

Isanti Community School
Board of Education Committee of the Whole Meeting
Monday, May 2, 2022

I. CALL THE MEETING TO ORDER - ROLL CALL

II. DISCUSSION ITEMS

II.A. Shannon Vogler presentation for Cognia and Dr. Micki Charf will be presenting Nebraska Frameworks.

II.B. Teacher Hire- Instructional Coach - Hire outside of the United States

II.C. NASB Superintendent Search

II.D. Evaluation Tool - Mrs. Nagel

II.E. Policies

II.F. Building Administrator Reports

II.F.1. Cindy Nagel - Elementary Principal

II.F.2. Jessica Crossman - Secondary Principal

II.F.3. Business Manager

III. ADJOURN

Certified Employees		Evaluator
Adelung, Kent	Full time Substitute	Mrs. Nagel
Balvin, Shayna	EC Toddler Room	Mrs. Crossman
Beeson, Amanda	Kindergarten	Mrs. Nagel
Chambers, Matt	Grade 5	Mrs. Nagel
Crosley, Nancy	MS/HS Intervention, ELA 9-12(S2)	Mrs. Crossman
Denney, Tashina	PK 3 year old Classroom	Mrs. Nagel
Desnomie, Desirae	First Responder	Mrs. Crossman
Fischer, Jessica	Grade 2	Mrs. Nagel
Foos, Jordan	Science 9-12	Mrs. Crossman
Hajek, Ken	MS Science/Activites Director	Mrs. Crossman
Jones, Bailey	Elementary Transitions - SPED	Mrs. Crossman
Jones, Harold	PE / Health K-12	Mrs. Crossman
Jurries, Lisa	Social Science 9-12	Mrs. Crossman
Kester, Tammy	Title I	Mrs. Nagel
Knight, Amber	Music K-12	Mrs. Nagel
Krogman, Calvin	Math 9-12	Mrs. Crossman
Kuchar, Bridget	9-12 SPED	Mrs. Crossman
LaPlante, Ruth	Parent as Educator Coordinator	Mrs. Nagel
Larson, James (Tuff)	Industrial Technology	Mrs. Crossman
Matzke, Sam	Transition - High School	Mrs. Crossman
McGlone, Megan	Pyschologist	Mrs. Nagel
Nagel, Raya	Grade 3	Mrs. Crossman
Newcomb, Ken	MS Math	Mrs. Crossman
Nielsen, Donna	Librarian K-12	Mrs. Nagel
Oetken, Emily	K-5 SPED	Mrs. Nagel
Pfanstiel, Abbie	PK 4 year old Classroom	Mrs. Nagel
Romkema, Emily	Technology Director	Mrs. Nagel
Rygaard, Hannah	SPED/PE	Mrs. Nagel
Schmeckpeper, Brooke	Family Consumer Science 7-12	Mrs. Crossman
Snowdon, Mary	Guidance Counselor K-12	Mrs. Crossman
Steffen, Amanda	EC Infant Room	Mrs. Nagel
Stevens, Tory	Art K-12	Mrs. Nagel
Sweeney, Breann	Grade 4	Mrs. Nagel
Thomas, Leah	Graduation Coach	Mrs. Crossman
Thomas, Miles	Grade 1	Mrs. Nagel
Thomas, Redwing	Dakota Language & Culture K-12	Mrs. Crossman
Tucker, Kristen	MS ELA	Mrs. Crossman
Zoucha, Karley	MS SS	Mrs. Crossman

Pre-Observation Conference

Teacher: _____ Date: _____

Observer Name: _____

Observation date and time _____

Learning Target - alignment
1. What is/are your lesson target? (Indicators – 1c, 1e)
2. What information did you use to design your lesson lay out? (Indicators – 1e, 3a, 3b)
Classroom Management
3. How do you establish an environment of respect and rapport? (Indicators – 2a, 2c)

Instruction

4. What strategies will you use to engage the students in this lesson?

(Indicators – 3a, 3b)

5. How will students work within this lesson – large group, small group, individually?

(Indicator – 3b)

6. How will you differentiate your lesson for all students to be successful?

(Indicator – 3b)

7. How do you communicate to the community/families the positives of your students and classroom learning? (Indicator – 4b)

8. Is there anything you would like me to specifically observe during this lesson?

Summary of the Four Domains

Focus	Domain	Description	Domain	Description
Primarily Out of Classroom Evidence	1. Planning & Preparation	<p>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</p>	4. Professional Responsibilities	<p>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</p>
	2. Classroom Environment	<p>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.</p>	3. Instruction	<p>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</p>
Primarily In-Classroom Evidence				

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge
 - Prerequisite relationships
 - Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Features of Accountable Talk

Accountability to the Learning Community

- a. Careful listening to each other
- b. Using and building on each other's ideas
- c. Paraphrasing and seeking clarification
- d. Respectful disagreement
- e. Using sentence stems

Accountability to Accurate Knowledge

- f. Being as specific and accurate as possible
- g. Resisting the urge to say just "anything that comes to mind."
- h. Getting the facts straight
- i. Challenging questions that demand evidence for claims

Accountability to Rigorous Thinking

- j. Building arguments
- k. Linking claims and evidence in logical ways
- l. Working to make statements clear
- m. Checking the quality of claims and arguments

Santee Community Schools 2021/2022 Teacher Evaluation Form

Teacher:
Evaluator:

Date: 1 2 3 4

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

Evaluator

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.

Little Warrior's Early Childhood:

- **Director Responsibilities:**
 - Day-to-day operations
 - Review Teacher's Lesson Plans
 - Student assessments and observations
 - Staff trainings
 - Requesting supplies for Early Childhood
 - Implementing Step Up to Quality and Sixpence standards
- **Classroom Evaluations:**
 - Infant Toddler Environmental Rating Scale (ITERS)
 - Infant classroom: **5.13 out of 7**
 - Toddler classroom: **5.03 out of 7**
 - State Average is 4.89 out of 7 (University of Nebraska Medical Center-Munroe Meyer Institute)
 - Scores used by Step Up to Quality and Sixpence
 - Preschool will be evaluated next school year (Early Childhood Environmental Rating Scale)
 - CLASS evaluations for all four classrooms are scheduled to happen next school year as well
- **Staff Trainings:**
 - Staff must have at least 16 inservice hours a calendar year
 - Step Up to Quality wants 24 hours for lead teachers
 - Trainings so far this Calendar Year:
 - Columbus Early Childhood Conference
 - 5 Staff attended
 - Topics covered were Positive Behavior Management, Attention-getters, Yoga as a form of movement for children
 - 6 inservice hours
 - Norfolk Early Childhood Conference
 - 10 Staff attended
 - Topics covered were How to have tough conversations, Messy Play, and Coping with teacher burnout
 - 6 inservice hours
 - Future Trainings:
 - First Aid/CPR (3 inservice hours)
 - Safe With You (4 inservice hours)
 - Early Learning Guidelines-Social Emotional Development (6 inservice hours)
 - Staff have asked about going to a National Conference
 - Early Educators Leadership Conference: Orlando
 - October 5-8, 2022
 - NAEYC Annual Conference: Nashville, TN
 - November 15-18, 2023

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

Preschool - report will be made by Mrs. Abbie Pfanstiel -

Achievement

- Math curriculum - second pilot Open Up Resources
- State Testing - 3-8 started
- NWEA Testing K -2, 9,10 started
- Cultural Curriculum Committee - PK-12
 - Co. Chairs Mr. Thomas, Mr. Chambers
 - Culture Camp May 16-17
 - Report to Board May meeting
- Staff continue their PD
 - Step Up to Writing - implement a writing process
 - Restorative Practices - Bringing students together and mentoring restorative conversations
 - Number talks
 - Gradual Release - questions, cues, and prompts
 - PLC - Teacher Clarity book - **6-12** focus on learning intentions, success criteria - how do these strategies impact the student learning
 - **K-5** self reflection of high expectation through behaviors and practices.

Attendance -

- March attendance
 - PK - 89.31%
 - K-5 - 88.79%
- Letters for attendance are being sent out to set up meetings with caregivers.
- Truancy Officer Redina Redwing started March 28

Activities

- April 13 - 2:00 Early out PK-12 for staff PD
- April 15, 18 - No School Easter Break
- April 29 - Last day for Seniors
- May 4 - Kindergarten and 4yr old graduation 5:30
- May 10 - Last day of school
- May 11 - 17 Staff Inservice

GRADUAL RELEASE OF RESPONSIBILITY INSTRUCTIONAL MODEL

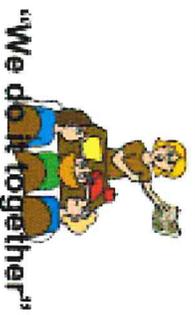
Teacher Responsibility



FOCUS LESSON

- sets clear purpose for essential learning(s)
- provides direct instruction related to content and/or process(es)
- models thinking to make it visible for students
- checks for understanding
- uses a variety of texts/resources for student engagement

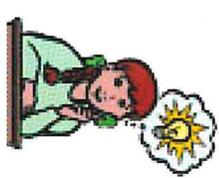
GUIDED INSTRUCTION



"We do it together"

- works with students on content and/or process(es)
- meets with students preferably in small groups
- checks for understanding using strategic questions, prompts, and cues

- listens
- observes



DEMONSTRATION / MODELING PHASE



GUIDED INSTRUCTION

PRODUCTIVE GROUP WORK

- collaborates
- supports others in accomplishing individual learning goal(s)
- listens
- asks questions and shares thinking
- shows respect to partner/group members



STUDENTS WORK TOGETHER



"You do it together"

- Guided instruction as needed (see above)

- assists students, as needed

INDEPENDENT LEARNING

- works on content or process(es) after being guided and/or collaborating through learning
- practices spiraled learning and/or concepts for continuous learning



INDEPENDENT PRACTICE

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

Preschool - report will be made by Mrs. Abbie Pfanstiel -

Achievement

- Math curriculum - Curriculum mapping May 12 PD
- State Testing - using to update SIP Plan goals, strategies, and action steps
- Cultural Curriculum Committee - PK-12
 - Co. Chairs Mr. Thomas, Mr. Chambers
 - Culture Camp May 16-17
 - Report to Board May meeting
- Staff continue their PD
 - Step Up to Writing - implement a writing process
 - Restorative Practices - Bringing students together and mentoring restorative conversations
 - Number talks
 - Gradual Release - questions, cues, and prompts
 - PLC - Teacher Clarity book - **6-12** focus on learning intentions, success criteria - how do these strategies impact the student learning
 - **K-5** self reflection of high expectation through behaviors and practices.
 - Video self reflection - set goal for professional growth for next year

Attendance -

- April attendance
 - PK - 83%
 - K-5 - 87%
- Letters for attendance are being sent out to set up meetings with caregivers.
- Truancy Officer Redina Redwing is helping with contacting parents

Activities

- May 4 - Kindergarten and 4yr old graduation 5:30
- May 10 - Last day of school
- May 11 - 17 Staff Inservice

May 16 - Summer School starts - 8:30 - 3:00 Mon - Thurs

June Summer School hours - 8:30 - 12:30 Mon - Thurs - Last day is June 23

AGENDA SUMMARY SHEET

Agenda Item: High School/ Middle school & Special Education

Meeting Date: 4/4/2022

Report Compiled By: Jessica Crossman

Action Desired: ___ Approval ___ Discussion X Information Only

Overview:

1. Attendance

	February	March
High School	68.57%	69.57%
Middle School	79.13%	83.50%

2. Special Education Behavior Program(in place of Tower School)

Enrolled full-time K-12	9 students	** Replaces the Tower Program used in the past
Restorative interventions (ISS)	6 within the month of March	*All students have returned to general education after completing the restorative program and meeting requirements.

3. Student Drivers

- a. Requiring parents/guardians to submit a copy of a student's driver's license and insurance to the school.

4. Teacher/para evaluations

- a. Beginning the week of April 5th.
- b. Teacher evaluations

5. March 29, 2022, bussed students up to the Veterans Memorial Service in the community.

6. Truancy officer - Redina Redwing- Began employment on March 28th.

7. Special Education Staff in our behavior program attended Autism training in Wakefield

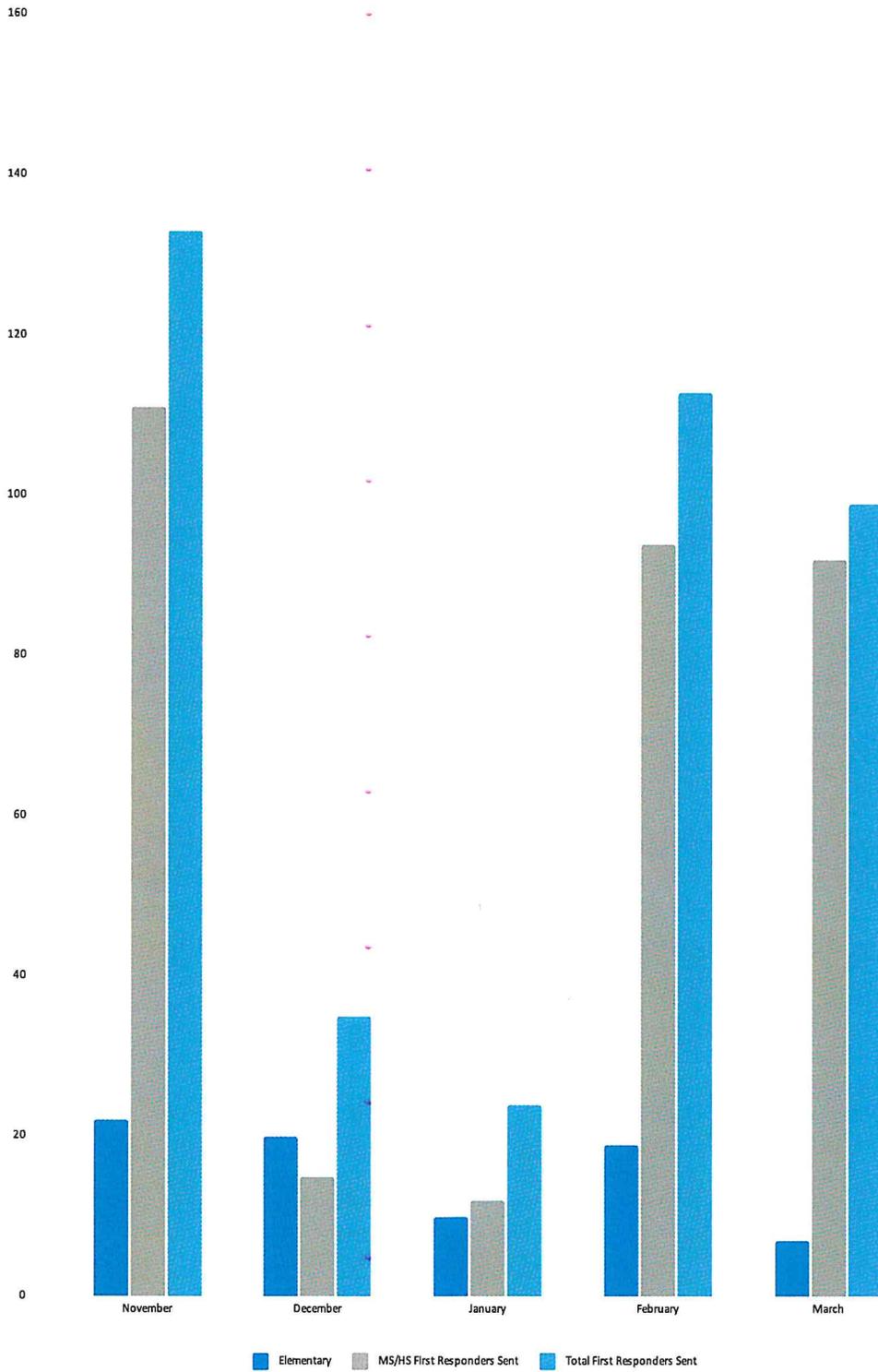
8. Sports schedule: Almost finalized for the 22/23 school year- 6 or 8 basketball contracts were non-renewed. Previous administration did not renew so we lost those contracts. Looking in South Dakota.

Results:

Next Steps:

Month	Elementary	MS/HS First Re	Total First Responders Sent
November	22	111	133
December	20	15	35
January	10	12	24
February	19	94	113
March	7	92	99
As of 03/30/22			

Elementary/MS/HS First Responder Data
November 2021-January 2022



Paraprofessional Performance Evaluation

Employee _____

Date of Evaluation _____

Evaluator _____

Performance Skill	Unsatisfactory	Progress Needed	Satisfactory	Recommendations
<u>Dependability & Reliability</u>				
1. Arrives & departs from work per contract regulations and assigned schedule.				
2. The employee has been absent from work ____ days due to excused absences, and ____ days due to unexcused absences.				
3. Demonstrates self-initiative and time management skills while assisting students during the daily routine.				
4. Dresses appropriately and follows assigned district dress guidelines.				
5. Is regular and dependable in attendance.				
6. Follows safety and health procedures.				
7. Implements practices that ensure the safety and well-being of all students.				
8. Follows instructions of teacher.				
9. Follows instructions of supervisor.				
10. Is able to lift/transfer students from equipment.				
11. Is able to participate in prescribed restraints.				
<u>Tasks</u>				
1. Completes assigned paperwork in efficient and timely manner.				
2. Assists with preparation and modification of teaching materials as directed by teacher.				
3. Actively provides instruction under the direct/indirect supervision of a licensed professional educator/licensed medical service provider to students during all parts of daily schedule including lunch, recess, PE, center time, small and large group activities.				
4. Displays consistency and organizational skills when working with students and completing daily required tasks.				
5. Assists with changing student diapers,				

Paraprofessional Performance Evaluation

Employee _____

Date of Evaluation _____

Evaluator _____

student personal hygiene and independent functioning as assigned.				
6. Follows prescribed lifting and transfer procedures.				
7. Implements behavior strategies in a controlled yet effective manner.				
8. Implements recommendations made by teacher, itinerant staff, and supervisor.				
<u>Attitude and Personal Qualities</u>				
1. Displays a positive attitude toward, displays respect for, and works well with co-workers, administration, & district staff.				
2. Displays a positive attitude toward all students.				
3. Takes constructive criticism positively.				
4. Seeks out answers to questions and concerns in a positive manner with teacher, itinerants, and supervisor.				
5. Shows a desire to grow professionally by attending in-services, meetings, and by accessing information and resources provided by teachers and supervisors.				
6. Interacts with students in a compassionate and respectful manner.				
7. Exercises a high degree of discretion regarding confidentiality of information.				
8. Demonstrates willingness to perform other duties as requested by Director or Supervisor.				

Paraprofessional Performance Evaluation

Employee _____

Date of Evaluation _____

Evaluator _____

SUMMATIVE RATING OF PERFORMANCE: UNSATISFACTORY PROGRESS NEEDED SATISFACTORY

SUMMARY STATEMENTS:

EMPLOYEE COMMENTS:

Employer's Signature _____ Date _____

Employee's Signature _____ Date _____

I have seen the above report and had an opportunity to react to it, and have received a copy of the report. I understand that my signature merely acknowledges that I have examined the report, not that I necessarily agree with its contents.

This evaluation report shall be filed in the employee's personnel file.

Business Office Report – April Board Meeting

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

- Dawn/Wade
- Working out the kinks with the new leave system
- Tying up loose ends before Wade leaves.
- 1st quarter 941's completed
- New Buses are getting the seating installed and print on the side

- Ruth and Emily
 - o Completed ordering SHI hardware
- Grants
 - o Nothing really happening with grants at the moment. Pretty slow time for grant work.

- Food Program
 - o Our bid for the Food Program was not picked up by any vendor, so that process has come to an end
- Facilities
 - o Football Field
 - Travis Berndt has been here and turned the sprinklers on. They will run daily for an hour per station (6 stations). Once caught up, he will decrease the run time.
- Custodians
 - o Working with a new machine to provide a deeper clean to the restrooms