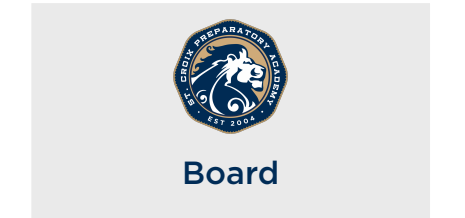
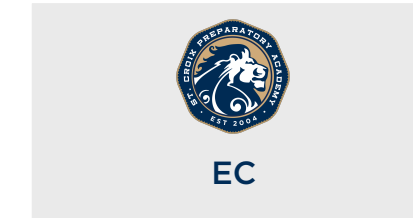
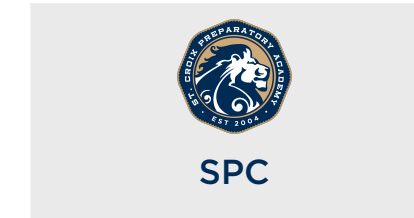









# St. Croix Preparatory Academy Board Retreat Agenda October 12, 2024

1. Breakfast
2. Call to Order (8:45 - 9:15) 2
  - Call meeting to order
  - Introductions
  - Meeting Norms
  - Meeting Objectives
  - Review Succession Planning Timeline
3. Interview Process & Leadership Criteria (9:15 - 10:15) 4
4. Job Description & Compensation Range (10:15 - 10:45) 54
5. Interview Questions Activity Part 1 (10:45 - 11:45)
6. Lunch (11:45 - 12:30)
7. Interview Questions Activity Part 2 (12:30 - 1:45)
8. Wrap Up & Adjourn Meeting



Planning					
July 2023	ED Position Study		Commission a committee to study the executive director position.	Time study in progress	
October 2023	Stakeholder Input		October Retreat, Staff and Parent Focus Groups	October Retreat, Staff and Parent Focus Groups	
	Board Training			View Sartell Training	
	Communicate Process to Stakeholders			Ongoing throughout the process	
March 2024	Board Effectiveness Survey		To measure the board's self-evaluation and readiness for the next chapter of SCPA. Facilitate discussion at March board meeting.		
April/May 2024	Communicate Process to Stakeholders			Ongoing throughout the process	
June 2024	Search Timeline	Conduct an initial planning meeting with the Board of Directors to establish the search timeline.		Identify timelines for search.	
June 7, 2024	Change Cycle Training Part 1		To equip the organization for planned change.		
July 2024	Website Communications			Build web page for public communication of succession plan - GO LIVE AUGUST	
	Begin Compensation and Benefits Data Requests			Charter and Public school data request for contracts and benefits	
Aug 2024	Begin ED job description refinement with time-study.			Review job description based on data gathered and current approved job description..	
	<b>Change Cycle Training Part 2</b>		To equip the organization for planned change. Ensure alignment with market and search efforts in 2025.		
	Determine Hiring Criteria	Begin discussion of hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.			
	Website Communications			Go live with Succession plan web page	
	Retirement Announcement to School Community				Board announcement via School communication channels
	Time Study		Receive Time Study Results		
	Differentiate Search Process			Internal search vs external search. Keep same.	
	Survey of SPC and Board	Survey to determine hiring criteria for ED			
Sept 2024	Communicate succession efforts and the plan			Transparency and confidence building.	
	Complete ED job description refinement with time-study.			Tighten up job description based on data gathered and discussed. Is legal counsel needed to review changes? Reassign tasks out of scope.	
	Complete Compensation and Benefits Analysis			Review charter and public school data requests to provide recommendation to school board.	
Oct/Nov 2024	Candidate Submission Materials			Identify candidate submission materials (resume, leadership philosophy statement, prescribed Q: A, etc.)	
	Job Description, Compensation, Benefits Recommendations Approved by Board			Submit Job Description, Compensation, Benefits based on sub-committee work.	
	Determine Hiring Criteria	Complete discussion of hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.			
	Survey of SPC and Board	Review survey results			
	Document Design			Design Interview Questions, Matrix for Candidates and Interview Comparison	
	Vacancy Announcement	Develop a two-sided color vacancy announcement and post on both statewide and national job sites.			
	Retirement Press Release			Press release Jon's retirement. Decide release format, date, reach. Press release announcing official search for successor	
	Applications Procedures/Workflow	Develop all application procedures, handle candidates' calls and correspondence, collect and review candidates' files, and receive candidates' credentials.			
	Communicate Process to Stakeholders			Ongoing throughout the process	
	Online Q&A for Staff/Community			Ongoing throughout the process	
Posting					
November 25, 2024	Posting	Directly contact Superintendents, Assistant Superintendents, Service Cooperative Directors, Charter School Directors, Principals, Assistant Principals, and Cabinet members across the state to inform them of the vacancy and application procedures. Also post in Revelus through the national NASS network.			
Pre-Interview/Screening					
January 20, 2025	Application Deadline	Provide online access for all candidate materials for SPC and Board within two days of application deadline.			
January 22-31, 2025	Candidate Submissions	Email recommended candidates based on ratings from established criteria.		Review candidate materials	Review candidate materials.
	Screen Candidates	Screen the candidate pool against the Board of Directors's hiring criteria and leadership profile.		Screen candidates in candidate pool.	
	Verify Candidate References			Conduct preliminary verification of references, social media sweeps and pre-interviews and vetting of candidates who best meet the Board of Directors's hiring criteria as determined by SPC	
February 4, 2025	Present Finalists for Interviews			Present recommended candidates for 1st interview.	Board of Directors selects finalists for interviews, and clarifying remaining steps of the search process



		 MSBA	 REBAR Rebar	 SPC	 EC	 Board
<b>1st Round Interview</b>						
<b>February 4, 2025</b>	1st Interview Invitation			Invite candidates for first round interview.		
	Candidates Announcement			Prepare and post communications piece for the school district staff and community that includes the names of the candidates who will be interviewed.		
	1st Interview Logistics			Act on all second-round interview logistics. Dates, times, transportation needs, meals, interview reserved rooms, interview SCPA participants, interview questions.		
<b>February 11/12, 2025</b>	1st INTERVIEW					Conducts 1st Round Interviews and select finalists for 2nd Round
	1st Interview Admin Team Follow-up					Gather admin team feedback following 1st round interview.
	1st Interview Stakeholder Feedback					Gather stakeholder feedback following 1st round interview.
	1st Interview Candidate Follow-up			Follow up with each candidate on their experience and further questions or concerns.		
<b>2nd Round Interview</b>						
	2nd Interview Invitation			Invite candidates for second interview.		
	Candidates Announcement			Prepare and post communications piece for the school district staff and community that includes the names of the candidates who will be interviewed.		
	Additional Reference Checks			Conduct any additional reference checks		
	2nd Interview Logistics			Act on all second-round interview logistics. Dates, times, transportation needs, meals, interview reserved rooms, interview SCPA participants, interview questions.		
<b>February 18, 2025</b>	2nd INTERVIEW					Conducts 2nd Round Interviews
	2nd Interview Admin Team Follow-up					Gather admin team feedback following 2nd round interview.
	2nd Interview Stakeholder Feedback					Gather stakeholder feedback following 2nd round interview.
	Board - Decide Finalist					Board discusses, debates, and decides on finalist.
<b>Hiring</b>						
<b>February 19, 2025</b>	Background Screening			Facilitate background screening of Finalist by "Trusted Employees" Screening Company		
	Negotiations				Negotiations with Finalist.	
	Acceptance				Finalist acceptance and contract signed.	
<b>February 25, 2025</b>	Contract Approval					Board meets to approve new Executive Director Contract.
	Communication of New ED			Prepare a communications piece for the district to send to the media, school district staff, and community introducing the new Executive Director.		
	Communicate Process to Stakeholders			Ongoing throughout the process.		
<b>July 1, 2025</b>	Employment Start Date					
<b>Post-Hiring</b>						
	Develop Transition Plan for ED			Assist in developing a transition plan for the new Executive Director. - TBD		
	Board Training - Goals for ED					After the new Executive Director begins, Board of Directors and Executive Director work to develop goals and/or expectations.

## ED Interview Process Guidance

### Application materials will include:

- 2 pre-screening questions that will be determined at Oct. 7 MSBA meeting
- Transcript
- Licensing details (if candidate has administrative license)
- Do we want anything additional at this point?

### Proposed posting/interview timeline (ideal to have posting open 6-8 weeks):

- November 25, 2024 - MSBA opens posting on MSBA, MASA, MNSchoolJobs, & Revelus (captures Thanksgiving break).
- January 20, 2025 - Application deadline.
  - Close posting: January 20 (8 weeks from 11/25 and captures winter break)
  - MSBA will provide online access to all candidate materials within 2 days of close (1/22) for the Board and SPC members.
- January 23, 2024 - MSBA will email recommended candidates based on ratings from established hiring criteria.
- January 22-January 31 - SPC reviews applications, conducts screening, preliminary verification of references, social media sweeps, pre-interviews of recommended candidates via phone.
- January 22-January 31, 2025 - Board members review applications.
- \*February 4, 2025 - Board meets to determine finalists for first round of interviews, interview questions & procedures (names of the candidates selected should be posted the night they are selected).
- \*February 11 and 12, 2025 (if two dates are needed contingent on # of finalists) - Board conducts first round of interviews, selects finalists for second round of interviews, any additional reference checks are completed.
- February 18 - Board conducts second round of interviews; Board selects lone finalist and sets negotiations process.
- February 19, 2025 - Board designee(s) begins negotiations of employment contract with lone finalist (Board motion to offer finalist the ED position contingent upon passing background screen (Trusted Employees) and successful negotiation of contract).
- \*February 25, 2025 - Board meets to approve employment contract.
- July 1, 2025 - New ED begins employment.

\*Dates will need to be added as Board Meetings and publicized on our website. These dates will be included on the Vacancy Brochure MSBA creates and uses for the posting. Administrative team members (especially those who are also SPC members) should plan to attend all Board Meetings in February.

### Items of note for the interview process:

- Keep open meeting law requirements and data privacy top of mind. SPC members and Board members will have online access to all candidate application materials. If anything needs to be printed, it needs to be viewed by appointment without copies being made or distributed. Until the finalists for the first-round interviews are determined, candidates cannot be discussed with identifying information such as he/she, current employer - should be referred to as Candidate A, B, C, etc. as it would violate data privacy. Admin team members who are not SPC members will not have access to applicant materials. After

interviews conclude data privacy remains – candidate names unless they were announced as a finalist cannot be disclosed.

- Board decisions need to be immediate after interviews are complete – process cannot be dragged out over weeks.
- Board will need to determine how they want to receive relevant and fast input from the audience (admin team members). MSBA suggests 3-point scale (Exceeds, Meets, Does Not Meet). This information can be data practiced. Board deliberations about candidates are open meeting and negative comments about candidates should be avoided.
- Schedule 15-minute breaks between candidate interviews. Depending upon interview schedule a break between the end of interviews and Board deliberations a break of 15-30 is helpful for gathering and reviewing audience (admin team) feedback. Conversations about the candidates or interviews should not occur during breaks as Board members should not conduct school business during a break.
- MSBA uses a timekeeper during interview – shows candidate time remaining: 30 min, 15 min, 5 min and stands up to escort candidate out at the end of time. Print out questions for candidate for interview to have in front of them during the interview, bottle of water – MSBA will greet candidate and let them know how room is set-up, etc.
- Board chair should have an opening statement/welcome for each interview, then each board member should introduce themselves – Name, any specific role they have on the board and how long they have served on the board – DO NOT get into anything personal such as children attending Prep, etc. as it will lead the candidate to do the same which is not pertinent to the interview and cannot be considered during the interview process. Small talk is discouraged.
- Each board member should take turns asking questions which allows all members of the board to speak – this will be outlined on interview rubric.
- Board chair manages responses to candidate questions and should defer as needed such as “Who would like to respond to this question?” or “Let’s defer to our EDFO, Kelly Gutierrez, to address your question on school finances.”
- The SPC indicated interested in viewing a writing sample – MSBA suggested to have finalist candidates submit writing sample prior to round 1 interview to a specific situation.
- 60-minute interview for round 1 – 14-18 questions (one question being “Do you have any questions for us?”). No follow-up questions from Board members (do not want candidates to be able to state they were not asked the same questions inviting discrimination claims).
- 60-90-minute (max) interview for round 2 – 10-12 questions (more in-depth questions which may be informed from round 1 interviews). Some leeway with follow-up questions. Be clear and specific with any follow-up – such as “Please describe your experience with implementation of X as we did not hear that in your response”.

- Do not live stream as it will give candidates later in the interview process an advantage - it keeps a level playing field for all candidates to refrain from live streaming. Can record interviews but should only post recordings of finalist candidates for a brief amount of time - no more than one week.



*Where School Boards Learn to Lead*



# Hiring the Right Superintendent

**Leadership Matters**



# Hiring the Right Superintendent

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### Do's and Don'ts of Hiring a Superintendent

- |   |  |
|---|--|
| DO determine the school district's needs first.                       | DON'T hire the best of the worst.  |
| DO agree to arrive at a consensus.                                    | DON'T overlook those already in the school district.                             |
| DO take enough time to conduct a thorough search.                     | DON'T let a consultant identify the best superintendent for the school district. |
| DO make certain all members of the school board share in the process. | DON'T give away the school board's right to select its next superintendent.      |



# Beginning the Search

Selecting a new superintendent is perhaps the single most important decision a school board will make. Statistics on school board member tenure show that many of them have not experienced the difficult and important task of hiring a superintendent. This booklet is intended to help school boards develop an efficient and effective hiring process.

An organized process is important to both the school board and prospective applicants. School boards at big and small school districts must define the superintendent's job, determine the qualifications of the position, screen applications, conduct interviews, and, ultimately, make the best possible selection for their school districts and communities.

Regardless of school district size, the Minnesota School Boards Association (MSBA) believes this booklet will be helpful.

**For the search, the school board must consider:**

- A search budget,
- The search timeline,
- Whether to use consultants,
- The search process, including:
  1. announcing the vacancy, recruiting applicants, and screening applications,
  2. interviewing specifics,
  3. selecting a finalist, and
  4. communicating to the community and school district staff.

**Hiring a superintendent gives the school board a chance to review its priorities and goals.**

## The Budget

A superintendent search (search) is a time-consuming and relatively expensive process. The cost will vary depending on whether the school board conducts a national search or focuses on the region or state. The use of a consultant will also affect the school district's budget.

**Costs to consider:**

- Staff time, school board members' stipends
- A vacancy brochure describing the position
- Advertising costs
- Postage and telephone calls
- Legal fees
- Consultant fees
- Applicant expenses such as travel, lodging, and meals
- Site visit expenses for school board members, such as travel and meals

## Using a Consultant

Before the school board begins the selection process, school board members must decide whether to employ a search consultant (consultant). If the school board hires a consultant, the consultant should be involved in the planning as early as possible.

Hiring the superintendent — a school district's chief executive officer — is a time-consuming process, and, for this reason, many school boards opt to hire a consultant to guide the school board through the search from start to finish. The consultant understands the legal requirements, is well-versed in interviewing and hiring techniques, and may have connections with potential candidates. If the school board is considering a consultant, talk to school board members from other school districts who have recently used a consultant to hire their superintendents and ask about their experience with the process. School boards can also contact MSBA for information. The school board may review several proposals from consultants and interview two or three before making a decision.



## Beginning the Search

Month 1	Month 2	Month 3	Month 4
Decide on consultant use Set search budget Establish search timeline Gather stakeholder input Develop hiring criteria Create search vacancy brochure Develop application and selection process Announce vacancy	Advertise and recruit interest in the position Field applicant questions Develop interview process Develop interview questions Screen applications	Interview finalists Conduct second interviews Plan site visits, if needed Conduct final reference checks	Make and announce selection Negotiate employment contract Develop orientation process with new superintendent

### Sample questions for consultants:

- Are you doing other searches at this time? If so, how many?
- Who were your previous clients?
- How will you advertise and recruit for the position of superintendent in our school district?
- Will you narrow the pool to a small group of applicants? If so, how?
- Will we see all of the applications for our open position?
- When do you consider your work to be finished?

Remember, however, that the responsibility for hiring the superintendent falls squarely on the shoulders of the school board members, and the school board cannot give that responsibility away. The school board must make certain the process remains *its* process and it retains control of all hiring

practices. Don't allow anyone to set unrealistic goals or "glass ceilings."

In addition to reviewing the consultant's credentials and checking references, be sure to ask for all estimates and/or quotes in writing. Use an attorney to draft the agreement into a contract so all parties understand their responsibilities. Ask for progress reports on the search and make sure timelines are met.

## The Search Timeline

The school board should first determine when it wants the new superintendent to start, then work backward from that deadline to establish the search timeline. Generally speaking, a search will take anywhere from three to four months to complete. However, the school board should take as much time as it needs to secure the best possible person for the job.

# Beginning the Search

## Involving Stakeholders

The superintendent works for the school board. Therefore, the entire school board should be involved in the search process, and the entire school board should make the decision to hire. Of course, the superintendent is a significant player in the community as well as the school district. Everyone from school district staff to parents to members of

the business community has a stake in the outcome of the search. Input from stakeholder groups is an important part of the process. The school board should create opportunities for stakeholders to provide input on qualifications.

School board members, however, must be clear with all stakeholder groups that the final hiring decision rests with the school board, as the superintendent is, first and foremost, the school board's employee.

Sample Hiring Criteria	Not Important — 1	Somewhat Important — 2	Average — 3	Important — 4	Very Important — 5
1. Works cooperatively with the school board					
2. Provides educational leadership					
3. Selects, assigns, and evaluates school district staff					
4. Understands and demonstrates sound management					
5. Is experienced in curriculum and development					
6. Delegates authority while maintaining accountability					
7. Is experienced in areas of equity and access					
8. Understands Minnesota's collective bargaining process					
9. Has a progressive yet realistic educational philosophy					
10. Is familiar with state and federal education laws					
11. Has administrative experience in similar school district(s)					
12. Shows interest in broad range of community groups					
13. Has good communication skills					
14. Understands sound fiscal management procedures					
15. Understands the legislative process					
16. Develops and directs an effective leadership team					
17. Is committed to professional growth for self and staff					
18. Is both honest and ethical in dealing with community					
19. Is experienced in implementing educational priorities					
20. Has proven experience in managing transition					

## Beginning the Search



### Developing the Hiring Criteria

Every school board wants a superintendent with multiple strengths, but finding a superintendent who is 100 percent perfect in all desired skill areas is unlikely. The form on Page 3 of this booklet is one tool school boards can use to prioritize hiring criteria.

After identifying and prioritizing the hiring criteria that best fit their district, the school board — or its consultant — should include these in all advertising materials.

### Applications

The vacancy should be announced in a wide variety of places. As the pool of qualified superintendents shrinks, creating widespread awareness about the school district's vacancy is crucial to success.

Advertising can be costly; however, it doesn't have to be lengthy. Any advertisement should include the school district's website address where applicants can find longer job descriptions, the hiring criteria, and information about the school district and community.

#### Sample advertising sources:

- Minnesota School Boards Association (MSBA)
- Minnesota Association of School Administrators (MASA)
- American Association of School Administrators (AASA)
- Minnesota EdPost
- Top School Jobs (Education Week)
- The school district's website

### Internal Applicants

Is the best applicant already in the school district? Perhaps. Many school districts have staff members who hold superintendent licenses and who have expressed an interest in the school district's superintendency. While these individuals may be highly experienced and have knowledge of the school districts' inner workings, school board members should not make any promises of employment as the school district's next superintendent.

School district staff can be encouraged to apply, but school board members must be careful not to imply these applicants have an advantage over external applicants because of their experience in the school district. Such implications can lead to problems later in the search process.

Remember: The school board's job is to find the best possible person for the position. By announcing the vacancy and conducting an open and transparent search, the school board can legitimately and confidently tell the public it found the best person for the job.

## Beginning the Search



## Screening the Applications

The school board should wait until after the application deadline has passed before reviewing the application materials. If the school board is using a consultant, they may conduct an initial review and weed out applicants that clearly don't meet the school district's hiring criteria. When the school board reviews the applications — or the consultant's proposed pool — all school board members should be involved.

### Legal considerations:

- **School board meetings related to the search — including meetings of a committee of the school board — are open meetings.**
- **Applicant information is private data. The names of those applicants who are identified as finalists (those applicants selected by the school board to be interviewed) are public.**

While the public is welcome to attend all school board meetings, they are not allowed to participate in the school board meetings unless the school board grants them permission to do so. The school board should establish a separate venue for public input. A school board meeting involves the school board doing its work in public; it does not mean the public should be involved in the school board's work at the school board meeting.

Prior to the finalist selection meeting, which is a public meeting, school board members individually go to the school district office to review the applicants' files. To avoid doubling up and/or creating a serial meeting, school board members should stagger the times they go to the school district office to review the applicants' files. Often times an administrative assistant will create a master application review schedule and assign each school board member a time. Also, to protect the data privacy rights of the applicants, the applicants' files must be numbered or lettered before the school board members begin their review of the files. The school board members will use the assigned numbers or letters when discussing the applicants at the finalist selection meeting. Finally, in order to avoid costly data-related redacting costs, the applicants' files should not be brought into the finalist selection meeting. The files should be left at the school district office.

## Salary: What Should the Announcement Say?

Many consultants and school board veterans advise against using the phrase, "salary negotiable," in advertisements and printed materials. Instead, they suggest indicating the minimum salary, as in "salary not less than \$105,000;" maximum salary, as in "salary will not exceed \$130,000;" or a salary range, as in "\$100,000 to \$120,000." Otherwise, applicants whom the school district can't afford may apply or other applicants may be discouraged from applying assuming the school district can't pay enough.

Worse, if the school board advertises \$100,000 and ultimately pays \$120,000, it has probably cheated itself out of many qualified applicants who would have applied if the \$95,000 to \$120,000 range had been published in the first place.

Lastly, the salary and compensation package should be negotiable commensurate with the finalists' experience and qualifications.

**Sample Applicant Screening Form:** Based on the application materials provided, determine whether each applicant “Meets” or “Does Not Meet” the school board’s hiring criteria. If school board members are discussing this form in public, DO NOT use the applicants’ names or any other information that may identify the applicants. Instead, use letters or numbers as identifiers.

Name/ Identifier	Application complete	Education	Provided three references	Has		Licensed	Budget skills	Curriculum and instruction	Communication skills	Personnel management	Strategic planning experience	Interview
				superintendent experience	experience							
												Yes No Maybe

## Beginning the Search

### **Extra! Extra! Read All About It! The Search and the Media**

(Adapted from the National School Boards Association)

The moment the school board is faced with selecting a new superintendent, the school board will be in the midst of a media event. Local news outlets, particularly community-oriented newspapers, will want to know what is going on, and the school board should keep the selection process as open as feasible.

One of the easiest ways to positively involve the news media in the search is to fully inform them on an equal basis. If all reporters receive the same information at the same time, the school board won't find itself being accused of playing favorites.

The following additional suggestions may enhance the school board's efforts:

1. Before the search begins, appoint a designated spokesperson for the school board. Have the spokesperson host a media briefing outlining the reasons for the vacancy, the search process (including use of consultants and the projected timetable), and when information on applicants can and will become public.
2. Invite the media to publicize the school board's intent to involve the community and school district staff (i.e., surveys, question-and-answer forums, etc.).
3. Give the media a copy of the vacancy announcement and other relevant search materials.
4. Remember, the names of applicants are private data. Only the names of the finalists (the applicants selected for an interview) are public.
5. Once the school board has identified the finalists (individuals selected by the school board to be interviewed), the school board should provide the media with the names of those individuals.
6. Interviews conducted by the school board are open meetings and must be treated as such. Provide the media with search updates (i.e., when the school board expects to make a selection).
7. After the school board has reached an agreement with its final choice for superintendent and announces the new superintendent, thank the media for its assistance. Inform the media of the superintendent's start date.
8. The media may want to know details of the superintendent's employment contract — such as salary, vacation time, and other benefits. This information is public and must be provided once the employment contract is finalized.
9. What if an individual school board member's favorite candidate wasn't selected? Remember, respecting the decision of the full school board is important. Complaining to the media about the selection will only serve to undermine the new superintendent's attempts to strengthen the school district.



# The Interview

The interview phase of the hiring process may be the most interesting and most difficult. The application materials come to life: the school board finally has its chance to interact with the candidates.

Research shows interviewers form impressions of candidates within the first few minutes. While the first impression should not be discarded, school board members must keep an open mind throughout the search process.

## Planning the Interview

When interviewing is done by a full school board, it requires coordination. The school board must decide how much time to allot for the interviews and who will ask what questions.

### Before the interviews:

- **Decide what information about the job and/or school district should be given to the candidates and by whom.**
- **Discuss the topics to be covered.**
- **Anticipate any complications in the process and discuss options.**

School board members should review their established hiring criteria and develop interview questions to help measure the candidates against the hiring criteria. Remember, the school board's hiring criteria were developed to attract specific candidates and used to screen the applications. The hiring criteria clearly should be the focal point for the interview questions, and a series of questions should be developed that will elicit responses from the candidates which relate directly to the hiring criteria set by the school board.

Avoid questions that hint at a preferred answer. For example: Ask: "What do you consider the strengths and weaknesses of a four-period day or block schedule?" Don't ask: "What do you think about our school district's award-winning early childhood program?"

Each school board member should ask questions rather than delegate the responsibility to one or two members. A superintendent works with the full school board, and all school board members should be active participants.

**Questions that elicit responses related to the hiring criteria set by the school board should be asked of each candidate.**

## Getting Started

The candidate arrives, and the small talk begins. Be careful — the supposed informality of pre-interview chitchat could lead to inappropriate comments or questions. For example, a school board member may comment on one of the superintendent's previous jobs. "I see you worked in Gopherville. Do you know my friend, Joe Smith?" The implication is that the candidate's chances improve if they know Joe Smith (and that Joe Smith thinks highly of them). When it comes to small talk, stick to the weather.

### Considerations:

- **Don't spend a lot of time talking about the school district. Let the candidate do the talking.**
- **Give the candidate school district- and community-related brochures and a copy of the school district's budget.**
- **Be responsive to answers but don't share individual school board member's opinions.**
- **Use the same interview questions for all candidates and ask the interview questions in the same order.**
- **Leave plenty of time for the candidate to ask questions. Remember, the candidate is also interviewing the school board.**
- **Remember to take good notes; however, always ensure the notes are professional and appropriate.**





# The Interview

## Potential Interview Questions

The interview is an opportunity to glean information from the candidates that enables the school board members to make a good decision. Be sure to use this time to ask the candidates difficult, probing questions — soliciting information from them regarding what they have done, how they did it, and how your school district will benefit from their experience.

Look for leaders who actively participate in their school districts and seek individuals whose knowledge meets the school district's needs. What areas are most important? Curriculum development, student achievement, community relations, equity, budgeting, and negotiations are among the issues the school board might identify.

The school board will need to pick and choose which interview questions will generate appropriate information. Interview questions are typically sorted into the following categories:

- **Getting to know the candidate**
- **Working with the school district's administrative staff/team management**
- **Working with other school district staff**
- **Public relations/communications skills**
- **Student achievement and the curricular process**
- **Diversity, equity, and inclusion**
- **Budget/facilities management**
- **School board relationships**

The following list of interview questions may be used as a starting point to shape the interview. As a reminder, the interview questions should relate directly to the school board's established hiring criteria.

### **Getting to know the candidate**

- Tell us about your work experience as it relates to the hiring criteria.
- Why are you interested in the position of superintendent in this school district?
- What are your goals and how might they contribute to this school district?
- How do you utilize strategic planning in the administration of a school district?
- What types of professional development have you undergone to improve your skills as an administrator?
- In your opinion, what is the superintendent's role in student achievement?
- What are your greatest strengths as an administrator?
- Give an example of a problem you have solved and the process you used.

### **Working with school district's administrative staff/team management**

- How do you evaluate the school district's administrative staff?
- How do you help principals become more effective?
- How would you handle teacher opposition to any administrative staff?

## The Interview

### Potential Interview Questions

#### **Working with other school district staff**

- How do you achieve a trusting relationship with teachers and other staff?
- What type of staff development programs have you organized?
- What methods of communicating with staff have worked most effectively for you?
- What methods have you used to build consensus among staff?
- What is the superintendent's role in building/maintaining staff morale?

#### **Public relations/communications skills**

- How would you learn what school district stakeholders are thinking?
- What means have you used to effectively communicate with the community?
- How do you think members of the public in your current school district perceive you?
- What sources or methods do you use to learn what students are thinking?
- How do you handle parent complaints at inconvenient moments, such as being confronted about "high teacher salaries" when you're enjoying dinner with a friend?
- How have you boosted the level of parent and community involvement in the schools/school districts you've led?
- What is the superintendent's role in the legislative process?
- Have you recently been involved with a referendum campaign? If so, what were your key strategies?

#### **Student achievement and the curricular process**

- How do you help the school board and staff use data to make decisions about curriculum and student achievement?
- What are the best ways for a school board to monitor student achievement?
- What is your most important accomplishment in terms of improving student learning?
- What efforts have been made in your current school district to better serve the needs of at-risk students?
- If the school district's math scores were declining, how would you evaluate and address the problem?
- What are the components of a good early childhood program? Elementary program? Secondary program?
- What programs have you implemented to evaluate curricular offerings in your current school district?



# The Interview

## Potential Interview Questions

### Diversity, equity, and inclusion

- How do you address the racial, social, economic, and cultural needs of a school district's diverse population?
- Provide an example of the strategies you used to create an inclusive learning environment for all students, regardless of ability, race, or life experiences.
- What steps have you taken or would propose to take to provide an equitable education to all students?
- What have you found to be most effective in addressing and narrowing the achievement gap?
- Describe how you would help build public confidence in our district across all families with kids in our schools, as well as those without a direct connection to the schools?
- How has the pandemic changed your perceptions of equity issues in pre-K through 12th grade public education?

### Budget/facilities management

- What procedures do you use to monitor school district expenditures?
- In the development of a budget, what major goals and objectives do you establish?
- Describe the budget development process you prefer to use in terms of a timetable and the individuals or groups involved.
- If cutting 5 percent of the budget were necessary, how would you propose doing it?
- Describe your background in budget preparation and business administration.
- How do you determine space utilization in school facilities?
- With declining enrollment, the school district may need to close a building. What guidelines would you propose?

### School board relationships

- Describe your ideal school board/superintendent relationship.
- How do you help school board members become more effective?
- How do you communicate with school board members?
- How do you view the role of the school board?
- How do you deal with a split school board?



## The Interview

### Don't Ask!

A number of legal considerations are involved in a job interview. If a candidate volunteers information about a protected class during the interview, school board members should do the following: ignore it, do not ask follow-up questions, do not discuss it, and make sure it does not become a factor in the hiring decision. Additionally, do not write notes on the application form; rather, each school board member should use a separate school board-agreed upon interview summary form to record their evaluation of the interview based on the candidate's responses to the interview questions.

Both state and federal law prohibits questions regarding "Protected Class Categories." Indirect questions regarding protected class categories are also a violation of the law.

#### Protected class categories:

- Age
- Ancestry/national origin
- Color/race
- Disability
- Economic status/status with regard to public assistance
- Familial/marital status
- Genetic information
- Membership or activity in a local commission
- Pregnancy
- Sex
- Sexual orientation
- Veteran status

**DON'T ASK**

What is an indirect question that violates protected class status?

#### Below are some interview questions that are not appropriate:

- How will you make child care arrangements? (**Violates familial/marital status**)
- When did you graduate from college? (**Violates age status**)
- Do you own a home? Or, have you filed bankruptcy? (**Violates economic status/status with regard to public assistance**)

School boards should be particularly careful during follow-up questions. Agree beforehand how follow-up questions will be handled and be cautious. Going "off script" increases the risk of an inappropriate question being asked. When in doubt, check with an attorney.



## The Interview

### The Candidate's Turn

The school board has its questions answered; now it's the candidate's turn.

Be sure to plan time in the interviews so candidates can ask questions about the school board's expectations and the school district. If a school board-superintendent relationship is akin to a "marriage," then both parties need to understand the other before making a commitment. The superintendent wants the school district to be a good fit for him or her as much as the school board wants the superintendent to be a good fit for the school district.

With a small pool of qualified candidates and a highly competitive environment, school board members should be prepared to explain why their school district is a good place to work, while acknowledging the challenges they face.

School board members should be aware that candidates, especially those who consider themselves finalists, are asking tougher questions these days to help them determine whether or not they remain interested in the position.

### Potential Candidate Questions

- How do you evaluate the superintendent?
- What are the strengths of the school district?
- What are the school board's short- and long-term goals? What is the school district's vision?
- What are the school district's biggest challenges?
- How would the school board describe the relationship between the administration and teachers?
- What is the school district's financial condition?
- What does the school board see as its role? What about the superintendent's role?
- What are the strengths and weaknesses of the school board?
- What problems exist in the school district that I should be aware of?
- What does this community expect in terms of the superintendent's involvement in the community?
- How will key administrators be selected?
- What are the most important skills the school board expects a superintendent to possess?
- How does the school board involve itself in the operation of the school district?



# The Interview

## Common Interview Mistakes

- 1. Incomplete notes.** Without notes, school board members are unlikely to remember key points of an interview — especially after talking to four or five candidates. Good notes help ensure equal consideration of all candidates; otherwise, the first and last candidates tend to stand out and gain an unfair advantage.
- 2. Quick decisions.** Individuals who do not have a great deal of interviewing experience may find it difficult to avoid first impressions and quick judgments. School board members are reminded to take their time and make confident, measured decisions.
- 3. Forgetting the whole picture.** School board members may be tempted to cling to one important characteristic — such as good communication skills — at the expense of considering other weaknesses. The reverse is also true.
- 4. Violations of the “Don’t Ask” list.** If the school board breaks the law during an interview — intentionally or unintentionally — the school board could subject the school district to a lawsuit.
- 5. Poor or incomplete hiring criteria.** If the school board hasn’t carefully considered important hiring criteria, its questions won’t get to the key issues.
- 6. Topics overlap.** When a school board spends too much time on a particular topic, or the questions keep returning to a single topic, the “full picture” is lost, and important areas don’t get covered.
- 7. Vague questions, vague answers.** School board members shouldn’t be left to interpret what a candidate said or meant. Be careful about questions that invite vague responses. School board members should avoid assigning characteristics to candidates based on their own personal interpretations or biases.
- 8. Making a bad impression.** Plan ahead so the school board appears cohesive and organized. Sometimes interviewers talk too much — whether in the formal interview or informal chitchat — or the school board contradicts itself. The school board doesn’t want the best candidate to have an unfavorable opinion of the school board or school district.
- 9. Accepting the wrong fit.** Being without a full-time, permanent superintendent for long is neither easy nor desirable. However, lowering the school board’s standards to fill the position quickly is worse. Dealing with a high-profile job in a public institution is not easy. Remember, the process counts. The school board should take the time it needs to conduct the search.
- 10. Failing to probe motivation.** School board members certainly want to focus on a candidate’s skills. However, learning about the candidate’s motivation and passion for the job is also important. If the candidate isn’t supportive of the school board’s goals, the lack of support will be evident in their performance. Finding the right candidate is more than learning if a candidate can do the job; the issue is *will* they do it and do it well?



# The Interview

## Sample Interview Summary Form

Name of Finalist: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

School Board Member Completing Form: \_\_\_\_\_

Directions: Check the rating category you consider appropriate based on the candidate's response to the interview question asked. Do not confer with anyone before selecting rating categories for each question. Ratings categories selected should remain confidential and be shared only when all candidates have been interviewed.

E — Exceeds requirements

M — Meets requirements

D — Doesn't meet requirements

Interview Questions		Rating Category		
		E	M	D
1.	Tell us a bit more about your work background as it relates to hiring criteria and why your want to be "X's" next superintendent.			
2.	Describe the process you would use to conduct ...			
3.	What is your experience ...			
4.	Describe the educational change ...			
5.	What have you done ...			
6.	Describe how you ...			
7.	Describe how you have ...			
8.	Describe how you have been involved ...			
9.	What have you done to improve ...			
10.	Describe for us ...			

# Checking References

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The school board has an impressive candidate or two. They were confident and articulate. Their answers were inspiring. The school board can picture either one of them sitting at the school board table behind the superintendent placard.

Not so fast. Checking references is a critical step in the hiring process. References are how the school board learns whether the candidate puts all those inspiring words into actions.

References may be listed in the application materials, but they also should include school board-initiated or consultant-initiated contacts with past employers and employees. No candidate lists references without knowing that the references provided will be positive. The school board has the responsibility to probe deeper. If the school board hires a consultant, the school board should make sure the consultant acknowledges this responsibility as well.

The “Don’t Ask” list applies to reference checks, too. Questions asked should be job-related only.

If the school board member conducting the reference

check is getting vague or hesitant answers, a problem may exist. If the reference won’t be specific, additional phone calls should be made until the issue is understood.

## Tips for reference checks:

- **Avoid “yes/no” questions.**
- **Ask the critical question: “If given the opportunity, would you hire the individual again? If no, why not?”**
- **Ask follow-up questions to get specifics. “How do you now this?” or “Can you give me specific examples of the skill you’re describing?”**
- **Call past employers as well. The current employer may have reasons for wanting the candidate to leave and this may distort the answers provided.**
- **Ask in what areas the candidate could use additional training or experience.**
- **Ask the reference about his or her impressions of the candidate’s relationship with other school district staff.**
- **Always check references.**

## Sample Questions to Ask References

### For school board members

- How often and under what circumstances did the candidate contact you?
- What is the candidate’s role in building the agenda for the school board meeting?
- What is the candidate’s role at a school board meeting?
- How does the candidate deal with school board members who have different agendas or points of view?
- How has the candidate shown the ability to hold school district staff accountable for results?
- How satisfied are you with the candidate’s level of communication with the school board?

### For school district staff

- How do representatives of your staff group discuss work-related issues with the candidate?
- In what way does the candidate formally or informally recognize school district staff for good work?
- Can you identify a situation that has caused the candidate to terminate the employment of, or to reprimand, staff?  
How was it handled?

### For citizens

- Describe the candidate’s level of involvement in the community.
- What is the community’s impression of the candidate’s ability to maintain control of school district costs?
- What is the community’s perception of the quality of education in this school district?
- How has the candidate developed support from businesses and other stakeholders?



## Checking References

### Sample Reference Check Form

This form is intended to be used as a guide and should be modified to align with the school board's hiring criteria. As a courtesy, candidates should be reminded that their references will be contacted. Use the following guidelines when conducting all telephone reference checks, whether a candidate is internal or external.

Introduce yourself, state the purpose of the call, the estimated length of the call, and confirm this is a convenient time to talk.

For example: Hi, my name is [insert name] and [insert name] is a finalist for superintendent at [insert name of school district], and I would like to ask you [insert number of questions] questions which will take approximately [insert number] minutes. Is this a good time for you to talk?

Be consistent! Ask the same questions about all final candidates and weigh the information equally. Remember, the "Don't Ask" list applies to reference checks.

---

Candidate's Name and Current Position: \_\_\_\_\_

Date Reference Check Conducted: \_\_\_\_\_ Position Applied For: \_\_\_\_\_

Reference's Name, Title, and Contact Number: \_\_\_\_\_

Reference Conducted By:

1. What is/was the nature and length of your relationship with [insert name]?
2. What are/were [insert name] job title, duties, and dates of employment?
3. What are/were [insert name] most significant accomplishments as they relate to the position of superintendent?
4. What are/were [insert name] top three qualities as they relate to the position of superintendent?
5. What area(s) of development, as they relate to the position of superintendent, could [insert name] focus on?
6. Please describe [insert name]'s management style.
7. If the candidate is not already a superintendent, what indication do you have [insert name] is ready to be a superintendent?
8. If relevant, why did [insert name] leave their position?

# Making Your Choice

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With the first round of interviews and reference checks completed, the school board should be ready to narrow the finalists to two candidates (three at most). The tools in this booklet are designed to help the school board in that process.

At this point, the search has probably generated a great deal of media coverage and community discussion. School district staff are anxious about the decision, as are the candidates. The school board may be experiencing pressure from various groups regarding which candidate to hire. While stakeholder input is a valuable part of the process, remember, the superintendent will be the school board's employee and the decision rests in the school board's hands alone.

## The Final Choice

Second interviews and site visits are the last steps in making the decision. Why conduct a second interview? The school board's first impressions may not hold up during second interviews, reference checks, or site visits. Ideally, the school board has more than one outstanding candidate, and it needs another interview to build consensus around a lone final candidate. Many school board members find they need a second interview to resolve unanswered questions.

The second interview is largely focused on clarifying points from the first interview.

While the second interview may feel more personal, the "Don't Ask" list still applies. Many candidates, however, have shared information about their families at this point. Again, as a reminder, the school board should not ask follow-up questions regarding this information, discuss the information, or use the information as a factor in the hiring decision.

**The focus in second interviews:**

- **Dig deeper on topics of significance to the district.**
- **Ask the candidate to react to specific areas in which school board members may have doubts.**
- **Seek confirmation of a candidate's sincere interest in the position.**

## Site Visits

Site visits are becoming increasingly rare in superintendent searches; however, they can provide an excellent opportunity for gauging a superintendent's effectiveness and support levels.

Having the candidate support the visit and help arrange meetings with administrators, school board members, teachers and other staff, students, community leaders, and members of the local media is best. However, the school board should also seek out individuals not scheduled to be interviewed by the candidate.

The school board should prepare a list of questions prior to the site visit. All questions asked should be job-related, and the "Don't Ask" list applies to questions asked during site visits also.

Ideally, two or three school board members visit the community of the top candidate. If the school board decides to visit more than one candidate, the school board involves the same school board members in all site visits as opposed to having some school board members going to one community and others visiting the second community.

Regardless of the number of school board members involved, the site visit should be treated like a meeting under the Open Meeting Law and should be appropriately posted.



## Making Your Choice

### Sample Site Visit Questions

The following sample site visit questions are intended to be used as a guide and should be modified to align with the school board's hiring criteria. Remember: The "Don't Ask" list applies to questions asked during site visits.

#### **For school board members**

- How did [insert name] help you be an effective and cohesive school board, particularly during difficult times?
- Do you feel [insert name] kept you adequately informed in a timely manner? How did [insert name] keep you informed?
- How does [insert name] handle conflict? Provide an example.
- How has [insert name] dealt with setbacks or decisions that didn't work well?
- Has your school district experienced major financial difficulties? If so, how did [insert name] handle those situations?
- How has [insert name] involved the school board in decision-making? Describe a major problem or decision and how [insert name] involved the school board.
- How has [insert name] kept the school board focused on improving student achievement?
- Tell me how [insert name] has used data to help the school board make decisions and monitor progress.

#### **For school district administrators**

- Describe decisions that were difficult but handled effectively by [insert name].
- How does [insert name] include you in the decision-making process? Provide an example.
- Does [insert name] build leadership and encourage risks? Provide an example.
- What is your perception of how [insert name] is viewed by the community? The staff?

#### **For citizens**

- Tell me how [insert name] obtains stakeholder input for decisions/issues.
- Do you feel you can talk with [insert name] and they will really listen? Provide an example.
- How has [insert name] handled decisions that some community members did not support?
- Is [insert name] respected in this community? What leads you to that conclusion?
- How has [insert name] made a difference in your schools?

#### **For school district teachers**

- What are the strengths of [insert name] as an administrator?
- How does [insert name] provide teachers with opportunities for input before decisions are made?
- How does [insert name] handle situations in which teachers disagree with administration and/or the school board?
- What are [insert name]'s most significant accomplishments in this school district?
- Describe the relationship between [insert name] and the bargaining unit.

#### **For others who worked with the superintendent**

- How would you describe your working relationship with [insert name]?
- What are [insert name]'s greatest strengths?
- What is your perception of the relationship [insert name] has with staff? Parents? The community?

*If the opportunity arises, don't pass up talking with students. They probably can't answer questions about the superintendent's financial skills, but they certainly can tell if students are treated with respect.*

## Making Your Choice

### Deliberating in Public

Whether school board members have used a consultant or conducted the search themselves, the most difficult part of the search typically involves the final step: discussing which candidate best meets the school district's needs.

The discussion, of course, is a public one.

Many school board members struggle to balance meeting the spirit of the Open Meeting Law with the logistics of an open, honest discussion about the candidates' attributes. How can school board members ensure they don't offend any of the candidates? After all, what will happen if the top candidate declines the position and the school board has alienated its second or third choice?

While these concerns are legitimate, the school board must remember it is analyzing the candidates because the candidates voluntarily sought the position. Candidates for a high-profile public position, such as the superintendency, know they will be judged on criteria set by the school board and/or community, and that they will be judged against other candidates. As professionals, they willingly put themselves in that position in order to seek out opportunities in other school districts.

During your board's deliberations, it will be important to emphasize the positive attributes of candidates instead of pointing out negative ones. This approach will call attention to a school board's professionalism.

School board members also should not launch into the process until they are prepared. Seek advice from MSBA or an attorney if questions arise. Think ahead and always treat the candidates fairly and with respect.

Do not, as individual school board members, go off on "fact-finding missions." Do not entertain the demands of one self-interest group while ignoring others. If the school board has determined the hiring criteria it wants and carefully constructed the questions, the discussion will unfold logically.

School boards that plan ahead, abide by the law, and treat people with respect seldom have difficulty finding new leadership for their school districts. By conducting a quality search, school boards will help usher in new leadership and elevate their stature as quality school boards with a quality educational product.

**Candidates for a high-profile public position, such as the superintendency, know they will be judged on criteria set by the school board and the community, and that they will be judged against other candidates.**

#### **Don't:**

- **Go on individual fact-finding missions.**
- **Let a special interest group shape the process.**
- **Alienate any of the finalists.**

#### **Do:**

- **Focus on the positive attributes of candidates during public discussion rather than negative points.**
- **Judge candidates based on the hiring criteria established by the school board.**



# The Employment Contract and Retention

Developing a good employment contract is a major step in establishing a positive working relationship between the school board and superintendent so the terms and conditions of employment need to be clear and concise. The school board and new superintendent should make certain that they agree on the intent of the language and write it clearly so future school boards can discern the elements of the employment contract.

The school board should review the new superintendent's proposals carefully to assure that they are legal. Calculate the financial terms so the school board understands the long-term impact of every item in the employment contract. The school board should contact MSBA or its attorney when appropriate.

MSBA, in cooperation with MASA, has developed a model superintendent employment contract (model) for school boards and superintendents to use as a starting point. The model provides school boards with an excellent basis from which to develop an employment contract with new superintendents. The model is analyzed each year by MSBA's legal counsel and should be used as the foundation for all superintendent employment contracts. The model can be found on MSBA's website at <https://mnmsba.org>.

## Evaluations

Evaluating the superintendent's performance and its own performance are two of the school board's most important duties. Whether the school board is evaluating its own performance or the performance of its superintendent, the evaluation can be a powerful tool for growth and professional development. In addition, having a positive working relationship between school board members and

**School boards should calculate the financial terms of the employment contract so they understand the long-term impact of every item in the employment contract. Contact the school board's attorney or MSBA when appropriate.**

the school board and its superintendent are critical to accomplishing a school district's mission and priorities. One way to develop this relationship is by having an effective, constructive evaluation process and procedure that helps drive school district improvement efforts.

Although no evaluation technique is guaranteed to be free of conflict, a formal, well-constructed process, such as the one referenced in the "Goals- and Standards-Based Superintendent Evaluation" booklet (booklet), will help clarify expectations, remind both parties of their roles, and improve professional development. The process launches a dialogue about those expectations and provides an outlet for resolving conflict. The booklet can be found on MSBA's website.

Evaluations should be conducted at least annually unless the school board and superintendent determine more frequent evaluations are appropriate.

Minnesota law allows school boards to close the portion of the board meeting during which they evaluate the performance of the superintendent. However, the school board must provide a summary of its conclusions to the public at its next open meeting.



# The Employment Contract and Retention

## Foundations for a Good School Board-Superintendent Relationship

### 1. Written mission, beliefs, and vision statements.

The school board and the superintendent work together to assess the condition of the school district, often referred to as an environmental scan. They reflect on the purpose of the school district, identify shared beliefs, and develop a shared vision for the school district in written form commonly termed mission, beliefs, and vision statements. The mission, beliefs, and vision statements should be reviewed annually.

### 2. School board policy and administrative procedures handbook.

The school board policy manual contains clear written policy statements which clarify the school board's expectations with respect to specific operations of the school district. The policy manual should include policies that specify the general roles and responsibilities of the school board and the superintendent. The administrative procedures handbook should contain administrative procedures that clarify to the school board how the superintendent intends to carry out the school board's policies. The school board needs to establish a system for reviewing existing policies and procedures and developing new policies and procedures, when appropriate.

### 3. Superintendent employment contract.

The superintendent's employment contract is a written agreement between the school board and the superintendent and consists of the terms and conditions of the superintendent's employment. The superintendent's employment contract must be approved by the school board at a public meeting. A model employment contract, which has been approved by the boards of MSBA and Minnesota Association of School Administrators (MASA), can be found on MSBA's website at <https://mnmsba.org>.

### 4. Superintendent job description.

The superintendent's job description is a written explanation of the specific expectations the school board has of the superintendent, provided through their leadership in guiding the school district. How specific the job description is may vary; however, the superintendent's job description should be the basis for evaluating the performance of the superintendent, along with any school board approved performance goals and/or professional development goals. The job description should be referenced regularly and be updated after completing the current performance evaluation. A sample job description can be found on MSBA's website at <https://mnmsba.org>.



## The Employment Contract and Retention

### Foundations for a Good School Board-Superintendent Relationship (continued)

#### 5. Superintendent performance evaluation system.

The superintendent should be evaluated by the school board at least annually. The superintendent performance evaluation should allow for periodic or ongoing feedback opportunities throughout the year and a summative performance evaluation for the entire year. The performance evaluation should be tied directly to the superintendent's job description, annual school district goals, and professional development goals. Based on the evaluation feedback, the superintendent should know clearly whether they are meeting the school board's collective expectations. If not, prescriptive statements should be included which tell the superintendent what they must do to fulfill these expectations. For more information, download a copy of the "Goals- and Standards-Based Superintendent Evaluation" booklet from MSBA's website at <https://mnmsba.org>.

**6. School district strategic plan.** The school board and the superintendent should work together to develop a strategic plan which involves gathering input from various stakeholders. The strategic plan sets the direction to guide the school district for the next three to five years. In Minnesota, the strategic plan is required and must be reviewed annually.\* The strategic plan "comes to life" through an action plan that spells out timelines, resources, responsibilities, etc.

\* See *Minnesota Statute 120B.11, Subd. 5.*

**7. School board self-evaluation.** The school board needs to establish a performance evaluation system which periodically evaluates how well it is performing its roles and responsibilities as a school board. This evaluation, at times, may be informal; however, a formal written procedure to measure the school board's effectiveness and prescribe ways in which it might become more effective should be done also. If the school board deals with difficult issues and rapid turnover of school board members, the school board self-evaluation is particularly important.

**8. Training and learning opportunities.** The school board should have a written policy which spells out the need and opportunity for school board training and learning opportunities. Due to the volume and speed of change, the need for school board members and superintendents to have opportunities for training and skills development is greater than ever. Training and learning opportunities vary and include in-district training among the superintendent, other school district professionals, and the school board, or training may be via their respective regional, state, or national organizations.



# Appendix A — Sample Vacancy Announcement

Superintendent of Schools  
Independent School District No. [insert number], Any Town, Minnesota [insert Zip Code]

The [insert Name] School Board is seeking qualified applicants for the position of superintendent. The anticipated start date is [insert date].

## **The Community** [insert a brief overview of the community]

The School District is located in [insert name of county], which is located between [insert town] and [insert town name]. The business climate is [insert information]. The community also [insert information about the community].

## **The School District** [insert a brief overview of the School District] Mission statement: [insert mission statement]

Highlights:

- Total student enrollment (pre-kindergarten through 12th grade);
- Total number of employees (licensed and non-licensed);
- Names of buildings maintained by the school district and number of students/grade configuration for each school district-owned building;
- School district budget;
- School district website address.

## **Qualifications**

The School Board has established the following qualifications for the next superintendent:

- has a solid understanding of school finance;
- has demonstrated personnel management skills;
- has a strong academic background with successful experience in curriculum;
- has previous school district administrative experience.

## **Salary and Contract**

A regionally competitive compensation package, with an annual salary of not less than [insert amount or range], will be negotiated commensurate with experience and qualifications. The contract length is negotiable as provided in Minnesota statute.

## **Application Procedure**

To be considered for this position, an applicant's completed file must be received by [insert time] on [insert date and year], and must include the following documents:

- a cover letter;
- legal proof or other evidence (i.e., certificate/license) showing the applicant's qualification to be a superintendent in the state of Minnesota;
- A set of up-to-date credentials, which includes an application, current resume, at least three letters of recommendation, and a copy of the applicant's official transcript(s).

Completed applications should be submitted to the [insert name and title (for example: School Board Chair, Human Resources Director, Superintendent)], [insert address].

The [insert name of School District] is an equal opportunity employer.



# Appendix A — Sample Vacancy Announcement

Superintendent of Schools  
Independent School District No. [insert number], Any Town, Minnesota [insert Zip Code]

The [insert Name] School Board is seeking qualified applicants for the position of superintendent. The anticipated start date is [insert date].

Applicants should be able to demonstrate a proven record of excellence in exceptional leadership with the following additional qualifications:

- has a solid understanding of school finance;
- has demonstrated personnel management skills;
- has a strong academic background with successful experience in curriculum;
- has previous school district administrative experience.

## **Salary, Start Date, and Contract**

The salary for the new superintendent will be [insert amount or range], plus a regionally competitive compensation package will be negotiated commensurate with experience and qualifications. The contract length is negotiable as provided in Minnesota statute.

## **Application Procedure**

To be considered for this position, an applicant's completed file must be received by [insert time], on [insert date], and must include the following documents:

- a cover letter;
- legal proof or other evidence (i.e., certificate/license) showing the applicant's qualification to be a superintendent in the state of Minnesota;
- a set of up-to-date credentials, which includes an application, current resume, at least three letters of recommendation, and a copy of the applicant's official transcript(s).

Completed applications should be submitted to the [insert name and title (for example: School Board Chair, Human Resources Director, Superintendent)], [insert address].

The [insert name of School District] is an equal opportunity employer.

# Appendix B — Sample Application for Employment Form

Superintendent of Schools  
[insert address information from previous pages]

1. Please forward your completed application to: [insert name and title (for example: School Board Chair, Human Resources Director, Superintendent)], [insert address].
2. To be considered for this position, an applicant's completed file must be received by [insert time], on [insert date], and must include the following documents:
  - a cover letter;
  - legal proof or other evidence (i.e., certificate/license) showing the applicant's qualification to be a superintendent in the state of Minnesota;
  - a set of up-to-date credentials, which includes an application, current resume, at least three letters of recommendation, and a copy of the applicant's official transcript(s).

CLOSING DATE FOR APPLICATIONS IS [insert date]

## PERSONAL INFORMATION

Applicant's Name: \_\_\_\_\_

Current Address: \_\_\_\_\_  
Street City State ZIP

Current Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Best way to contact: \_\_\_\_\_

Present Position: \_\_\_\_\_ Since: \_\_\_\_\_

Work Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Annual Budget: \$ \_\_\_\_\_ Student Enrollment: \_\_\_\_\_

Number of Employees: \_\_\_\_\_ Current Salary: \$ \_\_\_\_\_

Do you hold a Minnesota-issued superintendent license? YES\_\_\_ NO\_\_\_ FF# \_\_\_\_\_

## EMPLOYMENT HISTORY

List all full-time experience in the field of education, in reverse chronological order (present position first).

Institution and Location	Position	From/To	Reason for Leaving

# Appendix B — Application for Employment

## PROFESSIONAL PREPARATION

Degree	Institution/Location	Major/Minor

SPECIAL ACHIEVEMENTS [Publications, fellowships, honors, involvement in professional organizations, consulting, community honors.]

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REFERENCES [List one past school board member and two employers/supervisors.]

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SPECIAL NOTES [Comment on the most significant contributions you believe you have made in your present position.]

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Indicate what you consider to be your most important qualifications that equip you to perform as superintendent of schools in ISD [insert school district number].

---

---

---

I have requested that my credentials be forwarded from \_\_\_\_\_

Having read the hiring criteria, indicate how you meet the hiring criteria for the position in ISD [insert school district name]

---

[Insert the Certification, Consent, Notice, and Release of Information.\*]

\*NOTE: The school board should work with its legal counsel to develop a Superintendent Employment Certification, Consent, Notice, and Release of Information.

Date \_\_\_\_\_ Signed \_\_\_\_\_

## Appendix C - Sample Letters

NOTE: The following sample letters are intended to be used as guide, and should be modified to meet the specific needs of the school board.

### **Letter To Acknowledge Receipt of Application**

Date

Name Title Address

City, State, Zip

Dear \_\_\_\_\_:

On behalf of the [insert school district name] School Board, I am writing to acknowledge that we have received your letter of application and other supporting documents for the position of superintendent of our school district.

We appreciate your interest in our school district. If you are selected for an interview, you can expect a phone call from [insert name] the week of [insert date].

Thank you, again, for your interest in our school district. We do appreciate the time you invested in this application.

Sincerely,

Name

Title

Initials

# Appendix C - Sample Letters

## “No Interview” Letter

Dear \_\_\_\_\_:

This letter is in reply to your application for the position of superintendent at [insert school district name].

We regret to inform you that you were not selected for an interview. We appreciate your interest in the position. Best of luck to you as you pursue your professional goals.

Sincerely,

Name  
Title  
Initials

\*\*\*

## Interview Confirmation Letter

Dear \_\_\_\_\_:

As discussed during our conversation, I am writing to confirm your interview for the position of superintendent of [insert school district name]. The interview will take place on [date] at [time] in the [location] and will last approximately [amount of time].

We look forward to seeing you on [insert date]. If you have any questions, please contact [insert name] at [insert contact information].

Sincerely,

Name  
Title

# Appendix D - Sample Interview Schedule

## Schedule of First Interviews

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

## Schedule of Second Interviews

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

Name \_\_\_\_\_ Date/time/place \_\_\_\_\_

# Appendix E - Notes

Notes

**St. Croix Prep Executive Director Search  
Planning Meeting Agenda  
October 7, 2024 – 8:00 am**

\_\_\_ Introductions

\_\_\_ Review of Process

\_\_\_ Timeline

\_\_\_ Vacancy Brochure

- Draft language
- Hiring criteria
- Salary and compensation verbiage

\_\_\_ Role of Current Executive Director

\_\_\_ Ground Rules

\_\_\_ Search Spokesperson

\_\_\_ In-District Contact Person(s)

\_\_\_ Confidentiality Employee

\_\_\_ Search Agreement: additional services (yes/no)

\_\_\_ National advertising

\_\_\_ Background checks

\_\_\_ Two Pre-Screening Priorities for the Application

\_\_\_ Questions



## St. Croix Prep – Executive Director Search Timeline

October 7, 2024 <i>(8:00 am, Succession Planning Committee Meeting)</i>	Planning meeting – discuss search timeline, review hiring criteria and search procedures
November 25, 2024, to January 20, 2025	MSBA posts opening on websites (MSBA, MASA, EdPost, Revelus), advertises position vacancy, receives applications, and responds to applicants’ inquiries
January 20, 2025	Application Deadline
January 21, 2025 – January 24, 2025	MSBA reviews applications
January 22, 2025 – February 4, 2025	Board and SPC members review applications
January 24, 2025	MSBA sends finalist recommendations based on applications and hiring criteria to the SPC
<b><u>NOT INCLUDED IN MSBA SERVICES:</u></b>	
February 4, 2025 <i>(Time TBD, Special Meeting)</i>	SPC and Board meet to determine finalists, interview questions and procedures
February 11 and 12, 2025 <i>(Time TBD and Time TBD, Special Meetings)</i>	Board conducts first round of interviews
February 18, 2025 <i>(Time TBD, Special Meeting)</i>	Board conducts reference checks and holds second round of interviews; Board selects lone finalist and sets negotiations process
February 19, 2025 <i>(Time TBD, Special Meeting – if it’s a committee)</i>	Board committee or designee begins negotiations of employment contract with lone finalist
February 25, 2025 <i>(Time TBD, Regular Meeting)</i>	Board meets to approve employment contract
July 1, 2025	New executive director reports to work



## Dates with Meeting Restrictions 2024-2025

January 1, 2024	New Year's Day Holiday	No school, no meetings
January 15, 2024	Martin Luther King, Jr.'s Birthday Observed *	No meetings
February 19, 2024	Presidents' Day *	No meetings
February 27, 2024	Precinct Caucus Day	No meetings or activities after 6:00 p.m.
March 5, 2024	Presidential Nomination Primary	No meetings or activities 6:00 p.m. – 8:00 p.m.
March 12, 2024	Township Election Day (if applicable)	No meetings or activities 6:00 p.m. - 8:00 p.m.
May 27, 2024	Memorial Day	No school, no meetings
June 19, 2024	<b>Juneteenth</b> ^	No school, no meetings
July 4, 2024	Independence Day	No school, no meetings
August 13, 2024	Primary Election Day	No meetings or activities 6:00 p.m. - 8:00 p.m.
September 2, 2024	Labor Day	No school, no meetings
October 14, 2024	<b>Indigenous Peoples Day</b> (Optional Holiday) ^^	No meetings if this is a school district holiday
November 5, 2024	Election Day	No meetings or activities 6:00 p.m. – 8:00 p.m.
November 11, 2024	Veterans Day	No meetings
November 28, 2024	Thanksgiving Day	No school, no meetings
November 29, 2024	Day After Thanksgiving (Optional Holiday)	No meetings if this is a school district holiday
December 25, 2024	Christmas Day	No school, no meetings
January 1, 2025	New Year's Day Holiday	No school, no meetings
January 20, 2025	Martin Luther King, Jr.'s Birthday Observed *	No meetings
February 17, 2025	Presidents' Day *	No meetings



March 11, 2025	Township Election Day (if applicable)	No meetings or activities 6:00 p.m. - 8:00 p.m.
May 26, 2025	Memorial Day	No school, no meetings
June 19, 2025	<b>Juneteenth</b> ^	No school, no meetings

\* [Minnesota Statutes Section 645.44](#) list dates that are “holidays” under state law. Minnesota’s political subdivisions have the option of determining whether Indigenous Peoples Day or the Friday after Thanksgiving shall be holidays. Where it is determined that either day is not a holiday, public business may be conducted.

If the date is determined to be a school day, it must be reflected in the teacher’s contract. If Martin Luther King’s birthday, Presidents Day, Veterans Day is determined to be a school day, at least one hour of the school program must be devoted to a patriotic observance of the day. For more information, see [Minnesota Statutes Section 120A.42](#) (*Conduct of School on Certain Holidays*).

When the following holidays fall on a **Saturday**, the holiday is observed on the preceding **Friday**; when the following holidays fall on a **Sunday**, the holiday is observed on the following **Monday**:

- |                                   |                             |
|-----------------------------------|-----------------------------|
| New Year’s Day (January 1)        | Veterans Day (November 11)  |
| <b>Juneteenth</b> (June 19) [new] | Christmas Day (December 25) |
| Independence Day (July 4)         |                             |

**Juneteenth** ^

On Juneteenth (June 19), “public schools may offer instruction and programs on the occasion.” For more information, see [Minnesota Statutes 10.55](#) (*Juneteenth*). The Minnesota Department of Education takes the position that school may not be offered on this holiday. MSBA continues to work with MDE to determine the “instruction and programs on the occasion” that may be offered.

**Indigenous Peoples Day** ^^

In 2023, the Minnesota legislature replaced Christopher Columbus Day (the second Monday in October) with Indigenous Peoples Day. All references to “Christopher Columbus Day” or “Columbus Day” are to be changed to “Indigenous Peoples Day” in Minnesota Statutes and Minnesota Rules. Thus, the conditions set forth in [Minnesota Statutes Section 120A.42](#) (*Conduct of School on Certain Holidays*) continue to apply on this date.



# MSBA Executive Search Service



## St. Croix Preparatory Academy is seeking an exceptional leader to serve as **Executive Director**

### Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2025.

### About the Area

Located on the beautiful St. Croix National Scenic Riverway and the St. Croix Scenic Byway, Stillwater is a vibrant community with endless opportunities to satisfy all ages. Highlights of the area include:

- ◆ Water activities such as riverboat cruises, paddleboarding, fishing, jet skiing, boating, kayaking, and more
- ◆ Historic main street, museums, mansions, trolleys, and more; considered the Birthplace of Minnesota
- ◆ Sightseeing, golfing, biking, hiking
- ◆ Close proximity to state trails and parks
- ◆ Year-round travel destination for unique experiences, shopping, and dining
- ◆ TBD
- ◆ TBD
- ◆ [Discover Stillwater here](#)

St. Croix Prep Academy is a K-12 charter school located in Stillwater, MN, which serves students from the eastern suburbs of the Twin Cities. Founded on a classical model of education, St. Croix Prep consists of three schools, the Lower School (K-4), the Middle School (5-8), and the Upper School (9-12) all in one building. Points of pride and awards include:

- ◆ 96% graduation rates
- ◆ #1 performing district in MN for the past 7 years on the MCAs
- ◆ K-12 enrollment of 1,200 with an annual waitlist of 800+ students
- ◆ 2023 MN School of Excellence Award—Lower School
- ◆ 2021 National Blue Ribbon Award—Middle School
- ◆ 95% college acceptance rate
- ◆ 59 acre campus with complete athletic facilities (track, artificial turf field, bleachers, press box)
- ◆ Over 20 MSHSL athletic programs and over 20 student led clubs for student participation
- ◆ Employee retention of 95%
- ◆ Student retention of 96%
- ◆ Financially secure; 40% fund balance; recipient of MN Finance Award for the past 17 years
- ◆ TBD
- ◆ [Click here to learn more!](#)

### By the Numbers

- ◆ Student enrollment: 1,214
- ◆ Licensed staff members: 101
- ◆ Non-licensed staff members: 77
- ◆ Principals/Asst Principals or Deans: 4/2
- ◆ Full-time Office staff: 14
- ◆ District buildings maintained: 1

### Search Timeline

Announce Vacancy	TBD, 2024
Application Deadline	TBD, 2025
Applicant Screening	TBD, 2025
First Round Interviews	TBD, 2025
Second Round Interviews	TBD, 2025
Approve Contract	TBD, 2025
Executive Director Begins	July 1, 2025

# Leadership Profile

The St. Croix Preparatory Academy School Board seeks an executive director who:

- ◆ Demonstrates unwavering integrity and ethical conduct in all interactions with school and community members.
- ◆ Develops and directs a cohesive, efficient leadership team while fostering strong interpersonal connections through effective communication.
- ◆ Maintains a highly visible and accessible presence to the school board, staff, students, parents, and community members.
- ◆ Mediates effectively, accommodating diverse perspectives and promoting teamwork.
- ◆ Possesses a thorough understanding of state and federal education laws, cultivating trust, and working collaboratively with various groups.

Previous experience as an Executive Director or Superintendent is preferred, but not required. (TBD)

## Salary and Benefits

TBD

## Mission Statement

*St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.*

## Financial Highlights

- ◆ General Fund Revenue: \$ 16,296,095
- ◆ General Fund Expenditures: \$ 16,191,054
- ◆ Unassigned Fund Balance: \$ 6,406,000
- ◆ General Fund Balance: \$ 6,406,000

## Screening Team

A team from the Minnesota School Boards Association's Executive Search Service (MSBA) has been selected to assist the School Board in securing and screening applicants. The search team will be led by Amy Jordan, MSBA Associate Director of Leadership Development and Executive Search.

## Deadline and Selection

MSBA's Executive Search Service uses an online application process. Applicants begin the application process at [mnmsba.myrevelus.com](http://mnmsba.myrevelus.com). To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2025.

Contact Amy Jordan at 507-479-9984 ([ajordan@mnmsba.org](mailto:ajordan@mnmsba.org)) with questions.

Applicants are requested to not contact school board members.

St. Croix Preparatory Academy is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.

45  
**Deadline to apply: TBD, 2025**

## BOARD ST. CROIX PREP: EXECUTIVE DIRECTOR QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	A visionary, creative thinker	
2	Acts with honesty and in an ethical manner with the school board, staff, and community	8
3	Delegates authority while maintaining accountability	1
4	Develops and directs an effective leadership team	4
5	Develops trust and works collaboratively with diverse groups of stakeholders	4
6	Effectively mediates and accommodates different perspectives; values teamwork	4
7	Experience in fundraising and/or grant writing	1
8	Experience in implementing educational priorities and/or a strategic plan	1
9	Experience in managing transition	
10	Experience in school management practices	
11	Experience in school finance	1
12	Familiar with state and federal education laws	3
13	Follows the school board's chosen educational philosophy which reflects the community's values	3
14	Keeps up on changes in legislation and helps the school engage the legislative process	4
15	Knowledge of and experience with equity leadership challenges and opportunities	
16	Knowledge of and experience with negotiations and the collective bargaining process	
17	Knowledge of and experience with special education needs	
18	Knowledge of technology and web-based education curricula	
19	Maintains a good working relationship with the media	
20	Possesses a strong academic background with experience in curriculum	2
21	Promotes business and community involvement in schools	1
22	Provides written, understandable administrative procedures that implement School Board policy	
23	Strong communicator with proven abilities in human relations	7
24	Understands the effects of poverty on student learning and achievement	
25	Uses curriculum and other resources to improve test scores	
26	Visible and accessible to the School Board, staff, students, parents, and community	7
27	Works cooperatively with the School Board; provides options and recommendations	3

Is it important that the next executive director has previous experience as a superintendent or executive director? Yes\_6\_ No\_3\_



## COMMITTEE

### ST. CROIX PREP: EXECUTIVE DIRECTOR QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	A visionary, creative thinker	2
2	Acts with honesty and in an ethical manner with the school board, staff, and community	7
3	Delegates authority while maintaining accountability	3
4	Develops and directs an effective leadership team	5
5	Develops trust and works collaboratively with diverse groups of stakeholders	4
6	Effectively mediates and accommodates different perspectives; values teamwork	3
7	Experience in fundraising and/or grant writing	1
8	Experience in implementing educational priorities and/or a strategic plan	
9	Experience in managing transition	
10	Experience in school management practices	
11	Experience in school finance	1
12	Familiar with state and federal education laws	1
13	Follows the school board's chosen educational philosophy which reflects the community's values	3
14	Keeps up on changes in legislation and helps the school engage the legislative process	1
15	Knowledge of and experience with equity leadership challenges and opportunities	
16	Knowledge of and experience with negotiations and the collective bargaining process	
17	Knowledge of and experience with special education needs	
18	Knowledge of technology and web-based education curricula	
19	Maintains a good working relationship with the media	
20	Possesses a strong academic background with experience in curriculum	1
21	Promotes business and community involvement in schools	
22	Provides written, understandable administrative procedures that implement School Board policy	
23	Strong communicator with proven abilities in human relations	3
24	Understands the effects of poverty on student learning and achievement	
25	Uses curriculum and other resources to improve test scores	
26	Visible and accessible to the School Board, staff, students, parents, and community	3
27	Works cooperatively with the School Board; provides options and recommendations	3

Is it important that the next executive director has previous experience as a superintendent or executive director? Yes\_6\_ No\_1\_



## ADMIN TEAM

### ST. CROIX PREP: EXECUTIVE DIRECTOR QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	A visionary, creative thinker	1
2	Acts with honesty and in an ethical manner with the school board, staff, and community	5
3	Delegates authority while maintaining accountability	3
4	Develops and directs an effective leadership team	4
5	Develops trust and works collaboratively with diverse groups of stakeholders	
6	Effectively mediates and accommodates different perspectives; values teamwork	2
7	Experience in fundraising and/or grant writing	
8	Experience in implementing educational priorities and/or a strategic plan	2
9	Experience in managing transition	1
10	Experience in school management practices	
11	Experience in school finance	
12	Familiar with state and federal education laws	4
13	Follows the school board's chosen educational philosophy which reflects the community's values	
14	Keeps up on changes in legislation and helps the school engage the legislative process	2
15	Knowledge of and experience with equity leadership challenges and opportunities	1
16	Knowledge of and experience with negotiations and the collective bargaining process	
17	Knowledge of and experience with special education needs	
18	Knowledge of technology and web-based education curricula	
19	Maintains a good working relationship with the media	
20	Possesses a strong academic background with experience in curriculum	1
21	Promotes business and community involvement in schools	
22	Provides written, understandable administrative procedures that implement School Board policy	1
23	Strong communicator with proven abilities in human relations	1
24	Understands the effects of poverty on student learning and achievement	
25	Uses curriculum and other resources to improve test scores	
26	Visible and accessible to the School Board, staff, students, parents, and community	1
27	Works cooperatively with the School Board; provides options and recommendations	1

Is it important that the next executive director has previous experience as a superintendent or executive director? Yes\_3\_ No\_2\_





## TOTAL ST. CROIX PREP: EXECUTIVE DIRECTOR QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	A visionary, creative thinker	3
2	Acts with honesty and in an ethical manner with the school board, staff, and community	20
3	Delegates authority while maintaining accountability	7
4	Develops and directs an effective leadership team	13
5	Develops trust and works collaboratively with diverse groups of stakeholders	8
6	Effectively mediates and accommodates different perspectives; values teamwork	9
7	Experience in fundraising and/or grant writing	2
8	Experience in implementing educational priorities and/or a strategic plan	3
9	Experience in managing transition	1
10	Experience in school management practices	
11	Experience in school finance	2
12	Familiar with state and federal education laws	8
13	Follows the school board's chosen educational philosophy which reflects the community's values	6
14	Keeps up on changes in legislation and helps the school engage the legislative process	7
15	Knowledge of and experience with equity leadership challenges and opportunities	1
16	Knowledge of and experience with negotiations and the collective bargaining process	
17	Knowledge of and experience with special education needs	
18	Knowledge of technology and web-based education curricula	
19	Maintains a good working relationship with the media	
20	Possesses a strong academic background with experience in curriculum	4
21	Promotes business and community involvement in schools	1
22	Provides written, understandable administrative procedures that implement School Board policy	1
23	Strong communicator with proven abilities in human relations	11
24	Understands the effects of poverty on student learning and achievement	
25	Uses curriculum and other resources to improve test scores	
26	Visible and accessible to the School Board, staff, students, parents, and community	11
27	Works cooperatively with the School Board; provides options and recommendations	7

Is it important that the next executive director has previous experience as a superintendent or executive director? Yes\_15\_ No\_6\_



## Vacancy brochure – compensation language

\*A competitive compensation and benefits package, with a salary range of \$XXX,XXX-\$XXX,XXX, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include (*List benefits such as: Dental / Life / Long-term disability insurance; Personal / bereavement days; Relocation / car / phone allowances; VEBA/other retirement plans; HSA / HRA / Deferred compensation plan; Retention bonus*).

*\*Beginning January 1<sup>st</sup>, 2025, this will be the required verbiage per state statute, and benefits must also be included:*

### Chapter 110, SF 3852 -- Article 7 Sec. 42.

#### [181.173] SALARY RANGES REQUIRED IN JOB POSTINGS.

(a) An employer must disclose in each posting for each job opening with the employer the starting salary range, and a general description of all of the benefits and other compensation, including but not limited to any health or retirement benefits, to be offered to a hired job applicant.

(b) An employer that does not plan to offer a salary range for a position must list a fixed pay rate. A salary range may not be open ended

## **LIMITED SEARCH - \$2,500 - MSBA will:**

1. Conduct an initial planning meeting with the Board of Directors to establish the search timeline, discuss hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search. \*
- ~~2. Collect stakeholder input through an online qualifications and quantitative data survey (in multiple languages, if requested). Results will be summarized for the Board of Directors by MSBA.~~
- ~~3. Host an online informational Q&A with MSBA session for staff and community members regarding the Executive Director search process, and provide the recording for placement on the District's website. \*\*~~
4. Develop a two-sided color vacancy announcement and post on both statewide and national job sites.
5. Directly contact Superintendents, Assistant Superintendents, Service Cooperative Directors, Charter School Directors, Principals, Assistant Principals, and Cabinet members across the state to inform them of the vacancy and application procedures. Also post in Revelus through the national NASS network.
6. Develop all application procedures, handle applicants' calls and correspondence, collect and review applicants' files, and receive applicants' credentials.
7. Screen the applicant pool against the Board of Directors's hiring criteria and leadership profile.
- ~~8. Conduct preliminary verification of references and pre-interviews and vetting of applicants who best meet the Board of Directors's hiring criteria as determined by MSBA's screening team.~~
- ~~9. Conduct a meeting with the Board of Directors for purposes of interview training, developing interview questions, and clarifying interview schedules. \*\*~~
- ~~10. Conduct a meeting with the Board of Directors for purposes of presenting candidate recommendations so the Board of Directors can select finalists for interviews, and clarifying remaining steps of the search process. \*\*~~
- ~~11. Coordinate with finalists and be present during the first and second rounds of interviews. \*~~
- ~~12. Prepare a communications piece for the district to send to the media, school district staff, and community that includes the names of the finalists who will be interviewed.~~
- ~~13. Facilitate Audience Input Forums with finalists in conjunction with the second round of interviews, if requested. \*~~
- ~~14. Prepare a communications piece for the district to send to the media, school district staff, and community introducing the new Executive Director.~~
- ~~15. Assist in developing a transition plan for the new Executive Director.~~
- ~~16. Visit the new Executive Director during their first year of employment. \*~~
- ~~17. Facilitate a post-hiring workshop to develop goals and/or expectations for the Board of Directors and Executive Director after the new Executive Director begins work in the school district. \*\*~~

\* Designates in-district meetings, if possible.

\*\* Designates virtual meetings; however, at the Board's request in-district meetings may be substituted for an additional \$300 per meeting.

# ADDITIONAL A LA CARTE OPTIONS

## National Advertising

A national search is often desired by districts interested in casting the widest net possible for potential candidates. At MSBA, all of our searches are “national” through the National Affiliation of Superintendent Searchers (NASS). This group is comprised of more than 100 executive search consultants representing thirty-nine (39) state school boards associations who assist their peers in other states by providing access to nationwide job postings through Revelus (a proprietary, nationwide application database), as well as vital reference and work-history verification concerning out-of-state applicants. Ultimately, when a school board hires MSBA to conduct its executive search, the school district taps into NASS — one of the most experienced, qualified networks of search consultants across the United States.

## A la carte Options

**NATIONAL ADVERTISING SITES:** Additional advertising is available on the following sites at no additional mark-up:

- American Association of School Administrators (AASA) - 30 days @ \$559; 60 days \$799
- National Alliance of Black School Educators (NABSE) - 30 days @ \$250
- Association of Latino Administrators and Superintendents (ALAS) - 6 weeks @ \$250
- Top School Jobs (EdWeek) - 30 days @ \$495
- National Indian Education Association (NIED) - 8 weeks @ \$80
- Other sites as requested by the School Board

## Background Checks

**BACKGROUND CHECKS:** Criminal background checks, as well as verification of employment, educational credentials, and professional licensure are also available for final candidates at a cost of \$395 per person.



## **Two screening priorities (Sample application questions)**

1. What is your **vision** for the future of education? How would you align your vision with our school's mission, goals, and strategic plan?
2. What are some strategies or initiatives that you have implemented or supported to promote **collaboration, trust, and respect** with staff, students, families, and community partners in your previous or current roles?
3. How do you **communicate** effectively and transparently with diverse audiences, both internally and externally, and how do you handle sensitive or controversial issues or messages?
4. How do you **manage resources** (human, financial, physical, and technological)? How do you ensure accountability, efficiency, and equity in the allocation and utilization of resources?
5. How do you demonstrate **ethical leadership** and professional conduct as a school leader?
6. How do you model and uphold the **school's values and policies**?
7. Describe your knowledge and experience relating to **charter school finances** and responsibilities.
8. Share an **initiative** that you are most proud of leading or being a part of within your current school or district. Explain what your role was, and what the impact was on students.
9. How do you assess the **effectiveness of your leadership style** and communication skills, and what steps do you take to improve them?
10. How do you approach the **evaluation and professional development** of teachers and administrators, and what criteria do you use to measure their performance and growth?
11. How do you use data and evidence to inform your **decision-making** and **problem-solving** processes, and how do you communicate your rationale and outcomes internally and with the public?
12. How do you address the **academic, social, and emotional needs** of all students, especially those who are at-risk, have special needs, or are gifted and talented?
13. How do you promote **equity, diversity, and inclusion** in your current role, and what strategies do you use to address any gaps or disparities in achievement, opportunity, or access?
14. How do you balance **competing priorities** and demands, and how do you manage your time and resources efficiently and ethically?
15. How do you cope with stress and maintain your well-being and **resilience** as a leader?



st.croixprep

## Executive Director Job Description - SPC UPDATE

<b>Title</b>	Executive Director	<b>Reports To:</b>	Board of Directors
<b>Department</b>	District	<b>FLSA Status</b>	Exempt

## General Description

Responsible for the effective operation of the District; general administration of all instructional, business or other operations of the District. For advising and making recommendations to the Board of Directors with respect to governance, budget approval and financial oversight, evaluating student achievement and charter contract/goals, and strategic planning. To enforce all provisions of law and all rules and regulations relating to the management of SCPA and other educational, social and recreational activities.

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content rich educational program grounded in a classical tradition.

## Essential Duties and Responsibilities

### Fiscal & Legal Management

- Assist the Executive Director of Finance and Operations (EDFO) to demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring state and federal funding.
- Assist EDFO to ensure the development and/or maintenance of an adequate reserve fund in accordance with the direction of the Board of Directors.
- Use legal counsel in governance and procedures to avoid civil and criminal liabilities.
- Create partnerships with the community including businesses, civic organizations, etc. to gain school support and resources to achieve strategic initiatives.
- Participate in accomplishing Foundation goals.

### Policy, Governance & Compliance

- File annual reports to the authorizer, Friends of Education, and MDE.
- Monitor and comply with charter school, state and federal laws and regulations as well as the school's bylaws.

- Ensure all legal requirements for personnel selection, development, and retention are followed.
- Ensure the timely development, implementation, and posting of school operating policies.
- In collaboration with the Administrative Team, hire, supervise, and evaluate administrators in accordance with school policies.
- Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, active shooter, etc.
- Ensure appropriate policies and procedures are in place to effectively run the organization.
- Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, training, professional development, and compensation of personnel with attention to issues of equity and diversity.
- Oversee the Special Education department, ensuring compliance with federal and state regulations, effective program implementation, and support for student needs.

### School Board Development

- Communicate and implement a shared vision for the school and Board that focuses on academics, character, and leadership.
- Assist the Board nomination and election procedures for the Board
- Assist the Board and ensure annual meetings are accessible to all staff and parents.
- While serving as an ex-officio member of the Board of Directors, works with the Executive Committee to enable the board to fulfill its governance functions.
- Keeps the board informed on the condition of St. Croix Prep, factors influencing it, trends, forthcoming issues, and potential opportunities

### Strategic Planning

- Collaborate with the Board of Directors and important stakeholders of the school to create a strategic plan. Assist the Board in establishing timelines.
- Monitor short and long-term strategic plans, particularly in the areas of curriculum, technology, and facility needs of the school.

### External/Stakeholder Communications

- Represent the school and its vision to the greater community including all external constituencies and associations with whom the school should be engaged for the achievement of its mission and goals.
- Foster appreciation and recognition of school and community cultures.
- Promote academic rigor, character, and leadership.
- Encourage and uphold a school-based climate of civility.

### Classical Education, Values & Culture

- Oversee the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction, and assessment to State, Core Knowledge and classical standards.

- Ensure school administrators utilize effective research when instituting classical instructional practices.
- Work in a collaborative manner with the school level administrators and curriculum and instructional teams to guide classical education models.
- Model high moral and ethical standards in all interactions.
- Conserve classical school/community cultures.
- Create a standard for maintaining a respectful and courteous school environment.
- Act as a cornerstone for Classical Education.

## Leadership

- Provide purpose and direction for administrators and staff.
- Shape the leadership team culture and climate.
- Identify, track, and proactively respond to issues.
- Explore and develop ways to find common ground in dealing with difficult and divisive issues.
- Demonstrate effective communication skills. Serves as the chief spokesperson for St. Croix Prep, assuring proper representation and response to critical matters.
- Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
- Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
- Engage with stakeholders in the district by being physically present to assess the climate, collect information, and establish trust.
- Responsible for making decisions regarding weather-related closures and delays, and acting as incident commander.
- All other duties as assigned.

## Professional Development

- Keeps informed of developments in classical education, public education reform, the charter school movement, and not-for-profit management and governance.
- Without a valid administrator’s license, complete 25 hours annually of competency-based training corresponding to annual PD needs and plan approved by the Board. With a valid administrator’s license, complete a minimum of ten hours competency-based training during the first year of employment on: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships. All required training may not be self-instructional and must be certified and reported in the school’s annual report.

## Education & Work Requirements

<b>Degree Information</b>	<b>Major Field of study or degree emphasis</b> General
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A minimum of a B.S. or B.A. from an accredited institution	
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- Current MN Administrator licensure or equivalent experience.
- Responsibility for direct supervision of the following positions:
  - Lower School Principal
  - Middle School Principal
  - Upper School Principal
  - Student Support Services Director
  - Activities Director
  - Facilities Director
  - Technology Director

## Essential Skills Required

- Strong analytical skills and experience interpreting a strategic vision into an operational model.
- A collaborative and flexible style, with a strong service mentality.
- A hands-on manager with integrity and a desire to work in a dynamic, mission-driven environment.
- An effective communicator, with strong oral and written skills.
- Strong commitment to developing team members.
- Passionate commitment for the organization’s mission.

## Working Conditions

- Work involves continuous contact and interactions with students, staff, and parents.
- Physical Job Requirements: Indicate according to essential duties /responsibilities

Employee is required to:	Never	Occasionally	Frequently	Continuously
	0%	1-33%	34-65%	66-100%
Stand			X	
Walk			X	
Sit			X	
Use hands dexterously			X	
Reach with hands and arms		X		
Climb or balance		X		

Stoop/kneel/crouch/crawl		X		
Talk or hear			X	
Taste or smell	X			
Physical (lift & carry)				
Up to 10 pounds				
Up to 25 pounds		X		
Up to 50 pounds				
Up to 75 pounds				
Up to 100 pounds				
More than 100 pounds				

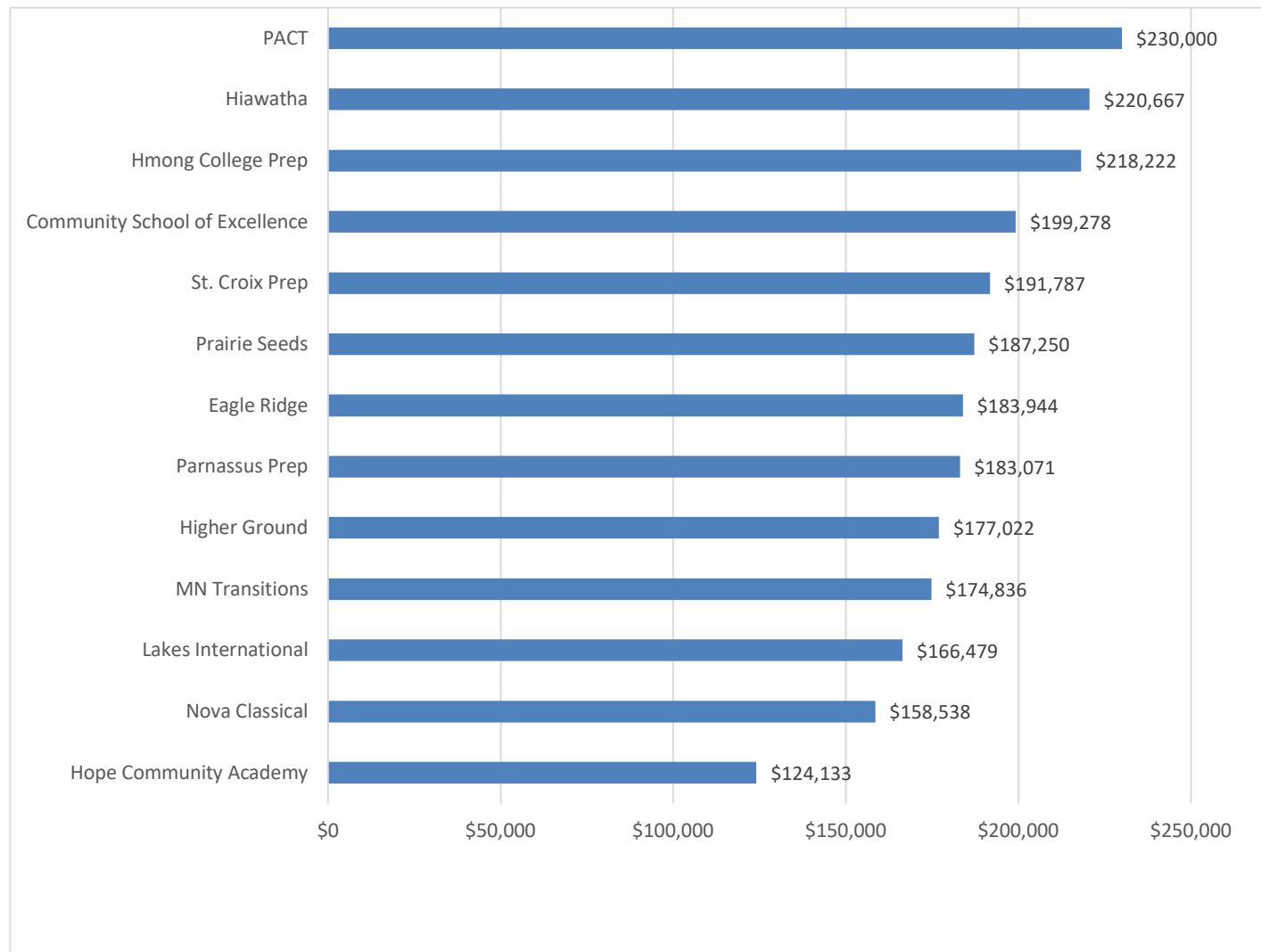
# Executive Director -COMPENSATION COMPARABLES

District	Type	Location	Students	Grades	Comp					Other Comp						
					FY23	FY24	FY25	FY26	FY27	Vehicle	Tech	TSA	HSA	Vacation Payout	Relocation	Retention/Year Bonus
River Falls (District)	Public	MN	3479	K-12		\$192,000	197760	\$203,693		Travel Reimburse		7.36% of base salary		all remaining paid out at daily rate		
Hastings (District)	Public	MN	4160	K-12		\$194,948	\$204,328	\$213,708		Travel Reimburse		3-4% matching			\$10,000 reimburse	
White Bear Lake (District)	Public	MN	8481	K-12		\$219,900	\$224,300	\$228,800		Travel Reimburse	\$2500/yr	up to \$10,000/yr match	\$3500/yr	15 days/yr to TSA or payout		\$500/yr
Stillwater (District)	Public	MN	8203	K-12	\$210,000	\$218,000	\$225,000	\$231,750		Travel Reimburse		\$5200.00		35 days upon seperation	\$9000 reimburse	
Hudson (District)	Public	WI	5431	K-12		\$235,755	242827.65	\$250,112		\$400/month for business travel	\$2200/yr	9% of salary/yr	Varies on Plan	12 days/yr		possible if approved by board
South Washington (District)	Public	MN	18,700	K-12		\$240,435	\$247,675	\$255,200		\$500/month		available		10 days/yr to TSA		
Charter School	Type	Location	Students	Grades	FY23	FY24	FY25	FY26	FY27	Vehicle	Tech	TSA	HSA	Vacation Payout	Relocation	Retention/Year Bonus
Hope Community Academy	Charter	St. Paul	948	K-12	\$113,599	\$117,007	\$120,517	\$124,133								
Nova Classical	Charter	St. Paul	1138	K-12		\$150,960	\$153,920	\$158,538								Same Bonus as Staff (10% in FY25)
Lakes International	Charter	Forest Lake	1517	K-12		\$153,920	\$160,076	\$166,479	\$173,138							
MN Transitions	Charter	Minneapolis	5530	K-12	\$160,000	\$164,800	\$169,744	\$174,836		\$300/month						
Higher Ground	Charter	St. Paul	1204	K-12	\$162,000	\$166,860	\$171,866	\$177,022								
Parnassus Prep	Charter	Maple Grove	1470	K-12			\$178,606	\$183,071	\$187,647		\$1500/yr		\$400/month			\$5000/yr
Eagle Ridge	Charter	Minnetonka	1592	K-12		\$178,600	\$180,336	\$183,944	\$187,622		\$75/month			10 days/yr @\$452 each		\$3500
Prairie Seeds	Charter	Brooklyn Park	829	K-12	\$171,360	\$176,501	\$181,796	\$187,250								
St. Croix Prep	Charter	Stillwater	1314	K-12		\$180,778	\$186,201	\$191,787	\$197,541		\$100/month			payout @\$521.48 upon retirement		
Community School of Excellence	Charter	St. Paul	1637	K-12	\$182,368	\$187,839	\$193,474	\$199,278								
Hmong College Prep	Charter	St. Paul	2605	K-12	\$199,704	\$205,695	\$211,866	\$218,222								
Hiawatha	Charter	Minneapolis	1852	K-12		\$208,000	\$214,240	\$220,667								
PACT	Charter	Ramsey	1048	K-12			\$225,000	\$230,000	\$235,000	\$200/month	\$100/month	\$13,500/yr match		10 days/yr to TSA/payout @ \$9000		

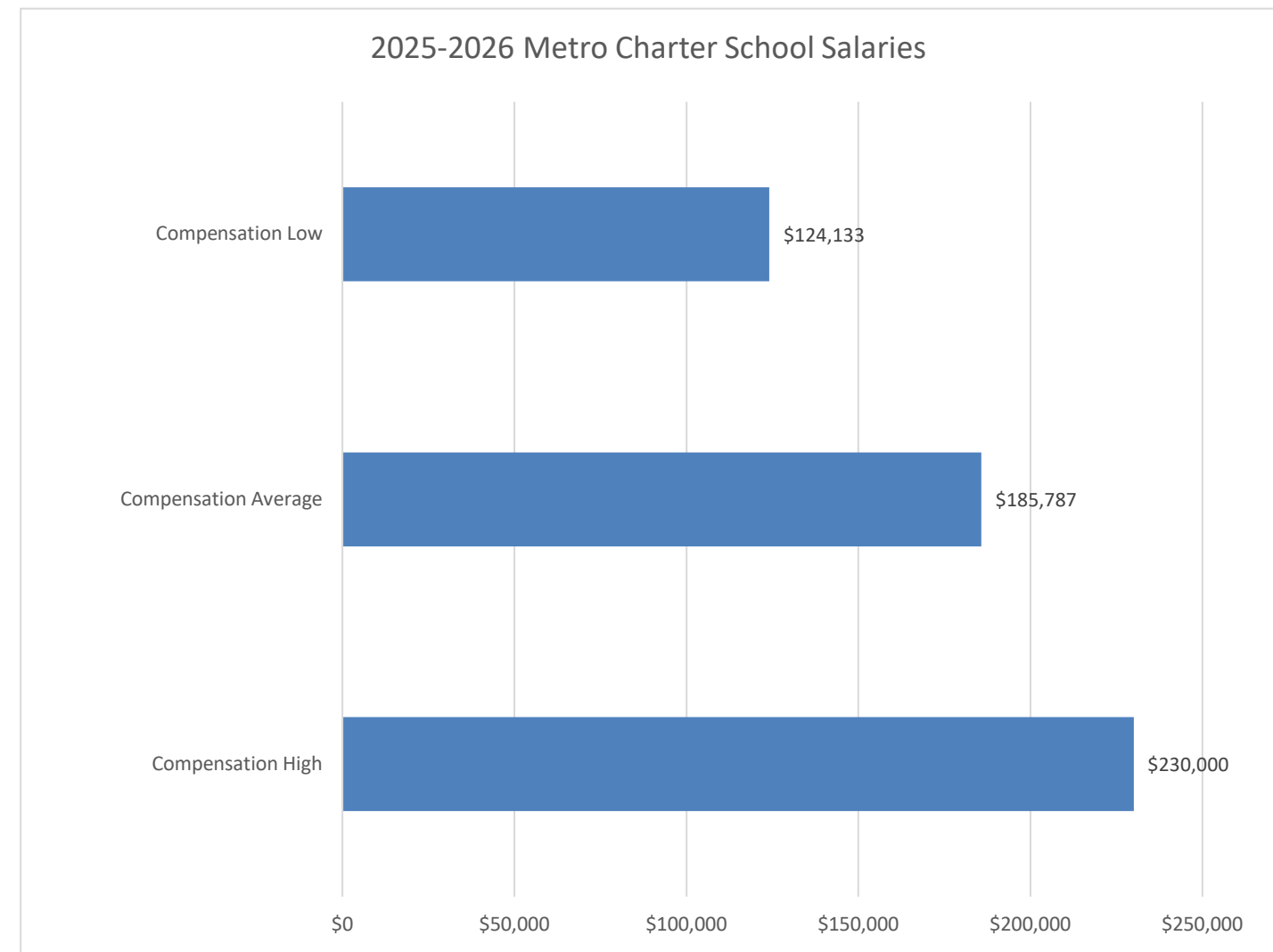


# Executive Director - COMPENSATION COMPARABLES 2025-2026 Metro Charter School Salaries

## By School



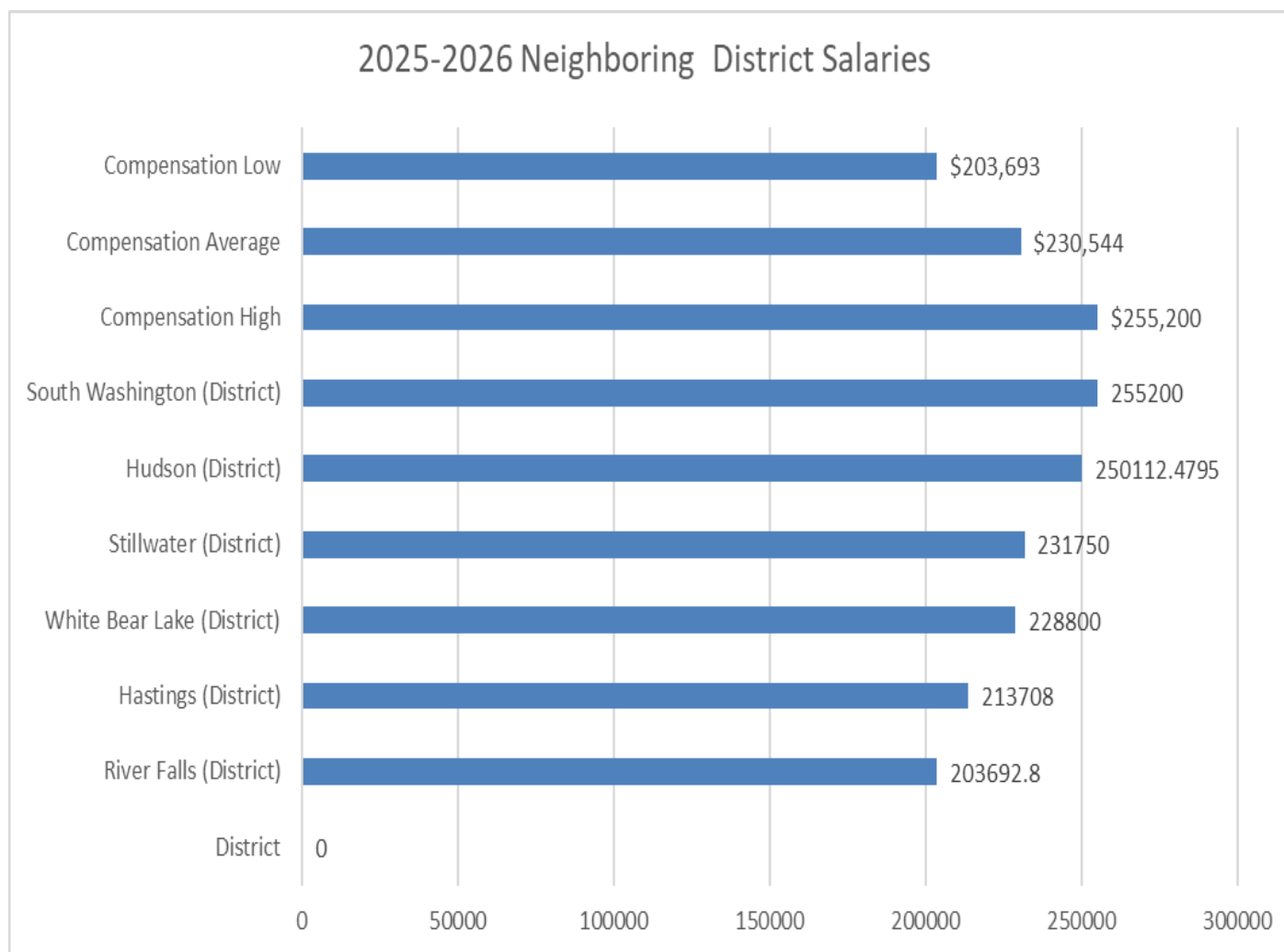
## High/Low/Average



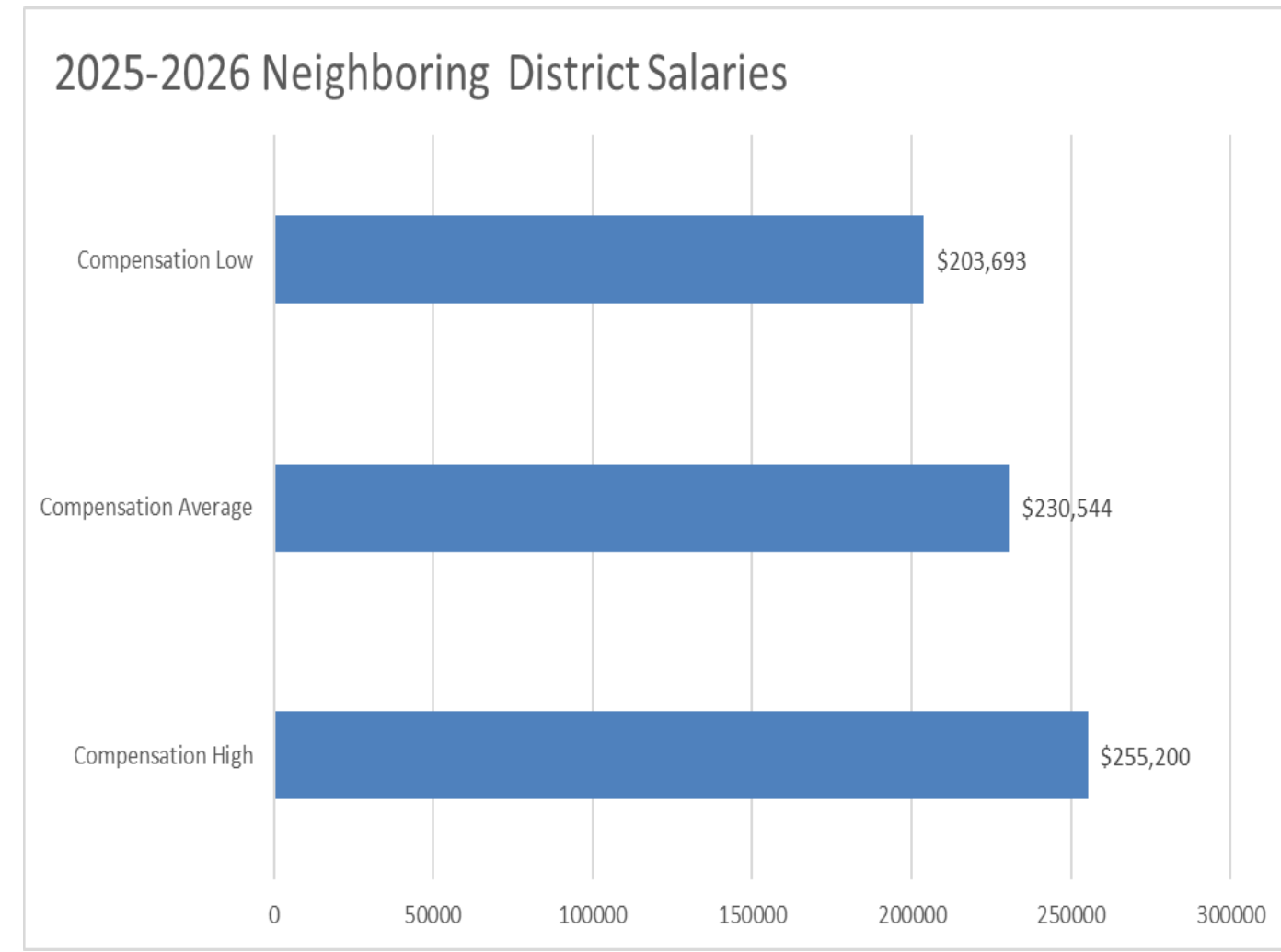


# Executive Director - COMPENSATION COMPARABLES 2025-2026 Neighboring District Salaries

## By District



## High/Low/Average



## EXECUTIVE DIRECTOR AGREEMENT

This Executive Director's Agreement ("Agreement") is entered into by and between the Board of Directors ("Board") of St. Croix Preparatory Academy ("Academy") and Jon Gutierrez ("Executive Director"). The Academy and Executive Director are hereinafter collectively referred to as "the parties."

WHEREAS, the parties desire to enter into an employment agreement governing the terms and conditions of the Executive Director's employment with the Academy;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises and covenants contained in this Agreement, including the relinquishment of certain legal rights, the parties hereby agree as follows:

- 1) **Term.** This Agreement will be in effect from July 1, 2023 to June 30, 2025, unless early termination occurs pursuant to paragraph 8 or 10 of this Agreement. Absent early termination, the Executive Director's employment will terminate effective at the close of business on June 30, 2025. This Agreement will not automatically renew.
- 2) **Position and Duties.** Subject to the other provisions of this Agreement, the Academy hereby agrees to employ the Executive Director as an at-will employee in the position of "Executive Director" for the Academy, and the Executive Director hereby accepts such employment, upon the terms and conditions set forth in this Agreement.
  - a) The position of Executive Director is a full-time position with exempt status under the Fair Labor Standards Act. Regular attendance is an essential function of the job. A regular work day will be eight (8) hours in length, but the Executive Director is expected to work the number of hours necessary to perform his job duties and to meet the professional expectations of the job. In light of the exempt status of the position, additional hours worked beyond a forty-hour workweek will not constitute overtime. Beyond the basic duty day, the Executive Director is expected and may be required to attend and participate in meetings and school-sponsored events, such as curriculum nights, informational meetings, student and parent conferences, professional trainings, meetings called by the Board, and other similar events.
  - b) Subject to the Board's oversight, the Executive Director will direct and assign employees of the Academy in a reasonable manner and will generally be responsible for the day-to-day operations and management of the Academy. The Executive Director will also perform the job duties and meet the professional expectations established in the job description for the position of "Executive Director." In addition, the Executive Director must perform all services that the Board prescribes or assigns, regardless of whether those services are specifically described in this Agreement or in the related job description.
  - c) The Board retains the right to modify the Executive Director's written job description as it sees fit; to oversee and direct the Executive Director's performance as it sees fit; and to review the Executive Director's performance as it sees fit.
- 3) **Compensation.** While this Agreement is in effect, the Executive Director will earn a gross annual salary of one hundred eighty thousand seven hundred seventy eight dollars ((\$180,778) for the period July 1, 2023 – June 30, 2024; for the period July 1, 2024 – June 30, 2025, the annual compensation amount will be equal to the fiscal year 2024 annual salary increased by the same percentage increase

received by the majority of employees at St. Croix Preparatory Academy for this period. Compensation is in consideration for faithfully performing the duties of the Executive Director for the Academy. The gross annual salary may be modified, but will not be reduced during the term of this Agreement. In the event, faculty receive annual compensation increases greater than 4%, the gross annual salary for the Executive Director will be increased at that greater percentage rate. In accordance with its regular payroll schedule, the Academy will pay the Executive Director this annual salary in twenty-four equal installments (i.e. twice a month), less applicable withholdings and deductions. If this Agreement is terminated during the middle of a pay period, the salary paid to the Executive Director for that period will be prorated and decreased to reflect the number of days actually worked.

- 4) **Insurance Benefits.** The Executive Director will be eligible to enroll in the Academy's group health insurance plan, dental plan, life insurance plan, short-term disability plan, and long-term disability plan. The details of the benefit plans, applicable premiums, and eligibility for coverage are fully outlined in the Employee Benefit Summary.
- a) In order to receive any insurance benefits described in the Employee Benefit Summary, the Executive Director must pay his percentage of the applicable premiums for coverage, and he must timely enroll in and qualify for the insurance plans selected by the Academy.
  - b) The Executive Director is solely responsible for the cost of any premiums for insurance in excess of the Board's contribution for single coverage and the percentage determined by the Board for dependent coverage.
  - c) The description of insurance benefits in this Agreement is intended to be informational only. The Executive Director agrees that no action may be brought against the Academy for any particular claim that is not covered or paid by insurance. The Academy is not insuring or guaranteeing that any particular claim will be paid or covered by insurance. The eligibility and coverage of the Executive Director and dependents will be governed entirely by the terms of the applicable insurance policy.
  - d) The Academy's contribution will be made so as to provide coverage through the month in which this Agreement terminates. If the Parties agree to extend this Agreement pursuant to paragraph 9 of this Agreement, the Academy's contribution will be made so as to provide coverage through the month in which the extended Agreement terminates.
  - e) In the event this Agreement will cause or does cause penalties, fees, fines, or additional taxes to be assessed against the Academy, the parties agree to reopen negotiations that result in a revised Agreement between the parties that eliminates or reduces penalties, fees, fines, or additional taxes to be assessed against the Academy. The amount of any reduction in the Academy's contribution toward the Executive Director's health care benefits as a result of addressing the "highly compensated employee" component of the Affordable Care Act may be placed into another Academy provided benefit(s) (i.e., a retirement HRA, salary, etc.) as agreed upon between the parties.
  - f) **Term Life Insurance.** While this Agreement is in effect, the Academy will pay the premiums for a group term life insurance policy for the Executive Director with a death benefit in the amount of fifty thousand dollars (\$50,000). The eligibility of the Executive Director and his beneficiaries for

these insurance benefits will be governed by the terms of the insurance policies selected by the Academy. The parties agree that the Academy's only obligation is to pay the premiums for the insurance policy described in this paragraph, and no claim may be brought against the Academy for any particular claim or benefit not paid by insurance. The Academy is not ensuring or guaranteeing that any particular claim or benefit will be paid or covered by insurance.

- 5) **PERA Contributions.** While this Agreement is in effect, the Executive Director will be a member of the Minnesota Public Employees Retirement Association (PERA). The Academy and the Executive Director will each contribute at least the minimum amounts required by PERA. The Academy's obligation to make any contribution to PERA will cease immediately in the event that the Executive Director resigns or his employment is terminated for any reason. The Academy is authorized to make payroll deductions for paying the Executive Director's PERA contributions.
- 6) **Connectivity Allowance.** While this Agreement is in effect, the Parties agree that the Academy will provide the Executive Director with an allowance of up to \$100 per month for technology needs (e.g. cell phone, Wi-Fi hotspot, etc.).
- 7) **Professional Development Allowance.** While this Agreement is in effect, the Parties agree that the Academy will provide the Executive Director with an annual allowance of up to \$2,000 for professional development (e.g. seminars, workshops, conferences, books, etc.).
- 8) **Paid Time Off.**

The Executive Director will not be expected to work on the holidays approved in the Employee Handbook.

The Executive Director has the following paid time off available for each year of the term of this Agreement:

Vacation – 30 days  
Sick – 10 days  
Personal – 3 days

It is the understanding that the Executive Director will be expected to be working on student non-session days or use paid time off. Any additional days of paid time off must be mutually agreed to by the Executive Director and the Board.

Sick Day and Personal Day accrual and payout are defined in the Employee Handbook. Payout of these days will be made at the Executive Director daily rate:

Daily rate for July 1, 2023 to June 30, 2024 ----  $\$695.30 * 0.75 = \$521.48$   
Daily rate for July 1, 2024 to June 30, 2025 ---- 75% of the daily rate based on annual compensation for this period.

If the compensation in paragraph 3 is adjusted, the daily rates will be adjusted accordingly.

The Executive Director may carry over a maximum of fifteen (15) days of vacation per school year, cumulative up to forty five (45) days. Upon the termination of this agreement, the Executive Director



will have the right to receive a cash payout for no more than forty five (45) days of unused vacation days at the daily rate noted above.

Upon the termination of this agreement, the Executive Director will have the right to receive a cash payout of their sick bank hours (30 days) at their current daily rate.

- a) **FMLA Leave.** Pursuant to the Family Medical Leave Act (FMLA), the Academy allows employees to use their accumulated Paid Time Off during a period of FMLA leave. If the Executive Director takes a leave of absence for a serious health condition, the Executive Director's accumulated Paid Time Off will be applied beginning at the time the leave commences.
  - b) **Sick Leave.** Any absences due to illness that are in excess of the Executive Director's accumulated Paid Time Off days will be without pay.
- 9) **Covenant of Diligence, Good Faith, and Loyalty.** The Executive Director agrees to perform his job duties diligently, in good faith, to the best of his ability. The Executive Director further agrees to be loyal to the Board and to the Academy.
- a) The Executive Director may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the Academy, nor may the Executive Director engage or participate in any action or conduct that is inconsistent with the Board's policies or actions, his duties as the Executive Director, the basic educational mission of the Academy, or the desired image of the Academy.
  - b) The Executive Director must fully comply with all federal and state laws and with all policies, procedures, and rules of the Academy. The Executive Director must perform his duties in a trustworthy, ethical, legal, and diligent manner and must use his best efforts to promote the interests of the Academy.
  - c) The Executive Director must not and agrees to refrain from using any Academy time, property or resources or allowing Academy employees to use Academy time, property or resources:
    - i) for purposes of serving on the board of an educational entity or school, or
    - ii) to promote, market or assist the founding and opening of an educational entity or school. This must not restrict the Executive Director's ability to devote non-Academy time, property and resources to such purposes.
- 10) **Employment Status and Termination.** The Executive Director is an at-will employee regardless of any statements, representations, procedures, or policies that may be made or promulgated by the Academy or its agents or representatives. Accordingly, the Board may terminate this Agreement and Executive Director's employment as it sees fit. The Board is not required to show cause for termination of this Agreement and the Executive Director's employment. After the effective date of any involuntary termination or non-renewal, Executive Director is not entitled to receive any form of unearned salary, severance, payment of any insurance premium, unused vacation or sick leave, or any other employer-paid benefit.

- 11) **Notice of Intent to Continue as Executive Director.** The intent of this position is to serve the Academy as an Executive Director for a two-year term. On or before December 31, 2024, the Executive Director and the Board may mutually agree with written notice stating whether or not he will be employed by the Academy as Executive Director for the 2025-2026 school year.
- 12) **Resignation.** The Executive Director may terminate this Agreement and his employment with the Academy by providing the Board Chair with written notice of his resignation no less than thirty (30) calendar days in advance of the effective date of the resignation. In the event that such notice is given, the Executive Director must continue to perform his job duties diligently, in good faith, and to the best of his ability until the effective date of the resignation. The Executive Director must also act in good faith to facilitate the transfer of job duties to a new Executive Director. In the event that the Executive Director resigns and provides less than thirty (30) days advance written notice to the Academy, he will be liable to the Academy for liquidated damages in the amount of two thousand five hundred dollars (\$2,500). With the Executive Director's written authorization, the Academy may deduct this sum from the Executive Director's final paycheck. If the Executive Director does not give the Academy authorization to deduct this amount from his paycheck or in the event that his final paycheck is less than two thousand five hundred dollars (\$2,500), the Executive Director will be liable to the Academy for the \$2,500 or the balance of that sum plus any costs, expenses, and attorney fees incurred by the Academy in recovering or collecting the outstanding sum. After the effective date of any resignation, the Executive Director is not entitled to receive any form of unearned salary, severance, payment of any insurance premium, unused vacation or sick leave, or any other employer-paid benefit.
- 13) **Choice of Law and Severability.** This Agreement must be governed by the laws of the State of Minnesota, regardless of whether any change occurs in the Executive Director's domicile or status as a resident of Minnesota. If any part of this Agreement is construed to be unenforceable or in violation of any applicable law, the remaining portions of the Agreement will remain in full force and effect.
- 14) **Waiver.** Waiver by either party of any term or condition of this Agreement or any breach will not constitute a waiver of any other term or condition or breach of this Agreement.
- 15) **Entire Agreement.** This Agreement constitutes the entire agreement between the parties relating to the employment of the Executive Director. No party has relied upon any oral statements or promises that are not set forth in this document. The terms of this Agreement are contractual and supersede any and all prior agreements between the parties and any inconsistent provisions in any employee handbooks or policies. The Executive Director understands and agrees that any handbooks or policies adopted by the Academy do not create an express or implied contract. No waiver or modification of any provision of this Agreement is valid unless it is in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. This Agreement will not become effective unless and until it is approved by the Board of Directors of \_\_\_\_\_ Academy and signed by both parties.

**By signing below, each party acknowledges that it has read this Agreement; that it understands the terms of the Agreement; and that it intends to be legally bound by the terms of the Agreement.**

**Executive Director**

Dated: \_\_\_\_\_  
[INSERT NAME]

**Board Chair of \_\_\_\_\_ Academy**

Dated: \_\_\_\_\_  
[INSERT NAME]