Isanti Community School
Board of Education Regular Meeting
Wednesday, May 6, 2020

I. **Opening the Meeting**

    A. Call to Order

    B. Nebraska Open Meetings Law

    C. Publication of Meeting

    D. Roll Call

II. **Celebrations of Excellence**

    A. BOE Report on curriculum updates/process

III. **Public Comment**

IV. **Approval of the Consent Agenda**
Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

    A. Monthly financial report

    B. Minutes of the 4/6/2020 meeting of the board

    C. Certified/classified Hire(s)/Reassignment(s)/Resignation(s)

V. **Discussion Items**

    A. Graduation is on May 7th at 5:00pm (Starts at 5:30pm)

    B. NDE Consultant: Linda Richards and BOE: BOE self assessment and Goal

VI. **Action Items**

A. Recommendation to approve the summer projects as follows:

-
  - o Freezer Space update: Estimate $26,000 (add space for our freezer and generator) expanding the space originally creator by 2x

  - o Propane Tanks: Estimate $15,000: Recommending leasing new tanks ($250/annually), install a slab of concrete (our summer crew will do this), and safety barriers. They will also make sure the ground tank is safe and sealed. The current tanks have not been updated to code since 1978 and due to safety this is a priority. If we wait we risk this project costing more.

  - o Fence around Field: Chain Link 6 foot tall fence estimate is $20,640

  - o Concession Stand at Field: Install/Build new concession area/update previous birds nest: Estimate $11,500

B.

C. Recommendation to approve Jensen Roofing to complete insurance claim on roofs. Amounts shown below:

Teacherage Roofs: $95,100

Bus Barn Roof: $10,311.15

D. Allow the superintendent to sign the contract that will purchase internet line charges from Great Plains through to Network Nebraska with the bandwidth at up to 500mg for up to $1800 a month.

E. Approve the superintendent to enter into agreement to bring broadband internet to Santee Community up to $50,000 in initial setup fees.

F. Approve Dawn Hefner and Brooke Schmeckpeper as Signers on all Santee School accounts and add Dawn Hefner and Brooke Schmeckpeper as ACH for Santee Community School accounts.

G. Remove Ron Meyer as signer on all Santee School accounts.

H. Recommended the Approval of the two calendars for the 2020-2021 School Year:

Option 1: If school can begin in August would be the calendar for a August start

Option 2: If the governor issues closure till post labor day start.

VII. **Adjourn**

VIII. ***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.

IX. ****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

X. *****Action Items:** The board reserves the right to take action on any item one the board agenda.

Agenda Item: Curriculum Update
Meeting Date: May 4, 2020
Report Compiled By: Cindy Nagel & Ann Mausbach
Action Desired: __ Approval _Discussion X Information Only

Overview:
During the Fall of 2019 the SCS shared the curriculum revision process. That process is included at the end of this report. A K-12 English Language Arts (ELA)Curriculum team was formed this year and has been meeting to study best practice in ELA and to develop a useful and usable curriculum that will improve outcomes for Santee students. This team consists of core ELA classroom teachers K-12, the instructional coach, Title I resource teacher and Cindy Nagel.

Throughout the process the team has been reading *Visible Learning for Literac*y by Hattie, Fisher and Frey. This has helped us frame our conversations and helped us create shared meaning about our instructional framework. This work was part of every meeting. Following is an outline of the work completed to date.

Step One	Team identified a vision for the ELA curriculum and instruction.
Step Two	Team reviewed NSCAS and MAP data to identify areas of strength and need
Step Three	Provided input to a literacy framework (included in this report)
Step Four	Provided input into district writing requirements at each grade level District Writing Requirements.docx

Results
Two products have been developed to date. The first product is the K-12 literacy framework. The purpose of this framework is to provide guidance on how to organize instruction so that students are able to master grade level material. The research based gradual release of responsibility provides the basis for the framework.

The second product is K-12 writing guidelines and rubrics. The purpose of this document is to provide a scope and sequence for students writing so they have a variety of experiences writing across genres.

Next Steps:
- Develop learning progressions K-12 around Nebraska standards so curriculum is vertically aligned, ensuring that grade level content is taught. These progressions will help teachers understand what has been taught before them and what they need to teach so students are prepared for the next grade level.
- Develop curriculum maps for each grade level that are organized around units of study that have clear big ideas and essential questions.
- Develop process for Tiered interventions based on student data as extension of ELA curriculum.
- Review resources (i.e. CKLA) to determine what additional supports are needed to implement the curriculum.
- Provide professional development to support staff as they implement.

Santee Community Schools Literacy Framework
Goal K-5: 120-180 minutes of literacy instruction per day for *every* student
Goal 6-12: 160 minutes per week for reading; 160 minutes per week writing

	Purpose	Literacy Domains	Teaching Strategies
Reading Mini Lesson	The purpose is to provide students with an explanation of the teachers' cognitive processes and metacognitive thinking. Establishing purpose, modeling or demonstrating, thinking aloud and noticing are instructional moves employed during this phase of instruction to help students learn the mental tactics that facilitate acquisition of knowledge or a skill. *Elementary:* 10-15 minutes per day whole group *Secondary:* 10-15 minutes per day, 2-3 days per week, whole group	Oral language Vocabulary Reading comprehension	Co-constructed anchor charts Read Aloud Shared Reading
Guided Instruction	The purpose of this component of instruction is to begin to shift the cognitive load from the teacher to the students. The dialogue between teacher and learners is crafted around the principles of scaffolding (providing temporary support to students to help provide a bridge toward a skill they cannot otwersie perform or grasp independently). *Elementary: 30 minutes per day small groups or through one on one conferring. All students reading during this phase of instruction.* *Secondary: 30 minutes per day, 2-3 days per week small groups or through one on one conferring. All students reading during this phase of instruction.*	Reading Comprehension Oral Reading fluency	Scaffolding using questions, cues and prompts. Observing students reading behavior, keeping anecdotal notes
	The purpose of this component is to apply the skills and knowledge students have been taught and to turn to one another for support and enrichment. The key is that students assume increased responsibility for their	Reading Comprehension Oral Reading fluency	Literature circles Reading response logs

Collaborative Learning	learning and the learning of their peers. *Elementary:* *Same as guided phase happens concurrently, key is students are reading 15 minutes in familiar text on their own, 15 minutes with small group/ partner discussing text from mini lesson; K-2 work on oral reading fluency as part of center work* *Secondary: Same as guided phase happens concurrently*	Oral Language	
Independent Reading	The purpose of this component is to increase the cognitive load for the student by asking the student to apply deliberate practice working and thinking on their own. *K-3: 20 minutes per day* *4-12: 10 minutes per day*	Reading Comprehension Fluency	Reading response logs
Word Knowledge	The purpose of this component is to help students to both learn to decode words and to understand word meanings. At the primary grades it's about helping students become flexible in their thinking about letters sound relationships. *Elementary: 30 minutes per day* *Secondary: 15 minutes 6-8 2 to 3 days per week; NA at 9-12 unless student needs as part of intervention*	Phonics Phonemic Awareness Vocabulary Spelling	Word Walls Co-constructed anchor charts
Writing	The purpose of this component is to provide students with guided and independent practice to develop and apply writing skills. *Elementary: 30 minutes per day at elementary,* *Secondary 45 minutes 2-3 times per week*	Writing	Assisted writing (interactive, writing aloud, revising and editing) Journal Writing

Santee Community Schools Curriculum Review Process

Curriculum teams will be formed for each content area. These teams will include representation from primary, intermediate, middle school, high school and community members as needed. The following phases will be used to develop curriculum documents.

Phases of Curriculum Development

Curriculum and assessments will be developed, implemented, and evaluated based on five phases. Phases 1-4 take one school year to complete.

Phase 1- Study & Analysis
This phase is the initial year of the curriculum and assessment revision cycle. The purpose of this phase is to develop a deeper understanding in three key areas; data, curriculum standards, cultural relevance, and instruction.

Four major activities occur to facilitate this learning.
- First, a longitudinal review of district data on summative measures helps teams identify strengths and weaknesses of the current district curriculum.
- Second, teams unpack state and national standards to help determine what students need to know at each level.
- Third, culturally relevant approaches to the curriculum area will be studied.
- Finally, through book studies and review of the "practices" associated with national standards teams understand best practices for delivering instruction.

Armed with this information, teams then develop draft curriculum maps, draft assessments, and identify resources for pilot in year two.

Phase 2- Pilot
Phase two of the curriculum and assessment cycle is designated at the pilot year. During this year teachers from curriculum teams and additional teachers deemed necessary pilot materials, maps, and assessments. Typically teachers pilot two different sets of resources over the course of two units of study in order to determine which set of resources has the best alignment to standards. During the summer following the pilot curriculum teams update curriculum maps and assessments so they are ready for district wide implementation the following year.

Phase 3- Initial Year of Implementation
The focus of phase three is district wide implementation of the new curriculum and assessments. Considerable time and attention is devoted to providing meaningful professional development experiences to teachers. Training for administrators also occurs during this year, however, ideally principals have spent a year of study around the curriculum during Phase 2 so they are more empowered to help teachers as they begin implementation.

Phase 4- Second Year of Implementation
The focus of phase three is to closely monitor implementation and make any minor revisions as necessary. Curriculum teams review feedback from teachers each quarter on

curriculum documents and maps. At the end of each trimester with this data in hand, small groups of teachers meet to make any immediate changes or fixes as deemed necessary.

Phase 5- Monitor and Evaluate *(2-3 years)*

During years three through five of curriculum and assessment implementation teams continue to review issues and collaborate. In addition, district assessment data is analyzed to determine if minor changes are necessary. Summative data from state assessments is also used to help determine the effectiveness of the curriculum and assessments on student achievement. Annual reports are included to the Board of Education.

Subject	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Language Arts	Phase 1 & 2	Phase 3	Phase 4	Phase 5	Phase 5	Phase 1
Mathematics	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Social Studies	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Science	Phase 5	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4
PE/ Health	Phase 5	Phase 5	Phase 5	Phase 1	Phase 2	Phase 3
Music/ Art	Phase 5	Phase 5	Phase 5	Phase 5	Phase 1	Phase 2
Career & Technical	Phase 5	Phase 5	Phase 5	Phase 1	Phase 2	Phase 3
Guidance	Phase 5	Phase 5	Phase 5	Phase 1	Phase 2	Phase 3
Est. Budget- NEW		$30,000	$40,000	$65,000	$40,000	$30,000
Est. Budget-Ongoing	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
TOTAL	$10,000	$40,000	$50,000	$75,000	$50.00	$40,000

Principles of Board Self-Assessment

> Assures the board is accountable for its own performance

> Allows each member of the board to assess his or her individual performance as a member of the board

> Improves communication among members of the board and between the board and the superintendent

> Reinforces a thorough understanding of the vision and goals of the district

> Provides an opportunity for individuals to address concerns about the board's performance, so that board members clearly understand those concerns

> Strengthens the decision-making process meeting the expectations of board members

> Provides an opportunity for the newly elected board member to understand the roles and responsibilities and board expectations

> Affords an opportunity for continued improvement and capable leadership by the board

Elements of a Quality Assessment Process

> The assessment should be constructive

> The board should clearly define the purpose of the assessment

> The assessment should identify strengths, weaknesses, and areas of improvement

> A formal assessment should take place at least once a year

> The board should meet to discuss the assessment results

> Following the discussion of the results, the board should identify performance goals and objectives to be accomplished before the next assessment

The goal of helping the board to reflect on its strengths and areas of growth and improvement is more important than the format of the assessment process. Reflection allows the board to gain a better understanding of agreement areas, and identify goals to improve the work of the board.

Board Self-Assessment Process

The board must understand one size does not fit all. Simply put no single evaluation process and instrument is ideally suited for all boards. Boards should be willing to adopt a process that holds promise for effectively measuring performance, with the understanding that the process and instrument may change with the board as it grows. The assessment process is evolutionary.

Any evaluation system should provide criteria against which performance is measured, and should provide opportunities for recognition and evaluation of high performance and for identification of areas of substandard performance. Although the board is assessing its own performance independent of the superintendent of schools, it is important to realize that the performance of each affects the performance of the other.

The board should discuss and adopt procedures allowing the board members to express their individual views about the degree to which the board has performed effectively and where improvement may benefit the board's work and behavior.

Board Self-Assessment Instrument

The Association provides a variety of assessment instruments from which the board can select. We encourage the board to review each document, selecting the tool that most closely reflects the board's values, and then modify the document accordingly. Keep in mind, the board assessment process must be a continuous one. The evaluation instrument can and will evolve as the board's own performance evolves.

As you review the assessment instruments, consider the following:

> Is the format easy to understand and follow?

> Is the scoring relatively easy to understand? Is the scoring by number or by narrative response?

> Do the questions relate to the work of the board?

> Do board members contribute an individual response, adding to the discussion of the results?

> Is the instrument too simple or too difficult for the board to use?

> Will board members commit the time necessary to complete the assessment?

> Does the instrument identify and assess board standards, the working relationship with the superintendent, and the manner in which the board conducts business during board meetings?

> Does the instrument assess participation and support of the district vision, planning, and goals?

> Does the instrument allow for the board to assess its goals?

> Is it necessary to modify the assessment by rewording, removing, or adding questions?

> Does the assessment provide a timeline for completing formal board self-evaluation and goals for improvement?

> Is each board member given the opportunity to complete their own evaluation?

> Will the board meet to review and discuss the results?

Post-Assessment Improvement Plan

Once the board has completed the self-assessment and the results have been determined, the board as a collective body will discuss the results and identify areas of improvement. The board must address the areas of growth and improvement identified through proper board goals. For example, board goals may address specific actions that may be taken to improve the working relationship between the board and the superintendent.

To meet the goals, develop a sequential systematic process and timeline to hold the board accountable and to achieve success. Place the board improvement plan on the Annual Board Calendar to ensure the presence of the goals in the board's work and progress updates.

Santee Community Schools | 2020-2021 CALENDAR

JULY '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 Independence Day
6-22 Summer Program
27/28 New SCS Academy

Calendar Legend:
- Early Dismissal: 12:45pm
- SCS Daycare will be open for early outs and Staff PD.
- MAP Testing Dates

JANUARY '21

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18/19

1 Winter Recess
4 Staff In-Service
18 M.L. King Day

AUGUST '20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

*The Board of Education reserves the right to change the school calendar to respond to emergencies or other unforeseen circumstances

FEBRUARY '21

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19/19

15 No School
17 EC/Daycare PD (12-4)
22 Early Out/ Staff PD

SEPTEMBER '20

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17/20

3/4 Staff In-Service Days
8 First Day of School
16 EC/Daycare PD (12-4)
25 Staff In-Service/No School

MARCH '21

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21/21

11-12 Spring Break
11/12 Snow day makeups
22 Early Out/Staff PD
22 NSCAS Testing Opens
24 EC/Daycare PD (12-4)

OCTOBER '20

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20/20

9 Staff In-service/No School
12 Indigenous People Day *(No school)*
28 Parent-Teacher Conferences & Title Night
29/30 No School

APRIL '21

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20/20

2 No School
5 No School
14 Parent-Teacher Conferences & Title Night
16 Early Out/Staff PD
21 EC/Daycare PD (12-4)
26-30 NSCAS Make-up

NOVEMBER '20

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17/17

11 Veterans Day
SCS will Host Vet Celebration
45-27 Fall Recess
18 EC/Daycare PD (12-4)
24 Staff In-Service/Early out

MAY '21

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20/20

27 Seniors Last Day
28/31 No School

DECEMBER '20

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15/15

17 Early Out/Staff PD
18-31 Winter Recess
*18 Snow day make up

68/71

JUNE '21

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14/14

18 Last Day of School
4 Graduation
18 Last Day of School

111/112
181/185

Santee Community Schools | 2020-2021 CALENDAR

JULY '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4   Independence Day
6-22   Summer Program
27/28   New SCS Academy

Calendar Legend:
- Early Dismissal: 12:45pm
- SCS Daycare will be open for early outs and Staff PD.
- MAP Testing Dates

1   Winter Recess
4   Staff In-Service
18   M.L. King Day

JANUARY '21

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18/19

AUGUST '20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16/19

6   First Day of School
3 -5   Staff In-service
14   No School
24   Early Out/Staff PD

15   No School
17   EC/Daycare PD (12-4)
22   Early Out/ Staff PD

FEBRUARY '21

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19/19

SEPTEMBER '20

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20/21

7   Labor Day No School
16   EC/Daycare PD (12-4)
25   Staff In-Service/No School

8-12   Spring Break
8/9 Snow day makeups
22   Early Out/Staff PD
22   NSCAS Testing Opens
24   EC/Daycare PD (12-4)

MARCH '21

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18/18

OCTOBER '20

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21/21

12   Indigenous People Day *(No school)*
28   Parent-Teacher Conferences & Title Night
30   Early Out/Staff PD

2   No School
5   No School
14   Parent-Teacher Conferences & Title Night
16   Early Out/Staff PD
21   EC/Daycare PD (12-4)
26-30 NSCAS Make-up

APRIL '21

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21/21

NOVEMBER '20

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19/20

11   Veterans Day
SCS will Host Vet Celebration
24-27   Fall Recess
18   EC/Daycare PD (12-4)
24   Staff In-Service/No School

12   Seniors Last Day
14   High School Graduation
21   Pre-K Graduation
28   Last Day of School

95/96
185/189

MAY '21

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20/20

DECEMBER '20

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15/15

17   Early Out/Staff PD
18-31 Winter Recess
*18 Snow day make up

89/93

7-30 – Summer Program

*The Board of Education reserves the right to change the school calendar to respond to emergencies or other unforeseen circumstances

JUNE '21

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			