

Natural Science Academy  
 920 Holley Ave., Suite 3  
 St. Paul Park, MN 55071  
 651-925-5050

NSA Mission: Academic achievement through study and exploration of the natural world.

NSA Vision: Through its “Nature Immersion” curriculum, the Natural Science Academy will:

- Provide an exemplary elementary science program
- Cultivate and grow each student’s connection to the natural world.
- Foster creative and critical thinking.
- Create and sustain a safe, supportive, nurturing community in which to learn, explore, and grow.

**Board of Directors’ Meeting Agenda**

Date	March 29, 2019
Location	Natural Science Academy
Treasurer	Zach Fjelstad
Secretary	Katrina Nichols
Chair	Jennifer Raymer
Members Present	Fjelstad, Nichols, Raymer, Talarico
Members Absent	None
Ex-Officio Present	Traci LaFerriere, Business Manager. Kendra Hunding, Lead Teacher
Visitors Present	Franklin Talarico, student

- I. Call meeting to order and Roll Call (*Presenter: Raymer*)
- II. Reading of Mission and Vision statements (*Presenter: Raymer*)
- III. Visitors/non-agenda items (*each visitor will have 5 minutes to speak without comment or discussion*) Call for public comment.

**Fjelstad moves to approve, Talarico seconds. Nichols asks for clarity—are we talking about academic performance at that meeting. Hunding and Raymer say it was moved to April due to length presentation/discussion being too long for the week of the annual meeting.**

- IV. March 2019 Agenda (*Presenter: Raymer*)
  - a. Action requested: Motion to approve and second to accept motion.

**Talarico moves to approve consent items, Fjelstad seconds. All say aye.**

V. Consent Items - 2 min. (*Items that are routine and non-controversial and need no discussion. Will be approved by a single motion. Board members may request an item be moved to Discussion/Action items for individual consideration.*) (Presenter: Raymer)

a. February 2019 Meeting Minutes

i. Action requested: Motion to approve and second to accept motion.

**Fjelstad moves to approve, Talarico seconds, all say aye.**

VI. Discussion and Action Items

a. Annual Meeting Debrief (*Presenters: Raymer and Hunding*)

i. Discuss what went well, opportunities, reflections.

**Raymer opens: We had the annual meeting on Tuesday. Fjelstad checked people in on sign in sheet and gave ballots. They went downstairs to vote where they gave feedback on sticker charts about their values about the school and a presentation was delivered. Pizza was available.**

**Hunding offers reflection: I think we have too many events. It's too much for people to come every month. Some feedback from parents indicates that they chose not to participate in some things because other things come close together. Suggest getting committees together of people not just on the board so committee reps could help put annual meeting together.**

**Raymer shares feedback from parent: "I don't know who is on the board or who is running and I don't have time to sit down and read it right now." Suggests doing more of a fair with tables to represent committee.**

**Hunding points out that part of WBWF is to have a thing for families. Families put it on, opportunity to meet the board. Our PAC is great, but so many events makes it so they're spread so thin. Would like to get more on the same page.**

**Raymer shares that it's on the PAC agenda for next month to discuss becoming a committee of the board.**

**LaFerriere asks how many actually voted. Hunding estimated about 11. LaFerriere points out everyone who works here should've voted.**

**Talarico asks if there were any write-ins. Hunding shares Chance Theriault was written in. Next step is Kendra and Jennifer approach Chance about being appointed to the board. LaFerriere asks if he'd be appointed or voted into a three-year term. Nichols says she thinks an appointment. Jennifer and Talarico agree that appointment is a good entry point before committing.**

**LaFerriere refocuses us on the idea of recruiting a community member, which is in high need. Asks about approaching families of fifth graders aging out. Talarico says Kate Maki suggesting approaching families of incoming kids for short-term community members.**

**Projects:**

**Raymer and Hunding need to organize a time to interview write-in**

**Check policies to verify if write-in is being approached for an appointment or a 3-year term.**

- b. Board Election Results (Presenter: Hunding)*
  - i. Discuss any changes to Board.

**Talarico, Fjelstad, Raymer all voted to three year terms.**

- ii. Discuss potential outreach opportunities to the school parents to join Board and/or Committees.
  - 1. Action Requested: Motion to either approve outreach communication or motion to table further discussion at this time.

**Talarico shares that parents really aren't about being on the board, but would love to help. Suggests sending parents a brief description of each committee and what they do, and asking for volunteers outside the board. Hunding points out that this could lead to eventual board involvement.**

**Raymer asks if Talarico would be interested in heading this project off. Nichols says she could send the current committee outline to Talarico.**

**Talarico moves to create outreach communication to get parents involved in committees, including a summary and plan. Nichols seconds. All say aye.**

- c. Meeting with ANCW (Presenters: Hunding, Nichols, and Raymer)*
  - i. Discuss 2<sup>nd</sup> Warning and next steps overview and debrief

**Raymer turns facilitation over to Kendra to give an overview to board.**

**Hunding: We have academic goals. We have some lee-way about the measures by which these goals are evaluated, but we still have to use the MCA. In addition, we have the curriculum-based assessments, which are designed by the instructional team. We also use the NWEA MAP, a nationally-normed assessment, three times a year. We use this to inform instruction and make plans for intervention and make flexible groupings. Our contract is a 3-year contract. Our small sample size makes for testing numbers that are really variable.**

**We were given a Notice of Concern at the end of 17-18, and a Notice of Deficiency for 18-19, in February 2019. Raymer explains that the timing is based on when ACNW concludes the evaluation. Hunding explains that we are aware of the data and have implemented changes such as: literacy specialist, math specialist, new literacy curriculum, more para support for students, more teacher planning time.**

**Raymer points out that since the contract is up for renewal, ACNW is trying to follow their process to communicate so that there are no surprises during renewal.**

**Hunding shares that she has a hard time with the timing of feedback from ACNW.**

Raymer references learning from trainings: ACNW isn't our friend, they're our contract holder.

LaFerriere points out that Nalani said we could change our goals. Nichols clarifies that she thought that was for the next renewal.

Raymer shares her take-away that it sounded like NSA was given say in the writing of these goals. Hunding shares that her perspective was that NSA was given limited say. Raymer share's she's hopeful that this renewal may feel more collaborative.

Raymer looks ahead to next meeting and looking at academic data. Hunding clarifies that next meeting will be focused on a deep-dive of the quarterly academic data report.

LaFerriere asks if the data will be able to tell us the impact of the interventions, like the work of the literacy specialist, math interventionist, literacy curriculum. Nichols explains that we could look at Fall to Winter growth this year compared to last in literacy and math. She also intends to share a report based on EL assessments that gives another measure besides MAP of reading proficiency. She says she can share the growth of kids in intervention groups compared with the growth of kids in general, with the understanding that the sample size is small.

Raymer would like to see where we are against our goals, so we have a good idea of where our school will land this year. "It would help me understand, with the goals that we have, where we are projected to hit. To help me understand how the data fits into the goals." Nichols shares she could put together a report based on curriculum based assessments. Raymer asks if Nichols can manage that project by April, and offers that we could put it on the May agenda if it isn't completed by April 16.

Raymer shares the ACNW feedback that they need to see clearer records of academic discussion in our minutes, and that this is a thing we can work on next meeting during this discussion.

Board moves on from this discussion at 5:20

- d. 2019/2020 School Calendar (*Presenter: Hunding*)
  - i. Discuss school calendar – Any questions, challenges, concerns, etc.
    - 1. Action Requested: Motion to either approve outreach communication or motion to table further discussion at this time.

Fjelstad shares that sandwiching breaks with teacher teamwork days sounds like it would be effective.

Raymer asks if most of these days are based on the district calendar.

Fjelstad points out that in March, it says that the teacher comp. day is March 8, but the calendar says March 6.

Discussion centers on having enough instructional days to have a buffer for snow days.

LaFerriere shares the date of general election in Nov. is incorrect, as well as the date of MLK day.

Hunding suggests making Nov. 5 a teamwork day and Nov. 27 the compensatory day. Fjelstad asks if we could add a teacher teamwork day in January after winter break, to re-focus teachers after the

break. LaFerriere suggest converting MLK day to a teacher teamwork day. Fjelstad and Nichols both say that would be beneficial for instructional team and paras. Fjelstad asks if we would make one of those teacher teamwork days a day off?

LaFerriere points out that the biggest thing about adopting the calendar right now is to give kids and families this information early so they can plan childcare, so we can always make changes that impact the staff later.

Nichols asks what approving this looks like. Raymer says she prefers to wait until the next meeting after the changes have been made.

Fjelstad moves to table the approval of the school calendar to the April meeting. Talarico seconds. All say aye.

## VII. Reports

### a. Financial report –*Laferriere*

Board received a copy of the 990 in the board packet before it's filed. Board acknowledges receipt of this form. Fjelstad says the check register looks good. LaFerriere says we'll look at a budget draft next month.

### b. WBWF report — *Hunding*

**Hunding:** Nichols posted sticker charts at annual meeting to collect feedback from families about program about the values they hold about schools so we can inform our marketing and see if our program is representing those values. Says it was posted on the Cottage Grove Moms page last year and asks that it be posted there, and other place, again, if possible. Hunding says that information would be useful to the marketing committee and the board might be interested.

### c. Marketing report – *Hunding*

This is a committee that needs help, due to loss of Dahl. We had an open house last month, last one is coming up next week. We still get people at every single one. Raymer plans to be there.

### d. Policy Committee Report –*Nichols, Fjelstad*

Raymer shares policy committee is reconvening in April. No new items to report at this month's meeting. Nichols shares that our current open meeting policy is out of alignment with state statute and asks if she can send current updates and resources to Talarico to look through. Talarico says she'd be happy too, and would be happy to help with policy committee work as well.

### e. Administrator's report/Mission Milestone(s) – *Hunding*

Hunding asks for training updates. Fjelstad shares that he's completed all three required trainings. Talarico finished all trainings in February. Raymer has the finance online course to complete still.

**Hunding asks what board members would like to hear about every month. Raymer answers, "Highlights of what's going on in the school."**

**Hunding shares that students will be participating in an artist residency next week through Art Start, connected to our environmental literacy context of migration.**

**EdVenture coming up to Walker Art Center on April 26.**

**EdVenture to hives with Pollinate Minnesota on May 14.**

**K/1s took walking trip to Lions Levee Park as part of their study of the Mississippi River.**

**Seed sale process starting in about 2 weeks. Students design the seed packets, marketing, and conduct sales.**

**Fjelstad moves to accept reports as submitted. Talarico seconds. All say aye.**

VIII. Adjourn Meeting

a. Action requested: Motion to approve and second to accept motion.

**Fjelstad moves to adjourn, Talarico seconds, all say aye.**