipment below.

RTU10

RTU5

RTU6

RTU7

RTU8

RTU9

- Change Filters
- Measure volts/amps of condenser fan motor 1
 - Check contactor(s)
- Check compressor suction pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Check all safety controls
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Check cap tubes/piping for chafing
 - Check fan wheels - clean, as required
- Examine drain line & pan heating - (as applicable) - Clean and flush
 - Check all belts, where applicable
 - Check fan sheave alignment
- Check all motors for excessive play in the shaft
 - Check Electric Heaters
- Clean condenser coils - As necessary as seasonal conditions allow
- Clean Outdoor Inlet Screens - washable filters
 - Change Filters

- Measure volts/amps of compressor 1
- Measure volts/amps of blower fan motor 1
 - Clean evaporator coil
- Check compressor discharge pressures (each circuit)
 - Check compressor subcool (each circuit)
- Inspect condition of all fan/motor bearings
 - Clean condenser coils
- Check for oil/refrigerant leaks
- Check and clean condensate pans
- Verify that all wire terminal connections are tight
 - Check fan sheave wear
- Check the bearing supports, set screws and the blower hub set screws for tightness
 - Check motor supports & hold-down bolts
 - Check crankcase heater operation
- Check economizer operation - lube/clean as needed
 - Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the Packaged Unit(s) listed equipment below.

RTU17

- Change Filters
- Measure volts/amps of compressor 2 (if applicable)
- Measure volts/amps of condenser fan motor 2 (if applicable)
 - Check contactor(s)
- Check compressor suction pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Check all safety controls
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Check cap tubes/piping for chafing
 - Check fan wheels - clean, as required
- Examine drain line & pan heating - (as applicable) - Clean and flush
 - Check all belts, where applicable
 - Check fan sheave alignment
- Check all motors for excessive play in the shaft
 - Check Energy Wheel
- Inspect burner assembly / clean - (if applicable)
- Check for proper burner operation - If Applicable
 - Examine gas burner section
 - Clean flame sensor and igniter
- Check all safeties and sensors associated with burner - Does NOT include any smoke or fire detectors
- Inspect flue, draft diverter and clean air screen - (if applicable)
 - Check crankcase heater operation
- Check economizer operation - lube/clean as needed
 - Change Filters
- Measure volts/amps of compressor 1
- Measure volts/amps of condenser fan motor 1
- Measure volts/amps of blower fan motor 1
 - Clean evaporator coil
- Check compressor discharge pressures (each circuit)
 - Check compressor subcool (each circuit)
 - Inspect condition of all fan/motor bearings
 - Clean condenser coils
 - Check for oil/refrigerant leaks
 - Check and clean condensate pans
- Verify that all wire terminal connections are tight
 - Check fan sheave wear
- Check the bearing supports, set screws and the blower hub set screws for tightness
 - Check motor supports & hold-down bolts
- *All burner and gas train checks = As applicable
 - Check combustion fan - (if applicable)
 - Examine gas train & check for gas leaks
 - Clean burner
 - Inspect heat exchanger - as applicable
- Check ignition system for proper operation - (if applicable)
- Check and clean pilot assembly - (if applicable)
- Clean condenser coils - As necessary as seasonal conditions allow
- Clean Outdoor Inlet Screens - washable filters
 - Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Packaged Unit(s)** listed equipment below.

RTU14

- Change Filters
- Measure volts/amps of compressor 2
- Measure volts/amps of condenser fan motor 1
- Measure volts/amps of condenser fan motor 3
 - Check contactor(s)
- Check compressor suction pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Check all safety controls
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Check cap tubes/piping for chafing
 - Check fan wheels - clean, as required
- Examine drain line & pan heating - (as applicable) - Clean and flush
 - Check all belts, where applicable
 - Check fan sheave alignment
- Check all motors for excessive play in the shaft
- *All burner and gas train checks = As applicable
 - Check combustion fan - (if applicable)
 - Examine gas train & check for gas leaks
 - Clean burner
 - Inspect heat exchanger - as applicable
- Check ignition system for proper operation - (if applicable)
- Check and clean pilot assembly - (if applicable)
- Clean condenser coils - As necessary as seasonal conditions allow
- Clean Outdoor Inlet Screens - washable filters
 - Change Filters
- Measure volts/amps of compressor 1
- Measure volts/amps of compressor 3
- Measure volts/amps of condenser fan motor 2
- Measure volts/amps of blower fan motor 1
 - Clean evaporator coil
- Check compressor discharge pressures (each circuit)
 - Check compressor subcool (each circuit)
 - Inspect condition of all fan/motor bearings
 - Clean condenser coils
 - Check for oil/refrigerant leaks
 - Check and clean condensate pans
- Verify that all wire terminal connections are tight
 - Check fan sheave wear
- Check the bearing supports, set screws and the blower hub set screws for tightness
 - Check motor supports & hold-down bolts
- Inspect burner assembly / clean - (if applicable)
- Check for proper burner operation - If Applicable
 - Examine gas burner section
 - Clean flame sensor and igniter
- Check all safeties and sensors associated with burner - Does NOT include any smoke or fire detectors
- Inspect flue, draft diverter and clean air screen - (if applicable)
 - Check crankcase heater operation
- Check economizer operation - lube/clean as needed
- Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Packaged Unit(s)** listed equipment below.

RTU15

- Change Filters
- Measure volts/amps of compressor 2
- Measure volts/amps of condenser fan motor 1
- Measure volts/amps of condenser fan motor 3
 - Measure volts/amps of blower fan motor 1
 - Clean evaporator coil
- Check compressor discharge pressures (each circuit)
 - Check compressor subcool (each circuit)
 - Inspect condition of all fan/motor bearings
 - Clean condenser coils
 - Check for oil/refrigerant leaks
 - Check and clean condensate pans
- Verify that all wire terminal connections are tight
 - Check fan sheave wear
- Check the bearing supports, set screws and the blower hub set screws for tightness
 - Check motor supports & hold-down bolts
- Inspect burner assembly / clean - (if applicable)
- Check for proper burner operation - If Applicable
 - Examine gas burner section
 - Clean flame sensor and igniter
- Check all safeties and sensors associated with burner
 - Does NOT include any smoke or fire detectors
- Inspect flue, draft diverter and clean air screen - (if applicable)
 - Check crankcase heater operation
- Check economizer operation - lube/clean as needed
- Measure volts/amps of compressor 1
- Measure volts/amps of compressor 3
- Measure volts/amps of condenser fan motor 2
- Measure volts/amps of condenser fan motor 4
 - Check contactor(s)
- Check compressor suction pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Check all safety controls
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Check cap tubes/piping for chafing
 - Check fan wheels - clean, as required
- Examine drain line & pan heating - (as applicable) - Clean and flush
 - Check all belts, where applicable
 - Check fan sheave alignment
- Check all motors for excessive play in the shaft
- *All burner and gas train checks = As applicable
 - Check combustion fan - (if applicable)
 - Examine gas train & check for gas leaks
 - Clean burner
 - Inspect heat exchanger - as applicable
- Check ignition system for proper operation - (if applicable)
- Check and clean pilot assembly - (if applicable)
- Clean condenser coils - As necessary as seasonal conditions allow
- Clean Outdoor Inlet Screens - washable filters
- Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Energy Recovery Unit(s)** listed equipment below.

RTU4 - COMMONS AREA

- Replace air filters as necessary
- Measure volts/amps of blower fan motor 1
 - Check starters and contact surfaces
 - Check all belts
 - Check all operating controls
 - Check fan sheaves for alignment and wear
 - Check damper operations
- Check Enthalpy Wheel condition and proper function - if applicable
 - Replace air filters as necessary
- Check power supply operation
- Measure volts/amps of exhaust fan motor 1
 - Check operating temperatures
 - Check all safety controls
 - Check and tighten all electrical connections
- Examine drain line & pan heating - if applicable
 - Clean intake screens
- Check and clean electric heaters - if applicable
- Replace air filters as necessary

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Condenser(s)** listed equipment below.

CU2 - KITCHEN UNIT

- Check compressor suction pressures (each circuit)
 - Check compressor liquid pressures (each circuit)
 - Check compressor subcool (each circuit)
 - Measure volts/amps of compressor 2A
 - Measure volts/amps of condenser fan motor 2
 - Measure volts/amps of condenser fan motor 4
 - Check oil. Advise to change oil only if necessary
-
- Check all refrigerant joints and valves for refrigerant leaks. Advise if repair is necessary.
 - Rotate the condenser fan(s) to ensure free movement & check condenser fan operation
 - Inspect all contactors and relays. Advise if replacement is necessary
 - Check compressor suction pressures (each circuit)
 - Check compressor liquid pressures (each circuit)
 - Check compressor subcool (each circuit)
 - Measure volts/amps of compressor 2A
 - Measure volts/amps of condenser fan motor 2
 - Measure volts/amps of condenser fan motor 4
 - Check oil. Advise to change oil only if necessary
-
- Check all refrigerant joints and valves for refrigerant leaks. Advise if repair is necessary.
 - Rotate the condenser fan(s) to ensure free movement & check condenser fan operation
 - Inspect all contactors and relays. Advise if replacement is necessary
-
- Check compressor discharge pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Measure volts/amps of compressor 1A
 - Measure volts/amps of condenser fan motor 1
 - Measure volts/amps of condenser fan motor 3
 - Check all electrical connections, tighten as necessary
 - Check condition of condenser fan blades and that they are securely fastened to the motor shaft
 - Check moisture indicating sight glass for possible refrigerant loss and presence of moisture
 - Check compressor oil level
 - Deep Clean Condenser Coils
-
- Check compressor discharge pressures (each circuit)
 - Check compressor superheat (each circuit)
 - Measure volts/amps of compressor 1A
 - Measure volts/amps of condenser fan motor 1
 - Measure volts/amps of condenser fan motor 3
 - Check all electrical connections, tighten as necessary
 - Check condition of condenser fan blades and that they are securely fastened to the motor shaft
 - Check moisture indicating sight glass for possible refrigerant loss and presence of moisture
 - Check compressor oil level
 - Deep Clean Condenser Coils

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the **Condenser(s)** listed equipment below.

**CU-21 - SOUTH
BLDG**

**CU-22 - SOUTH
BLDG**

**CU3 - COMMONS
AREA**

**CU4 - COMMONS
AREA**

**CU5 - COMMONS
AREA**

**CU6 - COMMONS
AREA**

**CU7 - COMMONS
AREA**

**CU8 - COMMONS
AREA**

**HPCU-1 -
CONDENSER**

- Measure volts/amps of compressor(s)
 - Check compressor suction pressures
 - Check compressor superheat
 - Rotate the condenser fan(s) to ensure free movement
 - Check all safety controls
 - Check cap tubes/piping for chafing
 - Tighten all electrical
 - Check contactors
 - Measure volts/amps of condenser fan motor(s)
 - Check compressor discharge pressures
 - Check compressor subcool
 - Check Crankcase Heaters - as applicable
 - Check and clean condenser coil
 - Check for oil/refrigerant leaks
 - Examine control panel
- Measure volts/amps of condenser fan motor(s)
 - Check compressor discharge pressures
 - Check compressor subcool
 - Check Crankcase Heaters - as applicable
 - Check and clean condenser coil
 - Check for oil/refrigerant leaks
 - Examine control panel
 - Measure volts/amps of compressor(s)
 - Check compressor suction pressures
 - Check compressor superheat
 - Rotate the condenser fan(s) to ensure free movement
 - Check all safety controls
 - Check cap tubes/piping for chafing
 - Tighten all electrical
 - Check contactors

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the Vav / Fan Powerd Box(s) listed equipment below.

AHU-R-1N

AHU-R-1S

AHU-R-2N

AHU-R-2S

AHU-R-3N

AHU-R-3S

AHU-R-4N

AHU-R-4S

AHU-R-5N

AHU-R-5S

AHU-R-6N

AHU-R-6S

AHU-R-7M

AHU-TL

- Change Filters
- Inspect operation of unit
- Check/Replace filters if applicable
- Change Filters

- Clean Coil if applicable
- Clean Strainer in water line
- Ensure proper operation of dampers
- Change Filters

MAINTENANCE PROGRAM

The following Maintenance Program will be applied to the Exhaust Fan(s) listed equipment below.

EXF-1 - ROOF

EXF-2 - ROOF

EXF-3 - ROOF

EXF-4 - ROOF

EXF-5 - ROOF

EXF-6 - ROOF

EXF-7 - ROOF

EXF-8 - ROOF

EXF-9 - ROOF

- Check/clean fan assembly
- Check belts & sheaves - as applicable
- Check motor mounts and vibration pads
- Check contactors/relays, etc. - as applicable
 - Check fan operation
- Lubricate fan and motor bearings - as applicable for Non-Sealed bearings
 - Tighten all nuts/bolts/mounting hardware
 - Check and tighten all electrical connections
 - Lube/adjust associated dampers

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

Preschool - Current enrollment projections - 3 yr room - 8 students
4 yr room - 13 students
Infant room - 8 students Per Rule 11
Toddler room - 12 students Per Rule 11

Attendance - month of August

PK - 89%
K- 5 - 95%

Achievement

Benchmark testing - K - 5 DIBELS for Reading fluency, Reading Comprehension
Individual Reading Plans - K - 3 - 43/56 students on plans
MAPS growth - First and Second grade ELA and Math
NSCAS growth - 3-5 grade ELA and Math Science grade 5

Developing fluid intervention groups based on student needs. Title 1 providing services, along with small group work within classrooms.

Implementation of Open Up Resources as our new K-5 Math resource.

Classroom Enrollment - We are blessed to have increased our elementary enrollment in the past week. Our largest classroom is our first grade classroom with 23 students. Unfortunately, our room sizes in our elementary school are smaller and 23 first graders are very tight in one room. We also know the importance of foundational education for students at this age and 23 students in one is not ideal for equity learning. With that being said we are going to split our first grade classroom into two room with two certified elementary teachers - Miss Breann Sweeney and Mr. Mildred Calugan. Miss Sweeney will provide the English Language Arts to both sections and Mr. Calugan will be providing the Math/Science content to both groups. This will allow teachers to teach to their strengths and have consistency of learning for each group. This means our fifth grade classroom will be moving to the south building in a classroom overthere. This allows our first grade classrooms to be by each other. The elementary and middle school special education services will be located in the lego room between the two areas.

An informational letter was sent home to all first grade households.

Superintendent

Mr. David Mroczek



Isanti Community School

VILLAGE OF SANTEE
206 FRAZIER AVENUE EAST
NIOBRARA, NEBRASKA 68760-7213

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<http://www.santeeschools.org>

PK Director

Miss Miranda Fuhrer

K-5 Principal

Mrs. Cindy Nagel

6-12 Principal

& SPED Director

Mrs. Jessica Crossman

Sept 8, 2022

First Grade Parents and Caregivers:

Good day to all of you. First and foremost I would like to thank you for enrolling your child in Isanti Elementary school. We take pride in providing a high quality, safe learning environment. It is truly a privilege to serve this village as an educator. The reason for the letter is to inform you of a great growth in student numbers in our first grade classroom. We currently have 23 students in the first grade. Our classroom size in our elementary school does not accommodate a productive learning environment for that many students. In order to ensure a high quality, safe learning environment the first grade class will be split into two sections for Reading/Social Studies and Math/Science. Miss Sweeney will be instructing both sections of Reading/Social Studies and Mr. Calugan will be delivering the Math/ Science to each section. This will ensure consistent content and assessments will be delivered to each section. Both of these teachers are highly qualified and both have valid teaching certificates through the Nebraska Dept. of Education.

The first grade class students will remain together for special rotation, lunch, and recess. This change will begin Monday, Sept. 12th. This is such an exciting time to have our student enrollment growing. If you have any questions or concerns please feel free to contact me.

Mrs. Cindy Nagel

PK-5 Principal

Isanti School District

(402)857-2741

A/B Groups: First Grade Schedule

Time	Sweeney	Calugan
8:00-8:30	(A/B) Breakfast/Welcome/Attendance	
8:30-9:30	(A/B) Specials	
9:30-9:45	(A) Calendar/Bathroom	(B) Calendar/Bathroom
9:45-10:00	(A) CKLA Knowledge and Guided Reading Groups	(B) Number Talk
10:00-10:45		(B) Open Up Resources Math
10:45-11:05	(A) Writing	
11:05-11:30	(A/B) Lunch	
11:30-11:50	(A/B) Recess	
11:50-12:00	(A) Quiet Time	(B) Quiet Time
12:00-12:15	(A) CKLA Skills	(B) Independent Reading
12:15-12:50		(B) Science/Social Studies
12:50-1:10	(A/B) Culture	
1:10-1:20	(A/B) Recess	
1:20-1:35	(B) CKLA Knowledge and Guided Reading Groups	(A) Number Talk
1:35-2:20		(A) Open Up Resources Math
2:20-2:40	(B) Writing	
2:40-2:55	(B) CKLA Skills	(A) Independent Reading
2:55-3:25		(A) Science/Social Studies
3:25-3:30	(A/B) Pack Up/Dismiss	



School Improvement and Professional Development Plan 2022-2023

Santee Community School District
MS & HS
Principal: Jessica Crossman
SIP goals align with priority plan goals:

Meeting goal
Emerging

	September
I. By May 2023, 80% of grades 6-11 students will improve their overall achievement as measured by projected growth on state testing. A. MAPS/NWEA B. P-SAT	Waiting Results
II. By May 2023, average daily attendance will increase for grades 6-12 to 88% or better. A. MS, grades 6-8, will increase from 90% to 93%. B. HS, grades 9-12, will increase from 82% to 85%. C. Reduce chronic absenteeism by 5% D. Common Restorative language	Grades 6-8: 93.1% Grades 9-12: 83.29%
III. By May 2022, 80% of students in grades 6-12 will continue to be on track to graduate. A. HS graduation rate will be at 80% or higher. B. 80% of students, grades 6-8, will have a 70% or above.	A. 100 % on track B. 100% on track

Additional Notes:

1. Seniors will attend a college visit at UMO at the end of the month.
2. We have an increase in students attending ISS -15 students. We have five repeat offenders. We see a decrease in school policy violations, high expectations, and consistency within our middle school, high school, and administration are effective.
3. Current failing grades are linked with absenteeism - weekly truancy meetings are used to track attendance and student interventions regarding absences.