



Highlights from January 11th, 2024 Board of Directors' Regular Meeting

Reports from Administration

Executive Director:

Mrs. McClelland highlighted information from the admin reports. A staff breakfast and One MA staff meeting was held before the students returned from winter break. This event provided our entire staff team a great opportunity to build community and heighten the enthusiasm for a great second semester. She referenced the feedback on West campus carline and emphasized that more communication and information addressing questions and suggestions will be on our website soon. Parents, please know you are being heard! We appreciate your engagement.

Please click [here](#) to review the provided reports from our CFO, principals and admin team.

Board Committee Highlights

- Highway 105: Mr. Graham provided the following update.

Over the winter break, the Knollwood round-about opened, the temporary stoplights on Hwy 105 were removed from in front of the church, and the access through the church lot has been closed. This was all part of the phase 3 plan to get us to the final phase, which will be completed this coming summer. The final phase will be the completion of the road in front of the school being constructed and connected to the top of the s-curve by the teacher lot. That road will create the loop in front of the school and will be utilized in conjunction with the loop behind the school to create two circulation roads leading us back out to Knollwood. The concerns, questions, and suggestions provided to the admin team at West Campus are being heard. They are diligently working to implement what they can and put together an FAQ to help provide clarity as to why the school must circulate carline in specific ways. The premise behind the carline design that was funded by PPRTA as part of their highway safety project, was to get vehicles off Hwy 105 and onto our school grounds to provide safety to our motorists and all other motorists traveling on 105. Please note, the West campus admin team is diligently looking at solutions to help while we work through phase 3. Our team spends hours each day, standing in the cold, getting kids safely in and out of the building and we are grateful for the many hours they are spending working to find solutions. Thank you, MA community, for your partnership in this.

Please pay attention to messaging on ParentSquare and also on our website for updated FAQs and information on Phase 4.

Update on Policy Codifying the June 2023 Resolution on Student Privacy and Parental Rights

Mr. Graham presented a revised policy based on feedback from the first draft read at the Nov 9th, 2023 board meeting. Discussion ensued amongst the board and it was determined that this would be brought back to the February meeting with legal counsel present. Please click [here](#) to review the revised policy draft as presented by Mr. Graham.



22/23 Budget Audit

A review of the budget audit completed by Hoelting & Company was presented. Please review the independent auditors' report and documents [here](#).

MA Homeschool Partnership Program

Mrs. McClelland presented on a homeschool partnership program completed with Mrs. Janyse Skalla, an MA parent and education consultant. This presentation provided excellent information on an option for MA to pursue to reach homeschool families. A town hall will be held in the coming weeks for families to find out more information and determine interest in enrollment. The town hall is scheduled for January 30th at 11:00 at our Elementary Campus. Click here to review the homeschool proposal as presented.

Executive Director Succession Plan

Mrs. McClelland presented to the board a plan for the upcoming hiring process for a full-time executive director and recommendations for the next executive director moving forward. Please click here for more information on the succession plan.

2024 Board of Directors Election

The application is open for anyone interested in pursuing one of the two open board of directors seats with three year term commencing July 1, 2024. Please click here for the information flyer and click here for the application.

What's coming up?

- February 8th, 2024: Board Regular Meeting 6:30 pm @ MA East Campus.
 - Public Comments are welcome related to agenda or non-agenda items. You must attend in person and sign-up on the public comment sheet prior to 6:30pm. The doors will open around 6pm for any attendees. Meetings are recorded and uploaded to our YouTube Channel: [Monument Academy Charter School](#). For live streams click on "live." For meetings that were recorded and uploaded, click on "videos."
 - To watch the video replay of the January 5, 2024 meeting please click here
- February 28th, 2024: Cafe Chat with Board Directors Craig Carle and Karen Hoida at Serrano's Coffee from 8:30-9:30am. Please click here to RSVP.



Kurt Walker ▾

Jan 4, 2024

Please copy form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

- We are in Phase III of construction, which means that our drop off and pick up are running differently. Our staff has gone over and beyond battling the cold temperatures and angry comments coming from car windows. It is improving everyday and our SRO has stepped up to help us with traffic control where drivers turn to go around the playground.
- We are finishing up our mid year testing and teams are meeting in Data PLCs to analyze their data and plan instruction to improve student performance
- The UIP team is in the midst of analyzing data as well and ensuring we are fulfilling the tasks laid out in our UIP.

Things to look forward to:

- The MA Staff is looking forward to our Kindergarten Round Up planned for January 26th.
- We will be having our school Spelling Bee on January 30th and sending the winner of the MA 4th - 6th Spelling Bee to the Regional Bee in Denver on March 9th.



Jan 5, 2024

Collin Vinchattle ▾

Please form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

The end of the first semester was quite unpredictable due to illness and a lot of what was planned had to be carried over into the second semester.

- This year we introduced the winter testing session for the NWEA and tried a new schedule to have it fit into the finals schedule of the high school. This plan didn't work out as we hoped, and we will make adjustments for next year. We have over 80 students that will have to make up assessments the week of January 8th due to absences at the end of first semester.
- There were also some finals and projects that students missed over the last week. Teachers are completing these as quickly as possible, so that we can eliminate the incompletes in the gradebook. The gradebook will reopen on January 11th and grades will be finalized on January 16th with grade reports going out on the 17th.
- The band concert had to be canceled due to an average of 8 students missing from each band. The concert was made up on January 4th and the students had two days to knock off the rust from the break. They did a wonderful job performing, and it is always amazing to see the talent our students display with the support of Mr. Patterson. As Mr. Patterson stated during the concert, we are not late playing the holiday songs, but getting a jump start on this year.

The professional development day was an enjoyable experience providing the opportunity to reconnect with our peers, get to meet some staff members that we haven't had the chance to connect with, have some fun, and hear news for the future. This time was utilized to plan for the second semester and to make sure we were ready for students.

Our teachers are getting the classrooms started back up for the second semester by creating new positive connections or reconnecting with students, establishing social contracts in their classrooms, and jumping into instruction. Our teachers are diving into the data they have right now from NWEA and looking into interventions with students. On January 12th we have a training with NWEA focused on the topic of diving into the reports the assessment provides.



Jan 5, 2024

Things to look forward to:

- Middle school girls basketball season has started, and their first game is on January 8th.
- Middle school open house will be hosted on January 11th at 6 pm. There will be a presentation for families, and we will have current middle school parents present and answer any questions. The National Junior Honor Society will have about ten students guide tours for families.
- The student council has announced the date of the Winter Formal for February 3rd. This event is for 7th and 8th graders, and it is fun to see them dress up for a fun night.



David Kennington ▾

Jan 5, 2024

Please copy form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

It has been an enjoyable week welcoming our students back for the spring semester, and I was pleased to see so many healthy young people filling our classrooms.

In December, a virus decimated our school community. For one point of reference, during finals week we recorded nearly 40 missed exams. In a school of just 118 students, that is a lot of sick kids. Therefore, much of this week was spent reviewing and helping students make up those assessments.

We were also pleased to welcome back two MA students who departed after 8th grade and enrolled in other area high schools. However, after one semester, these same students then requested to return to MAHS after finding they missed our close-knit community, and I was pleased to approve mid-year enrollments for both.

The Intent-to-Return (ITR) results are also coming in and the results look promising, with our highest retention rates to date for our current 8th grade students who will become our rising 9th graders.



We know that the next six months and into the summer will be a critical time to secure those intent letters with actual enrollments in the fall of 2024, and I look forward to partnering with our Registrars and retention team to ensure we meet our robust enrollment targets.

Things to look forward to:



One of our themes this year is *connections and community*. This phrase emphasizes the personal connections we seek to foster in our small, close-knit academic community.

To that end, in last week's student assembly I gave an aspirational challenge to our student body to more fully embrace the norms and values we collectively agreed upon in our social contract.

I encouraged students to look for ways – *every day* - to embrace the founding principles of our school, which include fostering *a caring, positive learning environment, helping students become flourishing individuals with a joy for life, and preparing to become active, responsible citizens.*



Those are direct quotes from our mission, vision, and philosophy statements which harken back to the founding of Monument Academy in 1996.

At the high school we seek to continue Monument Academy's proud and long-standing tradition as a school of excellence and an institution which helps produce young men and women of character.

Warm regards,

David W. Kennington



Krista Pelly ▾

Dec 8, 2023

Please copy form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

The HR department's contribution to the Abacus shift is complete, and the payroll for January is ready to go once all timesheets are submitted. Dawn was able to get all the wages from Netchex entered into SDS for 2023 W-2s. Dawn and I have fine-tuned the onboarding process, and we will be working with Abacus to ensure all financial, demographic, and tax information gets relayed to them following a new hire.

Things to look forward to:

Payroll being manned by Abacus will streamline the payroll process. This opens Dawn and me up to tackling other HR responsibilities. Dawn's role will shift to support HR and technology. The addition of Abacus is opening up organizational opportunities to effectively and efficiently utilize our talents to benefit the systems and operations for MA.

We are gearing up for hiring season. We are reviewing our job descriptions, planning for salaries, and game planning for our recruiting strategies. We are considering job fairs; however, we need to see if there are enough funds to allow us to travel to those job fairs.



Anna Arndt ▾

Jan 4, 2024

Please form and reshare with me on Friday before each board meeting.

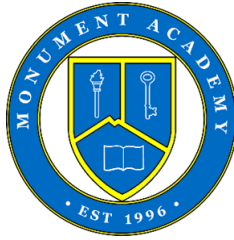
Monthly Highlights: Something Good within your role/staff/students

Our first round of midyear NWEA testing has finished up! We are so excited to have added this K-8 testing benchmark into our curricular calendar this year. This benchmark will allow us to see how our students are progressing in time to be responsive and course-correct as needed, prior to the end of the year.

The Discipline Matrix projects are moving along nicely. The goal of the matrix is to provide a guide for staff when responding to student behaviors that is in compliance with state education discipline law as well as district and school standards. Drafts of the matrixes will be presented to the principal team later this month.

This year, NAEP, through the CDE, selected MA to participate in testing. Planning is underway for a random sampling of our 4th and 8th graders to participate in either the reading or the math test. Each student who participates will receive a certificate from the Department of Education for community service.

<https://nces.ed.gov/nationsreportcard/>. The scores from this test will be included in the national average for reading and mathematics achievement; this average is what is quoted when comparing United States educational achievement in reading and mathematics to other developed nations.



Things to look forward to:

The leadership team will dive into the data collected from the winter survey this month. Each leader will be asked to identify action steps for their role to better serve our school community.

On Friday, January 12, all K-8 instructional staff are invited to participate in a professional development session from the NWEA organization. This session will walk the teachers through the different ways to analyze student data and resources to improve student outcomes and growth! We are so excited to be able to offer this to our staff!

Next month we will hold our CMAS Town Hall for parents to get more information about the state test, and have their questions answered. Once a date is nailed down, fliers will be sent to our families via Parent Square.



Tina Leone ▾

Jan 5, 2024

Please form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

*We recently found out that the state of Colorado has purchased another year of Zearn math for all schools in the state. So, we will be able to access Zearn for free as a supplemental math resource that the teachers can utilize for one more year, after this year. Dana Caplinger administered a teacher training on this on December 8th.

*On January 12th, we are having a critical professional development event that will help teachers become proficient at utilizing data from a variety of NWEA reports. It will be a three hour training and teachers will learn how to analyze student growth and achievement data as well as implement targeted intervention strategies based on individual student needs and/or deficiencies. This will be significantly helpful as our teachers continue to meet and discuss data together in their grade level Data Team PLCs.

*On January 19th, from 1:30 - 4:00, our own Peter Wise will be presenting a professional development session on math instructional strategies to the elementary staff. He has decades of successful experience in the classroom and helping teachers with math instruction.

Things to look forward to:



*NWEA growth scores that should be in sometime the week of January 8th, 2024.

*The elementary campus will be having a school-wide assembly on Jan. 18th to celebrate students who had exceptional growth on the NWEA MOY assessment.

*Our awesome WC PTO is providing lunch for teachers on January 12th, the day we have the NWEA 3 hour PD. Thank you so much, PTO!!!!



Lena and Laura ▾

Jan 11, 2024

Please copy the form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

We have compiled the results from our Intent to Return (ITR). The retention percentage comparison between 2023-24 and 2024-25 is as follows:

Elementary School: 82% to 90%

Middle School: 91% to 96%

9th Grade: 26% to 37%

10th-12th Grades: 81% to 83%

This looks promising! Please note that we will continue to follow up with families who have not yet provided us with their final enrollment decision(s). We kindly request that all decisions be submitted to us by 1/31/24.

Things to look forward to:

Open Enrollment has begun and will continue through Friday, February 9th, 2024. Once closed, we will be able to start offering seats to new students for the 2024-2025 school year based on our waitlist priority.

We have been working with the IT department on the finishing touches for revamping the sheets we use for student processing. They will be ready for use this enrollment season.

We will be attending the open houses for each school the week of January 8th to answer any questions from potential families about the enrollment process.

We are excited to host Kindergarten Roundup, which will take place on Friday, January 26th, 2024, from 1-2:30 p.m. in the MPR at West campus. This special event is for all parents/guardians with prospective MA Kindergartners, including current Level 2 Preschoolers, students on our 24-25 waitlist, or any other interested families. To date, we already have 27 families registered.



Mike Svendsen ▾

Jan 4, 2024

Please copy form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

Our HS boys and girls basketball teams are well into their season. They have both found success on the court and our coaching staff (Derrick Rodgers, Mike Hartle, and Lannie Vance) are second to none.

MS Girls Basketball season has just started with their first game on Jan 8th vs CSCS. We are extremely excited to see our MS team in action this season.

MA Middle Schooler Addison Michalak competed in the USATF National Junior Olympic Cross Country Championships in Louisville, Kentucky on Dec 9th. Out of 410 athletes in her age group Addison placed 5th in the nation and was an All-American. She was also just named the 2023 USATF 11-12 girls cross country athlete of the year where she will attend a banquet this coming January!

Things to look forward to:

With winter sports in the middle of their seasons, we are excited to be getting ready for our spring sports of HS/MS track and field and MS Girls Soccer.



Chuck Steiger ▾

Jan 8, 2024

Please copy form and reshare with me on Friday before each board meeting.

Monthly Highlights: Something Good within your role/staff/students

Shout out to Tony Mckenzie, he is constantly assisting Mei at the East campus with various tasks, cleaning between lunches, minor repairs.

Things to look forward to:

Repairs to RTU9 should be completed on 01/12/2024



Monument Academy

Board of Directors Governance and Policy

Policy Name:	Parental Rights Policy
Policy Number:	JRT
Original Date:	
Reviewed:	
Approved:	
Category:	
Author:	Governance Committee
Approval:	MA Board of Directors

Purpose

The purpose of this policy is to provide a procedure that informs and partners with parents of minor students who want to identify or express or transition as a gender or some other form of non-binary status that does not align with their biological sex with respect to school records, school policies, and use of school facilities. Monument Academy ("MA") supports parental rights and the privacy and protection of all students understanding that a student may seek transitioning to a gender not aligned with their biological sex. MA supports the right of parents to oversee the care, custody, and control of their minor children especially those minor students wanting to transition to a gender not aligned with their biological sex.

Scope

This policy applies when a student communicates or demonstrates to a staff member the student's desire to Transition to a different gender with respect to school records, school policies, or use of school facilities. Examples of Transition may include a student who wants to express or identify as a different gender, a student who insists on the use of preferred pronouns, a student who wants to use bathroom facilities, or follow a dress code or vacillate between bathroom facilities and/or dress code that does not align with the student's Biological Sex.

Definitions

1. "Adult Student" means a student 18 years of age or older.
2. "Biological Sex" means an individual's sex at birth.
3. "Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior, per C.R.S. 24-34-301(9).

4. "Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth, per C.R.S. 24-34-301(10).
5. "Minor Student" means a student under the age of 18.
6. "Transition" and "Gender Transition" mean the process of shifting toward a gender role different from that at birth, which can include social transition, such as new names, pronouns and clothing, and medical transition, such as hormone therapy or surgery.
7. "Binary" is a term used to describe the classification of gender into two distinct forms of male and female.
8. "Non-Binary" is a term used to describe genders that don't fall into one of the two categories, male or female.

Background

On June 27, 2023, the MA Board passed the Resolution Regarding the Privacy and Protection of Students as It Relates to Colorado S.B. 08-200 and Colorado H.B. 21-1108 ("Board Resolution"). The Board Resolution directs MA to uphold and support the Constitutional right of parents to oversee the care, custody, and control of a child as defined by the United States Supreme Court ruling known as *Granville*, 530 U.S. 57 (2000).

The Board Resolution supports the privacy and protection of all students. It mandates that any student under the age of 18 choosing to express or identify as a gender that does not correlate with their Biological Sex must be affirmed by the student's parental, custodial, or legal guardians. For students age 18 or older, an affirmation by the student's parental, custodial, or legal guardians is not required.

The Board Resolution mandates that a student who completes the Transition procedures must further Transition with a change of name and change of gender in official school records and must conform to the dress code of the gender that they now identify or express with no vacillation.

Staff Education

All staff shall receive education on this policy. The Executive Director shall be responsible for administering the staff education, and the Executive Director shall have full discretion to design and implement the content of the staff education. The Executive Director's administering of the staff education shall align and support the MA Board's resolution and policies.

Procedures

1. Staff Initial Contact With Student
 - a. Voluntary Contact Scenarios. A student could communicate with a staff member in a variety of ways. Perhaps a student could approach a favorite teacher or

coach. Perhaps a student could approach a principal or other administrator. All staff should be educated and prepared for these and other contact scenarios.

- b. Involuntary Contact Scenarios. Perhaps a student intentionally violates the uniform policy by wearing the clothing of the opposite sex. Perhaps a student tries to use a bathroom facility or locker room that does not align with their biological sex. Perhaps a student tries out for a sports team of the opposite sex. All staff should be educated and prepared for these and other contact scenarios.
 - c. Contact Demeanor. A staff member should be respectful of and compassionate towards a student who either communicates or demonstrates a behavior that the student is considering Gender Transition. Coming forward with this communication or demonstrating a behavior is not easy for the student. All staff should be educated on how to receive this communication. Staff should avoid any behavior that could be interpreted as creating a hostile environment. Staff will avoid private or secretive counseling with the student as they are not trained mental health professionals.
 - d. Referral To School Principal. After receiving the initial contact in accordance with the above or witnessing a student demonstrating any of the aforementioned behaviors, a staff member shall refer the student to the school principal. In addition, the staff member will notify the student that the principal will be in contact with the student regarding this matter.
 - e. Follow Up With Student. A staff member should not feel like they need to either increase or reduce contact with a student. Rather, the staff member should continue their existing relationship with the student; however, follow-up with the student on this specific issue will now default to the school principal.
2. School Principal
- a. Initial Meeting With Student. The school principal along with an assistant principal should meet with the student and receive the student with respect and compassion. In the meeting, the principal shall inquire if the student's parents/guardians are aware of the student's desire to transition genders. The principal will further advise the student of the school's commitment to have such decisions affirmed by parents/guardians. The principal will initiate immediate contact with the parents/guardians of said student requesting that the student and parents/guardians have a conversation with their child regarding the student's desire or intent. The principal will advise the parents/guardians and student that any further demonstrations from the student will cease pending subsequent meetings with the principal, assistant principal, student, and parents/guardians. The principal shall initiate follow-up contact with the parents/guardians of the student within 48 hours of the initial principal contact to determine if any subsequent meetings will be required or necessitated. In the event, parents/guardians advise that no follow up or subsequent meetings will be required or necessitated, the student will be advised that any further behaviors or demonstrations will be a violation of school policies and prohibited. If the student is an Adult Student, then no parental/guardian notification will be made without permission of the student.

- b. Subsequent Meeting With Student. If the parents/guardians and student desire to continue in this process after having the initial conversation, and the student is a Minor Student, the school principal with the assistant principal shall schedule a meeting with the Minor Student and the Minor Student's parental, custodial, or legal guardians as soon as possible to provide the written list of MA's procedures for the Gender Transition process and to disclose that the process for a Minor Student requires parental, custodial, or legal guardian affirmation. For an Adult Student, the principal is not required to meet with the Adult Student's parental, custodial, or legal guardians. The written list of MA's procedures for the Gender Transition process shall include (i) the steps to complete the process specific to Minor Students and Adult Students, (ii) a list of the official school records that must be changed, (iii) a discussion regarding the use of the gender-specific common bathrooms and/or the gender-specific common locker room of the student's Biological Sex, (iv) the requirement that the student must conform to the dress code of the gender that they now identify or express with no vacillation, and (v) that the appropriate campus community members would receive notification that there may be a student on the campus using the gender-specific common bathrooms and/or the gender-specific common locker room different from the student's Biological Sex, and (vi) that other parents may view their child's 4th amendment right to privacy as being violated by the actions of a gender transitioned student, and that by way of board resolution these parents/guardians have been encouraged to seek legal counsel.
- c. Record Change. The principal shall accept the necessary executed paperwork to effectuate the change of official school records. For a Minor Student, the paperwork shall be executed by the Minor Student and the Minor Student's parental, custodial, or legal guardians.
- d. Community Notice. If the student completes the Transition process and requests to use the gender-specific common bathrooms and/or the gender-specific common locker room different from the student's Biological Sex, in accordance with the Board Resolution, the principal should notify the appropriate campus community members without violating the Family Educational Rights and Privacy Act or other applicable laws. The communication should be carefully tailored to protect the identity and privacy of the student undergoing Transition. The communication should be made through Parent Square (or the communication platform in use) that there may be a student on the campus using the gender-specific common bathrooms and/or the gender-specific common locker room different from the student's Biological Sex.
- e. Privacy and Protection of All Students. Other students who are aware of said transition and/or a student that has transitioned genders through the MA mandated steps for transitioning may request to use a staff bathroom or single stall bathroom, or request a staff member to monitor the vacancy of a sex-specific common bathroom or the vacancy of a sex-specific common locker room to ensure no student is violating the privacy and protection of another student.

- f. Support Of Executive Director. The Executive Director shall serve as a resource for the principal as the principal fulfills the duties under this policy.

Legal References

- C.R.S. 24-34-301
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
- *Granville*, 530 U.S. 57 (2000)

Cross References

- Board Resolution 6-27-23

Primary Contact

- Board President
- Executive Director
- School Principals



Monument Academy Homeschool Partnership

Start Up Proposal

Program Mission

The Monument Academy Homeschool Partnership extends the culture and founding principles of Monument Academy to part-time enrolled students. With partnering, supporting, and encouraging families as a main focus; students will engage in weekly enrichment and skill building classes and have access to various curricular materials.

This mission will be achieved by the attendance of weekly classes where students will engage in content rich activities, hands-on projects, character building activities, and group learning opportunities. Families will also benefit from the Curriculum Lending Library, collaboration on Personalized Learning Paths, collaboration events, and academic assessment tools to assist with learning at home. While keeping partnership at the forefront of our mission, this program will benefit home educators and students throughout Monument and the surrounding communities.



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Initial Staffing Plan

For this initial year, the Monument Academy Homeschool Partnership will focus on students in grades kindergarten through five at this time. The program will employ one program manager/consultant who will oversee the administrative needs of the program. Monument Academy will also hire one full-time teacher to lead in-person instructional classes and small group tutoring sessions, assist families with personalized learning plans, curricular selection, and creation of curriculum scopes. This role would also be responsible for receiving curriculum orders, maintaining the lending library and offering support to families as needed. Along with the consultant and teacher, it will be necessary to hire a program assistant who will be present during class days to serve as classroom assistant, administrative assistant and lunch and recess monitor. This additional staff member is a necessary addition in order to maintain a professional and supportive atmosphere and to ensure that the teacher is able to step away from their classes for managerial or disciplinary reasons, with the knowledge that there is another trusted, reliable and capable adult in charge of students. Further detail regarding the needed positions for the program is listed below.

Following is a draft job description for the **program assistant** position. Final job description, duties/responsibilities, and qualifications will be created in collaboration with the Executive Director and Human Resources.

Wage: In conjunction with paraprofessional salary schedule (see budget)

Working Hours: 8:15- 3:45 on program days, attendance at some day or evening informational meetings, and attendance at program field trips or special events

Qualifications:

- Proven ability in working with elementary age children.
- Familiar with Microsoft Office programs and basic office equipment.
- Excellent communication skills, written and verbal.
- Professional phone and in-person presence with parents, students, staff, and community.
- High School Diploma and experience with school-aged children preferred.
- Pass background and fingerprinting check.

Duties and Responsibilities:

- Assist the classroom teacher in class as needed- may include working with small groups, creating learning centers or bulletin boards, copying or laminating, watching the class while the teacher is out of the room briefly, etc.
- Serve as lunch and recess monitor within the classroom.



- Perform administrative duties as directed during program days – could include answering phone calls, arranging and organizing field trips, handling program communications, organizing curriculum lending library, etc.
- Develops and maintains positive relationships with students.
- Prepares and restores classroom materials and supplies.
- Understands and supports the school's mission through professional conduct and actions which demonstrate the core values and philosophy of the organization.
- Performs other related duties as assigned.

The following is a draft job description for the **teacher** role. Final job description, duties/ responsibilities, and qualifications will be created in collaboration with the Executive Director and Human Resources.

Wage: In conjunction with teacher salary schedule (see budget)

Working Hours: 8:00- 4:00 on program days, attendance at some day or evening informational meetings, and attendance at program field trips or special events

Qualifications:

- Bachelor's degree in Education or related subject required; Master's degree preferred.
- State teaching license preferred.
- Highly Qualified (Degree in a related subject field).
- Previous teaching experience with elementary-school aged children preferred.

Duties and Responsibilities:

- Plans and develops an engaging, age-appropriate course of study in the classroom, adhering to educational best practices and state and school district curriculum guidelines.
- Designs and presents individual lesson plans in one or more academic subjects using a variety of teaching techniques that appeal to various learning styles and methods.
- Discusses academic difficulties or behavioral concerns with students as they arise.
- Lead student workshops and tutoring sessions.
- Create Personalized Learning Paths for each student
- Maintain the Lending Library and assist families with check out procedures.
- Create curriculum scopes for items within the Lending Library.
- Assist and support parents with curriculum, instructional practices, planning, and other needs that arise.
- Student check-in at the front office and dismissal through carline.
- Builds and maintains positive relationships with parents.
- Enforces safety and security standards for students, staff, and visitors.



- Neatly and accurately maintains required paperwork for attendance and incident reports, and other necessary records.
- Participates in faculty meetings, educational conferences, in-service opportunities, workshops, and other training seminars.
- Maintains knowledge of research, developments, and best practices in homeschool education.
- Performs related tasks such as sponsoring student activities or organizations.
- Performs other related duties as assigned.

The following is the draft job description for the **consultant/program manager**. Final job description, duties/responsibilities, and qualifications will be created in collaboration with the Executive Director and Human Resources.

Wage: As negotiated

Working Hours: Flexible, as needed. 6 hours/weekly

Qualifications:

- Experience in program development
- Knowledge of homeschool and personalized learning
- Excellent communication skills
- School leadership experience
- Expertise on Colorado and Federal laws
- Principal License and/or Master's Degree in Education
- Pass background and fingerprinting check

Duties and Responsibilities:

- Oversee administrative tasks of the program.
- Maintain state compliance and monitor funding assurance.
- Keep accurate record of budget and monitor program expenditures.
- Participates in faculty meetings, educational conferences, in-service opportunities, workshops, and other training seminars.
- Maintains knowledge of research, developments, and best practices in homeschool education.
- Train and support teacher and program assistant.
- Facilitate parent information sessions and build community relationships.

These three positions- consultant/manager, teacher and program assistant – will make up the core of the Monument Academy Homeschool Partnership staff for school year 2024-2025 and will be all the staff needed to facilitate the Tuesday and Thursday program day for students in Kindergarten through 5th grade, with



Monument Academy Homeschool Partnership

maximum capacity for the year at 44 students. Tuesdays will be available for K-2 grade students and Thursdays will be for students in grades 3-5 to attend class.

Classroom Breakdown	K-2nd (Tuesday) 3rd- 5th (Thursday)
Teaching Staff	1 @ 1.0 FTE
Consultant/Managerial FTE	1 @ .2 FTE
Program Assistant	16 hours/week
Min. Students (for viability)	24 students
Max Students (per 22 class size)	44 students

These calculations are based off of a program that operates on one day/week per classroom breakdown. Each class could possibly accommodate a total of 22 students. Additional instructional days may be added if needed.



Marketing Plan

Marketing is a crucial role in informing the community and surrounding area of the Monument Academy Homeschool Partnership. The plan below outlines various methods and utilizes the support and expertise from the Monument Academy Marketing and Communications Coordinator. The budget allows for \$2,000 of marketing funds. The Consultant/Manager will be working in conjunction with the Marketing and Communications Coordinator to determine the most efficient marketing methods.

Website:

The Monument Academy Homeschool Partnership will secure a presence on the Monument Academy website where pertinent programmatic information will be featured regarding the homeschool opportunities, a FAQ document, and an interest form. Interested families will be asked to express their interest through the website form, which will be associated with a unique Monument Academy Homeschool Partnership email address. As responses to the form are collected, families will then be sent an email with the following information from the Elementary Registrar:

1. Brief introduction to the program
2. The steps to enroll:
 - a. Explore Monument Academy Homeschool Partnership Website to gain an understanding of the program with offer of additional information via phone call
 - b. Complete and submit an Intent to Enroll form
 - c. Participate in eligibility interview with Monument Academy Registrar
 - i. Eligibility criteria (age, specialized plan, previous behavioral conduct)
 - d. Receive acceptance form
 - e. Proceed with enrollment process in alignment with Monument Academy protocol
 - f. Secure space on class roster

Town Hall Meetings:

Town Hall meetings will be scheduled once in early February and throughout the following months as an opportunity to answer questions that arise and handout marketing materials. These meetings will be hosted by Janyse Skalla and Kim McClelland, or others in an informal, relationship building approach.

Postal and Email Campaign:

Recent Monument Academy families and, if provided access to the Lewis-Palmer District 38 list of families who submitted an intent to Homeschool, the Monument Academy Marketing and Communications Coordinator will



disseminate a letter via USPS and an email push notification driving interested families to the Monument Academy Homeschool Program URL.

Social Media Campaign:

Monument Academy Homeschool Partnership information will be added to the social media outlets by the Marketing and Communications Coordinator.

Homeschool Groups and e-Lists:

The Monument Academy Marketing and Communications Coordinator could secure access to homeschool groups and e-lists in the Monument and North Colorado Springs area to request permission to announce the program to their members. Suggested groups include:

- [Colorado Springs Secular Homeschool Support Group \(SHSSG\)](#)
- [Colorado Springs Homeschoolers](#)

Newspaper Advertising:

Advertisements placed in the local papers for Monument Academy would include language advertising the Monument Academy Homeschool program. Suggested local papers may include:

- Our Community News
- The Woodmoor Newsletter
- The Gazette

Word of Mouth:

Consultant/Manager will be partnering and connecting with current homeschool families within the local community to bring awareness to the Monument Academy Homeschool Partnership.



Start Up Costs

In order to start up in the most efficient way possible, the following requests are pertinent to the successful launch of the Monument Academy Homeschool Partnership:

Program Set-Up:

The classroom that will house the Monument Academy Homeschool Partnership in its initial year will need to have items for functionality, as well as elements that will support a safe and efficient learning environment. Examples of each can be found in the following table:

	Functional Items	Supportive Items (Age Appropriate)
Elementary Classroom	Teacher Computer Office Supplies (e.g staplers, pencil sharpener) Student Supplies (pencils, paper, colors) Displays (whiteboards, corkboards) Tables and Chairs Teacher Desk and Chair Bookshelf Whiteboard easel	Soft seating Decorative items Instructional aids Games/Manipulatives (legos/puzzles) Lunch Bucket Books Playground balls Jump Ropes

*Many of these items are available in the classroom set up provided by Monument Academy Elementary.

While the estimates for these purchases is separated into several categories (Classroom/Instructional Supplies, Furniture and Non-Capital Equipment) in the Monument Academy Homeschool Partnership budget, the total estimated amount is as follows:

Classroom Set-Up.....\$3,008.30

Curriculum Lending Library:

Curriculum lending is a highly valued element to any homeschool outreach program. Several of the programs throughout Colorado have included this offering in their offering and it is a feature that homeschool families deeply appreciate and value. This is a very real and meaningful way that Monument Academy can connect and support homeschooled students, especially for families who have often sacrificed an income in order to make homeschooling a reality for their children.

*Items on this list that **may** be included in the lending library as they are popular homeschool curriculum:*

- All About Reading
- CKLA



- *Teach Your Child to Read in 100 Easy Lessons*
- *Phonics Pathways*
- *Sonlight's I Can Read It!*
- *Life of Fred*
- *Math U See*
- *Teaching Textbooks*
- *Saxon Math*
- *Dimensions Math*
- *"What Your ___ Grader Needs to Know".*

The Curriculum Lending Library is open on a first come first serve basis. Families will have the ability to check out curriculum based on their Personalized Learning Path. In addition to the items available in the Curriculum Lending Library, families will have an additional 250 educational units to use toward curricular purchases as outlined on the students' Personalized Learning Path. Families would be responsible for purchasing any curriculum outside Monument Academy's offerings. Consumable and non-consumable items are available for purchase through Monument Academy's preferred distributors. Families would return non-consumable and unused consumable items at the conclusion of the school year. All items will be considered property of the Curriculum Lending Library and therefore, available for lending in future years. Each year, the library will grow.

Families will be given a teacher provided scope for most of the curriculum checked out of the Lending Library. The purpose of the scope is to provide guidance on pacing. Monument Academy Homeschool Partnership understands that families have full flexibility of how they choose to homeschool and the intention of the scope is to provide resources and guidance.

The program will likely support between 25 and 44 students for this year and build upon its enrollment in subsequent years. While monies for curriculum lending will continue to be a line-item each year, the investment towards curriculum lending in future years will likely be less than the initial year.

Curriculum Lending Library.....	\$7,000
Educational Units (25 students).....	\$6,250

Curriculum and Classroom Supplies:

This category includes the curriculum materials and supplies that will be needed to teach the classes. Given the hands-on nature of the lessons being taught, materials will need to be purchased regularly to facilitate the



Monument Academy Homeschool Partnership

engaging lessons that are planned on any given day. The teacher will have a \$400/semester budget of which to spend for these purposes.

Curriculum and Classroom Supplies.....\$800



Educational Plan

At Monument Academy, it is our desire and moral obligation to partner with families and support them as they embark on a homeschool education. This partnership offers access to licensed educational professionals who can answer questions and offer support and resources to families who choose to homeschool their child/children. Our teacher will be creating a Personalized Learning Path in partnership with families to meet the individual goals and needs of each family. This Personalized Learning Path will include a list of curriculum that will be used to meet the goals and needs. Curriculum can then be checked out of Monument Academy's Curriculum Lending Library or purchased using 250 educational units. Curricular needs above this will need to be purchased by the families. For most curricular items, a teacher created scope and sequence will be provided to ensure appropriate pacing guide but ultimately, the family has full flexibility to implement the curriculum as they choose.

Students will attend a group class with age-like peers (K-2 and 3-5) once a week. In this class, students will participate in math skills, read-alouds or novel studies, science, social studies, character, cursive, specials-type activities, and choice centers. In addition to once a week classes, additional clubs, workshops and/or small groups and/or one on one will be offered. Students will also have the opportunity to visit the school library.

Assessing student achievement and growth is a valuable tool for parents to have access to and better inform the Personalized Learning Path. Data in performance and growth can assist with driving instruction and aligning learning goals. Students in grades K-2 will have the option to participate in the DIBELS reading assessments and students in grades 3-5 will have the option to participate in the NWEA reading and math assessments. These assessments will be offered on a non-class day and administered by the teacher. Assessments will be available at the beginning, middle, and end of the school year.

Based on survey results and after the conclusion of the offering of assessments, workshops will be designed to offer additional support or enrichment activities. These are optional and will offer a greater sense of community, as well as additional social interaction. These workshops may be in a large group, small group, or one on one as they will be designed with personalization to the group of students based on their needs and desires.

Students will have access to many online accounts such as:

- Digital Library
- Typing Pal (4-5)
- Reflex Math (2-5)
- Zearn



Monument Academy Homeschool Partnership

Students who enroll in the Monument Academy Homeschool Partnership with a 504 Accommodation Plan will continue to receive accommodations that are applicable to program setting. Students who received a special education through an Individualized Education Plan (IEP) at a previous school forfeit their services and supports identified within their IEP due to choosing to homeschool per Colorado law.



Monument Academy Homeschool Partnership Calendar for 2024-25

Parent Orientation Meeting: Thursday, August 13, 2024 at 7:00 PM (Tentative)

Student Meet and Greet: August 12, 2024

Tuesday Classes:

Start- Tuesday, August 20, 2024

End- Tuesday, May 6, 2025

Thursday Classes:

Start - Thursday, August 22, 2024

End – Thursday, May 8, 2025

The school day will run from 8:30 am- 3:45 pm

Includes all the Tuesdays and Thursdays in between EXCEPT:

	Tuesday Date	Thursday Date
Fall Break	October 8, 2024	October 10, 2024
Thanksgiving Break	November 26, 2024	November 28, 2024
Winter Break	December 24, and 30, 2024 January 7, 2025	December 26, 2024 January 2 and 9, 2025
Spring Break	March 25, 2025	March 27, 2025

	Number of weeks	Minimum Weekly Contact/Instructional Hours	Total Contact/Instructional Hours
Semester 1	16	6.417	102.67
Semester 2	16	6.417	102.67



The above contact/instructional hours exclude recess and lunch periods. Workshops and/ or tutoring would be additional instructional hours. To meet part-time funding requirements, 90 semester hours are needed. Monument Academy Homeschool Partnership intends to exceed this requirement.

Sample Daily Schedule:

8:30	Arrival
8:30- 9:15	Greeting and Morning Meeting (Character Education)
9:15- 10:25	Social Studies
10:25- 10:45	Break/Snack/Recess (non-instructional)
10:45- 11:40	Math Skills
11:40- 12:10	Lunch/Recess/Free Time (non-instructional)
12:10- 12:30	Read Aloud/Novel Study
12:30- 1:45	Science
1:45- 2:10	Cursive
2:10- 2:30	Snack/Free Reading
2:30- 3:30	Choice Time
3:30- 3:45	Clean-up and afternoon meeting
3:45	Dismissal

The final schedule will need to be coordinated with administration at Monument Academy Elementary campus. Lunch will be served in the classroom and families will be responsible for providing their lunch. Hot lunch services will not be available.

Leadership is not about being
in **charge**. It's about taking
care of those in your **charge**.

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Executive Director Succession Plan

Introduction/Executive Summary

Choosing an executive director for Monument Academy is one of the most important responsibilities of the Board of Directors. National research shows that teacher turnover hinders student achievement, and principals/school leaders are the key drivers of whether teachers stay or go. Hiring the wrong executive director negatively affects the school, principals, teachers, and students.

The succession plan includes the steps for the Monument Academy Board of Directors to consider in identifying and hiring an executive director.

Information collected for the succession plan presented to the Monument Academy Board of Directors is from outside research of other charter schools and national and local charter school studies and resources, MA strategic plan, MA survey outcomes, and informal conversations with the MA community.

Succession planning should be ongoing throughout each executive director's tenure, considering evolving organizational strengths and weaknesses, individuals at all levels of the organization who show promise as leaders, and the incumbent executive director's planned timeline for departure (even if that timeline is not yet defined).

Step One: Necessary Steps for Ongoing Board Practices

The practices below, when considered, will improve our Board's ability to deliver on all of its governance responsibilities. The Monument Academy Board of Directors must consider whether they engage in these practices and, if not, consider establishing systems to do so before identifying the new executive director.

"It is built with the community and for the community, with your valuable contribution playing a vital role in its development."

- A. Understanding the Organization's Strategic Priorities, Strengths, and Weaknesses:** The Board of Directors should be sure it understands the Monument Academy's strategic priorities, strengths, and weaknesses to identify the competencies and characteristics required in the next executive director.
- B. Executive Director's Evaluation and Goals to Achieve:** The Board of Directors should conduct an annual evaluation process for the executive director every February. This process should align with MA's strategic priorities and seek feedback from staff and other key stakeholders. It is recommended to have the evaluation tool and collaborative goals defined and communicated as soon as the executive director is hired. The evaluation tool may be the foundation for determining the competencies and characteristics the Board will seek in a new executive director.
- C. Leadership Development Priorities:** The Board should have a plan to ensure that the executive director is held accountable for making progress toward the staff leadership development goals throughout the school year. These goals aim to build an internal bench of potential future executive director candidates. This is a crucial strategy for identifying and grooming future executive directors.
- D. Financial and Resource Planning:** The Board of Directors should ensure enough funding to facilitate a seamless transition between executive directors. This involves covering the expenses related to the search for a new executive director and any training or development programs that may be required to prepare internal candidates for the role. Financial resource planning serves the purpose of maintaining the school's financial stability during the transition period. This ensures enough funding to support current school programs and services Monument Academy offers and to fund any new initiatives necessary during the transition. Finally, financial resource planning can help to ensure that the new executive director is set up for success. Some areas to consider are the compensation package, including salary, benefits, and possible performance bonuses. It may also involve providing the director with the resources and support they need to lead the school effectively.

Step Two: Establish Committees

The MA informal advisory and screening committees are two separate committees and have two distinct purposes. These committees will ensure that the next MA executive director best fits the Monument Academy school community.

First, the informal advisory committee will provide valuable insights into the qualities and qualifications necessary for success in the role. They will help identify the areas needed for the school's consistency and the possible gaps the new executive director will need to fill. They have a deep understanding of the school's culture and needs. As a result, the committee can help identify the skills and attributes the new executive director should possess to be effective for Monument Academy.

Second, the screening committee will help ensure a fair and transparent hiring process. By involving this group of individuals in the selection process, the Board of Directors can avoid any accusations of bias or discrimination. This will ensure that trust and confidence are built in the new executive director from the very beginning.

Overall, the two committees will be essential in finding the right executive director to lead the school. By leveraging the expertise and insights of the committees, the Board can ensure that it is making the best possible choice for its future.

Informal Advisory Committee -

- Members:
 - One board member not on the Board HR Subcommittee, two parent representatives from each campus, two teachers from each school, two hourly staff members, one representative from specialized student services, and two members from the Executive Leadership team. This group would be led by the director of human resources and overseen by the current executive director.
- Tasks:
 - Provides recommendations to the Board HR subcommittee on job description, interview questions, and an interview rubric. The Board of Directors will have the final say on the job description, interview questions, and interview rubric.
 - This committee must meet the week of January 15th, 2024 in order to provide input on the job description to the Board HR Subcommittee no later than January 24th, 2024.

Board HR Subcommittee -

- Members:
 - Board HR Subcommittee members as chosen at the July 2023 regular meeting (Ryan Graham and Lindsay Clinton), CFO, and the director of human resources.

- **Tasks:**
 - Will work with the HR Director as a collection point for job description, interview questions, and interview rubric recommendations from an informal advisory committee.
 - Creators of job description with input from the informal advisory committee and the Board of Directors.
 - Create a screening checklist for the screening committee.
 - Once the job description draft is finalized, the Board will call a special meeting for purposes of approving before posting.
 - Receive and review candidate applications with the HR Director.
 - This committee will provide all applications to the screening committee that meet minimum job requirements.

Screening Committee

- **Members:**
 - This committee should be comprised of the Board HR Subcommittee, the current CFO, current executive director, and all school principals. If a school principal chooses to apply, they will recuse themselves from the committee.
- **Tasks:**
 - The screening committee will approve interview questions and rubric two weeks before the interviews and provide them to the Board President.
 - The screening committee will review applications and narrow down to a minimum of three finalists to recommend to the Board of Directors for formal interview consideration.

Board of Directors Hiring Process

- The Board of Directors will perform the formal interview in an open session for all candidates presented by the screening committee. This should be a minimum of three.
- After the open session meeting, applicants will remain for an informal meet & greet with the community.
- After the open session interviews, the board will reconvene in one week for a special meeting to place a formal vote in open session on selecting the new Monument Academy Executive Director.

Upon the hiring of a new Executive Director, the Screening Committee members can help ensure a seamless transition. This can include everything from onboarding and training to access to key networks and resources.

Step Three: Communication Strategy

A well-thought-out communication plan that effectively informs and engages all relevant stakeholders is crucial to any succession plan. A sound communication strategy will go a long way in ensuring a seamless transition and reducing adverse effects on the school.

Some key elements to consider are:

- ◆ **Transparency:** It is important to be transparent about the process and timeline for the executive director's succession plan. This should include regular updates and communication with all stakeholders, including staff and board members. The Board HR Subcommittee should work collaboratively with the director of human resources and Communications Coordinator on the various forms of communication.
- ◆ **Clarity:** The communication strategy will clearly outline the roles and responsibilities of all parties involved in the succession plan, including the Board of Directors, Succession Plan committees, and staff.
- ◆ **Sensitivity:** During the transition process, empathy towards staff members' emotions and concerns is important. The communication strategy should include providing a clear path of who on the team they can speak to or a way to voice their concerns if they arise.
- ◆ **Letter to the Community from Board Chair:** Board chair will submit a letter to the community announcing the incoming executive director, transition process, and thank the outgoing executive director for their work at MA.

Step Four: Transition/Onboarding

Transitioning and onboarding a new executive director for the school requires careful planning and execution. The new executive director will lead the school and ensure it meets its goals and objectives.

One of the most important factors to consider is communication. The outgoing executive director will plan working sessions two months before their first day (if able) to communicate with the new executive director to provide them with a clear understanding of the school's culture, values, goals/Strategic plan, and challenges if not an internal candidate. This will help the new executive director to hit the ground running and avoid any unnecessary mistakes. Additionally, the new executive director will have set dates to observe and communicate with the school's stakeholders, including staff, parents, students, and district, to build relationships and better understand the school's needs and priorities. Last, the executive director will be expected to attend the June 2024 board retreat to begin collaborating with the Board of Directors and setting the evaluation goals collaboratively.

Another key factor to consider is training and development. The new executive director should receive adequate training and professional development opportunities to help them acquire the necessary skills and knowledge to succeed in their role. This should include training on the school's policies and procedures, leadership development in areas identified as a gap in the interviewing process, strategic planning, and authorizer partnership. (This can be done with an outside mentor consultant to be a safety net for both the Board of Directors and the new incoming executive director.)

It is recommended that the incoming executive director work with the current executive director in May of 2024, divide up duties that will be implemented, and create a smooth transition of full-time responsibilities to pursue in July of 2024.

The current executive director, beginning in July of 2024, can serve as a mentoring and liaison consultant for 6-12 months at the direction of the board, providing consulting and mentoring for the Board of Directors and executive director in the areas of leadership development, Board and district relations, compliance, finance, and any other areas of improvement identified in the interview process.

Finally, providing the new executive director with a clear roadmap for success is important. This includes a comprehensive onboarding plan (supplied in collaboration with the outgoing executive director, if able, the director of human resources, and a representative from the Board of Directors.) that outlines their responsibilities, goals, and objectives, as well as a timeline for achieving them. Regular check-ins with the board chair and board vice president, mentor consultant, and the director of human resources should be scheduled to ensure that the new executive director is on track and to provide any necessary support or guidance.

Step Five: Timeline

- ◆ **January 11th Regular Board Meeting** - MA Board of Directors reviews the Succession Plan and proposes the individuals for the Succession Plan Committees (informal advisory and screening committees).
- ◆ **January 15th-24th** - Informal advisory committee meets to review job descriptions, recommended interview questions, interview rubric and communication strategy to pass along to the Board HR subcommittee.
- ◆ **January 24th-31st** - The Board HR Subcommittee will meet to draft the job description. A special meeting will be called for the Board of Directors to review the job description and vote on approval.
- ◆ **February** - The position is posted and open from February - March 1st.
- ◆ **February** - The Board HR Subcommittee meets to begin their work on receiving applications and utilizing feedback on interview questions and an interview rubric for the screening committee.
- ◆ **March - The screening committee meets to review applications passed along from the Board HR Subcommittee**, narrow applicants down to three to be forwarded to the director of human resources and the Board of Directors for next steps.
- ◆ **Week of March 18th** - Special Board of Directors Meeting Town Hall for Interviews and Community Meet and Greet
- ◆ **April 4th** - Finalist is voted upon and announced at a Board of Directors meeting. Contract negotiations occur and are approved in a special meeting before May.

Step Six: Evaluation Planning

The position of a School executive director holds great significance in ensuring the success of Monument Academy. Therefore, conducting regular evaluations of the executive director's performance is crucial. The evaluation process should be well-planned and structured to guarantee a fair, unbiased, and comprehensive assessment. Key stakeholders should be involved, including the MA Board of Directors, staff, and students. The evaluation should encompass various aspects of the executive director's performance, such as leadership, communication, strategic planning, financial management, and stakeholder engagement. The evaluation results should be utilized to identify areas for improvement and set goals for the executive director's future performance.

During the work session scheduled for June 2024, the Board of Directors and the executive director should work together to establish goals for the upcoming year. After the goals are set, a regular evaluation process should be implemented to ensure that the current executive director meets the performance expectations and goals. A mentoring consultant can assist the Board and the executive director in developing the goals based

on the school's strategic planning, which has already been initiated. Lastly, the mentoring consultant can provide feedback and suggestions that the Board can use to hold the executive director accountable.

Step Seven: Talent Pipeline/Emergency Executive Director Plan

These ideas require further consideration but can be incorporated into the Mentoring Consultants' role in supporting the Board and executive director.

- ◆ Identifying internal talent leadership and emergency plan development
- ◆ Continuous Review and Revision:
 - Regularly review and update the succession plan to remain relevant and effective as the organization's needs and circumstances change.
- ◆ Emergency Succession Plan:
 - Develop a separate plan for unforeseen departures, such as illness or sudden resignations, to ensure the organization can maintain operations during a crisis.



MONUMENT ACADEMY BOARD OF DIRECTORS

Election Information

What does it mean to serve on the MA Board of Directors?

As a charter, school policy is set by a volunteer parent Board. Members of the Board work diligently to ensure the school is staying true to the mission and vision of Monument Academy. The Board has two employees, the Executive Director and CFO, and together this team makes decisions for the current and future success of the school.

Who Can Apply?

- Parents or Guardians of a current Monument Academy student are eligible
- Applicants must be at least 25 years of age
- Applicants should have an enthusiasm for MA and conviction in its purpose

Election Timeline

Now - March 31st:

- Complete the application and submit it to the Board
- Meet with 1-2 Board members to ask questions about the position
- Confirm desire to be an official candidate
- Attend as many Board meetings as possible

April:

- Give a 5-minute statement of interest at Board Meeting
- Community Q&A session with candidates
- Formal 5-day election held last week of April

May:

- Election results announced to the community at the Board Meeting

June:

- Newly elected Directors sworn in at Board meeting, effective July 1st
- Complete Board training & background check

July:

- July 1 begins a 3-year term as a voting member of the MA Board of Directors

Submit an application using the following link:
<https://forms.gle/ZmEcKe61ZjMfLoGq5>

Still have questions?

E-mail: MABoard@MonumentAcademy.net