

Personnel Committee Meeting

Tuesday, May 10, 2022 3:15 PM

Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021

1. **Call to Order**
2. **Meeting Minutes Review**
3. **Review of Superintendent Evaluation Tool**
4. **Adjourn**



Personnel Committee Meeting Minutes Minnesota State Academies Board

A Personnel Committee Meeting of the Minnesota State Academies Board was held Tuesday, February 8, 2022, beginning at 3:15 PM in the Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021.

Attendance: Superintendent Wilding, Jessica Eggert, Nicole Halabi, Bridget Flier.

Ex-Officio present: Anne Grace Donatucci, Mark Bromley, Beth Hamilton.

Absent: Brittany Thomforde, John Davis.

Minutes: Kim Barron

1. Call to Order

The meeting was called to order at 3:19 p.m.

2. Meeting Minutes Review

3. 2022-2023 School Calendar Discussion/Selection for Board Approval

The group reviewed the survey results, which was closely split between the two options. After much discussion, the group agreed to choose Option 2, with some modifications: reinstating Veteran's Day as a scheduled work day and finishing the school year on June 8. In addition, students will be dismissed at noon on Wednesday, November 23 for the November break. However, that day will still be a full work day for staff.

Superintendent Wilding will make the modifications and share with the personnel committee via email as well as posting the draft in the agenda for the full Board meeting on February 23.

4. Adjourn

The meeting adjourned at 3:48 pm.



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 www.msa.state.mn.us

Superintendent/District Goals for 2021-2022

MSA Vision: MSA empowers every student to achieve, care, and thrive in an ever-changing world.

MSA Mission: MSA provides a rigorous, student-centered educational program in a fully accessible, language-rich environment to maximize each student’s full potential. Additionally, MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.

Superintendent/District Performance Goals and Standards

Goal #1: (Continued from 2020-2021) Expand on last year’s progress to plan for, engage in, and adopt an understanding of cultural competency to respect and integrate the diverse ethnic, tribal, gender, and economic backgrounds of all staff and students.

Goal #1: Increase Cultural Competency (Standard #8, Ethical and Inclusive Leadership)

- Performance Measure 1: A plan of professional development related to cultural competency is developed for all departments on campus, including students on both campuses.
- Performance Measure 2: Training, workshops, book study, and/or other activities are implemented on both campuses. All of our staff and students will have at least two or more opportunities to participate in training and/or other activities.
- Performance Measure 3: Surveys are sent out to students and staff, gathering information on how we might be able to improve daily practices, policies, procedures, and/or other systems at MSA in regard to inclusion and respect for diversity.

Goal #1 Standard #8e - Cultural Competency Evaluation

- **Highly Effective (4)** - Engages stakeholders to develop a school-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school decision making.
- **Effective (3)** - Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom.
- **Developing (2)** - Ensures that staff has necessary cultural competence to respond to students’ needs.
- **Ineffective (1)** - Does not use strategies that recognize and capitalize on MSA community’s diversity.
- **N/A**

MSA empowers every student to achieve, care, and thrive in an ever-changing world.

Goal #2: Provide leadership and oversight to enhance workplace respect and improve school climate for staff members with focus on reconnecting/rebuilding relationships and support for each other.

Goal #2: Improve workplace respect and school climate (Standard 8 – Ethical and Inclusive Leadership)

- Performance Measure 1: Work with Strategic Plan committees on both campuses to select strategies to improve school climate. Provide means and support for implementation of those strategies, supporting staff and student contributions to workplace respect and school climate.
- Performance Measure 2: Support administrators in department-specific activities and strategies to reconnect and rebuild professional and interpersonal relationships with the goal of enhancing the workplace experience for everyone.
- Performance Measure 3: Collaborate with staff and parents to devise and implement strategies for improvement of communication and connections with parents/families, utilizing information shared from school climate surveys and parent satisfaction surveys. Campus Climate Surveys at the end of the year demonstrate improvement in all areas as compared to surveys sent out in May of 2021.

Goal #2 Standard #8b: Interactions with Staff, Students, and Community

- **Highly Effective (4)** – Ensures that MSA procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of the school community; builds relationships with employee groups through trust and sharing appropriate information
- **Effective (3)** – Guides staff to examine MSA procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of relationships.
- **Developing (2)** – Frequently examines MSA procedures and practices for adherence to the principles of fairness and human dignity; works to make the best out of relationships with different groups.
- **Ineffective (1)** - Does not examine procedures and practices for adherence to principles of fairness and human dignity; is unable to work with different groups; does not work to improve relationships
- **N/A**

Goal #3: Provide leadership and oversight to support Strategic Plan Committees’ efforts to increase enrollment.

Goal #3: Support Strategic Plan implementation, with emphasis on improving enrollment (Standard 1 – Governance Team)

- Performance Measure 1: Establishes strategic plan committees for each goal area of the strategic plan along with the Site Council chairs and recruit members for each committee, with emphasis placed on the Statewide Visibility Goal (increasing relationships and information sharing to attract new students).

- Performance Measure 2: Facilitates the development of short-term goals and strategies to improve statewide visibility and increase enrollment. Supports implementation of strategies with resources, time, and budget as much as feasible.
- Performance Measure 3: Supports administrative and personnel investment of time, resources, knowledge, and skills to meet short-term goals for the 2021-2022 school year. By May of 2022, MSA will show at least 5% growth in enrollment from May of 2021.

Goal #2 Standard #1b: Goals and/or Strategic Plan

- **Highly Effective (4)** – Facilitates development of MSA’s short- and long-term measurable goals and aligns available resources with MSA’s budget to accomplish goals.
- **Effective (3)** – Facilitates development of MSA’s short- and long-term goals and recommends necessary strategies to meet goals.
- **Developing (2)** – Goals have been developed but no overall plan or alignment of resources exists.
- **Ineffective (1)** – Goals are not developed.
- **N/A**

**Minnesota State Academies
Superintendent Performance Evaluation for SY 2021-2022**

SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION				
Place <u>one</u> check <input checked="" type="checkbox"/> in each row for each goal and <u>one</u> check <input type="checkbox"/> for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
<p><u>Goal 1.:</u> (Continued from 2020-2021) Expand on last year’s progress to plan for, engage in, and adopt an understanding of cultural competency to respect and integrate the diverse ethnic, tribal, gender, and economic backgrounds of all staff and students.</p> <p><i>(Standard #8 – Ethical and Inclusive Leadership, and #8e - Cultural Competency Evaluation)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Goal 2.:</u> Provide leadership and oversight to enhance workplace respect and improve school climate for staff members with focus on</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION				
reconnecting/rebuilding relationships and support for each other. <i>(Standard #8 – Ethical and Inclusive Leadership, and #8b – Interactions with Staff, Students, and Community)</i>				
Overall Goals Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A. For the goals, which best illustrates the superintendent’s greatest strength and why?
Click or tap here to enter text.
- B. For the goals, which presented the superintendent with the greatest challenge and why?
Click or tap here to enter text.
- C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges?
Click or tap here to enter text.

When you have completed this form, please save it, and send it to (INSERT NAME) no later than (INSERT DATE). You may want to keep a copy to reference during the evaluation on June 8.