

Nerstrand Elementary School
Board of Directors Meeting
August 23, 2021 - 3:00 pm
Carleton College – Sayles-Hill 2nd Floor

Nerstrand Elementary School will empower students to be self-directed lifelong learners by providing a nurturing multi-age environment which fosters cooperation and character development.

BOARD AGENDA

- 1.0 Call to Order
 - 1.1 Roll Call
- 2.0 Approve Agenda
- 3.0 Opportunity to Report any Board Conflicts of Interest
- 4.0 Approve June 16, 2021 Board Meeting Minutes
- 5.0 Community Comment
- 6.0 Reports
 - 6.1 Director Report
 - a) Student performance item
 - b) Director evaluation item
 - c) COVID-19 update
 - 6.2 NEO Authorizer comments
 - 6.3 Enrollment Update
 - 6.4 Finance Report
 - a) Monthly Financial Report
- 7.0 Policy
 - 7.1 Policy#102 Equal Educational Opportunity/Inclusive Education Plan – for review
- 8.0 New Business
 - 8.1 Appoint Nerstrand Board Community Member (seat term expires 6/30/2022)
 - 8.2 Certify Election of Officers for next year: Chair- Alicia Wasilowski, Treasurer – Sarah Johnson, Secretary/Clerk – Amber Skluzacek
 - 8.3 Topic: Personnel Committee
 - 8.4 Topic: Director Support and Evaluation Committee
 - 8.5 Review staff hiring list
- 9.0 Old Business
 - 9.1 Review BOD Onboarding Document (annual). Welcome returning board members and “new” board member Tara Vondrasek
 - 9.2 Review Nerstrand Board Development/Training Plan (annual)

9.3 Review BOD Work Calendar

- a) Review Director Domain Areas document
- b) Assign Director domain focus for next year
- c) Chair - verify status of Board Trainings

10.0 Other

10.1 Opportunity for BOD member comments on meeting:

- Did we stay on track? Strategic vs. micro-manage? Everyone able to participate?

10.2 Next Board of Directors meeting – September 13, 2021 at 3:30pm, Nerstrand Media Center

11.0 Adjournment

Nerstrand Elementary School
 Board of Directors Meeting Minutes
 Meeting Held Via Zoom
 June 16th, 2021

Members Present	Members Absent	Others Present
Amber Skluzacek	Betty "Skip" Voge	Maggie Kiley
Jake Kaukola	Alicia Wasilowski	Barb Grote
Nicole Shaefer		Keith Johnson
Sarah Johnson		

- 1.0 Call to Order at 12:06 p.m.
 - 1.1 Roll Call

- 2.0 Approve Agenda
 - Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

- 3.0 Opportunity to Report any Board Conflicts of Interest
 - None noted

- 4.0 Approve May 6th, 2021 Board Work Session Minutes
 - Approved. First: Amber, Second: Jake, Yay: 4, Nay: 0, Abstentions: 0

- 5.0 Approve May 10th, 2021 Board Meeting Minutes
 - Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

- 6.0 Community Comment
 - No community members present

- 7.0 Reports
 - 7.1 Director Report

- a) Student performance item
- SEE REPORT
- b) Director evaluation item
- SEE REPORT
- c) COVID-19 update
- It is with pride that our school worked hard to keep students and staff safe during the past year.
Few class wide quarantines and followed protocols sent out from the state.

7.2 NEO Authorizer comments
No NEO Authorizer present

7.3 Enrollment Update
Fall enrollment has 124 students registered. Ended 2021 with 121 students. We are still actively looking for students to apply. There are still openings in all grade levels.

7.4 Finance Report

- a) Monthly Financial Report
- Proposed FY21 Revised Budget
- SEE REPORT
Motion to approve Monthly Financial Report.
Motion approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- b) Budget Committee Update
Proposed FY22 Budget and 3-year budget

8.0 Policy

8.1 Policy #526 (Student use of electronic devices) - second read
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

9.0 New Business

9.1 Appoint new Teacher Board Member (seat term expires 6/30/2022)
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

9.2 Approve FY21 Revised Budget
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions:
0

9.3 Approve FY22 Budget and 3-year budget
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions:
0

9.4 Certify BOD election results: Tara Vondrasek (teacher) and Alicia
Wasilowski (parent)
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions:
0

9.5 Election of Officers for next year: Chair, Treasurer, Secretary/Clerk
(to be certified at the August Board meeting). Motion to approve the
following slate of candidates:
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions:
0

Officers for 2021-2022 School Year
Chair: Alicia Wasilowski
Treasurer: Sarah Johnson
Secretary/Clerk: Amber Skluzacek

9.6 Approve the following annual Banking Resolutions for 2021-2022:
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions:
0

a) Designate Minnesota School District Liquid Asset Fund (US
Bank) and Lake Country Community Bank as the Official
School Depositories

b) Authorize Maggie Kiley or Keith Johnson to sign for
investments on behalf of Nerstrand Elementary School (e.g.
CD's)

c) Authorize Maggie Kiley or Keith Johnson to make electronic
funds transfers between school accounts (e.g. payroll)

- 9.7 Approve use of REAP grant funds - Board authorizes continued use of REAP funds in 2021-2022 to reduce class size as a long-term strategy to retain/recruit effective teachers and to create a more effective learning environment and maximize one-on-one time with students (this meshes with our Title IIA program of teacher professional development)
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- 9.8 Approve CliftonLarsonAllen as FY21 auditor
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- 9.9 Review Summary of and form Personnel Committee
- 9.10 Review summary of and form Director Support and Evaluation Committee
Motion to table the the 9.9 and 9.10 until further discussion at August meeting.
- 9.11 Approve Director Evaluation
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions: 0
- 9.12 Approve Maggie Kiley work agreement for the 2021-2022 school year
Approved. First: Amber, Second: Jake, Yay: 4, Nay: 0, Abstentions: 0
- 9.13 Approve Maggie Kiley as Identified Official with Authority (IOwA) for the 2021-2022 school year.
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- 9.14 Approve the following 2021-2022 designations for Maggie Kiley: LEA Representative, Homeless Liaison, Special Education Administrator, Human Rights Officer, Title Coordinator, Site Verification Coordinator, District Assessment Coordinator
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

- 9.15 Approve Michelle Flannery as 504 Coordinator for the 2021-2022 school year
Approved. First: Nicole, Second: Jake, Yay: 4, Nay: 0, Abstentions: 0
- 9.16 Approve 2021-2022 Board Meeting Schedule
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- 9.17 Approve FY22 Designs for Learning Program Services (EdFi)
Approved. First: Nicole, Second: Jake, Yay: 4, Nay: 0, Abstentions: 0
- 9.18 Approve FY22 River Bend Contract
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0
- 9.19 Approve FY22 Wolf Ridge Contract
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions: 0
- 9.20 Approve FY22 Shared Service Contract with Goodhue Ed Dist for DHOH Teacher
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions: 0
- 9.21 Approve FY21 University of Minnesota Contract (Debra Peterson)
Approved. First: Nicole, Second: Amber, Yay: 4, Nay: 0, Abstentions: 0
- 9.22 Nerstrand School Board Community Member – Skip resignation (seat term expires 6/30/2022)
Motion to table the appointment of a Nerstrand School Board Community Member until August meeting.
Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

10.0 Old Business

10.1 Review BOD Work Calendar

- a) Discuss Director domain focus for next year

11.0 Other

11.1 Opportunity for BOD member comments on meeting:

- Did we stay on track? Strategic vs. micro-manage? Everyone able to participate? Yes meeting went well and progressed nicely.

11.2 Next Board of Directors meeting – August 23, 2021 at 3:00pm,
Carleton College Sayles-Hill 2nd Floor

12.0 Adjournment at 1:35 p.m.

Approved. First: Amber, Second: Nicole, Yay: 4, Nay: 0, Abstentions: 0

Signed _____

Chairperson of the Board

Clerk of the Board

August 2021, Director's Report

Our mission is to empower students to be self-directed, lifelong learners by providing a nurturing, multiage environment that fosters cooperation and character development.

Summer Updates

Throughout the summer I have been following Covid 19 updates.

Kindergarten teacher Caitlin Haugland and music teacher Jake Kaukola were able to attend week-long Responsive Classroom training. Nerstrand School has promoted itself as an RC school for many years and we are committed to sending new licensed staff to training.

Mike has done a wonderful job of preparing the school for the year. The floors are gleaming and the rooms look great. Thank you to Mike!

Today's Special Education Retreat included training by Angie Ellsworth on Cultural Competency. *Angie Ellsworth, MS, LSW, LSC, received a Bachelor's Degree in Social Work and Masters Degree in School Counseling from Winona State University. She started her career working with people with disabilities and has spent the past 18 years working with children ages 5-16 with academic, behavioral, and mental health challenges and supporting parents and school staff in helping them succeed. She maintains her licenses while working as a Behavior Specialist at a Rochester elementary school and provides staff development district wide. She also offers classes for parents and personalized behavior coaching in-home. She is trained in Love and Logic (R), Restorative Justice, Crisis Prevention and De-escalation, Why Try? resiliency education, and is an ENVoY (R) non-verbal behavior management coach and certified teacher. Angie also has extensive experience leading PBIS teams and providing tiered interventions. She embeds research on brain functioning and growth mindset into her approach and incorporates experiential learning techniques for a hands-on experience. Currently she is pursuing Certification in Interdisciplinary Trauma Studies from the University of Minnesota.*

All staff were invited to stay through lunch. After lunch Covid 19 protocols were discussed with teachers. Licensed staff also worked on the upcoming schedule for the year.

We look forward to welcoming staff back next week to prepare for the 2021-2022 school year. EdVisions Director, Andrea Harder, will be kicking off the week with a 2-hour session on Culture and Communication at Nerstrand School.

Covid 19 Updates

We will review the current reopening plan. We know that things can change quickly. Nerstrand School will not be offering an online option for families this school year.

Personnel Update

The following special education paraprofessionals resigned over the summer: Teauna Hokanson, Krin Danberry, Nicole Kadrlík and Keri Pofahl. We wish all of these former employees the best and thank them for the wonderful work they have done with children.

Nicky, Phil and I will be interviewing candidates for 3 special education paras over the next couple of weeks.

Cheryl Keller has been hired as a part time Special Education Secretary.

Student Performance Results

We will be giving students the FAST (reading) assessments over the first few weeks of school. It has been recommended to hold off on some assessments until children have a few weeks to settle into school. Therefore, we will be giving the aReading/aMath, BAS at the end of September and early October. Assessments will be shared with parents at the October conferences.

MCA results from Spring of 2021 will be released from MDE on August 27th. Those results will be shared at the September meeting.

Director Evaluation

I am unsure if we are completely scrapping the previous Director's Evaluation. Our authorizer does use it as a sample, so I would like to let NEO know it is no longer in use.

School Climate: Improve Culture and Communication between Director and Staff. Andrea Harder will be doing a staff training on Culture and Communication to kick off our workshop week. We had Andi work with our entire staff previously and it was very helpful and well received by everyone.

Professional Development: Focus professional development training on gaining new skills to work with a variety of students for all staff. Special Education Director, Mark Krug, will be doing training with our entire staff during workshop week. Mark has a great deal of experience working with children that struggle emotionally and behaviorally.

Today's Cultural Competency training was for our entire staff.

John Halpern and Jeff Fink will be returning to Nerstrand School to work with our entire staff. Jeff and John work with school staff to help improve classroom management and create cohesiveness in school staff.

As mentioned previously, Nerstrand School is committed to train new licensed teachers with Responsive Classroom Techniques. Caitlin Haugland and Jake Kaukola were able to attend this training.

We will be having a professional book club again this year. The title we will be reading and discussing is **The Joyful Teacher: Strategies for Becoming the Teacher Every Student Deserves.**

I am excited about our returning staff and beginning the year under different but still challenging requirements. We realize that plans may change over the course of the year.

Respectfully submitted,

Maggie Kiley



Nerstrand School 2021-22 COVID-19 Protocol Plans

*This document outlines **Nerstrand School** COVID-19 protocols for the start of the 2021-22 school year. They are subject to change based on the evolving public health situation. Families will be immediately notified of changes to COVID-19 protocols. Statewide and/or federal protocols may supersede certain district protocols. (Document updated Aug. 16, 2021)*

Vaccination

Vaccination for those 12 and older is the best tool we have to fight COVID-19. All three of the available vaccines are safe, free and highly effective. The vaccines have gone through the same safety steps and studies as the other vaccines our children routinely get. While a fully vaccinated person may be able to pass the disease to others, the health experts we've consulted with tell us a vaccinated person is much less likely to become infected, and if they do, their illness is less likely to be severe.

Face Coverings

Face coverings are **strongly** recommended for all Nerstrand School students and staff, regardless of vaccination status, when inside district buildings. Masks are still required when riding the school bus.

Physical Distancing

Staff will take reasonable steps to provide spacing between students whenever possible.

Self-screening

Students and staff are expected to [self-screen](#) for COVID-19 symptoms daily before coming to school. Those experiencing any symptoms should follow the [COVID-19 Decision Tree](#) to determine if they should attend school.

Cleaning and Hygiene

Enhanced cleaning and disinfecting of classrooms and common areas will continue. Healthy hygiene behaviors, such as regular hand washing, are strongly recommended.

Handling suspected or confirmed cases

The district health and safety manager will report cases of COVID-19 to the Minnesota Department of Health. Staff and families should self-report to the school if they or their student have symptoms of COVID-19, test positive for COVID-19, or recently had close contact with someone who tested positive for COVID-19

Isolation

Anyone who tests positive for COVID-19 must isolate themselves by staying home from school until all three of the following are true: 1. They are asymptomatic, 2. It has been 10 days since they first felt sick or tested

positive, and 3. They have had no fever for at least 24 hours, without using fever-reducing medicine.

Students or staff with a member of their household who tested positive for COVID-19 should follow the [COVID-19 Decision Tree](#) to determine if the individual needs to quarantine. Students displaying at least one common symptom or two less common symptoms should also follow the [COVID-19 Decision Tree](#). Families should contact their school nurse if they have any questions.

Families will be notified of close-contact exposure to someone who tests positive for COVID-19. However, quarantine for close contact with someone at school who tested positive for COVID-19 is no longer required. The Minnesota Department of Health and Centers for Disease Control recommend that all close contacts, vaccinated and unvaccinated, get tested for COVID-19 3-5 days after exposure.

Visitors and volunteers

Visitors and volunteers are welcome. All volunteers are required to provide proof of vaccination.

Financial Overview:

	<u>2021-2022 Adopted Budget</u>	<u>7-31-21 YTD</u>	<u>2022 Working Budget/Outlook</u>
Enrollment (ADM's)	150		130
Fund 01 Revenues	2,071,239	62,465	1,687,613
Fund 01 Expenditures	<u>1,952,702</u>	<u>34,683</u>	<u>1,906,676</u>
Net Fund 01 Income	118,538	27,782	(219,063)
Estimated 6-30-21 Fund 01 Balance			869,685
Projected 6-30-22 Fund 01 Balance			650,622
* % of annual Fund 01 expenditures			34.12%

2021-2022 Income Statement and Budget Outlook

- Sample Enrollment of 130
- Adopted budget included PPP, but PPP came in during FY21 (\$227,356)
- 7-31-21 YTD does not include FY21 accruals
- Working budget is estimate only (unknown COVID impact and enrollment)
- Lease aid is reduced for enrollments below 150
- Line changes > \$1,000 **highlighted yellow**
- 2.4% state basic formula increase for FY22
- COL wage increases to follow Faribault prior year (~2%)
- No Title I funding in FY22
- Compensatory Revenue based on 10/1/20 counts = \$12,838
- Continues programs, staffing, and spending priorities from last year
- Technology budget includes repair/replacement \$10,200
- Curriculum budget \$8,000

- Balance Sheet/Trial Balance Report

- Monthly Check Register

- Annual Cash Flow Projection – FY22 (copy attached)

Nerstrand Elementary School
2021-2022 Income Statement for the Period Ending 7/31/21

							Adopted	2022 Working	
							2021-2022	7/31/21 YTD	Budget Outlook
							Enrollment ADMs	150	130
<i>Fd</i>	<i>Org</i>	<i>Pro</i>	<i>Fin</i>	<i>Obj</i>	<i>Src</i>	<i>Crs</i>			
Fund 1 Revenues									
01	000	000	000	050	000	LOCAL: Fees from Families	10,000.00	0.00	10,000.00
01	000	000	000	092	000	LOCAL: Interest Income	1,000.00	0.00	1,000.00
01	000	000	000	096	000	LOCAL: Donations, Eagle Open?	8,000.00	0.00	8,000.00
01	000	000	000	099	000	LOCAL: Miscellaneous Revenue	50.00	0.00	50.00
01	000	000	000	071	000	LOCAL: Third Party Billing Revenue	1,400.00	4,146.90	1,400.00
01	000	000	740	360	000	STATE: Spec Ed Aid (@ 93%)	474,881.10	0.00	475,118.25
01	000	000	000	201	000	STATE: Endowment Aid	6,321.45	0.00	6,321.45
01	000	000	000	211	000	STATE: GenEd Aid (WhatIf) 2% incr 22/23/24	1,055,389.00	58,317.64	927,450.16
01	000	000	000	211	000	STATE: Compensatory Revenue	12,487.00	0.00	12,838.02
01	000	000	000	212	000	STATE: Literacy Aid	17,455.87	0.00	17,455.87
01	000	000	000	317	000	STATE: Facility Maintenance Revenue	19,800.00	0.00	17,160.00
01	000	000	348	300	000	STATE: Building Lease Aid	197,100.00	0.00	170,820.00
01	000	000	401	400	000	FED: Title I (including flexed Title IV)	0.00	0.00	0.00
01	000	000	414	400	000	FED: Title II	2,930.97	0.00	2,930.97
01	000	000	419	400	000	FED: Spec Ed-FedFlowThru	16,824.36	0.00	16,824.36
01	000	000	425	400	000	FED: CEIS	3,462.71	0.00	3,462.71
01	000	000	514	500	000	FED: REAP	16,781.00	0.00	16,781.00
01	005	000	151	400	011	ESSER I (Formula)			
01	005	000	153	400	011	GEER			
01	005	000	154	400	000	Coronavirus Relief Funds (CRF)			
01	000	000	155	400	000	ESSER II (Formula)			
01	000	000	163	400	000	EXPAND SUM PROG E2 - MISC FED			
01	000	000	173	641	000	Paycheck Protection Program	227,356.00	0.00	0.00
TOTAL FUND 01 REVENUE							2,071,239.46	62,464.54	1,687,612.79

Fund 1 Expenditures

<u>RegEd payroll and benefits vs. prior year</u>									
Carry-in payroll increase							3,000.00		3,000.00
Teacher salary schedule (95% of prior year ISD#656)							20,689.26		20,689.26
Non-teacher schedule (100% of prior year ISD#656)							2,063.00		2,063.00
15% Health insurance premium increase							8,225.95		8,225.95
Total payroll increase over prior year							33,978.21		33,978.21
<i>Fd</i>	<i>Org</i>	<i>Pro</i>	<i>Fin</i>	<i>Obj</i>	<i>Src</i>	<i>Crs</i>			
01	005	010	000	366	000	Board Workshops/Conferences	25.00	0.00	25.00
01	005	010	000	820	000	Authorizer Fee (.015 x \$6,188 x 150)	15,516.53	0.00	0.00
01	005	050	000	305	000	EdVisions Admin Staff	98,900.00	0.00	98,900.00
01	005	105	000	305	000	Payroll Srvc Fees, Employ Ads, Backgr Cks	24,000.00	0.00	24,000.00
01	005	107	000	305	000	Marketing	500.00	0.00	0.00
01	005	110	000	305	000	Business: RegionV, Audit, Legal, Consult	78,933.07	400.00	80,432.90
01	005	110	000	320	000	Phone, Internet, Firewall	4,000.00	219.01	4,000.00
01	005	110	000	329	000	Postage	1,400.00	30.70	1,400.00
01	005	110	000	401	000	Business Non-Inst Supplies	200.00	0.00	200.00
01	005	110	000	820	000	RegV, MSBA, JMC, SEMNET/e-rate	11,500.00	2,793.00	11,500.00
01	005	720	000	390	000	Health Services - paid to ISD #656	3,000.00	0.00	3,000.00
01	005	810	000	305	000	Building Contracted Service	0.00	0.00	0.00
01	005	810	000	330	000	Utilities + Garbage/Recycle	46,200.00	2,245.86	35,441.00
01	005	810	000	391	000	Maint Cost Share - paid to ISD #656	70,100.00	4,400.52	70,100.00
01	005	810	000	401	000	Oper/Maint - Building Supplies	4,600.00	0.00	4,600.00
01	005	850	348	370	000	Facilities Lease (pd to ISD #656)	219,000.00	18,250.00	219,000.00
01	005	940	000	340	000	Property/Liability Insurance	8,925.00	0.00	8,925.00
01	005	950	000	910	000	Permanent Transfer to Fund 04	6,500.00	0.00	6,500.00
01	010	201	000	394	000	EdVisions Kinder Staff	70,000.00	0.00	70,000.00
01	010	203	000	305	000	Tech Support, Video, Interpreting	4,500.00	634.00	4,500.00

unreconciled - for management use only

Nerstrand Elementary School
2021-2022 Income Statement for the Period Ending 7/31/21

							Adopted	2022 Working	
							2021-2022	7/31/21 YTD	Budget Outlook
01	010	203	000	369	000	Field Trips, Admissions, River Bend	13,000.00	0.00	13,000.00
01	010	203	000	370	000	Copier Lease (\$129.77/month)	1,557.24	129.77	1,557.24
01	010	203	000	394	000	EdVisions General Staff	409,571.63	0.00	409,571.63
01	010	203	000	401	000	Elem Ed - Non-Inst Supp	9,000.00	5.36	9,000.00
01	010	203	000	405	000	Elem Ed - Non-Inst Software	0.00	23.88	
01	010	203	000	430	000	Elem Ed - Instruct Supplies	25,000.00	1,479.99	19,611.00
01	010	203	000	460	000	Textbooks/Workbooks/InstructSoftwarePkg:	8,000.00	0.00	8,000.00
01	010	203	000	461	000	Elem Ed - Standardized Tests	1,200.00	1,123.75	1,200.00
01	010	203	000	555	000	Technology	10,200.00	0.00	10,200.00
01	010	203	733	394	000	Field Trips - Transportation	6,688.70	675.10	6,688.70
01	010	203	000	394	150	EdVisions Teacher Subs	17,000.00	0.00	7,384.00
01	010	204	514	303	000	EdVisions REAP CSR	16,781.00	0.00	16,781.00
01	010	216	401	303	000	EdVisions Title I	25,643.98	0.00	25,643.98
01	010	240	000	394	000	EdVisions PhysEd Staff (allocated at EOY)	30,200.00	0.00	30,200.00
01	010	240	000	430	000	PhysEd/Health Instructional Supplies	1,000.00	0.00	1,000.00
01	010	258	000	394	000	EdVisions Music Staff	63,300.00	0.00	63,300.00
01	010	258	000	430	000	Music Supplies	1,500.00	0.00	1,500.00
01	010	420	419	303	000	FED: SpEd SubCont < \$25k, SpEd Director	11,250.00	0.00	11,250.00
01	010	420	419	329	000	FED: SpEd Postage, Employ Ads	400.00	0.00	400.00
01	010	420	419	366	000	FED: SpEd Prof Development	1,934.36	0.00	1,934.36
01	010	420	419	401	000	FED: SpEd Supplies	1,500.00	0.00	1,500.00
01	010	420	419	405	000	FED: SpEd Forms Software	1,590.00	0.00	1,590.00
01	010	420	419	433	000	FED: SpEd Materials	150.00	0.00	150.00
01	010	401	740	394	000	Speech Lang - Contract Fees	80,000.00	0.00	80,000.00
01	010	402	740	394	000	DCD/MM - Contract Fees	500.00	0.00	500.00
01	010	407	740	394	000	SLD - Contract Fees	15,000.00	1,911.70	15,000.00
01	010	407	740	396	000	EdVisions SpEd LD Staff - wages	41,500.00	0.00	41,500.00
01	010	407	740	397	000	EdVisions SpEd LD Staff - benefits	7,500.00	0.00	7,500.00
01	010	408	740	396	000	EdVisions SpEd EBD Staff - wages	55,000.00	0.00	55,255.00
01	010	408	740	397	000	EdVisions SpEd EBD Staff - benefits	17,000.00	0.00	17,000.00
01	010	412	740	394	000	Dev Delay - Contract Fees	1,000.00	0.00	1,000.00
01	010	420	740	394	000	SpEd Contracted Svcs: Psych, PT, Dape,	60,000.00	360.00	60,000.00
01	010	420	740	396	000	EdVisions General SpEd Staff - wages	177,000.00	0.00	177,000.00
01	010	420	740	397	000	EdVisions General SpEd Staff - benefits	45,000.00	0.00	45,000.00
01	010	420	740	433	000	SpEd General Individ Instr Supplies	6,000.00	0.00	6,000.00
01	005	760	723	360	000	SpEd Summer ESY bus	5,124.84	0.00	5,124.84
01	010	400	372	xxx	000	Third Party Billing Fees	1,400.00	0.00	1,400.00
01	010	422	425	303	000	EdVisions CEIS Staff	3,500.00	0.00	3,500.00
01	010	605	000	394	000	EdVisions Program Support Staff	70,100.00	0.00	70,100.00
01	010	204	414	303	000	EdVisions Prof Dev - Staff Planning	0.00	0.00	0.00
01	010	204	414	366	000	Professional Development - Title II	2,832.16	0.00	2,832.16
01	010	640	000	366	000	Professional Development - General	6,000.00	0.00	0.00
01	010	203	151	303	011	ESSER I EdVisions contracted staff			
01	010	203	151	430	011	ESSER I Instruct. materials			
01	010	203	153	430	011	GEER Instruct Materials, Tech			
01	010	203	154	303	000	COVID CRF EdVisions Staff			
01	010	203	154	401	000	COVID CRF Supplies			
01	010	203	154	430	000	COVID CRF Instruction Supplies			
01	010	203	155	303	000	ESSER II EdVisions Contracted Staff			
TOTAL FUND 01 EXPENSES							1,952,701.71	34,682.64	1,906,676.02
Net Fund 01 Income							118,537.75	27,781.90	(219,063.22)
Estimated Beginning of Year Fund 1 Balance							613,361		869,685
Projected End of Year Fund 1 Balance							731,899		650,622
% of annual expenditures							37.48%		34.12%

Nerstrand Elementary School
2021-2022 Income Statement for the Period Ending 7/31/21

Adopted	2022 Working
2021-2022	7/31/21 YTD Budget Outlook

Fd Org Pro Fin Obj/Src Crs

Fund 4 Revenues

04	000	000	050	000	Comm Ed - Fees	5,700.00	0.00	5,700.00
04	005	000	151	400	011	ESSER I (Formula)		
04	005	000	154	400	000	Coronavirus Relief Funds (CRF)		
04	000	000	000	649	000	Permanent Transfer from Fund 1	6,500.00	0.00
						12,200.00	0.00	12,200.00

Fund 4 Expenditures

04	005	570	000	320	000	Regal Eagles Phone	200.00	22.80	200.00
04	005	570	000	394	000	R.E. Staff	11,500.00	0.00	11,500.00
04	005	570	000	401	000	Regal Eagles Supplies	500.00	0.00	500.00
04	005	570	151	303	011	Tier I Childcare			
04	005	570	154	303	000	Tier I Childcare			
						12,200.00	22.80	12,200.00	
Beginning of Year Fund 4 Balance						0.00		0.00	
Projected End of Year Fund 4 Balance						0.00		0.00	

Nerstrand Charter School #4055 Trial Balance Summary Report

Periods: 202201 To: 202201

Account		Fin		Sub		Starting		Ending		
Comp L	Fd Org Pro Crs Fin O/S Ty	Code	Class	Code	Class	Balance	Balance	Debits	Credits	
4055	B 01 101 000	F	Cash & Cash Equiv	B	100	00	729,951.67	122,160.56	92,742.37	759,369.86
4055	B 01 101 002	F	Liquid Asset Account	B	100	00	136,900.57	0.00	0.00	136,900.57
4055	B 01 101 003	F	Lake Country Community Ba	B	100	00	(11,706.17)	0.00	680.44	(12,386.61)
4055	B 01 115 001	F	Payroll Data (Ed Visions)	B	100	00	0.13	0.00	0.00	0.13
4055	B 01 121 000	F	Due Frm Mn Children	B	100	00	89,713.96	0.00	0.00	89,713.96
4055	B 01 131 000	F	Prepaid Expenditures	B	100	00	12,083.53	0.00	0.00	12,083.53
4055	B 01 206 000	F	Other Accts Payable	B	200	00	(3,711.90)	93,422.81	93,422.81	(3,711.90)
4055	B 01 210 000	F	Due To Other Mn Dist	B	200	00	(82,346.54)	0.00	0.00	(82,346.54)
4055	B 01 230 000	F	Deferred Revenue	B	200	00	(1,200.00)	0.00	0.00	(1,200.00)
4055	B 01 422 000	F	Unassigned Fund Balance	B	400	00	(857,601.72)	0.00	0.00	(857,601.72)
4055	B 01 460 000	F	Nonspendable Fund Balance	B	400	00	(12,083.53)	0.00	0.00	(12,083.53)
4055	B 04 101 000	F	LAF - Cash & Cash Equiv	B	100	00	(82,459.30)	0.00	0.00	(82,459.30)
4055	B 04 101 002	F	Cash & Cash Equiv	B	100	00	27,555.96	0.00	0.00	27,555.96
4055	B 04 101 003	F	LCCB Cash & Cash Equiv	B	100	00	53,749.34	0.00	22.80	53,726.54
4055	B 04 115 000	F	Accounts Receivable	B	100	00	1,154.00	0.00	0.00	1,154.00
4055	B 04 206 000	F	Other Accts Payable	B	200	00	0.00	22.80	22.80	0.00
4055	B 98 143 000	F	Equipment	B	100	00	121,226.67	0.00	0.00	121,226.67
4055	B 98 430 000	F	Invest. Fixed Assets	B	400	00	(121,226.67)	0.00	0.00	(121,226.67)
Report Total:						\$0.00	\$215,606.17	\$186,891.22	\$28,714.95	

Nerstrand Charter School #4055 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
4055	LCCB	1004	E 01 005 110 000 000 329	7342	US POSTAL SERVICE Postage & Parcel Svc	7/31/2021	Wire
		Voucher #:	Invoice No:	7/20/21			Paid Amt: \$17.20
							Check Amount: \$17.20
4055	LCCB	1291	E 01 010 203 000 000 401	7346	HEWLETT-PACKARD Sup/Mat Non-Inst.	7/31/2021	Wire
		Voucher #:	Invoice No:	7/29/21			Paid Amt: \$5.36
							Check Amount: \$5.36
4055	LCCB	1367	E 01 010 203 000 000 305	7344	SEAN HAYFORD OLEARY DESIGN, LLC Elem non-student Consulting	7/31/2021	Wire
		Voucher #:	Invoice No:	7/27/21			Paid Amt: \$250.00
							Check Amount: \$250.00
4055	LCCB	1411	E 01 010 203 000 000 305	7343	SURVEYMONKEY FY22	7/31/2021	Wire
		Voucher #:	Invoice No:	7/23/21			Paid Amt: \$384.00
							Check Amount: \$384.00
4055	LCCB	1454	E 04 005 570 000 000 320	7345	TRACFONE Ext Day Phone	7/31/2021	Wire
		Voucher #:	Invoice No:	7/28/21			Paid Amt: \$22.80
							Check Amount: \$22.80
4055	LCCB	1547	E 01 010 203 000 000 405	7341	ADOBE Export PDF	7/31/2021	Wire
		Voucher #:	Invoice No:	7/7/21			Paid Amt: \$23.88
							Check Amount: \$23.88
4055	USB	16136 1030	E 01 010 203 000 000 430	7318	EBSCO INC. FY22	7/6/2021	Check
		Voucher #:	Invoice No:	P1628522			Paid Amt: \$52.95
							Check Amount: \$52.95
4055	USB	16137 1351	E 01 005 810 000 000 330	7322	FLOM DISPOSAL SERVICE Utility Services	7/6/2021	Check
		Voucher #:	Invoice No:	6/24/21			Paid Amt: \$287.24
							Check Amount: \$287.24
4055	USB	16138 1648	E 01 010 203 000 000 461	7324	ILLUMINATE EDUCATION INC FY22	7/6/2021	Check
		Voucher #:	Invoice No:	INV0000057275			Paid Amt: \$1,123.75
							Check Amount: \$1,123.75

Nerstrand Charter School #4055 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
4055	USB	16139	1649		JAN BOUDREAU, LLC		Check	
			E 01	010	407 000 740 394	SLD Contracted Services		\$955.85
PO#:		Voucher #:	7323	Invoice	Invoice No: June 2021	7/6/2021	Paid Amt:	\$955.85
							Check Amount:	\$955.85
4055	USB	16140	1396		LEARNING A-Z		Check	
			E 01	010	203 000 000 430	FY22		\$118.00
PO#:		Voucher #:	7319	Invoice	Invoice No: Order#9146271	7/6/2021	Paid Amt:	\$118.00
							Check Amount:	\$118.00
4055	USB	16141	1445		MSBA		Check	
			E 01	005	110 000 000 820	FY22		\$1,900.00
PO#:		Voucher #:	7320	Invoice	Invoice No: 27550K1H1X5	7/6/2021	Paid Amt:	\$1,900.00
							Check Amount:	\$1,900.00
4055	USB	16142	1651		SEESAW LEARNING INC.		Check	
			E 01	010	203 000 000 430	FY22		\$550.00
PO#:		Voucher #:	7317	Invoice	Invoice No: #2021-48226	7/6/2021	Paid Amt:	\$550.00
							Check Amount:	\$550.00
4055	USB	16143	1017		XCEL ENERGY		Check	
			E 01	005	810 000 000 330	Utility Services		\$1,393.72
PO#:		Voucher #:	7321	Invoice	Invoice No: Act#51-6189166-3	7/6/2021	Paid Amt:	\$1,393.72
							Check Amount:	\$1,393.72
4055	USB	16144	1033		FARIBAULT TRANSPORTATION, INC		Check	
			E 01	010	203 000 733 394	FY21 field trips		\$675.10
PO#:		Voucher #:	7326	Invoice	Invoice No: 43853	7/14/2021	Paid Amt:	\$675.10
							Check Amount:	\$675.10
4055	USB	16145	1574		MARCO		Check	
			E 01	010	203 000 000 370	Copier Lease		\$129.77
			E 01	010	203 000 000 430	Sup/Mat N-Indiv Inst		\$179.21
			E 01	005	110 000 000 329	Postage & Parcel Svc		\$13.50
PO#:		Voucher #:	7325	Invoice	Invoice No: 29669776	7/14/2021	Paid Amt:	\$322.48
							Check Amount:	\$322.48
4055	USB	16146	1005		REGION V COMPUTER SERVICES		Check	
			E 01	005	110 000 000 305	FY21 - bank recs		\$400.00
PO#:		Voucher #:	7327	Invoice	Invoice No: 14369	7/14/2021	Paid Amt:	\$400.00
							Check Amount:	\$400.00
4055	USB	16147	1005		REGION V COMPUTER SERVICES		Check	
			E 01	005	110 000 000 820	FY22 1st Qtr fee		\$893.00
PO#:		Voucher #:	7328	Invoice	Invoice No: 14281	7/14/2021	Paid Amt:	\$893.00
							Check Amount:	\$893.00

Nerstrand Charter School #4055 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
4055	USB	16148	1133		INDEPENDENT SCHOOL DIST # 656		Check	
			E 01	005	850 000 348 370	June lease		\$18,250.00
			E 01	005	810 000 000 391	June custodial		\$4,400.52
		Voucher #:	7329	Invoice	Invoice No: 40266		Paid Amt:	\$22,650.52
							Check Amount:	\$22,650.52
4055	USB	16149	1673		METRONET		Check	
			E 01	005	110 000 000 320	July		\$97.85
		Voucher #:	7330	Invoice	Invoice No: Act#1677211		Paid Amt:	\$97.85
							Check Amount:	\$97.85
4055	USB	16150	1133		INDEPENDENT SCHOOL DIST # 656		Check	
			R 01	000	000 000 211	FY20 Trans Aid - returned to district		\$59,696.02
		Voucher #:	7331	Invoice	Invoice No: 7/22/21 FY20 TranRev		Paid Amt:	\$59,696.02
							Check Amount:	\$59,696.02
4055	USB	16151	1006		CITY OF NERSTRAND		Check	
			E 01	005	810 000 000 330	Utility Services		\$277.66
		Voucher #:	7339	Invoice	Invoice No: Nerstrand		Paid Amt:	\$277.66
							Check Amount:	\$277.66
4055	USB	16152	1333		ENGAGE/NGC, INC.		Check	
			E 01	010	203 000 000 430	spotlight		\$260.00
		Voucher #:	7336	Invoice	Invoice No: 7/14/21		Paid Amt:	\$260.00
							Check Amount:	\$260.00
4055	USB	16153	1351		FLOM DISPOSAL SERVICE		Check	
			E 01	005	810 000 000 330	Utility Services		\$287.24
		Voucher #:	7337	Invoice	Invoice No: Act#3964		Paid Amt:	\$287.24
							Check Amount:	\$287.24
4055	USB	16154	1377		MICHELLE FLANNERY		Check	
			E 01	010	420 000 740 394	June		\$360.00
		Voucher #:	7338	Invoice	Invoice No: June 2021		Paid Amt:	\$360.00
							Check Amount:	\$360.00
4055	USB	16155	1064		QUILL CORPORATION		Check	
			E 01	010	203 000 000 430	pencils		\$21.98
		Voucher #:	7332	Invoice	Invoice No: 18040623		Paid Amt:	\$21.98
							Check Amount:	\$21.98
4055	USB	16156	1064		QUILL CORPORATION		Check	
			E 01	010	203 000 000 430	paper		\$83.94
		Voucher #:	7333	Invoice	Invoice No: 18029300		Paid Amt:	\$83.94
							Check Amount:	\$83.94

Nerstrand Charter School #4055

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
4055	USB	16157	1064		QUILL CORPORATION		Check	
			E 01	010 203 000 000 430	toner, paper pencils		\$202.92	
		Voucher #:	7334	Invoice	Invoice No: 18045023	7/30/2021	Paid Amt: \$202.92	
							Check Amount: \$202.92	
4055	USB	16158	1064		QUILL CORPORATION		Check	
			E 01	010 203 000 000 430	pencils		\$10.99	
		Voucher #:	7335	Invoice	Invoice No: 18076206	7/30/2021	Paid Amt: \$10.99	
							Check Amount: \$10.99	
4055	USB	16159	1336		TDS		Check	
			E 01	005 110 000 000 320	Phone		\$121.16	
		Voucher #:	7340	Invoice	Invoice No: Act#507-334-9656	7/30/2021	Paid Amt: \$121.16	
							Check Amount: \$121.16	
							Report Total:	\$93,445.61

Nerstrand Elementary School
2020-2021
Estimated Cash Flow Projection
Assumes 10% Holdback

	Total Est. Cash Receipts	Total Est. Cash Disbursements	* Estimated Cash Balance
2021			856,463
			7/1/21 Beginning Balance
July	122,517	34,683	944,297
August	130,832	50,000	1,083,771
PY	58,642		
Sept	130,832	182,199	1,049,346
PY	16,942		
Oct	130,832	182,199	1,029,593
PY	31,614		
Nov	130,832	182,199	978,226
Dec	130,832	182,199	926,859
2022			
Jan	130,832	182,199	879,587
PY	4,095		
Feb	130,832	182,199	828,220
March	130,832	182,199	776,853
April	130,832	182,199	725,486
May	130,832	182,199	688,770
PY	14,651		
June	130,832	182,199	637,403
	1,687,613	1,906,676	
	1,687,613	1,906,673	
	0	3	

* assumes same 6-30-22 misc payables as prior year

Nerstrand Elementary School Policy 102
Independent Charter School District #4055
Adopted: 1/14/2002

102 EQUAL EDUCATIONAL OPPORTUNITY/INCLUSIVE EDUCATION PLAN

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students at Nerstrand Elementary School.

II. GENERAL STATEMENT OF POLICY

A. It is Nerstrand School's policy to provide equal educational opportunity for all students. The school does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school also makes reasonable accommodations for disabled students.

B. Nerstrand School prohibits harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school's procedures for addressing such complaints, refer to the school's policy on harassment and violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of all school employees to comply with this policy conscientiously.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the school Director.

PERSONNEL COMMITTEE SUMMARY

Responsibilities include (but may not be limited to):

- Ensure comprehensive, fair and equitable employee performance review system.
- Participate in interviews for the hiring of staff and serve as consultants/advisors in the decision-making process while understanding that the final decision is the purview of the Director.
- Assist in the formation of policy and procedures, with subsequent Board approval, for hiring, mediation and maintaining of records that are in compliance with the rules and regulations of the Equal Employment Opportunity Act and all other laws relating to employment in the state of Minnesota.
- Produce and maintain/update the Employee Handbook to facilitate clear communication of Nerstrand Elementary's expectations and distribute to all staff at the beginning of each school year.
- Monitor and review deadline compliance such as state and federal required reporting, handbook revisions, and teacher contracts, according to the annual calendar.
- Ensure accurate job descriptions exist for all staff.
- Approve and recommend to the Board staffing needs and to ensure that the corresponding job descriptions are created for any new positions.

The members of the committee will serve for one year and will include administrative staff, board chair, human resources representative, and a parent or community board member. Meetings will be held as necessary; minutes will be taken and presented to the board during the subsequent Board of Directors meeting.

DIRECTOR SUPPORT AND EVALUATION COMMITTEE SUMMARY

Responsibilities include (but may not be limited to):

- Ensure sufficient coaching to the Director, as needed, to successfully carry out the roles and responsibilities of that position.
- Develop and implement a year-round process to strengthen the board's support, evaluation, and partnership with the Director.
 - Develop an annual timeline to support and evaluate the Director, and have this timeline approved by the BOD
 - Quarterly meetings with Director to discuss progress towards annual goals
- Collect and review results of parent surveys/staff surveys with director
- Implement a comprehensive Director evaluation that includes a director self-evaluation, input from the full board, parents surveys and anonymous input from direct staff.
 - Present to BOD

The members of the committee will serve for one year and will include board chair and one teacher board member. Meetings will be held quarterly and as necessary; minutes will be taken and presented to the board during the subsequent Board of Directors meeting.

C. Committees of the Board. The Board of Directors may, by resolution passed by a majority of the Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. Committee members must be an individual human being, but need not be members of the Board of Directors. The Board may, by similar vote, designate one or more alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee.

1. Authority of Committees. Committees shall have authority to consider assigned topics and to advise and make recommendations to the Board of Directors. No actions of a committee shall be binding on the Corporation absent Board ratification of any such recommendations.
2. Procedures for Conducting Meetings. The activities of all committees of this Corporation shall be conducted in such manner as will advance the best interest of the Corporation. Each committee shall fix its own rules of procedure and other regulations, which shall be consistent with the Articles of Incorporation, these Bylaws, and the policies of the Corporation. The Board Chair shall be an ex officio member of all committees, unless he serves as a member of such committee. The meetings of all committees shall be open and posted. Directors may participate in any such meeting but may not vote unless such director is a member of the committee.

Limitation on Authority of Committees. Each committee shall be under the direction and control of the Board. Each committee shall meet as provided by its rules or by resolution of the Board of Directors. When the Board has delegated decision making authority to a Committee, the Committee shall keep regular minutes of their proceedings, and all actions of each committee shall be reported to the Board of Directors and shall be subject to revision and alteration by the Board of Directors.

2021-2022 Staff Hiring List
8/23/21

Salaried Staff

Carmen Bonde .5 FTE
Barb Grote
Caitlin Haugland
Sarah Johnson
Jake Kaukola
Maggie Kiley
Andrew Lubinski
Philip McBride
Kelly McGregor
Nicole Schaefer
Paula Shroyer
Tara Vondrasek

Hourly Staff

Hudson Ades
Heather Aldrich
Lori Amy
Carmen Bonde
Sara Flom
Laurie Hougan-Eitzman
Margaret Huber
Dana Jans
Cheryl Keller
Cara Waddell

Nerstrand Elementary School New Board Members – Welcome Aboard!

Welcome to the Nerstrand Board of Directors (BOD). We hope you find the following information helpful as you become familiar with the operations, responsibilities and roles of the BOD.

As a new member of the board it is not expected that you memorize the board by-laws and policies. Our hope is that you feel comfortable and will contribute when and where you feel it appropriate. You will not be expected to be an officer (chairperson, recorder, treasurer) during your first year. It seems very common that as you spend time on the board and do some research as questions or wonderings arise, you will most likely gain a great deal of knowledge and feel effective as a board member. Our Board of Directors bylaws and school policies can be found in a white binder in the administrative assistant's office for you to refer to. Our bylaws, meeting schedule, school policies and other helpful information can be found on our website.

Within 6 months of being seated on the board, you will be expected to attend some board training. While the training is very informative and helpful, it can also seem overwhelming. Things will start to make more sense as you attend our BOD meetings and get more comfortable. You might even elect to defer those required board trainings until you have been to 1 or 2 board meeting to get the feel of things first. The Board will provide you with available training opportunities.

There are three trainings required for new members: Employment matters, Governance, and Financials.

One option is free, on-demand, trainings available through the MN Charter Board Training and Development Grant (with support from NEO). These training modules are available at: mncharterboard.com (after access has been granted). New members must keep a copy of certificates earned

after course completion and give them to Barb in order to meet the Statutory Requirement for each of the (3) New Board Member Trainings

The following is some information that might be helpful going into your new BOD position:

- What is a charter school?
In Minnesota, charter schools are tuition free independent public schools that are open to and welcome all students, no matter ability or need, and are governed and operated jointly by licensed teachers, parents and community members. You may read more about charter schools by going to www.mncharterschools.org. In 1999 Nerstrand converted from a traditional public school (part of District #656) to a public charter school. More about our school's history can be found on our website: www.nerstrand.charter.k12.mn.us.
- Our relationship with Faribault Public Schools:
Nerstrand Charter School strives to maintain a favorable, positive relationship with the Faribault Public School in the following areas but not limited to:
 - Rental of building and grounds
 - Contracted services including: tech support, food service, custodial services and busing.
- Nerstrand BOD utilizes Roberts Rules to conduct our meetings. As you will notice when you attend our meetings or look at the roster of board members, we are a teacher majority board. We keep the BOD working calendar up to date, adding items as we think of them or as they come up.
- BOD positions are for 3-year terms. The school by-laws specify a 7-member board, comprised of 4 teachers, 2 parents, and 1 community representative. Teachers have historically "volunteered" to run for the teacher positions on a rotating schedule.

- It is helpful for new BOD members to attend a meeting or two before their full term begins.
- The Board will receive a minimum of 4 ongoing training sessions annually (during the regular meetings) in areas of governance, employment matters, school finance, and state data practices.
- Each BOD member receives a new email address when they join the Board to use for all Board correspondence. Members should not use their personal email.
- We conduct our meetings using the Open Meeting Law. You may go to www.house.mn.hrd for a complete copy of the Minnesota Open Meeting Law for specific answers to questions you may have.
- We must have at least 4 board members present to have a quorum.
- Responsibilities of board members include but are not limited to:
 - Attend monthly meetings
 - Review the BOD packet ahead of time (sent out electronically 3-5 days prior to each meeting)
 - Stay current regarding the financial status of the school and the fund balance
- EdVisions: School staff are employed by EdVisions Cooperative, work under an at-will agreement, and get all employment benefits through EdVisions. EdVisions is the employer of record - staff receive their paychecks from EdVisions. The school BOD approves a contract annually with EdVisions to provide staff to Nerstrand Elementary School.
- Charter schools are required to have a contract with an MDE-approved Authorizer and Nerstrand's Authorizer is Novation Education Opportunities (NEO). They provide oversight and guidance

to the school and report to MDE on the compliance track record of each of their schools, including Nerstrand. NEO occasionally attends Nerstrand BOD meetings, and gives the Board a written report evaluating the visit. We signed a 5-year contract with NEO, which expires 6-30-22.

- Please review the Nerstrand Code of Ethic's Policy 209.1 (attached) for an overview of the roles and contributions of individual board members.

Nerstrand Elementary School Policy 209.1
Independent Charter School District #4055
Adopted: 04/14/2003

209.1 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to assist board of directors' members in recognizing the role of individual board members and the contribution each must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE NERSTRAND BOARD OF DIRECTORS I WILL:

1. Listen.
2. Recognize the integrity of my predecessors and associates.
3. Appreciate the merit of their work.
4. Be motivated only by a desire to serve the pupils of my school.
5. Attempt to inform myself on the proper duties and functions of a school board member.
6. Recognize that it is my responsibility, together with other school board members, to see that the school is properly run, not to run them myself.
7. Work through the administration employees of the school board--not over or around them.
8. Recognize that school business may be legally transacted only in an open meeting of the school board.

B. IN PERFORMING THE PROPER FUNCTIONS OF A BOARD OF DIRECTORS' MEMBER I WILL:

1. Perform under education policies unless necessity requires otherwise.
2. Function in meeting the legal responsibility that is mine as part of a policy-forming body--not as an administrative officer.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE NERSTRAND BOARD I WILL:

1. Respect the right of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session--not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Recognize that to promise in advance of a meeting how I will vote on any proposition is to close my mind and agree not to think through other points of view which may be presented to the meeting.
5. Make decisions in school board meetings only after all sides of debatable questions have been presented.
6. Delegate details of school board action to administrative employees.
7. Insist that special committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY I WILL:

1. Attempt to appraise both the present and future educational needs of the school.
2. Attempt to obtain adequate financial support for the school program.
3. Interpret the needs and attitudes of the community and do my best to translate them into the educational program of the school.
4. Consider it an important responsibility to interpret the educational program of the school as it relates to the needs of the community.
5. Insist that business transactions of the school be on an ethical, open, and above board basis.

E. IN WORKING WITH THE NERSTRAND DIRECTOR AND STAFF I WILL:

1. Hold the Director responsible for the administration of the school.
2. Give the School Director authority commensurate with the responsibility.
3. Assure the school be administered by the best professional personnel available.
4. Consider the recommendation of the Director in the appointment of all employees.

5. Participate in school board action after considering the recommendation of the Director and only after they have furnished adequate information supporting the recommendation.
6. Expect the Director to keep the school board adequately informed at all times through both oral and written reports.
7. Spend adequate time in board meetings on school policies including:
 - Mission and Vision
 - Curricular Direction
 - Quality of Instruction
8. Give the Director counsel and advice.
9. Recognize the status of the Director as an ex officio member of the school board.
10. Refer all complaints to the proper administrative officer or insist they be presented in writing to the whole school board.
11. Present any personal criticisms of employees to the Director and not to the board.
12. Provide support for the Director and employees of the school so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER I WILL:

1. Comply with all federal, state and local laws relating to my function as a school board member.
2. Comply with all school policies as adopted by the board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Children, Families and Learning and other federal and state agencies with jurisdiction over schools.

Nerstrand Elementary School

Board Development/Training Plan

A. Board Organization

- a. Officers
 - i. Board Chair - oversees Board process, convenes meetings, Board correspondence
 - ii. Board Treasurer – attends Finance Committee meetings, reviews board financials, assists in budgeting process
 - iii. Board Clerk - oversees recording minutes of meeting
- b. Committees
 - i. The Board may consider forming additional committees (such as Governance, Policy, etc.) and corresponding descriptions of duties and goals

B. Training

Board members are required to complete certified board training in 3 components areas: employment, governance, and finance. Training records are maintained (see page 2). Training must begin within 6 months of being seated and be completed within 12 months.

The Board shall also hold ongoing board training each year in areas of governance, employment matters, school finance, state data practices, etc. (as listed in the Board Working Calendar, reviewed monthly) and will be recorded in Board minutes.

C. Goals

The Board will continue to develop their "Board Working Calendar" of events including areas for growth, self-evaluation, policy review, etc.

The Board will develop and maintain a welcome packet to assist with on-boarding new members.

D. Key Board Documents (on file in office, or posted on website)

- a. Original charter application
 - b. Bylaws
 - c. Current charter contract
 - d. Board Policies: Admission, Lottery, Conflict of Interest, Nepotism, Bullying, Fund Balance, Complaint Policy/Procedure
 - e. Facility lease
 - f. Annual financial audit
 - g. IRS 990 tax return (on file in school business office – available for public inspection)
 - h. Annual approved school calendar
 - i. Annual Report
 - j. Board Minutes and Board Agendas including Finance report
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BOARD TRAINING RECORD

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Betty "Skip" Voge	Board Governance	9/21/2019	MACS
Betty "Skip" Voge	Employment Matters	9/21/2019	MACS
Betty "Skip" Voge	Financial Matters	11/19/2019	MACS online
Nicole Schaefer	Board Governance	2/8/2020	MACS
Nicole Schaefer	Employment Matters	2/8/2020	MACS
Nicole Schaefer	Financial Matters	11/19/2019	MACS online
Alicia Wasilowski	Financial Matters	8/7/2018	MSBA
Alicia Wasilowski	Employment Matters	8/7/2018	MSBA
Alicia Wasilowski	Board Governance	8/7/2018	MSBA
Sarah Johnson	Board Governance	10/11/2014	University of St Thomas
Sarah Johnson	Employment Matters	10/11/2014	University of St Thomas
Sarah Johnson	Financial Matters	10/11/2014	University of St Thomas
Tara Vondrasek	Financial Matters	5/21/10	Nonprofit Assistance Fund
Tara Vondrasek	Employment Matters	5/22/10	Ratwik, Roszak, & Maloney
Tara Vondrasek	Board Governance	5/22/10	Ratwik, Roszak, & Maloney
Amber Skluzacek	Board Governance		
Amber Skluzacek	Employment Matters		
Amber Skluzacek	Financial Matters	12/30/20	NEO: Financial Oversight - Fund Balance
Jake Kaukola	Board Governance	1/27/21	NEO: WBWF Strategic Plan
Jake Kaukola	Employment Matters	5/7/21	NEO: Evaluate School Leadership
Jake Kaukola	Financial Matters	9/22/20	MACS

Domain 1: A Data-Driven Focus on Student Achievement

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.</i>	<i>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>	<i>The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</i>

Evidences for Element 1 of Domain 1

Have all the components of the World's Best Workforce been completed and submitted on time? Have you reported this to the board? And provided to staff as well?

Has all the documentations of the clear and measurable goals been submitted to the authorizer?

Domain 1: A Data Driven Focus on Student Achievement

2. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.</i>	<i>The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward the goal.</i>	<i>The school leader ensures that data are available for tracking overall student achievement.</i>	<i>The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that data are available for tracking overall student achievement.</i>

Evidences for Element 2 of Domain 1

- *Reports, graphs, and charts are available for overall student achievement*
- *Student achievement is examined from the perspective of value-added results*
- *Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)*
- *Reports, graphs, and charts are regularly updated to track growth in student achievement and faculty and staff are aware of and are able to access that information.*
- *The director ensures that staff are regularly analyzing school growth data*
- *Data briefings are conducted at faculty meetings*

Domain 1: A Data-Driven Focus on Student Achievement

3. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually examines and expands the options for individual students to make adequate progress.</i>	<i>The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether students are successfully completing those programs.</i>	<i>The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.</i>	<i>The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.</i>

Evidences for Element 3 of Domain 1

- *Support programs are in place*
- *The school schedule is designed so that students can receive academic help while in school*
- *Individual student completion of programs designed to enhance their academic achievement is monitored (i.e., gifted and talented, STEM, etc.)*
- *Enrichment programs are in place.*
- *Provide professional development for differentiation.*

Domain 2: Continuous Improvement of Instruction

1. The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.</i>	<i>The school leader ensures that a school-wide language or model of instruction is in place.</i>	<i>The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.</i>

Evidences for Element 1 of Domain 2

- *A written document articulating the school-wide model of instruction is in place and is available to staff.*
- *Professional development opportunities are provided for new teachers regarding the school-wide model of instruction*
- *New initiatives are prioritized and limited in number to support the instructional model*
- *The school-wide language of instruction is used regularly in faculty and department meetings*
- *The school-wide language of instruction is used regularly by faculty in their informal conversations*
- *The school-wide language of instruction is used regularly by faculty.*

Domain 2: Continuous Improvement of Instruction

2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.</i>	<i>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals.</i>	<i>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</i>	<i>The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</i>

Evidences for Element 2 of Domain 2

- *The school leader ensures individual teachers have written statements of their pedagogical growth goals*
- *The school leader ensures individual teachers keep track of their progress on their pedagogical growth goals*
- *The school leader has demonstrated a track record of hiring effective teachers*
- *The school leader has a system in place to effectively evaluate the selection process for hiring new teachers*
- *The school leader has a track record of retaining effective teachers*

Domain 2: Continuous Improvement of Instruction

3. The school leader is aware of predominant instructional practices throughout the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.</i>	<i>The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.</i>	<i>The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</i>

Evidences for Element 3 of Domain 2

- *Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school*
- *When asked, the school leader can describe the predominant instructional practices in the school*
- *The school leader provides forthright feedback to teachers regarding their instructional practices*
- *The school leader can describe effective practices and problems of practice*

Domain 2: Continuous Improvement of Instruction

4. The school leader supports the peer observation model adopted by Nerstrand School that ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses based on **these multiple sources of data and are consistent with the Nerstrand model of instruction.**

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p><i>The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with Nerstrand Elementary model of instruction.</i></p>	<p><i>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with the Nerstrand Elementary model of instruction.</i></p>	<p><i>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</i></p>	<p><i>The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.</i></p>	<p><i>The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</i></p>

Evidences for Element 4 of Domain 2

- *Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*
- *Teacher feedback and evaluation data is based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*
- *Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers*
- *The school leader provides observations and feedback to teachers according to the adopted plan.*

Domain 2: Continuous Improvement of Instruction

5. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focus on appropriate instructional growth goals and provide timely coaching for teachers in need of more steps to reach their personal growth goals.</i>	<i>The school leader ensures that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which teachers improve their instructional practices.</i>	<i>The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.</i>	<i>The school leader attempts to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals.</i>

Evidences for Element 5 of Domain 2

- Professional development courses and resources are available to teachers regarding their instructional growth goals
- Teacher-led professional development is available to teachers regarding their instructional growth goals
- Peer coaching is available to teachers regarding their instructional growth goals

Domain 3: A Guaranteed and Viable Curriculum

1. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<p><i>The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.</i></p>	<p><i>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments properly administered.</i></p>	<p><i>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.</i></p>	<p><i>The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.</i></p>	<p><i>The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.</i></p>

Evidences for Element 1 of Domain 3

- Curriculum documents are in place that correlate the written curriculum to state and district standards
- Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
- Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
- Curriculum elements and updates are communicated to parents effectively
- *Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- *All students have a prescribed program of study that documents access to courses.
- *The school leader ensures that teachers have completed appropriate content area training in their subject area courses.
- *The school leader ensures teacher have completed appropriate training for content specific strategies
- *The school leader ensures that the curriculum, which rotates on a regular basis, has been adapted so the essential elements can be adequately addressed in time allowed.

Domain 4: Cooperation and Collaboration

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices by being proactive with providing modeling and assistance to avoid nonparticipation.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person AND monitors the extent to which teachers actively participate in those opportunities.</i>	<i>The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>	<i>The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.</i>

Evidences for Element 1 of Domain 4

- *Teachers have opportunities to engage in instructional rounds*
- *Teachers have opportunities to view and discuss video-based examples of exemplary teaching*
- *Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study)*
- *Teachers have opportunities to interact about effective teaching via technology*
- *Instructional practices are regularly discussed at faculty and department meetings*
- *Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching*
- *Information is available regarding teacher participation in virtual discussions regarding effective teaching*

Domain 4: Cooperation and Collaboration

2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader continually seeks new venues for teacher input regarding important decisions.</i>	<i>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.</i>	<i>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.</i>	<i>The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.</i>

Evidences for Element 2 of Domain 4

- *The specific types of decisions on which teachers will have direct input are made clear*
- *Data-gathering techniques are in place to collect information from teachers*
- *Notes and reports are in place that describe how teacher input was used when making specific decisions*
- *Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., Survey Monkey)*
- *Groups of teachers are targeted and utilized to provide input regarding specific decisions*

Domain 4: Cooperation and Collaboration

3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.</i>	<i>The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>	<i>The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.</i>

Evidences for Element 3 of Domain 4

- *Common assessments are created by designated staff*
- *Student achievement and growth are analyzed by designated staff*
- *Data teams are in place*
- *Data teams have written goals*
- *The school leader regularly examines each data team's progress toward goals*

Domain 4: Cooperation and Collaboration

4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.</i>	<i>The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal function of the school.</i>	<i>The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.</i>	<i>The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.</i>

Evidences for Element 4 of Domain 4

- *Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school*
- *Data is archived and reports regularly generated regarding these data*
- *The manner in which these data are used is made transparent*
- *The school leader effectively identifies potential leader*

Domain 4: Cooperation and Collaboration

5. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.</i>	<i>The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional function of the school.</i>	<i>The school leader ensures that input is regularly collected from students, parents, and community.</i>	<i>The school leader attempts to ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.</i>

Evidences for Element 5 of Domain 4

- *Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school*
- *Data is archived and reports regularly generated regarding these data*
- *The manner in which these data are used is made transparent*
- *The school leader provides an interactive website for students, parents, and the community*
- *The school leader is visible at school functions*
- *The school leader conducts spot light lunches with students*
- *The school leader hosts or speaks at community/business luncheon*

Domain 5: School Climate

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.</i>	<i>The school leader continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.</i>	<i>The school leader continually engages in activities to improve his or her professional practices.</i>	<i>The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to engage in activities to improve his or her professional practices.</i>

Evidences for Element 1 of Domain 5

- *When asked, faculty and staff identify the school leader as the leader of the school*
- *When asked, faculty and staff generally agree as to the direction provided by the school leader*
- *The school leader has a written annual growth plan*
- *The school leader has identified professional development activities consistent with his or her growth plan*
- *The school leader has identified mentors and regularly interacts with them*
- *The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
- *Faculty and staff describe the school leader as uncompromising in regards to raising student achievement*
- *Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement*

Domain 5: School Climate

2. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.</i>	<i>The school leader performs with integrity and the best interest of all students AND monitors the extent to which faculty and staff perceive him or her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.</i>	<i>The school leader performs with integrity and the best interest of all students.</i>	<i>The school leader attempts to perform with integrity and the best interest of all students, but does so sporadically or inconsistently.</i>	<i>The school leader does not attempt to perform with integrity and the best interest of all students.</i>

Evidences for Element 2 of Domain 5

- *When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn*
- *Faculty and staff describe the school leader as one who “walks the walk and talks the talk”*
- *When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives*
- *Faculty and staff describe the school leader as one who speaks with candor*
- *Faculty and staff describe the school leader as one who is willing to “take on tough issues”*
- *The school leader acknowledges when school goals have not been met or initiatives have failed*

Domain 5: School Climate

3. The school leader ensures that faculty, staff, students, parents and the community perceive the school environment as safe and orderly.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.</i>	<i>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.</i>	<i>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct.</i>

Evidences for Element 3 of Domain 5

- *When asked, faculty, staff, students, parents and the community describe the school as a safe place*
- *When asked, students, parents, faculty and staff describe the school as an orderly place*
- *Clear and specific rules and procedures are in place for the running of the school*
- *Few, if any, incidents occur in which the safety of students, faculty or staff is compromised*
- *The school leader provides a means for faculty and staff to communicate about the safety of their school*
- *Faculty and staff know the emergency management procedures and how to implement them for specific incidents*
- *The school leader can provide evidence of practicing emergency management procedures for specific incidents*
- *The school leader can provide evidence of updates to emergency management plans*
- *The school leader employs social media so that students may anonymously report potential incidents*
- *The school leader has a means of communicating to parents about issues regarding school safety (e.g., call-out system)*
- *The school leader coordinates with local law enforcement agencies regarding school safety issues*
- *The school leader engages parents and community regarding issues of school safety*

Domain 5: School Climate

4. The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.</i>	<i>The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.</i>	<i>The school leader, in cooperation with the business manager, manages the fiscal, operational, and technological resources necessary to support effective teaching.</i>	<i>The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.</i>

Evidences for Element 4 of Domain 5

- *When asked, faculty and staff report that they have adequate materials to teach effectively*
- *When asked, faculty and staff report that they have adequate time to teach effectively*
- *Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses*
- *Time available for specific classes and courses meets the state or district specifications for those classes and courses*
- *The school leader works cooperatively with the business manager*
- *The school leader successfully accesses and leverages a variety of resources (e.g., grants, title funds)*
- *The school leader manages time effectively in order to maximize focus on instruction*
- *The school leader appropriately directs the use of technology to improve teaching and learning*
- *The school leader provides adequate training for the instructional technology teachers are expected to use*

Domain 5: School Climate

5. The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
<i>The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.</i>	<i>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.</i>	<i>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.</i>	<i>The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.</i>	<i>The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.</i>

Evidences for Element 5 of Domain 5

- *When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated*
- *When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated*
- *The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)*
- *The school leader regularly celebrates the success of a variety of types of individuals (e.g., teacher of the year, support staff employee of the year).*

Nerstrand Board of Directors Work Calendar

- August: Review Policy #
BOD Chair verifies status of new members' required BOD trainings
Election of Officers (certifies June Appointments of Officers)
Approve staff hiring list for the new year
Annual review - BOD Onboarding Document
Annual review - Nerstrand Board Development/Training Plan
- September: Review By-Laws
Review and update document detailing BOD membership terms
Review Policy #
- October: BOD chair confirms background checks for BOD members
Review Policy #
Ongoing Board Training: Governance (example: Open Meeting Law)
- November: Ongoing Board Training: Finance (example: Understanding the Annual Audit)
Review Policy #
Check-in on new member training status for training required by 12/31
- December: BOD Chair verifies new member training status for training required by 12/31
Review Policy #
Ongoing Board Training: State Data Practices Law (presentation by Maggie)
- January: Review BOD member terms and prepare for election
Establish an Election Committee of 3 or less Board members
Ongoing Board Training: Employment (example: presentation by EdVisions)
BOD chair completes check list of training certificates received as of 12/31
Review Policy #
- February: Assemble Budget Committee of 3 or less Board members
Update on interest in BOD open positions, verify date to post
Review Policy #

- March: Update from Budget Committee
Verify date for 30-day notice of BOD election
Begin evaluation performance review of School Director
Approve School Calendar for next year (March/April)
Review Policy #
- April: Update from Budget Committee - preliminary budget for next year
Approve School Calendar for next year (if not already approved)
Announce 30-day notice for BOD election
Approve service contracts for next year
Continue review of School Director – send out staff surveys
Review Policy #
- May: Review/approve budget for next year (if not already approved)
Discuss BOD election progress
Review NEO Framework
Approve service contracts for next year
Continue review of School Director - BOD work session, meet with Director
BOD chair completes check list of training certificates expected as of 6/30
Review Policy #
- June: Approve budget for next year (if not already approved)
Approve revised current year budget (if necessary)
Discuss Director Domaine focus for next year
Certify BOD election results
Approve annual banking resolutions for next year
Designate use of REAP funds for next year
Approve service contracts for next year
Complete Performance Review of School Director – summary presented
Approve designations of required roles for next year (IOwA, etc.)
Appointment of Officers for next year (Board Chair, Treasurer, Secretary/Clerk)
Approve next year's Board Meeting Schedule
Review Policy #