



1000 Fifth Avenue SE, Hutchinson, Minnesota 55350 320.234.6362(w) 320.234.6300(f) www.newdiscoveries.org

Official Board Meeting Agenda

Monday, November 16, 2020 – 5:30 p.m. – on site at NDMA and Electronically via Zoom due to pandemic
(Contact tara.erickson@newdiscoveries.org for full board packet or Zoom link information)

1. Call Meeting to Order – Roll Call
2. Welcome/Introduction of Guests
3. Spotlight Report – No report this month
4. Approval of Agenda
5. Approval of Consent Agenda
 - a. Minutes of October 19, 2020 Meeting
 - b. Minutes of October 30, 2020 Special Meeting
 - c. Submitted Committee Reports
6. Financial Reports
 - a. October 2020 financial statements
 - b. Approve October 2020 supplemental information report
7. Reports
 - a. Executive & Associate Directors
 - i. Personnel changes – resignations, dismissals, reassignments, and new employments
 - ii. Strategic Plan Update
 - iii. Environmental Education Update
 - iv. Academic Testing and Achievement Update
 - v. Enrollment Update
 - vi. Activities and Happenings related to the school, staff, students, families, community
 - b. Board Activities
 - i. Work on Strategic Plan Goals
 - ii. Board training in the area of governance: Discuss “The Board in Action” (pp. 109-127, [Charter School Board University](#))
 - iii. Acknowledge receipt of documents from Authorizer
8. Old Business
 - a.
9. New Business
 - a. Approve review of the following policies: 214P Out-of-State Travel by School Board Members; 410P Family & Medical Leave; 412P Expense Reimbursement Policy; 413P Harassment and Violence; 414P Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415P Mandated Reporting of Maltreatment of Vulnerable Adults; 506P Student Discipline; 514P Bullying Prohibition; 522P Student Sex Nondiscrimination; 524P and 524F Internet Acceptable Use and Safety Policy; and 616P School District System Accountability.
 - b. Approve FY21 Strategic Plan
10. Upcoming Meetings/Events/Announcements
 - a. Next board meeting, December 21, 2020 – 5:30 p.m.
 - b. Finance Committee Meeting, December 14, 2020 – 12:00 p.m.
 - c. Policy/Governance Committee Meeting, December 14, 2020 – 1:00 p.m.
11. Adjournment



New Discoveries

Montessori Academy

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Draft Official Board of Directors

Meeting Minutes

Monday, October 19, 2020 – 5:30 p.m. – NDMA and Electronically via Zoom due to pandemic

(Contact tara.erickson@newdiscoveries.org for Zoom link information or see website

[https://newdiscoveries.org/agendas-minutes/.](https://newdiscoveries.org/agendas-minutes/))

The Official Board Meeting of New Discoveries Montessori Academy of Hutchinson, MN was held at New Discoveries Montessori Academy, Hutchinson, MN and electronically due to Covid-19.

1. Call Meeting to Order – The meeting was called to order at 5:33 p.m.
Voting members present: Shari Colvin, Peggy Enerson, Spencer Kangas, Tara Oberg, Patti Hoerner, Meytal Stancek, Patrick Selchert. Absent: Amanda Sundblad.
Non-voting members: Dave Conrad, Tara Erickson, Dustin Reeves. Absent: Kirsten
2. Guests: Tamara Polzin, NDMA teacher.
3. Spotlight Report – No report this month.
4. Agenda – MS (Colvin/Hoerner) to approve the agenda with addition to New Business: b. approval of Exhibit F of our contract with Osprey Wilds, roll call vote unanimous; motion carries.
5. Consent agenda – MS (Enerson/Kangas) to approve the consent agenda – no questions or concerns, roll call vote unanimous; motion carries.
 - a. Minutes of September 21, 2020 Meeting
 - b. Minutes of September 29, 2020 Special Meeting
 - c. Submitted Committee Reports
6. Financials
 - a. September 2020 financial statements – Dustin Reeves shared that payroll salaries were reviewed and have been updated, and ADM's are on target for the year.
 - b. MS (Oberg/Selchert) to approve September 2020 supplemental information report, Reeves reported that there were no surprises or nothing of note listed in the report, roll call vote unanimous; motion carries.
7. Reports
 - a. Executive & Associate Directors - attached
 - i. Personnel changes – resignations: Briana DeMars and Deb Rule, dismissals, reassignments, and new employments: Kate Miller and Amber Ramirez-Pacheco.
 - ii. Strategic Plan Update
 - iii. Environmental Education Update
 - iv. Academic Testing and Achievement Update- almost through Fall academic testing.
 - v. Enrollment Update
 - vi. Activities and Happenings related to the school, staff, students, families, community: conferences were well attended on 10/13 and 10/14.
 - b. Board Activities

Providing a quality, comprehensive public education within a Montessori context

- i. Work on Strategic Plan Goals – Conrad shared his updates regarding the Strategic Plan goals. Colvin led us through the draft of proposed goals for FY21 along side the FY20 Strategic Plan. She shared why some of the goals for FY21 remained the same and some of the goals were slightly changed. The draft will go back to the Policy/Governance committee for further revisions.
- ii. Board training – Several board training opportunities were explored including those offered by MACS. The board decided to continue using Carpenter’s Charter School Board University – read and discuss the section on “The Board in Action” on pages 109-127.

8. Old Business

- a.

9. New Business

- a. MS (Colvin/Enerson) to approve medical leave of absence for a staff member from Tuesday, September 8, 2020 to approximately Friday, November 6, 2020. Administration recommends approving the leave based on the note received from the employee’s physician, roll call vote unanimous; motion carries.
- b. MS (Oberg/Hoerner) to approve Osprey Wilds Contractual Performance Areas, exhibit f, – all the information in exhibit f is included in other portions of the contract previously approved by the board, roll call vote unanimous; motion carries.

10. Upcoming Meetings/Events/Announcements

- a. Next board meeting, November 16, 2020 – 5:30 p.m.
- b. Finance Committee Meeting, November 9, 2020 – 12:00 p.m.
- c. Policy/Governance Committee Meeting, November 9, 2020 – 1:00 p.m.

11. Adjournment 7:23 p.m.

Respectfully submitted,

Tara Erickson



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Montessori Academy

1000 Fifth Avenue SE, Hutchinson, Minnesota 55350
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320-234-6362, phone
320-234-6300, fax

Executive Director Report for NDMA's Board of Directors – Dave Conrad, Monday, October 19, 2020

1. Employment Report

- We offered a qualified candidate the remaining licensed Teaching position at NDMA: early childhood (preschool/kindergarten – Children's House), full-time. I am expecting a response from the candidate this week.

2. Contractual Performance Areas for Osprey Wilds (OW)

- a. Academic performance related to charter contract goals – see Kirsten's report.
- b. Environmental education performance related to charter contract goals/environmental literacy plan (ELP) – see Kirsten's report.
- c. Financial performance for FY 21
 - i. Enrollment: as of 10/19/2020 201 actuals, of 219 budgeted.
This does not include voluntary pre-k #s.
 - ii. Projected Fund Balance for FY 21: \$44,076.00
- d. Board training & Development
- e. Open Meeting Law 13D.01
 - i. Date, time, place posted properly on school website and/or onsite at school
 - ii. Board member participation via interactive compliant with MN Statute 13D.021
 1. On agenda?
 2. Location of off-site individual(s)?
 3. Video and audio of all participants?
 - iii. Quorum
 1. Convening of meeting



2. Action items

2. Contractual Performance Areas for Osprey Wilds (OW)

(continued)

- i. Board materials available for public inspection
 1. On-site
 2. On-line
- ii. Closed meeting? 13D.03
- iii. Actions clearly articulated
- iv. Motion and Second clearly articulated
- v. Result of voting articulated by Board Chairperson, including tally of votes
- vi. Performance Improvement Plan consistent with Charter contract
- vii. Follow meeting agenda
- viii. Board packet inclusive of all materials relevant to meeting agenda

3. Renewal Charter Contract Statutory Compliance Review Rubric for NDMA and Osprey Wilds

As I mentioned last month, MDE is requiring a revision to our contract with Osprey Wilds to bring it into compliance with statute. The contract amendment will be signed by the board chair upon board approval. I have attached a copy of the revised *Exhibit F: Implementation of Statutory Purposes*. I will also have a copy of *Board assurance form* (Exhibit L) for each board member to sign.

The school's board of directors will need to approve the contract amendment at a public meeting of the board. At Osprey Wild's request, I propose amending tonight's agenda to allow for consideration of approving the amended contract at tonight's board meeting. Upon receipt of the required documents, Erin Anderson will countersign the contract amendment on behalf of Osprey Wilds and submit the revised contract to MDE.

4. Strategic Planning Update

- The Policy/Governance committee members met recently to review where we are regarding updating NDMA Board's Strategic Plan. I offer the following summary for your consideration:

- *Dynamic Leadership:*

- o Goal #1 SMART Goal – Communication between administration/teachers and teaching partners will be enhanced. Spring 2021 Staff satisfaction survey will show increased satisfaction with inter-staff communication.

Persons Responsible: Teaching Partners, Teachers & Administration

- ***Administrative Response:*** Dave will reestablish weekly Staff Update meetings Thursday, October 22nd at 4:30 p.m. The meetings will be hosted via Microsoft online Teams Video. The meetings are optional. They will be recorded and available to be heard at someone's leisure. Dave will include a summary of information covered during the meetings in his Friday *Weekly Updates*.

- o Goal # 2 SMART Goal – Administration will create on-boarding training and orientation protocol for new employees. Ninety percent of new employees will complete the required training within two weeks of their start date.

Persons Responsible: Administration

- ***Administrative Response:*** Tara will provide link for new hires to use to complete required training. Tara will provide new hires copies of Employee Handbook and Student and Family Handbook. Implementation beginning Fall 2020.

Persons Responsible: Administration

- *Intentional Interdependence:*



New Discoveries

Montessori Academy

- Goal #1 SMART Goal – Develop and disseminate clear playbook for *going-out* and *coming-in* activities by April 30, 2021.
Persons Responsible: Teaching Partners, Teachers & Administration
- *Intentional Interdependence* (continued):
 - Goal #2 SMART Goal – Develop a business/organization recognition protocol that would acknowledge business/organizations that participate in *going-out* and *coming-in* activities by April 30, 2021.
Persons Responsible: Instructional Leadership Team (ILT)
- *Montessori Principles:*
 - Goal #1 SMART Goal – Conduct regular walk-throughs to observe fidelity to the eight identified Montessori Principles at NDMA. Administration will provide specific feedback after each walk-through to begin mid-November 2020.
Persons Responsible: Administration
 - Goal #2 SMART Goal – Create and implement in-house Montessori principles orientation experience that all staff will complete upon employment at NDMA by August 2021.
Persons Responsible: Administration
 - Goal #3 SMART Goal – Provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program at the *Montessori Center of Minnesota* by August 2021.
Persons Responsible: Board of Directors
- *Measurable Accountability:*
 - Goal #1 SMART Goal – Increase individual student Math proficiency as measured by the math power standards. Year one: develop assessment and set baseline.
Persons Responsible: Board of Directors
 - Goal #2 SMART Goal – Increase general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.



Persons Responsible: Board Finance Committee

5. COVID-19

- I sent a document to families today to update them regarding the most recent 14-day COVID-19 Case Rate for McLeod and other counties we serve.
- After a steady increase in 14-day case rate per 10,000 people in McLeod County since August 23rd, last Thursday's count dropped to 15.07. Although that count would normally move our middle schoolers into hybrid learning, Minnesota Department of Health (MDH) consultation has provided dispensation for our middle schoolers to be included in the "elementary" category, due to the fact that we have closed cohorts (We don't travel from room to room. Therefore, each section of middle school is self-contained).
- We are fortunate to have been serving students on-site since the first day of school, August 24th. I am truly grateful to Staff, Students and Families for following protocol, and making this possible. It is as important as ever to continue to honor safe protocols.





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Draft Official Board of Directors

Special Meeting Minutes

Tuesday October 30, 2020– NDMA and Electronically via Zoom due to pandemic
(Contact tara.erickson@newdiscoveries.org for Zoom link information or see website
[https://newdiscoveries.org/agendas-minutes/.](https://newdiscoveries.org/agendas-minutes/))

The Official Board Meeting of New Discoveries Montessori Academy of Hutchinson, MN was held at New Discoveries Montessori Academy, Hutchinson, MN.

1. Call Meeting to Order – The meeting was called to order at 4:34 p.m.
Voting members present and via Zoom Video Conferencing: Peggy Enerson, Patti Hoerner, Shari Colvin, Spencer Kangas, Meyal Stancek
Non-voting members present: Dave Conrad, Kirsten Kinzler. Absent: Dustin Reeves.
2. MS (Enerson/Hoerner) to approve the FY20 Annual Report – there were no questions, board members commended administration for the excellent job in putting all the information together. Roll call vote all aye; motion carries.
3. Adjournment 4:39 p.m.

Respectfully submitted,

Shari Colvin



New Discoveries Montessori Academy
#4161-07
2019-2020
Year 14
Annual Report
World's Best Workforce Plan

The purpose of this Annual Report is to inform our stakeholders – employees, parents and our community, as well as our authorizer, Osprey Wilds, (formerly known as Audubon Center of the North Woods), with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2019-2020** school year, our **fourteenth** year of operation. This report also includes information for the World's Best Workforce Plan (WBWF) required in MN Stat. 120B.11.

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Charter school requirements underlined. MN Stat. 124.E

World's Best Workforce Pan (WBWF) requirements bolded. MN Stat. 120B.11

SCHOOL INFORMATION

New Discoveries Montessori Academy
1000 5th Avenue SW
Hutchinson, Minnesota 55350
(320).234.NDMA (6362)
www.newdiscoveries.org

Grades Served: Pre-K – 8th grade

Year opened: September 2006

Vision: Providing a quality, comprehensive public education within a Montessori context

Core Values

Enriched community experience begins as each child learns and contributes in a holistic and nurturing growth process of extraordinary resources. Through this distinguishing process of excellence, it generates outstanding citizens who enrich the community in which they ultimately participate.

Dynamic Leadership

At New Discoveries, everyone, from the children to the Board of Directors, will be offered multiple opportunities to grow as leaders through a mentoring, experiencing, sharing, and learning environment. NDMA will uphold the highest standard of integrity and respect, so they are visible and shared by staff and students at school, at home, and in their community. Professional Development, workshops, JEPD, Family Discoveries Nights, Student Ambassadors, and Music and Art Showcases will create ongoing opportunities for leadership development.

Intentional Interdependence

A blend of interdependence will be woven into the fabric of NDMA to represent a mix of school and community working together to achieve the shared vision. Utilizing community volunteers for relevant and meaningful activities will not only be a common occurrence, but an accepted mode of operation. The community will be used as a classroom for students to realize the relevancy of learning. Inherent outcome: Positive interactions among and between students, families, staff and community.

Exemplary Montessori Principles

The profound legacy of Maria Montessori's learning principles will be implemented, recognizing individual learning styles of each child to produce optimum individual achievement. Each child will experience a personalized and interactive learning experience that integrates the Montessori beliefs of:

- * Independence
- * Observation
- * Following the child
- * Connecting with the child
- * Prepared environment
- * Absorbent mind

Measurable Accountability

NDMA will passionately pursue measurable rubrics for student and staff achievement and improvement. There will be a continuous improvement process resulting in innovation and achievement beyond state and national requirements. It will be a process of clear expectations, adequate resources, mentoring/coaching, and leadership development within the boundaries of vision, policies, goals, and budget parameters. Students and Staff will be held to the standards based curriculum and given the necessary technical and human resources available to prepare them for future challenges.



Authorizer Information

Osprey Wilds (OW), formerly known as Audubon Center of the North Woods (ACNW), is NDMA's authorizer. It is a natural fit for New Discoveries to partner with Osprey Wilds as NDMA has recognized and exercised the importance of environmental education for its students. Osprey Wilds has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 30, 2023 having just completed the renewal process in which we were granted a 3-year extension.

Osprey Wilds Charter School Division Authorizing Mission - to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

Osprey Wilds Charter School Division Authorizing Vision - to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

In the past, NDMA has participated in their annual charter school retreat, where we are afforded the opportunity to network with other Osprey Wild's authorized schools. NDMA students also look forward to our annual trip to the Osprey Wilds Environmental Learning Center, a time during which 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with the staff at Osprey Wilds.

Osprey Wilds
Charter School Division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413
612-331-4181, x2 (office)
admin@ospreywilds.org



Osprey Wilds
Environmental Learning Center

Erin Anderson, Osprey Wilds Director of Charter School Authorizing



ACNW Trip – 5th/6th Graders – November 11, 12, 13, 2019

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

New Discoveries Montessori Academy's primary purpose is to improve pupil learning. This purpose will be achieved in the following ways:

Increased Learning Opportunities

New Discoveries Montessori Academy will increase learning opportunities for students by providing another choice in elementary education in the Hutchinson Area. This choice will be grounded in the Montessori philosophy and pedagogy.

- Through the use of the Montessori materials, students will receive hands-on learning experiences where children touch, make discoveries, and deeply understand complex concepts. The materials allow concrete understanding of concepts helpful for understanding abstract principles, are self-teaching and self-correcting, have multiple levels of challenge and can be used at different developmental levels. New Discoveries Montessori Academy will provide classrooms utilizing the direction of the Montessori "prepared environment".
- We believe that the larger community is officially part of our classroom environment. Field trips are a vital part of children's personal, social, and intellectual development. Small groups of children will regularly plan and go on supervised trips all around our greater community.
- With Osprey Wilds (formerly known as Audubon Center of the North Woods), there are many environmental applications for our students. They offer residential environmental education experiences to schools with a full array of adventure programming including a wildlife barn, maple syruping shack, ropes course, hiking explorations, and wall climbing. Students at New Discoveries Montessori Academy will participate in these unique environmental experiences.

Innovative Teaching Methods

- One of the great strengths of the Montessori Method is the integrated approach to learning. For example, math, reading, writing and other subjects are not learned in a compartmentalized method. Instead, children will learn with an understanding of how subjects work together while, at the same time, they work on learning and improving many different skills at once. New Discoveries Montessori Academy will utilize this integrated approach to learning.
- Children enjoy considerable freedom of movement and choice in a Montessori setting. The environment is child-centered, not teacher-centered. They choose what to work on, who to work with, and where to work. Because they pick their work, they are committed to it. Of course, all freedoms are balanced with responsibilities that include demonstrating appropriate behavior, remaining productive and completing areas of necessary fundamental knowledge and skills.
- Long Learning Cycles - Montessori education reserves extended uninterrupted time periods for the children to work freely on a task or project. The children absorb themselves in their studies. They complete their work, emerging fulfilled, refreshed, and satisfied with

their accomplishment. The extended periods result in saved time due to fewer transitions while, even more importantly, they lead to deeper learning, more interest, and great satisfaction for the children. Our great period designated during the morning of our academic day allows for these extended periods of learning.

- Multi-age grouping will be based on a three-year age span as opposed to the one year of traditional education. In this setting children progress through the curriculum at their own pace in a classroom that spans three grades. Teachers and students get to know each other quite well by working together in a multi-age class for a three-year period. A teacher who has worked with a child during this time gains an intimate knowledge of the child. Multi-age groupings mean more small-group options relative to abilities and interests as well as maximizing the potential of each individual child in an environment that has a place for everyone, providing a profound sense of belonging.
- Using the natural environment and facilities of our authorizer, Osprey Wilds, students will participate in an overnight environmental experience. Students will also explore and understand their local environment, and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment.

Effective Measurement of Learning Outcomes

- New Discoveries Montessori Academy will administer several assessments (i.e. NWEA MAP, FAST, MCAs) throughout the school year to provide baseline data for all students at NDMA. The information acquired from the assessments will be used to determine the amount of measurable progress made by each child. Families receive an individual report for their child. In addition, the Minnesota Comprehensive Assessments (MCA) will be administered as required. These standardized tests will be one of the measures used to show student academic achievement.
- Teachers will keep detailed student records of each child's lessons, projects, and progress. Authentic assessment tools such as observations, portfolios, performance assessments with rubrics, journaling, and parent conferences will be used to measure and report student progress.
- New Discoveries Montessori Academy will continue to clarify and improve consistency in our curriculum, and to align the Montessori competencies with the MN Academic Standards ensuring that we meet or exceed each standard - all in a manner that remains true to our Montessori educational vision.

New Forms of Accountability for Schools

- Student, parent, and staff satisfaction surveys will indicate program satisfaction among its stakeholders. New Discoveries Montessori Academy will design the survey and the survey will be administered annually in the spring. Results will be used by the Board and staff in our continuous improvement plan, strategic plan and annual report.
- New Discoveries Montessori Academy will continue its membership with the American Montessori Society (AMS) as a member school and will continue to ensure that our teachers and administration receive and maintain the proper Montessori training.

- NDMA will make certain that our teachers and our teaching partners are well-versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Our staff will receive on-going training in understanding and interpreting data. Data informs our planning and instruction creating a culture of data-driven decision making.
- At the end of each school year, staff will evaluate the effectiveness of curriculum and support program components such as field trips, specialists, and any special school-wide activities and programs, as part of our comprehensive needs assessment (CNA) process. This evaluation will provide a method for discussion among staff to initiate new programs and adjust current curriculum and support programming.

Professional Opportunities for Staff

- In order for this school to be successful, teachers of Montessori programs must be thoroughly trained in Montessori theory and practice. Staff will participate in Montessori training opportunities and New Discoveries Montessori Academy will seek ways to budget for and support staff Montessori certification.
- Staff will be involved and have a voice in an annual staff/board retreat that will focus on the mission and vision of the school and the school's strategic plan.
- Staff, with the assistance of the director, will design their own professional development plan. Strategies for improvement will be outlined and evaluation will take place annually.
- New Discoveries Montessori Academy will provide and encourage professional development opportunities for staff in an ongoing effort for them to be lifelong learners and provide academic opportunities that improve student achievement.



ACNW Trip – 5th/6th Graders – November 11, 12,13, 2019

STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (as of 10.01.20)
PreK 3	7	12	11	9	9
PreK 4	18	24	23	23	16
Kindergarten	14	22	26	27	34
1st Grade	19	21	23	24	25
2nd Grade	26	21	25	26	24
3rd Grade	15	30	21	24	24
4th Grade	35	18	38	22	23
5th Grade	19	32	20	29	21
6th Grade	17	14	32	18	24
7th Grade	-	-	12	24	8
8th Grade	-	-	-	10	20
Greater MN (3-6)	3	3	1	n/a	n/a
Total PreK-8	173	197	232	236	228
Total ADM (Average Daily Membership) for year	153.68	179.27	208.94	229.61	

Even though we were in a pandemic, 2019-2020 enrollment remained steady around 235 students. During the 19-20 school year, we had 15 children leave NDMA – 3 students moved, 1 preschooler decided to wait until next year, 1 student was a drop/add due to attendance issues, 1 student left for treatment, 1 student went to a Level 4 setting, and 8 returned to their home districts. Transfers in included 18 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

38.9% of our student body received special education services and 61.2% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 16.2% - F/R 35.6%)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Enrollment	144	173	197	232	237
Male	72	83	99	112	114
Female	72	90	98	121	123
Special Education	55	57	90	87	97
ELL/LEP	0	0	0	5	7
Black/African American	2	4	3	1	4
Hispanic/Latino	6	8	17	22	10
Asian/Pacific Islander	0	1	2	0	0
American Indian	4	14	10	0	0
2 or more races	-	-	-	-	12
White	132	143	165	193	211
F/R Lunch	93	96	144	126	132

New Discoveries is fortunate to serve children from Hutchinson and the surrounding communities.

District	# Students	District	# Students
108 – Norwood Young America	2	742 – St. Cloud	1
112 – Eastern Carver County Schools	1	2159 – BLH Buffalo Lake Hector	8
423 – Hutchinson	143	2365 – GFW Gibbon Fairfax Winthrop	6
424 – Lester Prairie	6	2396 – ACGC Atwater Cosmos Grove City	5
465 – Litchfield	10	2687 – HL-W Howard Lake - Waverly	6
466 – Dassel Cokato	7	2859 – GSL Glencoe Silver Lake	42

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2015-16	2016-17	2017-18	2018-19	2019-20
Overall Attendance Rate	95.27%	94.32%	94.8%	87.2%	95.35%

According to our student information system, attendance throughout the year was at 95.35%. We do have a couple of families with multiple children that were chronically absent. NDMA will continue to address the importance of regular school attendance with those families who have ongoing attendance issues.

STUDENT ATTRITION

Percentage of students who continue enrollment in the school from Spring 2020 to October 1, 2020.	75.4%
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There were 233 students enrolled on the last day of the 2019-20 school year. There were 58 students enrolled on the last day did not return to NDMA. It should be noted that we enrolled 48 students over the summer months.

178/236 or 75.4% of students returned for the 2020-21 school year. (2019 - PreK-4yr – 7th grade)

The 2020-21 school started with 226 students PreK-8th.

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	2	155	19	9	28	18.06%
2015-16	0	147	15	16	31	21.1%
2016-17	24	154	32	14	45	29.2%
2017-18	40	159	27	8	35	22.01%
2018-19	59	217	29	8	37	17.05%
2019-20	48	237	18	15	33	13.9%

* Total mid-year transfers divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

Percentage of students who were enrolled for 95% or more of the 2019-20 school year.	93.67%
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* Mid-year transfers out subtracted from the Number of students on Oct. 1 and then divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

We had a surge of summer transfers this year. The biggest reason would be in regards to the uncertainty and fear associated with COVID-19 and families re-evaluating their child(ren)'s education trying to find a model that works best for them.

EDUCATIONAL APPROACH & CURRICULUM

Primary Pedagogical Approach

New Discoveries Montessori Academy Educational Program highlights:

- Montessori Method of Instruction
- Multi-age Grouping
- Environmental Education

Montessori Method of Education

Montessori is a teaching methodology predicated upon the natural learning processes of children. Dr. Maria Montessori, the first woman to become a physician in Italy, developed the method more than 100 years ago. Dr. Montessori used the phrase “the absorbent mind” to describe how a young child learns in a comfortable and stimulating environment. Within such an environment, a child becomes absorbed in work, developing concentration, independence and self-discipline (Lillard, Paula P., *Montessori Today*). Dr. Montessori believed that children learn best through their senses. By working with concrete materials, the child begins to understand abstract concepts. With guidance by a trained Montessori teacher, the child gradually masters various materials and concepts. As the child masters each task, learning is reinforced as a positive experience.

The Montessori curriculum is interdisciplinary. Subjects are studied in an integrated fashion, not in isolation. This approach offers the child learning opportunities which result in a strong foundation in core subject areas: Language Arts (reading, spelling, vocabulary, grammar, handwriting, and creative writing), Social Studies (history, geography and cultures), Science, and Math. It is worth noting that while this division of disciplines is a convenient way to conduct learning in a school environment, this is not how children – or adults, for that matter – experience the world. The NDMA curriculum complies with all expectations regarding the Minnesota academic standards.

The Montessori classroom allows children to take responsibility for their own education in a “prepared environment.” Within an orderly framework, children are largely free to choose those activities that will assist them in their process of self-construction. The classroom contains “self-correcting,” sequenced Montessori materials.

Multi-age Grouping Classrooms

Montessori classrooms are separated into three divisions: Children's House, Elementary I, and Elementary II. Elementary I and Elementary II classrooms are constructed to facilitate the full curriculum at each level to be completed over a three year period.

CHILDREN'S HOUSE PROGRAM (AGES 3-5)

The Montessori early childhood community is referred to as Children's House. In the Children's House Program, we serve children ages 3 to 5. Each classroom combines preschool and



kindergarten. The teacher provides developmentally appropriate, interest-based activities that encourage children to develop a love of learning and trust in their own ability to learn. At this level children begin to develop their physical, social and intellectual independence. Work in the Children's House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.

CURRICULUM AREAS –

Grace and Courtesy (Character Education)

Practical Life (Coordination, Control, Independence & Order)

Sensorial (Refinement of the Senses in Personal and Curricular Domains)

Mathematics (Numeracy, Addition, Subtraction, Division, & Multiplication)

Language (Phonics, Beginning Reading, Sight Words, Reading Fluency, Comprehension, Grammar, & Spelling)

Geography (Landforms, Continents, & History)

Science (Sorting & Classification, Living & Non-living)

Music | Art | Physical Education

3 year olds	Tuesday, Wednesday and Thursday MORNINGS	8:45 a.m. to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday MORNINGS	8:45 a.m. to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday ALL DAY	8:45am to 3:10pm
Kindergarteners	ALL DAY, EVERY DAY	8:45am to 3:10pm

ELEMENTARY 1 (AGES 6-9)

The Early Elementary Montessori classroom community is referred to as Elementary I, or E1. In the Elementary I classroom we serve children ages 6 to 9. Each classroom combines first, second and third grades, and is guided by a licensed teacher. The teacher provides opportunities for children to exercise the freedoms of 1) movement, 2) choice, and 3) repetition. There is a strong sense of community built within the classroom.

What Makes E1 Unique?

1. Multi-age classrooms
2. Three freedoms: movement, choice and repetition
3. High staff to student ratio
4. Strong sense of community with student to student mentoring, and shared responsibilities

Essential Components of E1

1. Small group lesson presentations
2. Whole life/whole being education (not just academics)
3. Fostering excellence, respect and accountability
4. Students allowed to progress beyond and without limitations

E1 Montessori Focus

1. Three Freedoms
2. Montessori Materials – offering concrete to abstract learning
3. Self-regulating – creating independence in students

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Strong foundational reading and mathematics skill building
3. Rich science and social studies experiences

ELEMENTARY 2 (AGES 9-12)

The Upper Elementary Montessori classroom community is referred to as Elementary II, or E2. In the Elementary II classroom we serve children ages 9 to 12. Each classroom combines fourth, fifth and sixth grades, and is guided by a licensed teacher. The teacher provides opportunities for children to excel.

What Makes E2 Unique?

1. Multi-age classrooms
2. Meeting every child where he/she is at
3. Students assist one another with learning
4. Students have choices regarding work

Essential Components of E2

1. Guided Reading based on ability level
2. Osprey Wilds Experiential/Environmental learning
3. Mathematics based on ability level
4. On-going staff experiential training

Montessori Focus

1. Montessori/hands-on materials
2. Small group focus
3. Nurturing atmosphere
4. Grace and courtesy
5. Flexible grouping

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Weekly Learning Plans that list the topics and standards
3. Students are aware of MN requirements and why they are learning
4. Curriculum is spiraled (science and social studies)

ERDKINDER - E3 (Grades 7/8)

We have expanded our enrollment to include grades seven and eight and have two multi-age two classrooms of grades 7/8 this year. "Erdkinder" means "children of the earth," Maria Montessori's term for young adolescents preparing to engage in the larger world around them. Erdkinder provides a unique educational experience for junior high school students, blending elements of more conventional academics (grades and homework) with a learning environment based on the principles of Montessori education. This results in an academically rigorous classroom in a supportive and caring environment that seeks to optimize student independence and creativity.

Erdkinder Program Goals

1. Provide a learning environment where adolescents are respected and appreciated
2. Support a sense of community in which students refine their ability to recognize one another as valuable people
3. Self-directed, active learning
4. Nurture independence and interdependence
5. Provide a diverse and integrated curriculum

Elements of the Erdkinder Curriculum

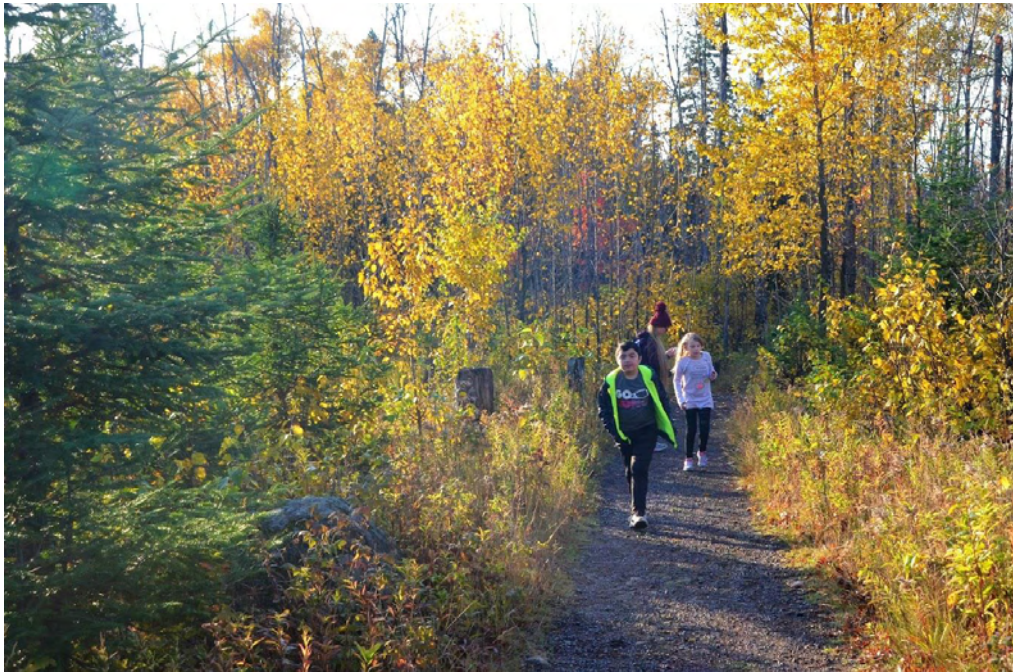
1. Interdisciplinary lessons and projects
2. Connection to natural environment and community
3. Self-expression and creative expression
4. Peer teaching
5. Constructing and creating own assignments
6. Service to others and community
7. Small group projects and work

Components of the Erdkinder Program

1. Independent work time is provided daily; students balance freedom and responsibility through structure and measures of accountability.
 2. Multi-age learning (7th and 8th grade students work together)
 3. A balance of lessons and work time; lessons are provided in small and medium sized groups.
 4. Individualized learning based on each student's readiness to learn.
- A curriculum that meets the Minnesota Academic standards.

Environmental Education

At New Discoveries, environmental education is an essential component in all that we do. The overall NDMA environmental education goal is: Staff, students, and parents at New Discoveries Montessori Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.



Alignment to State Standards

Marrying the Magic of Montessori and the Minnesota Mandates

NDMA provides Montessori philosophy in a public school setting, which presents both opportunities and challenges for the school. Opportunities lie in the rich tradition, beautiful materials, developmentally appropriate activities and multi-age classrooms. A central challenge is found in a lack of explicit connection of the Montessori curriculum to the Minnesota Academic Standards. Staff has worked countless hours to align the Montessori curriculum with Minnesota Academic Standards and this continues to be a work in progress.

NDMA will continue to ensure that our teachers receive and maintain the proper Montessori training. In addition, NDMA will make certain that our teachers and our teaching partners are well-versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Our staff receives on-going training and support in administering assessment and in understanding and interpreting data. Data informs our planning and instruction and NDMA has become a culture of data-driven decision making.



Differentiation

Montessori programming lends itself to differentiation within each classroom since students are continually selecting work that is at their respective learning levels. Children's House Montessori practice individualizes instruction to the needs of each child and follows that child's development by presenting lessons that "scaffold" the child to the next level. E1 and E2 classrooms differentiate in both reading and math according to ability levels as demonstrated in normed and classroom assessments.

Remediation

Differentiation allows for remediation to occur organically at New Discoveries. The progress monitoring, flexible grouping and multi-age classrooms allow for NDMA staff to provide remediation on an on-going basis.

Acceleration

NDMA strives to meet students' needs by developing exemplary educational

programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of NDMA to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore the differentiation of instruction is a critical element of all instructional offerings at NDMA, and it is the foundation of programming for exceptional learners. There are a variety of options available to highly capable students including, but not limited to subject, telescoping and/or whole-grade acceleration. (From NDMA Board Policy 590P: Acceleration)

Special Education

New Discoveries Montessori Academy is fortunate to have a strong special education structure in place. We have contracted with an outstanding director of special education, who knows our staff, our clientele, our program, and the law. In addition, we have an outstanding special education coordinator on-site. We have a full-time school psychologist. Both the coordinator and the psychologist work tirelessly to serve our students and families, and to support our staff. Our child study process is solid. And consistent. Our follow-through regarding needs and concerns is also solid and consistent.

We collaborate with our families on a high level to ensure meeting deadlines, honoring goals, and serving the myriad of needs represented by our students. We provide transportation services to many of the communities surrounding New Discoveries.

Our contracted services are exceptional. Hutchinson Health; Meeker Memorial Hospital; West Metro Learning Connections; Southwest West Central Cooperative; Steppingstone Therapeutic; Crow River Family Services; Greater Minnesota Family Services; Prairie Care; Lorenz; NorthStar Counselling, Aspire Counselling; Serenity Counseling. Each of them is responsive and consistently follow through regarding support and service.

There is a special education Co-Teacher in every Elementary I, Elementary II and Elementary III (middle school) classroom. Two of our three sections have a special education Co-Teacher, as well. In addition, our Early Childhood Special Education specialist is responsible provides unique support for our early childhood population.

NDMA's full-time School Psychologist, part-time Speech Therapist, Behavior Interventionist, and approximately 25 special education paraprofessionals (Teaching Partners) were employed this past year to address student and family needs.

Child Find Process

Our child find process at NDMA includes: vision and hearing screening for all students, preschool screening, academic benchmarking for Kindergarten through 6th grade, school psychologist-led weekly discussion of student concerns, and bi-monthly child study meetings. A period of each PLC meeting is set aside to discuss academic and behavioral interventions that are currently running, or students who may be in need of additional support. Teachers are allowed time to share resources and ask questions of one another. If concerns persist and initial environmental changes or interventions are determined to be ineffective, teachers can sign up for a time slot at a child study meeting. The purpose of these meetings is to review data, plan tier 2 and tier 3 interventions, and make plans for the future. If at any time a parent requests an evaluation, or the team determines that the student is not making adequate progress despite the implementation of evidence-based interventions, a proposal is made to proceed with a special education evaluation to determine need and eligibility for services.

English Learner (EL) Program

This past year we had 7 students identified as English Learners. These students receive specific EL instruction in their classroom with oversight from an EL teacher. NDMA has an English Language Development (ELD) Program flowchart that outlines procedures for conducting English proficiency tests and providing English Language Development instruction. The ACCESS Assessment was administered in February.

Staffing to meet the NDMA Educational Mission/Vision

The Executive Director and Associate Director provide guidance, leadership and practical knowledge to support the instructional program at NDMA. Our teacher leaders have assumed a more active role in leadership – through providing solid leadership in our 90-minute PLC's, to participating in monthly Instructional Leadership meetings. Quality Job Embedded Professional Development played a key role and bringing teachers and teaching partners together around implementing best practices regarding instruction and assessment. Our goal of marrying the Magic of Montessori with the Mandates of Minnesota and our instructional focus on: Efficiency, Proficiency and MN Standards – Is it efficient? Does it lead to proficiency? Is it aligned with the MN State Standards? – is being realized.

School Calendar/Daily Schedule

Our school calendar has 170 school days and primarily follows District 423 calendar as we share students with the Hutchinson schools and this simplifies schedules for our families. We began our school year on Monday, August 26th and our last day was Friday, May 29th. Our school day begins at 8:45am and ends at 3:10pm.



Distance Learning at New Discoveries Montessori Academy, Spring 2020

After participating in a MN Department of Health-sponsored COVID-19 School Update on Wednesday, March 11th (midway through NDMA's Spring Break), NDMA Administration began a journey of daily contact with MDE, MDH, McLeod County Public Health officials and area Health Care Providers as the realities of COVID-19 became known. For example, on a Sunday, March 15th check-in call for school leaders with Minnesota Department of Education's Commissioner – Mary Cathryn Ricker and the Minnesota Department of Health's Deputy Commissioner – Heather Mueller, we began to map out more clearly next steps in designing and implementing a Distance Learning Plan. Two of the more pressing issues were: developing a comprehensive plan for providing meals for ALL students in Distance Learning and developing plans to provide on-site childcare for children of Essential Workers.

On March 18th we began delivering an average of 2,000 meals per week to our students in and around Hutchinson. The following parent communication came after just the first day of receiving meals for their two young children:

Just wanted to take a few minutes to sincerely THANK YOU first, for overseeing that everything and everyone is taken care of, in these unforeseen, difficult times, we each and every one is going through! Thank you from the bottom of our hearts for you being so thoughtful along with your staff and volunteers and all the preparations involved behind the scenes with school work and now today the starting of lunches for our children, that we as parents and community don't see behind the scenes!

The next week we began childcare for Essential Workers. The biggest challenge in this regard was finding employees willing to provide childcare. Ultimately, we offered a higher wage for those willing to “volunteer” for this duty.

Using MDE's Minnesota Distance Teaching and Learning Implementation Guidance, we designed Distance Learning plans and posted them on our website prior to the March 30th rollout of Distance Learning. In addition, we published a document providing specific information related to Distance Learning for Families of Children with Individualized Education Plans. Some Staff members were reassigned to serve as meal prep, meal and Distance Learning materials couriers, materials managers, etc. We provided cursory training for the use of technology for Staff members who needed support in this regard. We designed and implemented a system for organizing and distributing Distance Learning materials. We took inventory of students and families who needed technology devices and/or internet. We facilitated the donation of wireless hotspots from a local partner. We delivered technology devices and hotspots to families.



We established, published, and implemented new safety protocols to specifically address COVID-19 concerns. As Distance Learning continued, we adjusted staffing assignments, meal and materials delivery protocol and lesson planning and implementation based on what we were experiencing along the way. We over planned at the beginning, ultimately overwhelming students, and families. Their feedback was integral in terms of helping us know how to modify our planning and implementation.

At the same time Administration was checking in for daily COVID-19 updates from the Governor's office, the Minnesota Department of Health, and the Minnesota Department of Education. Eventually, the daily updates waned to weekly updates. This became an integral part of our routine. Similarly, NDMA Administration began providing written Daily Updates for NDMA Staff, as well as Daily Updates for NDMA Families. Administration also began offering Weekly Zoom Meetings for Staff. Frankly, we have never communicated as much detailed information on a daily and/or weekly basis. It was not until May that the written Daily Updates waned to Weekly Updates.

We learned the difference between low-risk and high-risk exposure when one of our employees was diagnosed COVID-19 positive in early April. The Minnesota Department of Health, Renville County Public Health, and McLeod County Public Health provided remarkable support at this time. At the writing of this report, among Students and Staff, that is the only positive test result.

Throughout our COVID-19 experience NDMA has referred to Minnesota Department of Health,

Minnesota Department of Education and the Governor's Office documents, such as the COVID-19 Exclusion Guidance (Decision Tree) to provide a framework for our work during the pandemic. Students, Families and Staff have taken the protocol seriously, allowing us to safely navigate this difficult journey.

Reflection:

What went right? We consistently and respectfully followed protocol to the best of our ability. We supported and encouraged one another consistently. We fixed what was not working along the way. We enhanced what was working along the way. We communicated often, and we communicated honestly.

What did we learn? We can do this. Public Education will never be the same. We should have presented a united front in terms of utilizing technology (e.g. every classroom should have been on Google Classroom).

What are we doing better? We provided comprehensive technology training over the summer to bring instructional staff up to date. We adopted common platforms for technology (Google Classroom). We purchase additional technology (cameras, sound augmentation devices, laptops to enhance the learning experience for Distance Learners). We published clear Distance Learning Expectations for Instructional Staff Members and Families. We made critical modifications to our facility to accommodate having Students and Staff back on campus for Fall 2020. We adopted and published clear, useful protocols for all to follow. We established new routines for professional development during COVID-19. We are taking measures to address the toll COVID-19 is taking on Students, Families and Staff Members.



Our new way to meet - Zoom Staff Meeting 2020

INNOVATIVE PRACTICES & IMPLEMENTATION

2019-2020 brought the final year of NDMA's grade level expansion. Our second section of Middle School was added. This brought a dimension to the Middle School program that was missing with just a single section the year prior. Having four Teachers dedicated to the program gave diversity in both thought and practice. The Middle Schoolers, Middle School Staff, Administration and Volunteers traveled to Wolf Ridge Learning Center for the first time. For the Middle School Students who have traveled to Audubon Center of the North Woods as fifth and/or sixth graders, it was an opportunity to approach environmental and experiential learning through a different lens. For those students new to NDMA, it was an experience of a lifetime. Even the most reluctant and least likely to be impressed with the concept of traveling to northern Minnesota found the trip to be both satisfying and rewarding.

Our effort to staff every classroom with two Teachers: one general education and one special education was almost completely realized during the 2019-2020 school year. The classroom cultures have evolved to the point where most student services are provided in the student's classroom. Student behavior has been positively impacted, to the point that we had no out-of-school suspensions to report for the school year (to the point of COVID-19).

At the end of the 2019-2020 school year NDMA's Board of Directors approved adding a Montessori Education Consultant/Coach to our staff for the 2020-2021 school year. This is an important step towards providing a more consistent Montessori perspective across classrooms.

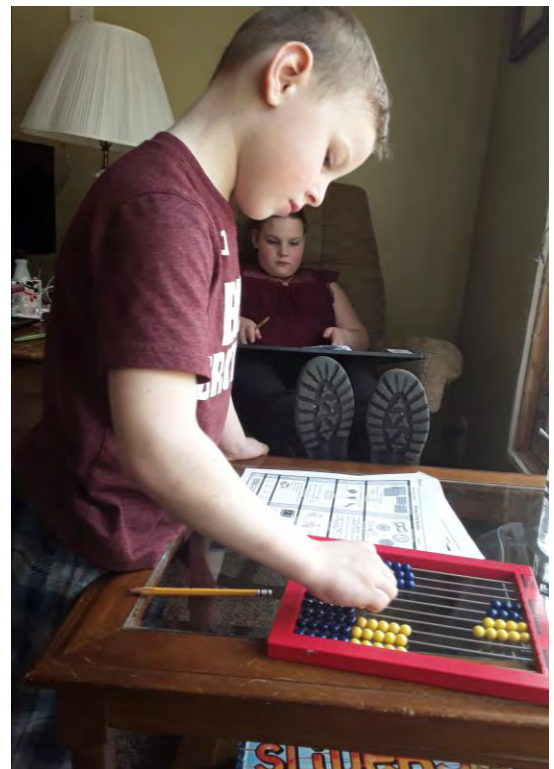
Successes from the 2019-2020 School Year

NDMA's response to COVID-19 was nothing short of remarkable. To a person, every staff member stepped up in a big way. In place of complaining or complacency, there was rolling up of sleeves, and repeated questions of "How can I help?" We had home delivery of breakfast and lunch for 200 students per day figured out in 48 hours. We had the logistics of organizing student work, including technology and internet for those who did not have it, figured out in one week.

Challenges from the 2019-2020 School Year

New Discoveries pursued a Change in Authorizer during the past school year. It was a challenging process that proved unsuccessful.

The biggest challenge we faced relative to COVID-19 was staffing childcare for Essential Workers. In the early days of COVID, there were so many questions about how the virus is spread. There was much speculation regarding how to protect oneself from the virus. Considering the questions and concerns, initially we struggled finding people willing to serve in the role of childcare. It was not because they were complaining, it was because they were genuinely concerned for their safety, and for the safety of their families. Ultimately, we offered a wage augmentation for those serving in childcare and were able to provide the service through the end of the school year.



STRATEGIC PLAN

New Discoveries Montessori Academy has been fortunate to have landed on a sound process to develop and maintain a sound Strategic Plan. We have faithfully and consistently updated the plan for the past several years.

In the spring of 2020, the board chair developed and utilized an online survey to gather input from staff and board members that might be useful in updating the strategic plan for FY21. The survey solicited the following information: Improvement Idea/Problem Statement – What is one improvement idea, disconnect, pain point, or gap?, Which of our Core Values will this improve? (Pick the best one), What is the probability of success and complexity of making this improvement?, and What is the magnitude of the positive impact to the students and staff? (high, medium, or low impact).

The board reviewed and discussed the input received. The Policy Governance committee then looked at that feedback along with the FY20 strategic plan and drafted a FY21 strategic plan that was presented to the board at the regular October board meeting. The policy/governance committee will again update the FY21 draft using the feedback received at the meeting and present an updated draft for possible adoption at the November regular meeting of the board. (See attached NDMA Strategic Plans for 2019-20 and 2020-21 at the end of this report for details.)



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

Please note: 2020 marked the end of our authorizer contract with ACNW and in December 2019 the NDMA board voted to transfer to a new authorizer. This transfer of authorizer process was unsuccessful. However, we were fortunate that the ACNW Director of Charter School Authorizing had the foresight to recommend renewing NDMA in the event the transfer was not approved. We have a new contract in place with Osprey Wilds that is in effect for the next 3-years (2020-2023). Goals from our previous years have been used and information has been added where it could be collected prior to COVID-19.

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career & College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission-Related

Goal: Over the period of the contract, students at New Discoveries Montessori Academy (NDMA) will demonstrate a commitment to their community through service.

Measure 1.1 – 10pts: From FY15 to FY19, the aggregate percentage of students who meet the school's community service requirements annually will be at least 60.0%. In FY15 and FY16, the annual requirement is at least 15 hours of community service; in FY17-FY19, the annual requirement is at least 25 hours of community service

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- **Meets Standard: The aggregate percentage is at least 60.0%.**
- Approaches Standard: The aggregate percentage is at least 50.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NDMA	Number of Students Who Meet Community Service Requirement	Number of Eligible Students	Percent of Students Who Meet Community Service Requirement
FY15	82	163	50.3%
FY16	80	144	55.6%
FY17	98	143	68.5%
FY18	104	168	61.9%
FY19	137	202	67.8%
Aggregate	501	820	61.1%
FY19	110	235	46.8%

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Approaches Standard: Children's House classrooms donate some of the produce from their garden to the local food shelf. E1 students visit the elderly at community care centers. All E2 students assist in our dish room with dishes each day. As part of school fundraisers, each classroom participates in serving food and bussing tables at community restaurants. Students walk in community parades and hand out pencils to children in those communities. NDMA students meet up with students from other community schools and participate in walk and bike to school.

Due to COVID, we did not get to do our spring activities which is when many of our community service activities take place.

Indicator 2: English Language Learners

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at NDMA will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

Measure 3.1 [CCR] – 8pts: From FY15 to FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- **Approaches Standard: The aggregate growth z-score is greater than -0.50.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.1							
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
0.00	0.0227	0.0577	-0.202	-0.128	-0.467	-0.177	NO MCAs
# of students	82	80	98	104	137	335	

Measure 3.2 [CCR] – 8pts: From FY15 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is greater than 50.0%.
- **Approaches Standard: The aggregate percentage is at least 40.0%.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.2							
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-2017 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
50%	54.8%	55.9%	45.3%	42.9%	38.3%	46.6%	NO MCAs
+ z-score	34/62	33/59	29/64	24/56	36/94		
- z-score	28/62	26/59	35/64	32/56	58/94		

Measure 3.3 [RG3] – 4pts: From FY15 to FY19, the aggregate percentage of students in grades K-2 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- **Approaches Standard: The aggregate percentage is at least 40.0%.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Reading – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	29	64	45.3%
FY16	14	48	29.2%
FY17	32	58	55.2%
FY18	30	65	46.2%
FY19	30	77	39.0%
FY20 Fall 2019-Winter 2020	35	73	47.9%
Aggregate	170	385	44.2%

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Reading Well by 3rd Grade.

Key Measures & Results for this Goal: MCA, NWEA MAP.

- 3.1 – Approaches Standard
- 3.2 – Approaches Standard
- 3.3 – Approaches Standard

Indicator 4: Math Growth

Goal: Over the period of the contract, students at NDMA will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

Measure 4.1 [CCR] – 8pts: From FY15 to FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- Approaches Standard: The aggregate growth z-score is greater than -0.50.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth - 4.1							
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
0.00	-0.347	0.037	-0.269	-0.447	-0.694	-0.382	NO MCAs
# of students	61	58	64	55	96	334	

Measure 4.2 [CCR] – 8pts: From FY15 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is greater than 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth – 4.2							
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
50%	39.3%	50.0%	37.5%	29.1%	18.8%	33.2%	NO MCAs
+ z-score	24/61	29/58	24/64	16/55	18/96	111/334	
- z-score	37/61	26/59	40/64	39/55	78/96	223/334	

Measure 4.3 [CCR] – 4pts: From FY15 to FY19, the aggregate percentage of students in grades K-2 that meet their fall to spring RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Math – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	41	64	64.1%
FY16	19	48	39.6%
FY17	26	58	44.8%
FY18	29	65	44.6%
FY19	30	77	47.4%
FY20 Fall 2019-Winter 2020	32	72	44.4%
Aggregate	177	389	45.5%

WBWF Goal Areas Addressed by this Goal: Career & College Ready.

Key Measures & Results for this Goal: MCA, NWEA MAP.

4.1 – Approaches Standard

4.2 – Does Not Meet Standard

4.3 – Approaches Standard

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in reading as measured by state accountability tests.

Measure 5.1 [RG3] – 1pt: From FY15 to FY19, the school's aggregate proficiency index score for 3rd grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 59.8).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	7	17	7	15	46	59.8
FY15	3	9	5	0	17	85.3
FY16	6	10	3	9	28	62.5
FY17	2	3	2	5	12	50.0
FY18	4	8	3	14	29	46.6
FY19	2	9	4	5	20	65.0
FY20	NO MCAs					
Aggregate	17	39	17	33	106	60.8

(# Exceeds) + (# Meets) + (# Partial + 2)

Total # of Students

Measure 5.2 [CCR] – 5pts: From FY15 to FY19, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 63.7) OR be equal to or greater than that of the state for the same grades (3-8).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score. (State = 61.1)
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.2							
Baseline - All	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
63.7	65.9	60.7	53.9	50.0	52.5	59.7	NO MCAs
	54/82	54/89	41/76	44/88	64/122	285/477	

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	24	66	39	43	172	63.7
FY15	16	38	21	7	82	78.7
FY16	20	34	16	19	89	69.7
FY17	15	26	12	23	76	61.8
FY18	16	28	7	37	88	53.4
FY19	16	36	24	46	122	52.5
FY20	NO MCAs					
Aggregate	83	162	80	132	457	62.4

(# Exceeds) + (# Meets) + (# Partial + 2)

Total # of Students

Measure 5.3 [CCR] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.3						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY 18 2017-18 ISD 423	FY 19 2018-19 ISD 423	2014-19 NDMA Aggregate (3-8)	FY20 2019-20 ISD 423
70.1	71.5	73.6	70.0	**	59.7	NO MCAs
591/843	603/843	605/821	558/797	**	285/477	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 5.4 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.4						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY19 2018-19 STATE F/R	2014-19 NDMA Aggregate F/R	FY20 2019-20 STATE F/R
41.5	42.8	42.1	42.2	40.0	56.4	NO MCAs
66039/159150	67669/160207	68212/162118	68228/161757	**	150/266	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	7	18	12	6	43	72.1
FY16	12	17	8	16	53	62.3
FY17	8	12	7	15	42	56.0
FY18	13	13	6	29	61	47.5
FY19	9	16	17	25	67	50.0
FY20	NO MCAs					
Aggregate	49	76	50	91	266	56.4

(# Exceeds) + (# Meets) + (# Partial + 2)

Total # of Students

Measure 5.5 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.5						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA Aggregate F/R	FY20 2019-20 ISD 423 F/R
51.6	55.8	57.0	54.0	**	56.4	NO MCAs
127/246	148/265	146/256	141/261	**	150/266	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 5.6 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.6						
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	FY20 2019-20 State SpEd
30.8	31.1	31.1	30.7	29.8	45.9	NO MCAs
18053/58688	18400/59104	18644/59971	18763/61178	**	91/198	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	8	13	9	2	32	79.7
FY16	5	10	6	16	37	48.6
FY17	3	10	5	18	36	43.1
FY18	5	6	4	25	40	32.5
FY19	6	10	6	31	53	35.8
FY20	NO MCAs					
Aggregate	27	49	30	92	198	45.9

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 5.7 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.7						
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	FY20 2019-20 ISD 423 SpEd
38.8	40.7	38.5	39.0	**	45.9	NO MCAs
42/108	42/103	35/91	39/100	**	91/198	

WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade. Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 5.1 – Approaches Standard
- 5.2 – Approaches Standard
- 5.3 – Does Not Meet Standard
- 5.4 – Meets Standard
- 5.5 – Approaches Standard
- 5.6 – Meets Standard
- 5.7 – Meets Standard

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in math as measured by state accountability tests.

Measure 6.1 [CCR] – 6pts: From FY15 to FY19, the school's aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 47.9) OR be equal to or greater than that of the state for the same grades (3-8).

- Exceeds Standard: The aggregate proficiency index score is at least 20.0 points above the baseline score OR is at least 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

Math Proficiency - 6.1							
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-20 NDMA
47.9	61.6	63.1	53.9	45.5	35.8	50.5	NO MCAs
	50/82	56/88	41/76	40/88	44/123	231/457	

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	28	68	64	107	267	47.9
FY15	12	29	19	22	82	61.6
FY16	12	32	23	21	88	63.1
FY17	13	18	20	25	76	53.9
FY18	13	17	20	38	88	45.5
FY19	12	19	26	66	123	35.8
FY20	NO MCAs					
Aggregate	62	115	108	172	457	50.5

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 6.2 [CCR] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

Math Proficiency – 6.2						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	FY19 2018-19 ISD 423	2014-19 NDMA Aggregate	FY19 2018-19 ISD 423
77.4	79.0	73.6	77.1	79.1	50.5	NO MCAs
652/842	666/843	605/821	614/796	**	231/457	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 6.3 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- **Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.3						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY19 2018-19 STATE F/R	2014-19 NDMA F/R Aggregate	FY20 2019-20 STATE F/R
42.3	41.4	40.1	38.2	54.3	46.2	NO MCAs
66302/156609	65037/156941	63694/158828	60545/156637	**	123/266	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	15	11	13	43	57.0
FY16	6	19	11	16	52	58.7
FY17	5	10	13	14	42	51.2
FY18	9	10	10	32	61	37.7
FY19	7	8	15	38	68	33.1
FY20	NO MCAs					
Aggregate	31	62	60	113	266	46.2

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 6.4 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- **Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

Math Proficiency – 6.4						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA F/R Aggregate	FY19 2018-19 ISD 423 F/R
63.7	63.4	57.4	59.4	69.1	46.2	NO MCAs
156/245	168/265	147/256	155/261	**	123/266	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 6.5 [AGC] – 2pts: From FY15 to FY19, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- **Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.5						
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	FY19 2018-19 State SpEd
32.1	31.5	30.9	29.6	45.0	36.4	NO MCAs
18557/57899	18323/58122	18227/58997	17921/60606	**	72/198	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	3	10	9	10	32	54.7
FY16	4	8	11	13	36	48.6
FY17	6	6	6	18	36	41.7
FY18	4	4	7	25	40	28.8
FY19	5	4	3	42	54	19.4
FY20	NO MCAs					
Aggregate	22	32	36	108	198	36.4

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} + 2)$

Total # of Students

Measure 6.6 [AGC] – 2pts: From FY15 to FY19, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- **Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

Math Proficiency – 6.6						
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	FY20 2019-20 ISD 423 SpEd
54.6	52.4	37.7	47.5	**	36.4	NO MCAs
59/108	54/103	34/90	48/101	**	72/198	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 6.1 – Does Not Meet Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Approaches Standard
- 6.4 – Does Not Meet Standard
- 6.5 – Approaches Standard
- 6.6 – Does Not Meet Standard

Indicator 7: Science Proficiency

Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1 [CCR] – 1.5pts: From FY15 to FY19, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 52.2) OR be equal to or greater than that of the state for the same grades (5).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score. (States score = 39.1)
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency - 7.1							
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-20 NDMA
52.2	43.5	47.6	85.7	44.4	36.9	62.6	NO MCAs
	10/23	10/21	12/14	8/18	9/23	70/111	

Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	4	23	16	24	67	52.2
FY15	1	9	10	3	23	65.2
FY16	2	8	6	5	21	61.9
FY17	2	10	2	0	14	92.9
FY18	5	13	4	8	30	66.6
FY19	0	4	9	10	23	36.9
FY20	NO MCAs					
Aggregate	10	44	31	26	111	62.6

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 7.2 [CCR] – .5pts: From FY15 to FY19, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.2						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	FY19 2018-19 ISD 423	2014-19 NDMA Aggregate	FY19 2018-19 ISD 423
77.0	79.8	75.5	78.0	82.8	62.6	NO MCAs
174/226	166/208	151/200	163/209	**	70/111	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 7.3 [AGC] – .5pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- **Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.**
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.3						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY19 2018-19 STATE F/R	2014-19 NDMA F/R Aggregate	FY19 2018-19 STATE F/R
39.6	42.1	41.0	39.1	51.8	57.3	NO MCAs
9520/24016	10020/23782	9952/24245	9814/25092	**	36/62	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	7	7	0	14	75.0
FY16-FY17	4	7	3	5	19	65.8
FY18	2	6	4	6	18	55.5
FY19	0	1	3	7	11	35.7
FY20	NO MCAs					
Aggregate	6	21	17	18	62	57.3

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 7.4 [AGC] – .5pts: From FY15 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- **Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

Science Proficiency – 7.4						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA F/R Aggregate	FY20 2019-20 ISD 423 F/R
65.2	63.3	55.1	63.1	70.8	57.3	NO MCAs
43/66	38/60	38/69	41/65	**	36/62	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 7.5 [AGC] – .5pts: From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- **Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.**
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.5						
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	FY19 2018-19 State SpEd
36.2	38.7	38.1	36.1	47.1	46.2	NO MCAs
3245/8976	3538/9145	3501/9179	3427/9506	**	24/52	

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Science: All State Accountability Tests – Special Education (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	6	5	1	12	70.8
FY16-FY17	0	4	1	9	14	32.1
FY18	2	4	1	7	14	46.4
FY19	0	3	3	6	12	37.5
FY20	NO MCAs					
Aggregate	2	17	10	23	52	46.2

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 7.6 [AGC] – .5pts: From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.6						
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	FY19 2018-19 ISD 423 SpEd
46.9	52.4	33.3	58.3	**	46.2	NO MCAs
15/32	11/21	8/24	14/24	**	24/52	

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 7.1 – Exceeds Standard
- 7.2 – Does Not Meet Standard
- 7.3 – Meets Standard
- 7.4 – Does Not Meet Standard
- 7.5 – Approaches Standard
- 7.6 – Approaches Standard

Indicator 8: Proficiency in Other Curricular Areas

Goal: Over the period of the contract, prekindergarten students at NDMA will demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric.

Measure 8.1 [R4K] – 4pts: From FY15 to FY19, the aggregate percentage of prekindergarten students who demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric will be at least 85.0%.

- Exceeds Standard: The aggregate percentage is at least 95.0%.
- Meets Standard: The aggregate percentage is at least 85.0%.
- Approaches Standard: The aggregate percentage is at least 75.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Kindergarten Readiness - 8.1							
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2018-2019	2014-2019 Aggregate	FY20 2019-20
85%	100%	100%	94.1%	95.8%	95.8%	96%	NO DATA
	5/5	5/5	16/17	23/24	23/24	72/75	

WBWF Goal Areas Addressed by this Goal: Ready for Kindergarten.

Key Measures & Results for this Goal: Early Childhood Indicators of Progress: COR Advantage

Indicator 9: Post-Secondary Readiness

The school does not have a contractual goal in this indicator area as it does not serve high school students.

Indicator 10: Attendance

Goal: Over the period of the contract, students at NDMA will attend the school at high rates.

Measure 11.1– 10pts: From FY15 to FY19, the average of the school’s annual attendance rates will be at least 93.0%.

- Exceeds Standard: The average of the school's annual attendance rates is at least 96.0%.
- Meets Standard: The average of the school's annual attendance rates is at least 93.0%.
- Approaches Standard: The average of the school's annual attendance rates is at least 90.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Attendance - 11.1						
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2017-2018	FY20 2019-20
93%	94.9%	95.27%	94.32%	94.8%	87.2%	95.35%

6 year average = 93.64%

WBWF Goal Areas Addressed by this Goal: none. However, one could argue that good attendance habits will benefit students their entire life and help to make the World's Best Workforce.

Key Measures & Results for this Goal: MARSS data. MN School Report Card

WORLD'S BEST WORKFORCE (WBWF)

Kindergarten Readiness

NDMA's separate preschool program for 3 and 4 year olds is an integral part of ensuring all students are ready for kindergarten. The multi-age aspect of blending our preschool program with our kindergarten program is crucial in this regard. The familiarity with the materials, staff, curriculum and routine are all key factors leading towards a successful kindergarten experience at NDMA. Due to COVID, spring data from the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards/COR Advantage were not available to determine whether or not our 4 year old preschoolers were ready for Kindergarten.

Reading Well By Third Grade

New Discoveries Montessori Academy uses Balanced Literacy as its reading, writing and language arts program. Balanced Literacy is a research based and content-rich approach that provides high-interest, developmentally appropriate instruction for each student. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, NDMA has an elementary library with a variety of fiction and informational text reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All students in grades K-8 are given the FAST screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from NWEA Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly during a daily intervention period and if the intervention selected is not working, another intervention is selected and implemented. Minnesota Reading Corps is also utilized for reinforcement. Due to COVID, we were not able to administer the Spring NWEA MAP assessment. Fall and Winter data is included in this report.

The goal of New Discoveries is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with our curriculum.

Achievement Gap

NDMA uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed in the classroom to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Additionally, New Discoveries tracks student growth and progress through the use of FAST benchmarking assessments and probes. Teachers use these assessments to identify the needs of the students and adjust instructional strategies to meet their needs and encourage individualized academic growth. Due to COVID, MCAs were not administered this year. FAST was given in the Fall to all students, winter to those students for which we wanted the additional data and was not given in the Spring.

Career and College Readiness

Elementary teachers prepare students by focusing on reading and math skills using the state's standards. Teachers also encourage parents to stay involved in their child's education by visiting

their child in school and attending special parent/child events. Everything we do at NDMA is to assist students in their educational endeavors and future careers.

Graduation Rates

Not Applicable. NDMA is a Pre-K-8 school.

National Association of Education Progress

(If your school did not participate, please indicate so.)

No NAEP assessment were given during the 2019-2020 school year.

High Quality Charter School Status

New Discoveries has been identified as a High Quality Charter School (HQCS) and is a recipient of the CSP Expansion Grant.

ESSA Identification

NDMA has not been identified for any additional support under ESSA.



NDMA Middle School students

NWEA MAP DATA YEAR-AT-A-GLANCE * Fall, Winter, Spring - 2019-2020

NWEA MAP - MATH																		
Grade	# Students at/above Grade Level Mean RIT			% Students at/above Grade Level Mean RIT			# tested			Met Projected Growth (as determined by NWEA)			# Students Demonstrating Growth on RIT Fall to Winter/ Spring			% Students Demonstrating Growth on RIT Fall to Winter/ Spring		
	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20
K	18	18		67%	62%		27	29			16			23			79%	
1	8	12		35%	50%		23	24			10			21			88%	
2	10	9		42%	38%		24	24			8			18			75%	
3	9	9		36%	36%		25	25			9			18			72%	
4	10	9		45%	39%		22	23			9			17			74%	
5	12	9		41%	31%		29	29			16			22			76%	
6	7	7		47%	37%		15	19			1			12			63%	
7	24	25		100%	100%		24	25			12			16			64%	
8	3	3		33%	33%		9	9			4			5			56%	
Total	101	101		51%	49%		198	207		-	85		-	131		-	63%	

%

NWEA MAP - READING																		
Grade	# Students at/above Grade Level Mean RIT			% Students at/above Grade Level Mean RIT			# tested			Met Projected Growth (as determined by NWEA)			# Students Demonstrating Growth on RIT Fall to Winter/ Spring			% Students Demonstrating Growth on RIT Fall to Winter/ Spring		
	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20
K	26	25		96%	86%		27	29			24			17			59%	
1	11	10		48%	43%		23	23			9			18			78%	
2	7	7		29%	29%		24	24			8			17			71%	
3	10	10		40%	42%		25	24			2			14			58%	
4	14	14		64%	61%		22	23			10			20			87%	
5	14	13		48%	46%		29	28			11			13			46%	
6	7	7		47%	39%		15	18			5			12			67%	
7	8	10		35%	43%		23	23			12			14			61%	
8	2	3		22%	33%		9	9			5			6			67%	
Total	99	99		50%	49%		197	201		-	81.05		-	111		-	55%	

Updated 06.15.20

EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION

The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards;

Assessment

In order to assess school-wide student learning at NDMA, the following assessments are used: FAST and NWEA-MAP Reading and Math. These assessments are administered Fall, Winter and Spring. However, due to COVID, these assessments were only administered in the Fall and Winter.

FAST

- benchmarking capabilities for all students in reading and math
- graphing data for individual students, classes, grades, and districts
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading and math assessments
- quick assessment procedures of one minute samples, per assessment, per child
- FAST aligns with the MN Reading Corps Model

NWEA-Measures of Academic Progress (MAP)

- strong correlation with Minnesota State Standards for Math and Common Core English Language Arts Standards
- benchmarking capabilities for fall, winter, and spring
- web-based access for students to be able to assess using technology
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading, and math assessments
- group assessment procedures which are similar to Minnesota Comprehensive Assessment (MCA)

Curriculum

NDMA relies heavily on the teacher leaders in our midst for ongoing feedback regarding curriculum design and implementation. Through weekly 90-minute PLC meetings and regular Instructional Leadership team meetings, student data is critically examined and curricular practices are scrutinized. Best practices have been adopted through our comprehensive school improvement effort, implemented in September 2012. NDMA's leadership team (Instructional Leadership Team – ILT) updates our school improvement plan (SIP) several times each year. This includes measuring efficacy relative to academic goals that have been updated annually. As a result, NDMA has improved its academic goal-writing and implementation process.

In addition, the ILT has been instrumental in making sure we completed our Year Long Learning Progression (YLLP). This document brings us all – literally – to the same page in terms of having and following a road map for curriculum implementation. The YLLP has emerged as the centerpiece of our curriculum and lesson planning process.

Our Children's House math curriculum is primarily Montessori. The ALAbacus (RightStart) is introduced in Children's House to prepare our kindergarteners for using the tool in the Elementary I classroom. All of our Elementary I classrooms introduced RightStart Mathematics as the foundational element of their math curriculum. They continued to utilize Montessori math materials and lessons to provide another hands-on option. All Elementary I classrooms also used

the Math Games (RightStart) as a practical resource for follow-up and extension work. Hands-on Geometry (RightStart) is introduced in Elementary I. Everyday Math is used in our Elementary II classrooms. Level E (Right Start) is used as a supplemental piece for fourth grade (transitional). Hands-on Geometry (RightStart) continues to be a resource for Elementary II.

The school's process to review and evaluate the strengths and weaknesses of instruction and curriculum;

We have definitively refined the process of reviewing and evaluating the strengths and weaknesses of instruction and curriculum at NDMA. Administration and instructional staff review and evaluate the strengths and weaknesses of instruction and curriculum weekly through the work we do at our 90 minute Professional Learning Communities (PLC). In addition, instructional leaders - lead and mentor teachers, Title teacher, Reading Corps coach, and administration - meet monthly as an Instructional Leadership Team (ILT). We consistently and carefully review instruction, evidence of student work, assessment data, objective observational data, instructional walk-through data, and evaluation data.

The school's system to periodically review and evaluate the effectiveness of all instruction and curriculum;

Administration and instructional staff consistently review instructional practices and instructional effectiveness through our work with the Quality Compensation Program (Q-Comp). The pre-observation, observation and post-observation process allow for comprehensive examination of the instructional program. In addition, mentor teachers are providing support for the instructional program in every classroom.

Teacher Evaluation System

To address the need for a more prescriptive mentoring process, we combined the Lead and Mentor Teacher positions, and added a Special Education mentor position. The Lead/Mentor teachers were each assigned teachers new to NDMA. Collectively, the Lead/Mentor teachers provided a mentor experience for new teachers prior to our Back-to-School meetings for all staff. As a Quality Compensation (QComp) school, New Discoveries has developed a teacher evaluation program based on the work of Charlotte Danielson.

Our evaluation process, including a detailed rubric, was approved – and is reviewed annually - by the Minnesota Department of Education. There are four explicit areas of focus for round of observations: 1) teacher/student interaction; 2) lesson/instruction; 3) classroom management; 4) classroom environment/ culture. The rubric provides detailed criteria for exemplary, proficient and in-need-of-improvement for each specific item in the four areas.

Teachers participate in the evaluation process three times with a mentor teacher, and three times with administration. The administrative evaluations contribute towards eligibility for a salary augmentation based on the QComp criteria. If a teacher is in-need-of-improvement, he/she is presented with a Corrective Action Plan with clear indicators of progress (or lack of) and is time-bound. Assistance and mentorship is offered to the teacher to reach proficiency. If the teacher does not meet the criteria, they are let go. The evaluation process is evaluated annually by a team of teachers and administration. The team presents a report to the Minnesota Department of Education annually.

Professional Development Activities

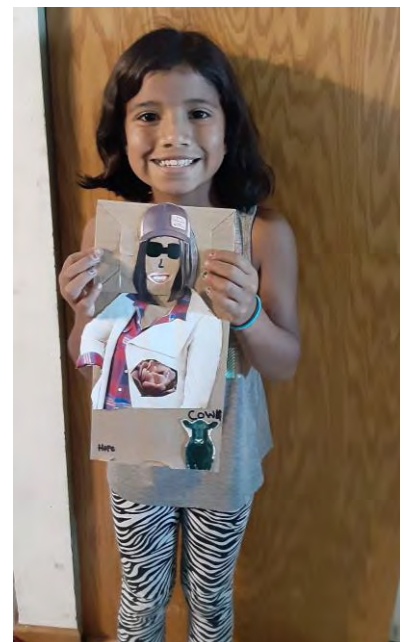
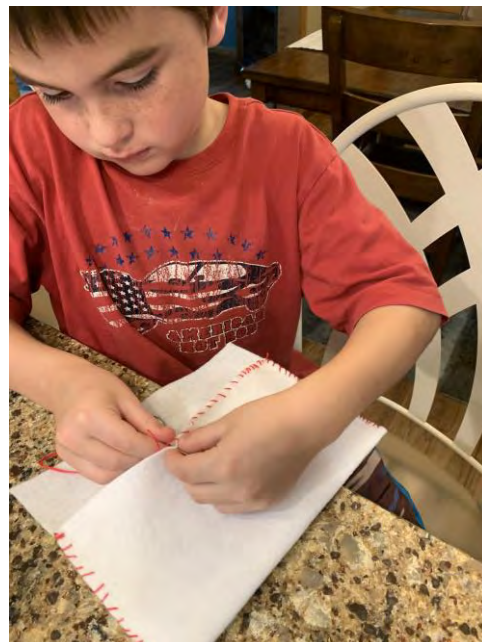
2019-2020 professional development activities:

- Basic First Aid/OSHA
- Lumina Sparks – Team Building
- CPI – Crisis Prevention Intervention Training
- Resilience: Compassion Fatigue & Burnout
- Academic Interventions
- Curriculum: Holes, Gaps & Overlaps
- Sensory Strategies
- Co-Teaching Model
- Responsive Classroom/Student Behavior Management
- Math Games
- Special Education Teaching Partners Training

Co-Teaching Model

The Co-Teaching practice that NDMA partially implemented in 2015 has been fully implemented since the 2016-17 school year. Through the process of pairing unique partners in each classroom, and through consistent mentoring and check-ins from administration with each co-teaching pair, we have seen positive impact in the culture of both the classroom level and school-wide. The unique set of skills, the unique personality and the unique experiences each partner brings to the relationship makes for a strong team dynamic that has been well received by students and families. When relationship issues surfaced, administration was quick to intervene in order to inventory with co-teachers where they were struggling and to brainstorm strategies to help them be more effective in their partnership. The individual and corporate growth we observed was nothing short of remarkable. We are committed to supporting this model into the future.

“Co-teaching” (Friend, 2008) is a specific type of collaborative teaching format and special education service delivery option which daily/weekly involves two or more certified teachers (i.e., regular and special education), who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting.



Fun Distance Learning Projects with Birch Students

STUDENT & PARENT SATISFACTION

Student Satisfaction

Due to COVID, student satisfaction surveys were not completed.

Parent Satisfaction

Due to COVID, parent satisfaction surveys were not completed.

Community Satisfaction

Due to COVID, community satisfaction surveys were not completed.

Staff Satisfaction

65 staff members responded. The staff needed to complete the survey before they checked out on the last day of work so we obtained full participation! There were four survey items that 64 participants agreed on: 1) *I understand that I am employed at New Discoveries under an 'at-will agreement' – I can leave or be let go at anytime;* 6) *I feel valued and appreciated in my work by the students at NDMA;* 21) *The school building and grounds are well maintained;* 22) *I recycle at home;* and 24) *Students and staff actively engage in recycling.* Maintaining a pleasant environment illustrates what we aspire to in terms of stewardship. We believe we are extending the lifespan of our building by helping our students and staff take care of it.

The items that registered the highest disagreement (17% disagreed) are: 11) *I am satisfied with the academic program at NDMA;* 13) *There is adequate communication between staff and administration;* 16) *There is adequate communication among the staff;* and 17) *Administration and staff take care of situations when children misbehave or make poor choices.* With that said, 90% of staff agreed with 12) *I think the overall atmosphere within NDMA is beneficial to student learning.* In addition, 93% of respondents like the multi-age classrooms and that they feel valued and appreciated in their work by their colleagues. 92% feel students are learning. Interestingly, for the item: 16) *There is adequate communication among the staff,* it fluctuated again - 33% disagreeing; FY17 - 26% disagreed, FY18 - 9% disagreed, FY19 – 17%. This is definitely a work in progress.

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: "Montessori curriculum and training," "Parent engagement, student motivation," and "More support/training with children who have challenging and violent behaviors." Regarding administration/staff taking care of misbehaving children the following comment was made, "More across the board consequences for students." We will continue to offer training opportunities in classroom management and student behavior.

The following comments were offered by staff regarding one thing they like about NDMA: "Small school setting with multi-age classrooms." "the kids and staff." "The collaboration amongst staff and admin." "It is a unique non-traditional learning environment." "I love the staff and administration and office support." "I like the interaction with the kids knowing that we make a difference and to some a safe place to come." "I love NDMA's culture! It feels like one giant family here. Everyone displays kindness and courteousness on a daily basis. This is so amazing for all our student to see and recognize."

I think this comment sums up this crazy COVID year best, "Even with Covid-19 taking place, I feel I obtained more than I could have dreamed possible. I learned so much not only from the staff but also the students in my classroom. I look forward to returning in the Fall of 2020 and practice that which I have learned."

ENVIRONMENTAL EDUCATION

Please note: Due to the unsuccessful transfer of authorizer and COVID-19, environmental goals from our previous years have been used and information has been added where it could be collected prior to COVID-19.

Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. To meet the above goal, NDMA has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

ENVIRONMENTAL LITERACY PLAN – RESULTS 2018-2019

Indicator Area 1: Awareness

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

Goal: Students and staff at *New Discoveries Montessori Academy* have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Strategy 1.1

- All classrooms (Grades K-6) will have a designated Outdoor Classroom Space where they will focus on the outdoor environment at least 20 minutes per week.

Evaluation method 1.1.1

- Each week, classrooms will track and document time spent on the Outdoor Classroom Space calendar page in the Environmental Education binder. Minimum school year results will be 36 weeks x 20 minutes/week = 720 minutes or 12 hours spent in Outdoor Classroom Space per classroom.
 - **Results:** All classrooms visited designated Outdoor Classroom Spaces. Data was not collected for time spent outside.

Indicator Area 2: Knowledge

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

Goal: Students and staff at *New Discoveries Montessori Academy* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Strategy 2.1

- Students and staff will be able to identify the trees, plants, birds and animals that are found on school grounds.

Evaluation method 2.1

- Student Environmental Journal will contain a checklist of the trees and plants found on the property. 80% of E1 students (Grades 1-3) will complete the checklist over the course of the school year.

- **Results:** 100% of students in Grades 1-3 at NDMA used their Jeffers Journals during their environmental lessons and activities which included identifying trees and plants found on the property.
- Next steps include distributing the map of the property that has been electronically created of all the trees and plants found on the NDMA grounds to all students. A system for tracking E1 students for plant/tree identification is also being created.

Strategy 2.2

- E2 students (Grades 4-8) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- Post-assessment on climate change will reflect an increase in knowledge and 80% of E2 students (Grade 4-7) will be able to articulate one way in which they can positively affect climate change.
 - **Results:** Due to COVID, students were not given an assessment asking them to write a paragraph describing the positive and negative impacts that the designed world has on the natural world.

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

Goal: Students and faculty at *New Discoveries Montessori Academy* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Strategy 3.1

- Students will be able to model recycling practices in their classrooms and school, and share their knowledge with their families at home.

Evaluation method 3.1.1

- E2 students (Grades 4-7) will collect the recyclables in the school each week as part of their classroom jobs. Recyclables are brought to the McLeod County Solid Waste Management site 2x's/week.
 - **Results:** As part of one of the E2 classroom jobs, students collect recyclables each week. 20 weeks on-site this school year – collected 30 times due to days off/vacations, etc. Recyclables were brought to the recycling place every week at least 2 times per week. During the school year, recycling was delivered 50 times.

Evaluation method 3.1.2

- Student/Staff/ Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
 - I recycle at school. (students/staff)
 - I/We recycle at home. (students/staff/family)
 - Students and staff actively engage in recycling. (staff)
 - My child knows how to recycle paper, plastic, glass and aluminum. (family)

Responses will indicate at least 50% of the respondents will say “yes” to the above statements.

- **Results:**
- I recycle at school. (students/staff)
 - Students – n/a
 - Staff – 65/65 - 100%
- I/We recycle at home. (students/staff/family)
 - Students – n/a
 - Staff – 58/65 - 89%
 - Family – n/a
- Students and staff actively engage in recycling. (staff)
 - Staff – 64/65 - 98%
- My child knows how to recycle paper, plastic, glass and aluminum. (family)
 - Family – n/a

Indicator Area 4: Skills

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

Goal: Students and faculty at *New Discoveries Montessori Academy* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy 4.1

- Students at *New Discoveries* will care for their outdoor environment by planting trees, cleaning up the grounds and working in the gardens.

Evaluation method 4.1.1

- The 3rd grade students will plant trees on the property in the spring of each year. This will be documented in their *Jeffers Journal*. When surveyed, 80% of the students will write or verbalize why it is important to have trees on our grounds.
 - **Results:** Due to COVID, no trees were planted on the property this spring.

Evaluation method 4.1.2

- Kindergarten students will plant, identify, weed, harvest, cook and donate garden vegetables from our gardens. Teachers will take photos of students at each phase of the gardening process.
 - **Results:** All Kindergarten students cared for the gardens and documented the process from garden to Food Shelf.



Indicator Area 5: Action

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

Goal: Students and staff at *New Discoveries Montessori Academy* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy 5.1

- Through adult instruction, modeling, and student practice, all NDMA students (Grades K-7) will compost their lunch food at the compost center.

Evaluation method 5.1

- Lunchroom garbage waste will be tracked reflecting a reduction from two full garbage bags of waste to less than one garbage bag per day of waste improving waste management at NDMA and overall environmental health.
 - **Results:** We did not have a farmer to take our composted food this year, so there is no data for this goal.

Additional Environmental Information

Describe the school's approach to environmental education.

New Discoveries Montessori Academy approaches environmental education as a natural integration throughout the curriculum. Our Montessori methods encourage student choice and ownership in regard to meeting our environmental education goals, and students are offered a variety of opportunities that match students' personal interests and choices that reflect on our vision for our school and for the environment. Environmental education is something that happens every day and, in every classroom, naturally.

Environmental education success and challenges.

One of our challenges in the past has been ensuring that every classroom is meeting our goal of getting outside for a minimum of 20 minutes each week in their outdoor classroom space and documenting their time in the Outdoor Classroom Space Documentation Binder. This year classrooms did not utilize the binder to record their outdoor classroom experiences and so there is no data.

One of our challenges this year has been finding someone to take our compost. We lost our local farmer that was utilizing the food scraps on their farm and haven't been able to find a replacement. We will continue to look for another partnership that is cost-effective and beneficial to all parties.

Plans for EE in the school next year.

Based on our results this year, we will continue progress on many of our current goals, as well as consider some extensions. We will continue progress in the area of awareness, ensuring that all students learn in their outdoor classroom space for a minimum of 20 minutes/week and document time spent in the appropriate data gathering binder. We also have plans to extend our composting project, regarding 'going out' experiences to the farm, and perhaps incorporating eating more of what is locally grown onsite with our own compost to bring the project full circle.

GOVERNANCE & MANAGEMENT

BOARD OF DIRECTORS

The New Discoveries Montessori Academy Board of Directors meets the third Monday of each month at 5:30 p.m. to discuss and direct the affairs of the school. The Board is comprised of nine individuals: three parents; three teachers; and three community members. We currently have one parent position open and one community member position open. Ex-officio members include the Executive Director, Associate Director, and Administrative Assistant. The following table provides Board roles and affiliations. (19-20 school year)

2019-2020 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Committee/Email Address
Shari Colvin	Secretary	Community Member	July 2008, 2012, 2016, 2019	July 2019	June 2022	Finance, Policy Governance shari.colvin@newdiscoveries.org
Peggy Enerson	Treasurer	Teacher #327575	July 2015, 2018	July 2018	June 2021	Finance, Marketing peggy.enerson@newdiscoveries.org
Patti Hoerner	Member	Teacher #313511	July 2017	July 2017	June 2020	Marketing patti.hoerner@newdiscoveries.org
Spencer Kangas	Member	Teacher #506087	July 2019 Appointed July 2018	July 2019	June 2022	Marketing spencer.kangas@newdiscovereis.org
Tara Oberg	Chair	Parent	July 2015, 2018	July 2018	June 2021	Finance, Policy Governance tloberg@mmm.com
Patrick Selchert	Member	Community Member	July 2014, 2017	July 2017	June 2020	Technology pselchrt@gmail.com
Amanda Sundblad	Vice-Chair	Parent	July 2019, 2016	July 2019	June 2022	Marketing sundbladamanda@gmail.com
OPEN	Member	Community Member			2021	
OPEN	Member	Parent				
Dave Conrad	Ex-Officio	Executive Director #281232	December 2005	N/A	N/A	Finance, Policy Governance dave.conrad@newdiscoveries.org
Tara Erickson	Ex-Officio	Administrative Assistant	May 2012	N/A	N/A	Technology, Marketing tara.erickson@newdiscoveries.org
Kirsten Kinzler	Ex-Officio	Associate Director #316170	August 2014	N/A	N/A	Finance, Policy Governance, Marketing, Technology kirsten.kinzler@newdiscoveries.org

Annual Board Election Results – May 18, 2020 – for terms commencing on July 1st, 2020

Community Member: Patrick Selchert (3yr term – 2023)

Community Member: Open (1yr term – 2021)

Parent Member: Meytal Stancek (3yr term - 2023)

Teacher Member: Patti Hoerner (3yr term - 2023)

Board Training & Development

NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

NDMA Board Annual Training July 1, 2019 – June 30, 2020			
Board Member	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter
	Financial Management November 18, 2019 Dustin Reeves, BerganKDV Dave Conrad	Charter School Governing Board Composition December 16, 2019 Shari Colvin Dave Conrad	
Shari Colvin	X	X	
Peggy Enerson	X	X	
Patti Hoerner	X	X	
Spencer Kangas	X	X	
Tara Oberg	X	X	
Patrick Selchert	X	X	
Amanda Sundblad	X	X	
Dave Conrad	X	X	
Tara Erickson	X	X	
Kirsten Kinzler	X	x	



COVID-19 – Doing School in a Pandemic

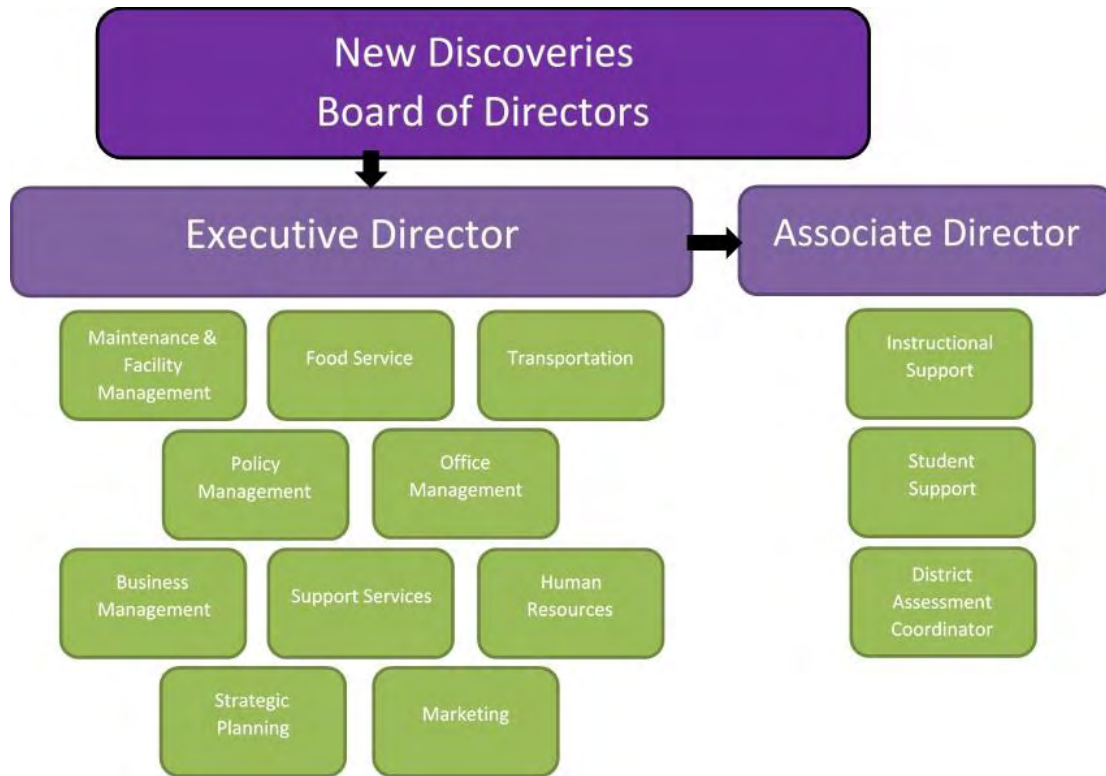
Ms. Kinzler said our work this week is like building sandcastles. After building all day long, we sit down for a conference call with the commissioner of education for updates and clarification. Just like the surf and the tide washing away the sandcastle, much of our hard work for the day is overcome by the updates, new mandates and/or clarifications we receive. The good news, though, is that we are not discouraged. We are grateful for the privilege to keep going, and to refine our work. The castle looks a little better every day.

-Mr. Conrad

MANAGEMENT

Management Structure

NDMA administration consists of a shared-leadership model which includes the Executive Director and the Associate Director.



The Board of Directors evaluates the Executive Director on an annual basis, including an evaluation in which staff are invited to participate.

Leadership at New Discoveries

New Discoveries leadership administrative team consists of the Executive Director, the Associate Director and the Administrative Assistant.

The Executive Director is hired by the NDMA Board of Directors. The Board performs the Executive Director Review Process.

The Associate Director is responsible to the Executive Director, who performs an evaluation of the Associate Director.

The Executive Director and the Associate Director work in concert with the Business Manager on school budget and finances and the Administrative Assistant with the day-to-day operations.

The Executive Director and the Associate Director have specific duties outlined in their respective job descriptions for which they are responsible.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Dave Conrad, Director

Dave is a MN Licensed Superintendent, Principal and Elementary Teacher.

Areas of Responsibility: Human Resources, Maintenance, Transportation, Food Service, Facility, Finance

Kirsten Kinzler, Associate Director

Kirsten has a MN Teaching License in K-12 Music Education, Masters of Science in Educational Administration, and is a MN Licensed Superintendent, Principal and Director of Special Education as of September 2018.

Areas of Responsibility: Curriculum, Instruction, Teachers, Teaching Partners, Special Education Coordination and Student Behavior

STAFFING

NDMA has consistently pursued both licensed and non-licensed staff who are committed to the holistic development of the child. All classroom teachers are licensed, and all teaching partners (paraprofessionals) are “highly qualified,” as determined by specific criteria. Excellence among NDMA staff has a direct impact upon developing excellence in our students.

2019-2020 Licensed Teaching Staff				
Name	File #	License and Assignment	2019-20 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Bess Bauman	481139	E1 Special Education Teacher	R	
Elizabeth Christian	482225	School Psychologist	R	
Cara Cline	438987	CH Special Education Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	R	
Jennie Gumerov	1000070	E2 Special Education Teacher	NR	
Patti Hoerner	313511	E1 Classroom Teacher	R	
Michele Jozwick	482287	E1 Special Education Teacher	R	Special Permission License
Spencer Kangas	506087	Physical Education/DAPE	R	Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher	R	
Tammy Maiers	406911	Speech Teacher	R	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Kristen Milton	469202	CH Classroom Teacher	R	
Michelle Nadeau	474646	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
Michelle Nonnemacher	481846	E2 Special Education Teacher	R	
Kimberly Ortloff	399780	E3 Classroom Teacher	NR	
Tamara Polzin	354354	E3 Classroom Teacher	R	
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E3 Special Education Teacher	R	Tier 2 licensure – SpEd
Hannah Scholten	512929	E2 Classroom Teacher	NR	
Katy Snider	432848	E1 Special Education Teacher	NR	
Dawn Teetzel	465623	E3 Special Education Teacher	R	
Lois Tritz	287559	CH Classroom Teacher	R	
Nicole Winkle	427466	E3 Classroom Teacher	R	

* R = Returning, NR = Not Returning

2020-2021 Licensed Teaching Staff			
Name	File #	License and Assignment	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Jennie Asher	297263	E1 Special Education Teacher	
Brandy Barrett	374981	E2 Classroom Teacher	
Bess Bauman	481139	E1 Special Education Teacher	
Michelle Nonnemacher Brewster	481846	E2 Special Education Teacher	
Briana Chimal	506669	CH Special Education Teacher	
Elizabeth Christian	482225	School Psychologist	
Cara Cline	438987	CH Special Education Teacher	
Peggy Enerson	327575	CH Classroom Teacher	
Catherine Frisbie	472077	E1 Classroom Teacher	
Jeff Grand	337766	E2 Special Education Teacher	Tier 2 licensure - SpEd
Patti Hoerner	313511	E1 Classroom Teacher	
Michele Jozwick	482287	E1 Special Education Teacher	Special Permission License
Spencer Kangas	506087	Physical Education/DAPE	Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher	
Tammy Maiers	406911	Speech Teacher	
Ethan Marcus	475289	E1 Classroom Teacher	
Kristen Milton	469202	CH Classroom Teacher	
Michelle Nadeau	474646	E2 Special Education Teacher	Tier 2 licensure - SpEd
Tamara Polzin	354354	E3 Classroom Teacher	
Rhonda Rossing	690843	E2 Classroom Teacher	
Allyssa Sims	508382	E2 Special Education Teacher	Tier 2 licensure - SpEd
Dawn Teetzel	465623	Level 3 Special Education Teacher	
Lois Tritz	287559	CH Classroom Teacher	
Nicole Winkle	427466	E3 Classroom Teacher	

Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-2020)	4/24 17%
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2019-20 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	19-20 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2020-21 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment		Comments
Conrad, David L	281232	Executive Director		
Kinzler, Kirsten	316170	Associate Director		

Regarding our support (non-licensed) staff, 50 of 59 staff members returned for the 19-20 school year. Those that left were for new job opportunities, performance issues, relocating, COVID health concerns/issues. We also had one of our teaching partners suddenly pass away this year. 😞 Resource Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students.

2019-20 Non-Licensed Staff			
Name	Assignment	19-20 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Boetcher, (Daffner) Deanna	Resource Teaching Partner	NR	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Decker, Cindy	Food Service	R	
DeMars, Anna	Resource Teaching Partner	R	
Duenow, Connie	Resource Teaching Partner	R	
Ebert, Wendy	Title I Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Audri	Resource Teaching Partner	R	
Erickson, Tara	Administrative Assistant	R	
Erickson, Gabri	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Hacker, Nicole	Food Service	NR	Left midyear
Henke, Darlene	Resource Teaching Partner	NR	
Holtz, Mary	Resource Teaching Partner	R	
Johnson, Erena	Resource Room Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	R	
Kretzmann, Autumn	Resource Teaching Partner	R	
Krippner, Amy	Resource Teaching Partner	R	
Larson, (Crandall) Beth	Resource Teaching Partner	R	
Leske, Carol	Resource Teaching Partner	R	
Marcks, Nancy	Resource Teaching Partner	R	
Martinez, Nelly	Resource Teaching Partner	NR	
Maurer, Elizabeth	Resource Teaching Partner	NR	Left midyear
Messner, Sara	Resource Teaching Partner	R	
Monge, Josh	Resource Teaching Partner	R	
Palkova, Ludmila	Food Service Director	R	
Pietrobon, Chelsie	Resource Teaching Partner	NR	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Ramirez, Amber	Refocus Room Teaching Partner	R	
Ramirez, Roxana	Resource Teaching Partner	NR	
Rettig, Kari	Resource Teaching Partner	NR	
Rule, Deb	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Scharpe, Bernadette	Accounts Payable	R	
Schiroo, Melanie	Resource Teaching Partner	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Receptionist	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Sickman, Heather	Resource Teaching Partner	NR	
Streich, Kim	Food Service	R	

Stuber, Laura	Resource Teaching Partner	R	
Wendinger, Lisa	Level 3 Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2020-21 Non-Licensed Staff			
Name	Assignment		Comments
Anderson, Janet	Resource Teaching Partner		
Anderson, Susan	Resource Teaching Partner		
Colvin, Shari	Gifted & Talented/Enrichment		
Decker, Cindy	Food Service		
DeMars, Anna	Resource Teaching Partner		
Duenow, Connie	Level 3 Teaching Partner		
Ebert, Wendy	Title I Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Audri	Resource Teaching Partner		
Erickson, Tara	Administrative Assistant		
Erickson, Gabri	Special Education Secretary		
Grack, Nicole	School Nurse		
Holtz, Mary	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Johnson, Jennifer	Resource Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
Kinzler, Damian	Custodial		
Kinzler, Tim	Maintenance Director		
Kirkpatrick, Paula	Librarian		
Kretzmann, Autumn	Resource Teaching Partner		
Krippner, Amy	Resource Teaching Partner		
Larson, Beth	Resource Teaching Partner		
Leske, Carol	Resource Teaching Partner		
Marcks, Nancy	Resource Teaching Partner		
Myers, Autumn	Resource Teaching Partner		
Messner, Sara	Resource Teaching Partner		
Monge, Josh	Resource Teaching Partner		Left in September
Palkova, Ludmila	Food Service Director		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Ramirez, Amber	Refocus Room Teaching Partner		
Rule, Deb	Resource Teaching Partner		Left in October
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Schiroo, Melanie	Resource Teaching Partner		
Schmidt, Joy	Resource Teaching Partner		
Schroeder, Julie	Level 3 Teaching Partner		
Schwartz, Niccole	Receptionist		
Severson, Kendra	Resource Teaching Partner		
Shimpa, Margaret	Title 1 Teaching Partner		
Streich, Kim	Food Service		
Stuber, Laura	Resource Teaching Partner		
Wendinger, Lisa	Level 3 Resource Teaching Partner		
Wessman, Shelly	Resource Teaching Partner		
Wilson, Missy	Resource Teaching Partner		

OPERATIONAL PERFORMANCE

Health Services - A Licensed Practical Nurse is on duty during the school day to assist students who are ill or injured. All medication is dispensed from the health office - both prescription and nonprescription. The nurse provides screenings during the school year for vision, hearing, height, weight, body mass index, high blood pressure, and scoliosis to students at recommended ages. Nurses-in-training at Ridgewater College are utilized at New Discoveries Montessori Academy throughout the year. For example, they provide contemporary instruction regarding best practices for hygiene. They provide human growth and development instruction for fourth, fifth sixth and seventh grade students. They assist with vision and hearing screening.

Safety

New Discoveries Montessori Academy continues to address safety during the school year. We conduct the required number of fire drills, severe weather drills and lockdowns. We continue to train ALL INSTRUCTIONAL Staff (Teachers, Teaching Partners and Administration) in Crisis Prevention Intervention (CPI).

Transportation - NDMA contracts with ACC Midwest/Labraaten, a local Hutchinson bus company, for student transportation. We feel fortunate to partner with them and have invested our time assisting with training of the drivers.

Food Service - New Discoveries has a full service food service program providing breakfast and lunch to our students. Food is prepared and served by a full kitchen staff including a Food Service Director, Cook and Food Service Assistants. Our kitchen is an approved NSF commercial kitchen. Paraprofessionals provide lunchroom supervision. In addition, NDMA prepares and delivers catered lunches (year-round) for HeadStart. NDMA is a part of the federal School Lunch program. We serve cold breakfast on Mondays and Fridays, and hot breakfasts Tuesdays, Wednesdays and Thursdays. NDMA serves hot lunches five days per week. Our school food service program is running efficiently and meets all program requirements.

Due Process - Student Discipline Data - New Discoveries has a very clear Student Discipline Policy that references the Pupil Fair Dismissal Act. When a student is suspended, this brochure is included with the letter to families describing the student suspension. The fact that we operate under the framework of Responsive Classroom and Response to Intervention helps as we strive for consistency and integrity regarding practice school wide.

Parent Engagement

PTO (Parent Teacher Organization)

The mission of the PTO: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and Staff. The PTO works closely with the school staff in order to build community within the school. The PTO assists with many events and activities throughout the school year including Staff Appreciation Meals, Field Trip Support, School Pride/Spirit Wear, Family Restaurant Fundraising Nights, and a variety of fundraising activities. PTO Meetings are held on the 2nd Tuesday of each month at 4:00pm.

Background Checks Of Staff, Board and Volunteers - The NDMA Administrative Assistant submits information to Trusted Employees, an online background check service. Background checks are completed with each new hire or board member. We also complete background searches on all regular volunteers.

FINANCES

The school contracts with BergankDV to provide accounting and financial management services for the school. With questions regarding school finances and/or for complete financials for 2019-20 and/or the budget for 2020-21, please contact:

Financial Manager: Dustin Reeves
Phone: 651-463-2233
BergankDV
22488 Chippendale Avenue
Farmington, MN 55024
Email: dustin.reeves@bergankdv.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Osprey Wilds no later than December 31, 2020.

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	5,234,676	185,682	15,750
Total Expenditures	(5,207,279)	(178,098)	(15,464)
Transfer from Ged Fund	(0)	0	0
Change	27,397	7,584	286
Total Fund Balance	315,887	7,584	286

Overview

The school came in below its enrollment targets for the year (221.98 actual ADM compared to 222 budgeted) so the budget continued to be tight. The school relied on a line of credit to meet cash flow needs during the year.

Revenues

General Fund

General Education and Charter School Lease aids were in line with the budget. General Fund revenues came from the following sources:

- State Aids and Grants: \$4,861,154
- Federal Aids and Grants: \$344,505
- Fees Collected and other Miscellaneous Revenues: \$29,018

Food Services Fund

A fund balance transfer from the General Fund was not needed in the Food Services Fund. The school receives state and federal reimbursements for meals served to students. During the year the Food Service fund had revenues from:

- State Sources: \$9,083
- Federal Sources: \$70,608
- Commodities, Sales of meals, Catering: \$42,937
- Summer Food Service – COVID: \$62,964

Community Services Fund

The school operates a preschool program through its Community Services Fund. The revenues from the program are intended to cover operating expenses. Community Services Fund revenues came from the following sources:

- Fees Collected and State Revenues: \$15,750

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$1,182,089. The school's second largest expense was for the lease on its school building: \$444,000.

Other expenses incurred by the school were for:

- Contracted and Purchased Services (including transportation & building utilities): \$329,424
- Non instructional supplies and computer software and licenses: \$46,018
- Interest Costs on Cash Flow Borrowing: \$28,110
- Memberships and Other Fees: \$31,098

Food Service Fund

Expenses in the Food Service fund for lunches, breakfasts, and catered meals served consisted of:

- Salaries, Wages, and Benefits: \$63,369
- Purchased Services and Utilities: \$257
- Meals and Other Supplies Purchased: \$68,224
- Federal commodities used: \$7,342
- Summer Food Service – COVID: \$37,710
- Other Fees: \$1,216

Community Services Fund

Expenses in the Community Services Fund for the preschool program operated consisted of:

- Salaries, Wages, and Benefits: \$15,464
- Supplies and Materials Purchased: \$0

Net Income and Fund Balance

The net income of \$35,267 in all funds resulted in an ending fund balance of \$323,757 for the year, or 6.0% of current expenditures.

Although New Discoveries has policy that requires a fund balance, we have not made significant progress towards ending with a more profound fund balance. Fiscal 2020 was no different especially with COVID. The only thing that it appears COVID related funding has helped is the Food Service Fund. We will continue to articulate a strategy/plan to meet the fund balance goal.



FUTURE PLANS

Teacher Leaders & Collaboration

New Discoveries Montessori Academy's Instructional Leadership Team is committed to self-reflection for the 2020-21 school year to ensure that its Teacher Leaders and Administration are collaborating on the highest level possible. This will impact NDMA's instructional program as it relates to improved student achievement. The work that has been done to articulate a comprehensive Year Long Learning Progression (YLLP), Reading and Math Power Standards and Curriculum alignment from preschool through eighth grade has led to a level of collaboration that we are planning to leverage in the coming school year and beyond.

Professional Learning Communities (PLC)

Along the same lines, NDMA's Quality Compensation (Q-Comp) Lead/Mentor Teachers will strive towards consistency from one PLC to another. Although the work – to some extent – can and should be unique from one PLC to the other, there is value in all four of NDMA's PLCs following a similar format, sharing the same schoolwide academic goals, and collaborating to meet those goals. Therefore, the Lead/Mentor Teachers intend to meet regularly to share their experiences, and to collaborate regarding professional development, planning and collegial support.

Montessori Support

New Discoveries Montessori Academy has designed a part-time Montessori Education Consultant/Coach position to support its effort to provide a more consistent focus from classroom to classroom regarding all things Montessori. NDMA's most senior classically trained/certified Montessori Guide has assumed this duty, in addition to her Teaching responsibilities. The Consultant/Coach's Co-Teacher will provide enough support to allow one day per week of consulting and coaching. This will occur one classroom at a time. This is a long-term commitment.

Greenhouse/Outdoor Classroom

New Discoveries Montessori Academy had the good fortune to add a beautiful new greenhouse and adjacent patio/outdoor classroom to its property about a year ago. This came about as part of NDMA's middle school expansion effort. About the time the greenhouse was ready for use, COVID-19 moved us to Distance Learning. Therefore, the 2020-2021 school year will be our first foray into working in the greenhouse. Students helped construct sturdy planting tables last winter that will be used in the greenhouse. In addition, the expansion grant afforded us the privilege of purchasing a variety of planting containers and other items that will give Students, Staff and Volunteers the opportunity to do a variety of projects all year long. One element of the greenhouse that will be explored during the 2020-21 school year is the installation of gas, water, and electricity to the greenhouse. This will likely involve grant writing due to the expense.

We will utilize our new on-site greenhouse to plant hanging baskets for a fundraising effort Spring 2020. In the future, we would like to grow leafy greens in the greenhouse for our food service program.

Professional Development

Montessori Training – We will create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment.

We will continue to create opportunities for support staff to pursue licensure in special education.

Montessori Principles
honored at
New Discoveries Montessori Academy:

1. *Movement* can enhance thinking and learning.
2. Learning and well-being are improved through *freedom and choice*.
3. We tend to learn better when we are *interested* in what we are learning.
4. *Intrinsic* motivation leads to meaningful reward.
5. Learning *with and from peers* is powerful.
6. Learning *in context* brings deeper understanding.
7. The teacher is a *guide*.
8. *Order in the environment* is beneficial to children.

10.01.19

SWOT Statement: There is an ongoing need for more effective and timely communication between and among staff members, additional training in critical areas, and opportunities for additional student leadership.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: NDMA will become a community that listens to and understands one another and encourages shared leadership among all

- Goal #1** SMART Goal – Communication between administration/teachers and teaching partners will be enhanced. Staff satisfaction survey will show increased satisfaction with inter-staff communication.
Persons Responsible: *Instructional Leadership Team (ILT)*

- Goal #2** SMART Goal – Administration will create on-boarding training and orientation protocol for new employees. Ninety percent of new employees will complete the required training within two weeks of their start date.
Persons Responsible: *Administration*

- Goal #3** SMART Goal – Administration and middle school staff will identify and track student leadership opportunities. Forty percent of middle school students will participate in at least one leadership activity.
Persons Responsible: *Administration and Middle School staff*

SWOT Statement: Perceived lack of time, funds and opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going- outs and coming-ins to improve community perceptions of the school and gain greater support for the school’s vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT: **There will be an increase in family and community awareness of and participation in NDMA activities.**

- Goal #1** SMART - Goal Part A: Identify and articulate the components of *going-out* and *coming-ins* that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process. Fifty percent of students will participate in at least one *going-out* activity during the school year.
Persons Responsible: *Teachers/Staff/Administration*
- Goal #2** SMART Goal – Identify five new businesses/organizations each year that would support *going-out* and *coming-in* activities.
Persons Responsible: *Teachers from every level (CH, EI, EII and Middle School)*
- Goal #3** SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in *going-out* &/or *coming-in* opportunities.
Persons Responsible: *Administration/Hoerner*
- Goal #4** SMART Goal – Involve at least 25% of parents/family members in school activities, events, and outings during the school year.
Persons Responsible: *Administration/Teachers/Staff*

SWOT Statement: There is an opportunity to increase the awareness and practice of the core Montessori principles in the school, in our homes and in the greater community.

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT: Students, staff, and families will routinely reference and practice the identified Montessori principles honored at NDMA

Goal #1 SMART Goal – Part A: Realize increased fidelity to the eight identified Montessori principles honored at NDMA. Year one: set baseline data. Successive years: increase awareness/fidelity by 20%.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #2 SMART Goal – Create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment. Implementation by August 2020.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #3 SMART Goal – Beginning July 1, 2020, provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program.

Persons Responsible: *NDMA Board of Directors*

SWOT Statement: There are opportunities to improve state test scores and financial stability/cash flow.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT: Pay greater attention to details to identify ways to improve the bottom line

- Goal #1** SMART Goal – Increase individual student Math proficiency as measured by the math power standards. Year one: develop assessment and set baseline. Successive years: measure growth.
Persons Responsible: *Instructional Leadership Team/Teachers*
- Goal #2** SMART Goal – Based on the MCA data, 30% of students who partially met standards at the X45 level score will move to the met standards level during the next testing cycle.
Persons Responsible: *Lead Teachers/Teachers*
- Goal #3** SMART Goal – Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.
Persons Responsible: *Finance Committee*

SWOT Statement: There is an ongoing need for more effective and timely communication between and among staff members, additional training in critical areas, and opportunities for additional student leadership.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: NDMA will become a community that listens to and understands one another and encourages shared leadership among all

Goal #1 SMART Goal – Communication between administration/teachers and teaching partners will be enhanced. Staff satisfaction survey will show increased satisfaction with inter-staff communication.
Persons Responsible: *Instructional Leadership Team (ILT)*

Goal #2 SMART Goal – Administration will create on-boarding training and orientation protocol for new employees. Ninety percent of new employees will complete the required training within two weeks of their start date.
Persons Responsible: *Administration*

SWOT Statement: Perceived lack of time, funds and opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going- outs and coming-ins to improve community perceptions of the school and gain greater support for the school’s vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT: There will be an increase in family and community awareness of and participation in NDMA activities.

- Goal #1** SMART - Goal Part A: Identify and articulate the components of *going-out* and *coming-ins* that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process. Fifty percent of students will participate in at least one *going-out* activity during the school year.
Persons Responsible: *Teachers/Staff/Administration*
- Goal #2** SMART Goal – Identify five new businesses/organizations each year that would support *going-out* and *coming-in* activities.
Persons Responsible: *Teachers from every level (CH, EI, Ell and Middle School)*
- Goal #3** SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in *going-out* &/or *coming-in* opportunities.
Persons Responsible: *Administration/Hoerner*
- Goal #4** SMART Goal – Increase parent involvement by at least 10 parents in the NDMA PTO and the NDMA SEAC (Special Education Advisory Council) during FY2021.
Persons Responsible: *Administration/Teachers/Staff*
- Goal #5** SMART Goal – Research what would be needed to establish a foundation and then develop a plan for starting a foundation where the interest/dividends received on the principal each year would fund activities to increase/enhance intentional interdependence. The research would be completed by March 2021.
Persons Responsible: *Administration/Board*

SWOT Statement: There is an opportunity to increase the awareness and practice of the core Montessori principles in the school, in our homes and in the greater community.

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT: Students, staff, and families will routinely reference and practice the identified Montessori principles honored at NDMA

Goal #1 SMART Goal – Part A: Realize increased fidelity to the eight identified Montessori principles honored at NDMA. FY21: set baseline data. Successive years: increase awareness/fidelity by 20%.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #2 SMART Goal – Create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment. Implementation by August 2021.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #3 SMART Goal – Beginning July 1, 2021, provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program.

Persons Responsible: *NDMA Board of Directors*

SWOT Statement: There are opportunities to improve state test scores and financial stability/cash flow.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT: Pay greater attention to details to identify ways to improve the bottom line

- Goal #1** SMART Goal – Increase individual student Math proficiency as measured by the math power standards. FY21: develop assessment and set baseline. Successive years: measure growth.
Persons Responsible: *Instructional Leadership Team/Teachers*
- Goal #2** SMART Goal – Based on the MCA data, 30% of students who partially met standards at the X45 level score will move to the met standards level during the next testing cycle.
Persons Responsible: *Lead Teachers/Teachers*
- Goal #3** SMART Goal – Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.
Persons Responsible: *Finance Committee*

NDMA Staff Satisfaction Survey

2019-2020

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the staff of NDMA. **It is very important that we receive your input!** Please check the box that reflects your opinion of the following statements about NDMA. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an ‘at-will agreement’ - I can leave or be let go at anytime.	64	1		
2) NDMA offers me adequate facilities to create a positive learning environment.	62	2	1	
3) I feel valued and appreciated in my work by my colleagues .	61	3	1	
4) I feel valued and appreciated in my work by administration .	59	4	2	
5) I feel valued and appreciated in my work by parents of the children at NDMA.	56	4	6	
6) I feel valued and appreciated in my work by the students at NDMA.	64	1		They show it most.
7) I feel valued and appreciated in my work by the community .	50	2	14	
8) I feel valued and appreciated in my work by the NDMA school board .	52	2	11	
9) I feel I am provided with sufficient opportunities to grow professionally.	50	4	1	Just did 2 online courses
10) We are adequately meeting the needs of our students.	54	8	3	Need a better level 3 or better differentiated work for students in that level.
11) I am satisfied with the academic program at NDMA.	52	11	2	We can improve.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	59	5	4	
13) There is adequate communication between staff and administration .	52	11	3	Just need to make sure all communication goes full circle, and everyone is notified in a timely matter and with the same info. Always room for improvement when it comes to communication. It can always be better
14) There is adequate communication between staff and parents .	58	4	3	
15) There is adequate communication between staff and the school board .	52	7	7	
16) There is adequate communication among the staff .	52	11	3	It can always be better
17) Administration and staff take care of situations when children misbehave or make poor choices.	51	11	3	More across the board consequences for students.

18) I like the multi-age classrooms.	61	3	1	Some subjects require separate levels such as research for writing assignments.
19) I feel that students are learning at NDMA.	60	4	1	Most are—few select, no.
20) Resources are available to help me accomplish my job and I understand how to access them.	58	6	1	
21) The school building and grounds are well maintained.	64	1		Thank you, Mr. K!!
22) I recycle at school.	65			I'm confused about paper towels in the classroom being recycled. I feel they should be in the garbage after use.
23) I recycle at home.	58	4	3	I try with plastics.
24) Students and staff actively engage in recycling.	64		1	
25) I would recommend New Discoveries Montessori Academy to other families.	57	4	4	Depends on the child Yes, for a special needs family.

NEEDS ASSESSMENT:

- 1) In your opinion, what needs to be improved to increase student achievement at NDMA?
 - Montessori curriculum and training
 - All staff need to be trained in differentiated lessons and what IEP goals and how they can be met. SPED and teaching partners have an understanding of what their role actually is to make sure sped students are meeting their sped services and goals.
 - Having disruptive children out of classroom more so others can concentrate.
 - More staff focused on students and our school.
 - Parent engagement, student motivation
 - Clear behavior plan. Clear parent guidelines and expectations.
 - Continue open communication between staff, teaching partners, consultants and admin.
 - Accountability for their work and higher expectations for the work they do
 - I feel maybe more consistency in how we discipline students in the classroom.
 - With respect to what I do nothing that I can think of
 - Staff teaching the same curriculum
 - Better communication to kids and staff.
 - Hire staff that are qualified. Stop hiring people that don't have a simple understanding of how to spell or use grammar. If someone isn't meeting standards in the workplace (like showing up or being a team player), stop giving them so many chances. It only makes those doing their job everyday without fail feel like administration doesn't care what happens in the classrooms or doesn't expect staff to do their job. For those of us here to work it is a slap in the face when others get away with so much.
 - Proper use of PLC's for teaching teachers. A consistent curriculum across grade levels.
 - I think the parents, students, and teaching staff all need to know what the goal for the year is and how the goal will be achieved.
 - consistent curriculum
 - I think the students need to be rewarded more. Like doing student of the month.
 - I think if the parents and paras really understand the end goal and what we are trying to achieve, we could work as a whole better.
 - More hands-on learning with practical application.
 - Better discipline
 - A policy for all behaviors. When staff doesn't know when / what rules there are or if they will be enforced. (Sometimes it is sometimes it's not) it becomes confusing for staff. In turn making it confusing for students and it is getting in the way of learning. Behavioral staff meeting with teachers of the students or those who work closely with the student/s having behavior issues often to work together.

- More teacher helpers to help more kids
 - I have an 8th grader next year. The teacher and I know he is not ready. They hope to find ways to help him that click. This is also for all students that need extra help.
 - Practical Life Projects.
 - I feel things went well with students.
 - smaller classes?
 - More focus on reading groups instead of individual reading.
 - Focus on the data.
 - maybe just an added 15 min break for students to release positive energy
 - Accountability
 - more one on one time
 - high, common expectations for students - which includes accountability and discipline
 - Consistent curriculum in all content areas.
 - Unsure
 - I think that E3 students need to be held more accountable in order to properly prepare them for life and schooling after NDMA.
 - I am not sure how 8th graders are being prepared for high school in a realistic manner.
 - There needs to be a blend in the Montessori approach and play in the Children's House. I believe that a lot of behaviors arise in this age group because the lack of opportunities to creatively explore their materials in free-form and spontaneous play. As a lot of behaviors are coming out through social-emotional areas, it is obvious that this needs to be addressed more.
 - Would love to see community building across grade levels
 - Continued staff training in use of Montessori materials, and integration of those methods with more traditional teaching and learning expectations.
 - Training for teacher partners
 - Better Math curriculum. It changes up standards to frequently.
 - There needs to be consistency in curriculum and resources among staff. There should be a committee that systematically trials technology and research-based curriculum in all areas.
 - I think consistency between same level classrooms would help student achievement.
 - Teacher preparedness
 - More flexibility with allowing teachers to put their personal spin
 - More clarity and communication regarding Sped goals and academics. "Whose job is it anyway?"
 - no other need
 - More one on one white staff and students to make sure all the students are achieving.
 - Hold children accountable
 - More support/training with children who have challenging and violent behaviors.
 - Continued work on Math and Reading curriculum
 - More holding kids consistently accountable. If there is a plan, stick to it.
- 2) What are your most urgent professional development needs?
- Attending workshops to help me perform my duties at NDMA.
 - Children's mental health.
 - Enforced curriculum as base for all rooms/levels with ALL Staff trained in those areas.
 - Curriculum training.
 - I would like to improve on computer skills and even basic printing and things to help teachers on JMC.
 - Time management.
 - Wish we had more resources.
 - I'm ok. Maybe some updates in working with visually impaired.
 - I would like to see more training for paras and more opportunities to work with more than one student.
 - I would like to be more proficient on the computer. I feel I need help with basic computer skills so I could help my teacher with lunch counts, attendance and navigating JMC.

- Trauma PD.
 - finishing Masters
 - I'm on my way.
 - I have all I need.
 - Keep teaching Montessori items to all adults. Go into classrooms during class time and work with teachers and students how a Montessori item will work with what they are doing at that moment.
 - N/A- need to figure that out as I am trying to figure out which school, I would like to attend to pursue a degree in Special Education.
 - Better interventions for non-readers
 - Montessori Training
 - Personal matters
 - Engaging staff and good communication
 - Just more adults per kids
 - Montessori Language Arts
 - Leaving personal things at home, not bringing it to school. We are here for the students.
 - Professional development in Responsive Classroom, FAST, using data.
 - math
 - support by families/admin for intervention for non-readers
 - Distance Learning.
 - Don't have any
 - I think NDMA administration does a great job choosing the professional development that staff receives.
 - My "special education" education
 - Curriculum - a curriculum team would be great
 - Social justice/racial equity training given recent events that may impact our students
 - Training on CAFE for older grades.
 - Systematic reading instruction to support students with reading and writing disabilities with and without IEPs.
 - I think more understanding and opportunities to not only do PD but to have access to PD that counts towards maintaining our license
 - More respect from classroom teacher
 - Behavior management
 - "Extra scoop" options and easily accessible resources and materials
 - To be able to join more classes in person
 - Dyslexia and multi-culture
 - Communication.
 - More classroom management strategies
- 3) One thing I like about New Discoveries Montessori Academy:
- The staff and environment are awesome!
 - Love the roles everyone plays to engage a reach out to let the children know we are all there.
 - Feels like we are a family. We get to know the students well.
 - social and emotional learning
 - I like the class sizes.
 - The school is very flexible.
 - The fact that staff really do care about the children and their learning.
 - Small school setting with multi-age classrooms
 - Small, cohesive staff
 - Multi-age classroom. Staff/per child.
 - It is a unique non-traditional learning environment.

- Staff and the kids. I like the interaction with the kids knowing that we make a difference and to some a safe place to come.
- It has a welcoming feel.
- How much the staff cares for students.
- The collaboration amongst staff and admin.
- I like the smaller classes and the multi-age classrooms. I like the freedom to do out of the classroom lessons and learning the multiple ways of teaching methods
- Our family atmosphere.
- The kids and staff.
- The overall environment and atmosphere. Very positive place.
- We mostly seem like a family. I thoroughly enjoy my students.
- multi-age classroom
- It feels like a family atmosphere where everyone is working together on one goal.
- How we are all one big family!
- The one to one personal care
- Closeness, feeling connected.
- I love the staff and administration and office support.
- The staff in the building
- Multi age classrooms
- I look forward to coming to work every morning and coworkers feel like family to me!
- The community. Everyone was involved.
- It becomes a family setting between staff and students.
- the small campus and a nice working environment among staff
- Love the family-like atmosphere and how much everyone cares about our kids!
- The friendly atmosphere
- n/a
- kids and staff
- staff
- Most of the people are very friendly and understanding.
- Family like atmosphere
- I love NDMA's culture! It feels like one giant family here. Everyone displays kindness and courteousness on a daily basis. This is so amazing for all our students to see and recognize.
- The caring, inclusive culture of the school
- I liked the teaching staff. Everyone is very nice and comfortable to be around.
- Everyone has opportunities to learn
- I love kids and feel they need to know they are loved and safe and important. I thoroughly enjoy working with kids. The staff at ndma is great! We work well together.
- Care and community. We really know and love our families!
- The positive, caring environment.
- The multi-age classes and having my students for three years allows for a strong bond between student and teacher.
- NDMA is very good at looking at the whole child. We are a very empathetic school as a whole.
- The administrations involvement with the everyday running of the school.
- Family atmosphere
- The support staff are wonderful
- Meeting students where they are at philosophy.
- The hands-on student led learning
- The staff. Great co-workers and school environment.
- Positive atmosphere
- There are many opportunities to help students.
- I like seeing how excited the kids are

- The flexibility it provides for students
 - Co workers and the support for each other.
 - I love that we have many very caring staff members who really connect with the students.
- 4) One thing I would like to change:
- Nothing currently.
 - 2 grade levels instead of 3 in one room
 - NA
 - Communication where they expect you to know what their thinking and the person doesn't know because they are still waiting to hear back on the question they asked in the first place.
 - N/A
 - More outside items for students to do! Especially when only one or two students are outside at a time.
 - When new staff are hired, notification to all, and where they are serving. Would like a staff directory with pictures, kept updated and posted somewhere, so when you see a new face you can check it out on the posted directory, and know who is who.
 - training for resources that are available
 - I would stop giving slackers so many chances. If they don't work out in 3 different rooms it's not a good fit here for them.
 - Communication from teachers to any other staff. Better communication.
 - Work ethic among students
 - Not sure
 - I would like there to be a more developed Montessori community
 - Nothing
 - Clearer boundaries and steps to take for challenging behavior so it is consistent.
 - Paras take turns going out to recess during the colder winter months.
 - More accountability for staff to do their work.
 - All teachers are held accountable for professionalism with degrees/licensures.
 - sharing ideas less competitive spirit among teams that teach the same grade level.
 - Having clearer guidelines for steps to take for challenging behavior so I can be consistent.
 - Communication between admin and staff
 - That the pandemic would do away so we can resume in the fall!
 - More accountability
 - Policy for behaviors and behavioral staff that show up when needed and follow through. Maybe more behavioral staff? More accountability for the behavioral staff?
 - A little bit better communication between other teachers
 - The time choir was at. I made it hard to run lessons and plan on who was and was not going to be there.
 - N/A
 - Less behaviors with students
 - Help students find more effective ways to improve their achievement.
 - that we added a small energy break for students
 - n/a
 - Let's get healthy and have kids in school.
 - yearlong planning
 - Amount of time at lunch.
 - Change to a 4-day school week - leaves one day each week for prep and meetings (IEP, staff, etc.)
 - I think we need to do a better job preparing our E3 students for life after NDMA. I think that we need to start holding them more accountable more their actions and schoolwork.
 - I am unsure how middle schoolers are being prepared for their transition into high school.
 - Include more forms of free play in the Children's House.
 - More collaboration across grade levels and community building

- I would like to offer more training to newly hired Teaching partners
- More qualified teachers.
- I really think that we should have a social worker on staff, especially with the aftermath of COVID and now what is going on in Minneapolis. Our staff was being asked to do the job of a social worker on a daily basis and don't have the training or resources. We are a high needs school and we really need that support.
- Not having a Social Studies curriculum
- Less chasing.
- More accountability from students
- Some, not all.
- I think things are going pretty good!
- the student's family life is important, but I think there needs to be a clearer line in the sand as far as how much we do for the families.
- Playground area...
- More behavioral support staff.
- not a thing
- Not having staff members move around from one classroom to another during the year. Having them stay in the classroom to make connections with students.
- How we handle students who are violent on repeat offences and those who threaten staff/students. It is understood that there are needs/developmental differences, but staff and students should feel safe when coming to school.
- More consistent communication between administration and staff.
- Distance learning- I don't think it meets the needs of SPED kids.
- Change our title to a Montessori inspired school

5) Did you accomplish the goal(s) that you set for yourself this year? Why? Or Why not?

- Yes. My goal was to do my job, be supportive to my coworkers, and work on revamping the resource room into a new purpose.
- Yes
- NO, classroom needs were different than expected so my overall goals for the year changed. I was working towards new goals, most of which related to behavior up until the start of covid-19.
- Yes definitely! Working at NDMA got me out of my bubble!
- I think I grew and learned a lot. Can't wait to use what I just learned in my fee online course at school this next year.
- Yes, I feel I was actually getting thru to the children.
- Yes. We implemented a new software system for the library, and re-barcode nearly 9,000 books. We also processed many new books for students to access.
- Yes
- No, because I really didn't set any goals for myself.
- Yes. I learned more about dyslexia and implemented tools to help students read better.
- I felt like it was a hard year because we were cut short.
- No, I feel like I did not use all my skills, education, and experience in the classroom.
- Yes, I've personally grown physically and mentally a lot.
- No
- YES
- I forgot what my goals were for the year because our year was interrupted.
- somewhat
- Yes, saw growth with students
- Yes, because the students worked hard as well as staff and parents.
- I think so.
- I don't remember setting a goal for myself this year, but it was a great year, so I'd have to say "mission accomplished"
- Yes- I set goals with myself to have a break through with my student I work with and as we got closer to spring break, he would get excited to see me most mornings and if I was absent, the next day he would tell me about his previous day and how he missed me being there!
- yes, I work hard every school year

- Yes, I learned how to be a co-teacher and teach students with learning challenges.
- Yes, more assertive to allow me to be me.
- Yes.
- Even with the Covid 19 taking place I feel I obtained more than I could have dreamed possible. I learned so much not only from the staff but also the students in my classroom. I look forward to returning in the Fall of 2020 and practice that which I have learned.
- Yes, because I took an amazing seminar in the cities that NDMA financially supported. thank you!
- I didn't make any specific goals this year. One of my goals each day is to be positive and a problem-solver and I believe I was successful at that.
- yes, just wanted to find my place and I found several spaces I fit in
- n/a
- No. Distance learning curve threw off plans.
- Yes, I wanted to be stronger in discipline rather than losing my place as an adult with the kids.
- not able to utilize my expertise in teaching Montessori
- No. A lot of different things came up this year. One of them being distance learning.
- I would have liked to have helped during this crisis by being at the school rather than working from home – but health wouldn't allow it.
- Yes, I did accomplish my goals. I corrected the mistakes I made from last school year. Although there are many aspects of teaching that I think I still can improve upon for next year.
- I wanted to connect with more students but it's very hard over distance learning. I am very pleased with the connections I was able to establish over distance learning.
- I did. My goal was to graduate and receive a job offer. Both those were accomplished.
- Yes, but I do wish that I had more time to put toward some of my goals.
- Yes, I did accomplish my goals. Due to challenging myself to be a lead/mentor teacher and I feel it was successful.
- Yes, I feel that I connected with my students and met them where they were at academically.
- My goals have changed a lot since the beginning of the year. I am very proud of myself as I look back and how reflect on how much more flexible I am than I was. I have learned so much over this distance learning and have embraced the unknown.
- Yes, I did accomplish my goals. I wanted to teach because I loved teaching and the prior year there was trauma at my old school. Teaching here allowed me to do what I loved and heal. I remembered why I loved teaching and found joy again.
- Yes, I wanted to grow and learn more about the Montessori philosophy and that was accomplished.
- My first year here I will see how next years will go and can compare
- Yes, I've learned to be able to help in many situations with different staff members.
- No, Covid-19.
- I honestly do not remember my goals

Other comments (Please be specific):

- I feel privileged to work at NDMA.
- None at this time
- I love it here at NDMA
- working at NDMA is not like a "job" to me. I enjoy every single day I walk thru the door.
- Thank you very much for all you did this past year.
- I appreciate the work that everyone does to make NDMA a great place for students and a great place to work!
- I love working at NDMA, this is my dream job. I will proudly say that I look forward to coming into work every single day.
- I really hope that teachers can continue to be involved in the conversation regarding what the fall will look like. I think that we have learned a lot and understand that we have a limited scope of influence but would like our voice heard.

Please return by **Wednesday, June 3rd**. Thank you! :)

Providing a quality, comprehensive public education within a Montessori context



May 2020 – All Staff "Social Distance" Photo



New Discoveries

Montessori Academy

1000 Fifth Avenue SE, Hutchinson, Minnesota 55350
www.newdiscoveries.org

320-234-6362, phone
320-234-6300, fax

NDMA Finance Committee Meeting

Minutes

Monday, November 9, 12:00 noon

Members:

Shari Colvin, Peggy Enerson, Kirsten Kinzler, Tara Oberg, Dustin Reeves,
Dave Conrad

1. Review *financial statements and supplemental information*

- Committee members discussed the contents of both documents. Dustin acknowledged that there is nothing exceptional in the documents registering receipts and expenditures through October 31, 2020.

2. 2020-2021 Budget relative to enrollment goal

- The number of students enrolled k through 8 is at 201. This is down two from early October.

3. Updates: COVID grants

- GEER, \$5,047.28
 - ESSER, \$41,133.86
 - McLeod County CARES, \$17,098.00
 - CRF 154, \$62,323.27
- Dave and Dustin updated the committee members on the aforementioned grants. Most of the activity to date has been coded to CRF 154, due to the December 31, 2020 spending deadline.
 - Halley, Dave, and Dustin are looking through expenditures to make sure we are coding accurately to the grants.





New Discoveries

Montessori Academy

4. Summer Food Service Program (SFSP) extension

- Dave and Kirsten have updated the SFSP grant application. The grant – to provide meals free of charge to all students for the remainder of the school year – has been approved and is being reviewed for dissemination.
- The benefit to families will likely be retroactive to October 1st.

5. Updates: Federal Expansion (CSP) Grant

- Kirsten is in the process of submitting the final documentation for wrap-up of the third and final year of the grant. Bravo, to her for keeping this complicated ball rolling for three years!

6. Osprey Wilds Budget Review: Yea Team!

- Dave celebrated with the committee members the receipt of a letter from Authorizer, Osprey Wilds regarding their recent Budget review of NDMA. “Based on our review we have no questions or issues for the school to address at this time, and no action is required. This was very nice and detailed budget presentation.”

7. Insurance

- Jenny Wiederholt-Pine, NDMA’s benefits representative with Kraus Anderson, shared details of the proposed renewal for medical benefits for NDMA. Our employee FTE for employees at or above 30 hours per week has finally hit the threshold requiring that NDMA offer medical insurance benefits to all employees at or above 30 hours per week.
- Based on the conversation, NDMA’s Finance Committee recommends to the full Board of Directors of NDMA to approve a twelve-month contract with Public Employees Insurance Program (PEIP) that would have participating employees pay 20% of their premium for single coverage for eligible employees, with NDMA paying 80% of the cost of the premium for single coverage for eligible employees.
- If only those who are currently enrolled will continue to opt for coverage, the 8% increase in this line item in our budget will more than cover the cost. The number of employees choosing to participate will determine the full impact on the budget.



Policy/Governance Committee Meeting Notes – 11/9/20

The Policy/Governance Committee Meeting of the NDMA board at 11:00 a.m. Monday, November 9, 2020 with Conrad and Kinzler in NDMA administrative offices.

Present: Tara Oberg, Shari Colvin, Kirsten Kinzler, Dave Conrad

Agenda:

I. **FY21 Strategic Plan Goals**

Committee members reviewed the FY21 Strategic Plan draft presented to the board at the October meeting and recommends the following changes:

Under Intentional Interdependence Goal #1, Because of pandemic restrictions, leave out/table “Fifty percent of students will participate in at least one *going-out* activity during the school year.” Also leave out/table goal #4, “Increase parent involvement by at least 10 parents in the NDMA PTO and NDMA SEAC during FY21” because of pandemic restrictions.

Under Measurable Accountability, leave out/table goal #2 until MCA’s resume. Replace Goal #1 with, “Meet the schoolwide reading and math goals set by the Instructional Leadership Team.”

II. **Policy Review**

Committee members will review and recommend changes to the following policies: 214P Out-of-State Travel by School Board Members; 410P Family & Medical Leave; 412P Expense Reimbursement Policy; 413P Harassment and Violence; 414P Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415P Mandated Reporting of Maltreatment of Vulnerable Adults; 506P Student Discipline; 514P Bullying Prohibition; 522P Student Sex Nondiscrimination; 524P and 524F Internet Acceptable Use and Safety Policy; 533P Wellness; and 616P School District System Accountability.

III. **Next Meeting – December 14 at 1:00 p.m.**

The committee will begin work on the review of the 100 through 400 policies for FY21.

Respectfully submitted,
Shari Colvin



**New Discoveries Montessori Academy
Hutchinson, Minnesota
District 4161**

Financial Statements

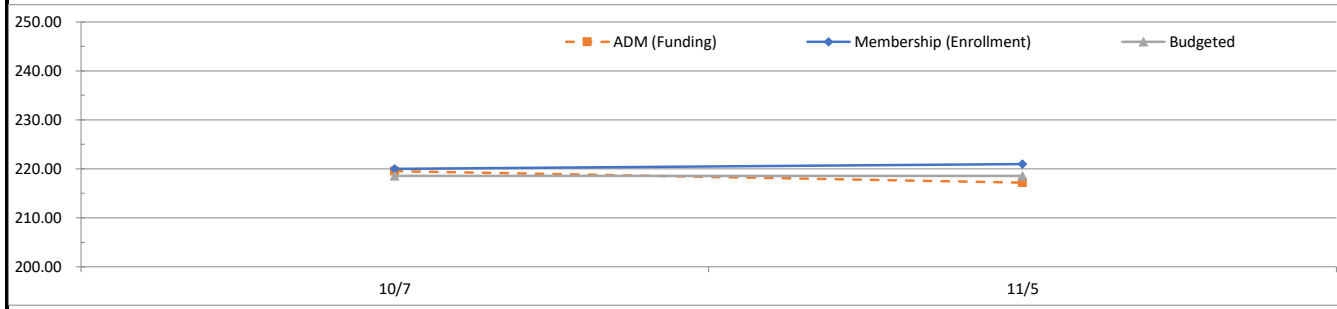
October 31, 2020

**New Discoveries Montessori Academy
Hutchinson, Minnesota
Financial Statements Overview
As of October 31, 2020**

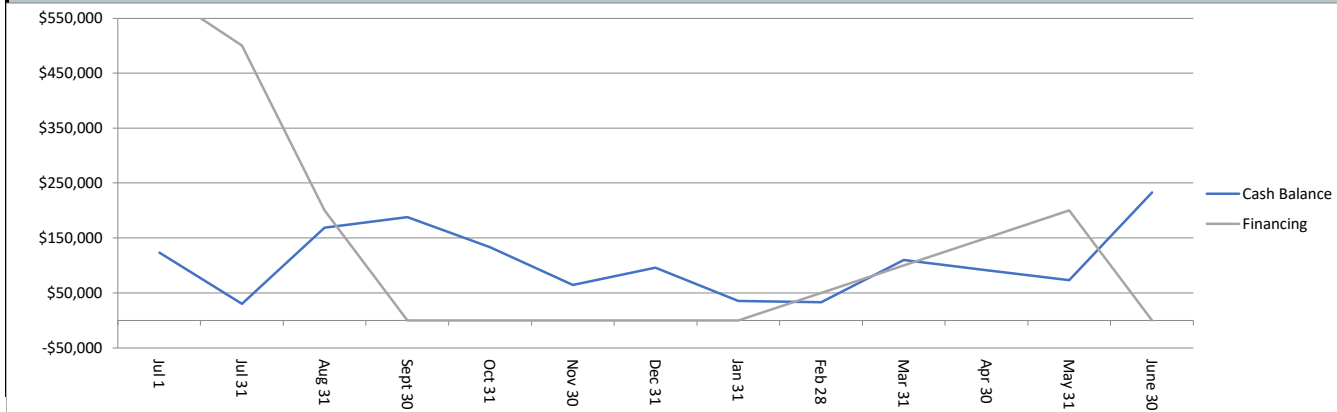
Financial Summary

Resources to Operate Programs (Revenues)		Funds Used to Provide Programs and Services (Expenses)		Excess / Deficit
Approved Budget	\$ 5,089,057	Approved Budget	\$ 5,013,328	\$ 75,729
Working Budget	5,320,851	Working Budget	5,276,775	44,076
Year to Date	1,711,798	Year to Date	1,314,892	396,906
	32.17%		25.44%	

Student Enrollment Summary



Cash Balance Projection



Comments and Analysis

Enrollment Summary - Voluntary Pre-K, Early Childhood Disabled, and Grades K - 8

Original Budget Estimate	219	Weighted Average Daily Membership	227
Working Budget Estimate	219	Weighted Average Daily Membership	227
Enrollment as of the First Day of School	220		
Enrollment as of End of the Month	217	Weighted Average Daily Membership	226

Finances "At A Glance"

Shows the budgeted and audited revenues and expenditures for FY20, and the Adopted and Working Budgets for FY21. Actual year to date amounts are shown, along with a percentage of the current Working Budget. Working Budget for this year will provide for a surplus of \$44,076 and an ending fund balance of \$367,833 (7.0% of Expenditures).

Balance Sheet

The beginning balances on the Balance Sheet are based on audited information as of June 30, 2020. Based on audited data, the school had a fund balance of \$323,757 at the end of last year.

Assets

The cash balance as of the end of the month was \$132,808 at Citizens Bank.

Due from Other Funds represents \$141,556 of costs paid by the school on behalf of the Building Company that will be reimbursed to the school (legal fees, IRS registration fee, property taxes, and construction fees for remodeling projects).

The amount Due from Other School Districts represents the amount of FY2018 state special education aid prorations that will be billed to resident school districts.

The estimated amount of state aids earned last year and to be received are \$317,959 based on calculations of aids earned during the year. These aids will be repaid to the school throughout the year.

An estimate of State Aids receivable for the current year (the holdback) was \$68,123 at the end of the month.
 Federal aids receivable for the current year were \$64,957 based on expenditures incurred.
 The value of Food Service Commodities was \$3,083 at the end of last year.
 Food Service inventories at the end of last year were \$2,154.
 Prepaid insurance premiums totaled \$17,042 at the end of the month.

Liabilities

Salaries and benefits payable as of the end of the month were \$57,000 (this is for the portion of FY21 contracts that will be paid out in July and August 2021).
 There was no outstanding balance on the line of credit as of the end of the month.
 Total Accounts Payable at the end of the month were \$0.
 Payroll deductions and benefits payable at the end of the month were \$934 due to the timing of payments made for benefits.
 Deferred Revenue was \$3,083 at the end of the month (Food Service Commodities Inventory value).

Fund Balance

2020 - 2021 School Year

The Working Budget for the current year has been updated from the original budget to reflect a projected enrollment of 219 students eligible for state aid in grades PK - 8th. The Working Budget has been updated from original, with an understanding by Administration that these numbers may change based on total student enrollment through the year. Expenditure lines have been adjusted accordingly. This budget predicts an operating surplus of \$44,076 and will provide for an ending Fund Balance of \$367,833 or 7.0% of expenditures.

Statement of Revenues and Expenditures

The projected enrollment for this year in the Working Budget has been updated from an estimated enrollment of 219 students, for funding in grades PK through 8th.

Revenues

Year to date, 32.17% of budgeted revenues have been received (including the state aid holdback estimate).

Expenditures

Year to date, 25.44% of budgeted expenditures have been incurred (including the salary/benefits payable estimate).

Cash Flow Projection

The Cash Flow Projection for this year indicates that the school will need to use a line of credit to meet cash flow needs during the current school year.

Supplemental Information

A separate Supplemental Information packet is provided that shows the monthly bank reconciliation, checks that were written during the month and receipts that were posted this month. These reports are intended to inform the administration and board members of activity that has happened in the school's financial records.

The projections shown on this report are prepared using both the school leadership's estimates and consultant estimates. This report is prepared for internal use only. This report has not been compiled, reviewed, or audited and should not be relied on for other uses.

The actual Year to Date Activity figures are reported on a cash basis (with the exception of the state aid holdback amount, known accounts and Food Service Fund aids receivable, and Accounts Payables). This results in a year-to-date loss in net income in some cases. However, the numbers in the Working Budget column are indicators of where the school's finances will be at the end of the fiscal year once all accruals are made.

**New Discoveries Montessori Academy
Hutchinson, Minnesota
Finances "At A Glance"
As of October 31, 2020**

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	Year to Date Actual Totals	33.33% Percent of Working Budget
Enrollment Kindergarten - Grade 8					
Estimated Pupil Units	222	219	219	217	99.20%
	229	227	227	226	99.50%
General Fund - 01					
Beginning fund balance	288,490	315,887	315,887	315,887	
Revenues	5,234,676	4,852,703	5,084,497	1,686,812	33.18%
Expenditures	(5,207,279)	(4,745,480)	(5,008,927)	(1,285,797)	25.67%
Transfers to other funds	-	(31,494)	(31,494)	-	
Change	<u>27,397</u>	<u>75,729</u>	<u>44,076</u>	<u>401,016</u>	
Ending fund balance	\$ 315,887	\$ 391,616	\$ 359,963	\$ 716,903	
Food Services Fund - 02					
Beginning fund balance	\$ -	\$ -	\$ 7,584	\$ 7,584	
Revenues	185,682	181,360	212,854	24,610	11.70%
Expenditures	(178,098)	(212,854)	(244,348)	(29,096)	12.09%
Transfer from general fund	-	31,494	31,494	-	
Change	<u>7,584</u>	<u>-</u>	<u>-</u>	<u>(4,485)</u>	
Ending fund balance	\$ 7,584	\$ -	\$ 7,584	\$ 3,099	
Community Services Fund - 04					
Beginning fund balance	\$ -	\$ -	\$ 286	\$ 286	
Revenues	15,750	23,500	23,500	375	1.60%
Expenditures	(15,464)	(23,500)	(23,500)	-	0.00%
Transfer from general fund	-	-	-	-	
Change	<u>286</u>	<u>-</u>	<u>-</u>	<u>375</u>	
Ending fund balance	\$ 286	\$ -	\$ 286	\$ 661	
Total All Funds					
Beginning fund balance	288,490	315,887	323,757	323,757	
Revenues	5,436,108	5,057,563	5,320,851	1,711,798	32.17%
Expenditures	(5,400,841)	(4,981,834)	(5,276,775)	(1,314,892)	24.92%
Transfer between funds	-	-	-	-	
Change	<u>35,267</u>	<u>75,729</u>	<u>44,076</u>	<u>396,906</u>	
Ending fund balance	\$ 323,757	\$ 391,616	\$ 367,833	\$ 720,663	
Ending Fund Balance as a Percentage of Expenditures	6.0%	7.9%	7.0%		

New Discoveries Montessori Academy
Hutchinson, Minnesota
Balance Sheet
As of October 31, 2020

	Audited Balance 07-31-20	Month Ending Balance
Assets		
Current assets		
101 Checking - Citizens Bank and Trust Co.	\$ 123,418	\$ 132,808
115 Accounts receivable	7,911	-
118 Due from building company	128,767	141,556
120 Due from other school districts	30,158	30,158
121 State aids receivable	865,981	317,959
Current year state holdback	-	68,123
122 Federal aids receivable through mde	46,796	64,597
129 Food service commodities inventory	3,083	3,083
130 Food service inventory	2,154	2,154
131 Prepaid expenses and deposits	66,916	51
215 Prepaid employee insurance premiums	-	17,042
	<hr/>	<hr/>
Total all assets	1,275,185	\$ 777,532
Liabilities and Fund Balance		
Current liabilities		
201 Salaries and wages payable	267,242	57,000
202 Citizens Bank and Trust line of credit advances	600,000	-
206 Accounts payable	39,539	-
215 Payroll deductions and contributions payable	41,019	934
230 Deferred revenue	3,628	3,083
	<hr/>	<hr/>
Total liabilities	951,428	56,869
Fund balance		
Unreserved fund balance	224,035	224,035
Nonspendable fund balance (inventories, prepaids)	68,541	68,541
Committed fund balance (facility/equipment fund)	28,519	28,519
Reserved fund balance (medical assistance pmts)	2,662	2,662
Net income to date	-	396,906
	<hr/>	<hr/>
Total fund balance	323,757	720,663
	<hr/>	<hr/>
Total liabilities and fund balance	\$ 1,275,185	\$ 777,532
	<hr/>	<hr/>
Days Cash on Hand	8	37
Current Ratio	1.34	13.67
Requirement - Days Cash on Hand	60	60
Requirement - Current Ratio	1.10	1.10

New Discoveries Montessori Academy
Hutchinson, Minnesota
Summary Revenue and Expenditure Statement
As of October 31, 2020

		<i>Months to Date</i>			<i>4</i>	<i>33.33%</i>
	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget	
Projected Enrollment (Average Daily Membership)	222	219	219	217	99.20%	
Weighted average daily membership	229	227	227	226	99.50%	
General Fund - 01						
Revenues						
State revenues						
211 General education aid	1,857,231	1,874,693	1,874,693	714,921	38.14%	
335-300 Q comp aid	50,240	56,527	56,527	-	0.00%	
212 Literacy incentive aid	15,699	14,129	14,129	-	0.00%	
201 Endowment fund apportionment	9,473	9,404	9,404	4,716	50.15%	
348-300 Charter school lease aid	300,420	298,541	298,541	-	0.00%	
317 Long-term facilities maintenance revenue	30,179	29,990	29,990	-	0.00%	
360 Special education aid	2,575,757	2,361,466	2,309,684	746,545	32.32%	
071 Medical assistance billing revenue	2,844	15,885	15,885	5	0.03%	
342 Safe school's supplemental aid	6,226	5,200	5,200	-	0.00%	
find Prior year over/under accrual	13,086	-	-	-	0.00%	
Estimated state holdback	-	-	-	68,123		
Total state revenues	<u>4,861,154</u>	<u>4,665,835</u>	<u>4,614,053</u>	<u>1,534,310</u>	<u>33.25%</u>	
Federal revenues						
401 Title I program	66,254	69,177	69,177	15,978	23.10%	
414 Title II program	7,951	7,951	7,951	-	0.00%	
433 Title IV program	18,116	10,000	10,000	2,077	20.77%	
433 CARES and GEER Funding	-	-	46,161	-	0.00%	
154 Coronavirus Relief Funding (CRF)	-	-	62,323	17,098	27.43%	
419 Special education aid - 419	48,070	41,556	41,556	7,687	18.50%	
420 Special education aid - 420	2,639	-	-	-	0.00%	
425 Special education aid - 425	8,949	7,035	7,127	1,222	17.14%	
859 School expansion grant	169,345	-	175,000	104,283	59.59%	
514 Reap grant	23,181	20,000	20,000	-	0.00%	
Total federal revenues	<u>344,505</u>	<u>155,719</u>	<u>439,295</u>	<u>148,345</u>	<u>33.77%</u>	
Local revenues						
060 Fees collected	4,307	4,300	4,300	3,229	75.09%	
050 Field trip fees collected	9,107	9,050	9,050	127	1.40%	
092 Interest earned	537	511	511	81	15.82%	
093 Rental of facilities	260	110	110	-	0.00%	
096 Gifts and donations	8,833	10,000	10,000	165	1.65%	
099 Erate reimbursements	6,432	4,800	4,800	-	0.00%	
099 Other local revenues	(1,181)	1,143	1,143	537	47.01%	
621 Sales of materials purchased for resale	724	1,235	1,235	18	1.46%	
Total local revenues	<u>29,018</u>	<u>31,149</u>	<u>31,149</u>	<u>4,157</u>	<u>13.35%</u>	
Total revenues	<u><u>\$5,234,676</u></u>	<u><u>\$4,852,703</u></u>	<u><u>\$5,084,497</u></u>	<u><u>\$ 1,686,812</u></u>	<u><u>33.18%</u></u>	

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget
Expenditures					
100 Salaries and wages	\$926,964	\$ 890,478	\$ 905,330	\$ 221,092	24.42%
200 Employee benefits	255,125	242,964	275,834	60,276	21.85%
Projected salaries and wages payable	-			57,000	
Total salaries, wages and benefits	<u>1,182,089</u>	<u>1,133,442</u>	<u>1,181,164</u>	<u>338,367</u>	<u>28.65%</u>
305 Contracted services	90,453	91,800	91,800	32,200	35.08%
306 Contracted grounds/snowplowing services	6,559	7,905	7,905	-	0.00%
308 Advertising fees	4,550	4,734	4,734	105	2.22%
320 Communication services	19,651	17,167	17,167	6,701	39.03%
329 Postage	1,946	1,354	1,354	330	24.37%
330 Utilities expense	47,049	41,327	41,327	11,193	27.08%
331 Refuse removal fees	5,350	5,034	5,034	1,901	37.77%
340 Property and liability insurance	20,000	21,000	21,000	20,000	95.24%
350 Repairs and maintenance services	601	10,401	10,401	4,566	43.90%
351 Copier usage fees	13,571	11,730	11,730	3,601	30.70%
360 Contracted transportation	197,275	160,000	152,275	21,345	14.02%
366 Travel, conferences, and staff training	965	6,703	6,703	411	6.13%
369 Field trip registrations and other fees	13,834	14,280	14,280	384	2.69%
348-370 Building lease	444,000	442,280	442,280	148,000	33.46%
370 Other rentals and operating leases	50	102	102	20	19.61%
380 Computer and tech related hardware rentals	4,819	5,026	5,026	1,215	24.18%
376 Licensed nursing services	5,340	4,205	4,205	-	0.00%
389 Staff tuition reimbursements	1,000	1,530	2,206	2,206	99.98%
390 Educational payments to mn school district	570	612	612	560	91.50%
401 Non instructional supplies	28,455	25,500	16,189	18,208	112.47%
405 Non instructional computer software and licenses	16,369	15,657	15,657	11,288	72.10%
406 Instructional software licensing agreements	3,357	-	4,270	8,541	0.00%
430 Instructional supplies	4,330	9,690	7,227	7,247	100.28%
440 Fuels	351	420	420	38	8.99%
455 Noninstructional technology supplies	-	414	414	337	81.37%
456 Instructional technology supplies	323	179	179	69	38.74%
460 Textbooks and workbooks	360	5,000	5,000	-	0.00%
461 Standardized tests	3,178	3,318	3,318	2,725	82.13%
470 Media books	56	153	153	-	0.00%
490 Food (not for food service)	3,513	3,392	892	598	66.99%
510 Site improvements	1,275	1,530	1,530	-	0.00%
520 Building improvements	1,194	1,219	3,358	3,358	100.00%
530 Equipment purchased	2,218	-	-	-	0.00%
740 Interest cost on line of credit	28,110	20,000	20,000	7,371	36.85%
820 Dues, memberships, other certain fees	31,098	36,905	36,905	13,836	37.49%
895 Indirect program costs	(354)	-	-	-	0.00%
899 Budget contingency	39	-	-	500	0.00%
Total general education expenditures	<u>2,183,544</u>	<u>2,104,009</u>	<u>2,136,817</u>	<u>670,303</u>	<u>31.37%</u>

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget
School expansion grant F859					
100 Salaries and wages	1,080	-	7,000	6,050	86.43%
200 Employee benefits	124	-	2,119	947	44.70%
366 In-state travel	3,249	-	2,916	1,458	50.00%
401 Non instructional supplies	36,338	-	48,535	20,406	42.04%
406 Instructional software licensing agreements	900	-	-	-	0.00%
430 Instructional supplies	17,836	-	34,200	8,210	24.01%
455 Noninstructional technology supplies	339	-	8,050	14	0.17%
456 Instructional technology supplies	1,772	-	-	40	0.00%
460 Textbooks and workbooks	2,934	-	2,280	2,417	105.99%
466 Instructional technology devices	8,383	-	4,800	-	0.00%
470 Media books	8,265	-	5,000	5,986	119.73%
530 Equipment purchased	42,900	-	24,600	35,191	143.05%
555 Technology equipment and software	33,938	-	35,500	23,564	66.38%
556 Instructional technology equipment	11,289	-	-	-	0.00%
Total school expansion grant	169,345	-	175,000	104,283	59.59%
REAP grant					
556 Instructional technology equipment	23,181	20,000	20,000	596	2.98%
Total reap grant	23,181	20,000	20,000	596	2.98%
Title program - title I					
100 Salaries	52,990	52,828	54,176	12,732	23.50%
200 Benefits	13,234	13,911	14,134	3,246	22.97%
401 Supplies - non-instructional	30	936	936	-	0.00%
430 Instructional supplies	-	1,501	1,501	-	0.00%
Total Title I Expenditures	66,254	69,176	70,747	15,978	22.59%
Title program - title II					
303 Contracted Services	-	3,700	3,700	-	0.00%
366 Travel, conferences, and staff training	6,976	3,276	3,276	-	0.00%
401 Supplies - non-instructional	975	975	975	-	0.00%
Total title II expenditures	7,951	7,951	7,951	-	0.00%
Title program - title IV					
100s Salaries and Wages	8,392	-	-	1,782	0.00%
200s Benefits	1,388	-	-	295	0.00%
300s Purchased Services	6,333	3,000	3,000	-	0.00%
500s Equipment	2,003	7,000	7,000	-	0.00%
Total title IV expenditures	18,116	10,000	10,000	2,077	20.77%
Federal ESSER and GEER Funding					
100s Salaries and Wages	-	-	-	-	0.00%
200s Benefits	-	-	-	-	0.00%
303 Purchased Services	-	-	-	-	0.00%
350 Repairs and Maintenance	-	-	-	-	0.00%
366 Travel, conferences and staff training	-	-	-	-	0.00%
456 Instructional Technology Supplies	-	-	-	-	0.00%
556 Technology	-	-	-	-	0.00%
895 Charebacks	-	-	-	-	0.00%
899 Current Placeholder for Funding	-	-	46,161	-	0.00%
Total title IV expenditures	-	-	46,161	-	0.00%

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget
Federal CARES Relief Funding (CRF)					
320 Communications	-	-	600	-	0.00%
360 Transportatin	-	-	20,723	-	0.00%
366 Staff Development	-	-	2,000	-	0.00%
401 Non-Instructional Supplies	-	-	15,000	-	0.00%
555 Technology Equipment	-	-	24,000	-	0.00%
Total Federal CARES relief funding (CRF)	-	-	62,323	-	0.00%
State special education					
100 Salaries	1,313,736	1,268,075	1,230,130	266,682	21.68%
200 Benefits	306,990	309,628	293,065	63,169	21.55%
360 Contracted transportation	989,500	816,000	816,000	149,680	18.34%
366 Travel, conferences, and staff training	1,375	651	651	-	0.00%
394 Special education fees for services	64,754	81,369	81,369	4,120	5.06%
396 Reimb. salaries from another school district	505	3,779	3,779	-	0.00%
397 Reimb. Benefits from another school district	172	808	808	-	0.00%
433 Individualized instructional materials	2,199	-	-	-	N/A
533 Student equipment	-	5,443	5,443	-	0.00%
Total state special education expenditures	2,679,230	2,485,753	2,431,245	483,650	19.89%
Federal special education - finance 419					
100 Salaries	22,540	-	-	-	0.00%
303 Federal contracted services < \$25,000	15,000	21,275	21,275	3,750	17.63%
329 Postage	-	55	55	-	0.00%
366 Travel, conferences and staff training	1,064	9,606	9,606	-	0.00%
389 Tuition reimbursement	4,000	-	-	-	0.00%
401 Supplies - non instructional	189	999	999	-	0.00%
405 Non instructional computer software and licenses	1,383	1,412	1,412	-	0.00%
433 Individualized instructional materials	3,894	8,101	8,101	3,937	48.60%
456 Instructional technology supplies	-	108	108	-	0.00%
Total federal special education - finance 419	48,070	41,556	41,556	7,687	18.50%
Federal special education - finance 420					
100 100 salaries	2,639	-	-	-	0.00%
Total federal special education - finance 420	2,639	-	-	-	0.00%
Federal special education - finance 425					
100 100 salaries	7,374	5,580	5,659	952	16.82%
200 200 benefits	1,575	1,455	1,468	270	18.37%
Total federal special education - finance 425	8,949	7,035	7,127	1,222	17.14%
Subtotal expenditures	5,207,279	4,745,480	5,008,927	1,285,797	25.67%
Transfer to food service fund	-	31,494	31,494	-	
Total expenditures	\$5,207,279	\$4,776,974	\$5,040,421	\$ 1,285,797	25.51%
General fund net income	\$ 27,397	\$ 75,729	\$ 44,076	\$ 401,016	

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget
Food Services Fund - 02					
Revenues					
300 State revenues	\$ 9,083	\$ 17,735	\$ 17,735	\$ 1,656	9.34%
400 Federal revenues	70,608	108,243	108,243	13,263	12.25%
474 USDA commodities received	7,342	8,778	8,778	-	0.00%
600s Sales of lunches, breakfasts, and milk	18,434	29,346	29,346	4,853	16.54%
608 Catering sales	17,218	17,258	17,258	-	0.00%
099 Other revenue	34	-	-	-	0.00%
709 Summer Food Service - Covid Revenues	62,964	-	-	4,839	0.00%
Subtotal revenues	185,682	181,360	181,360	24,610	13.57%
Transfer from general fund	-	31,494	31,494	-	
Total revenues	\$ 185,682	\$ 212,854	\$ 212,854	\$ 24,610	11.56%
Expenditures					
100 Salaries and wages	\$ 54,251	\$ 68,544	\$ 68,544	\$ 2,498	3.64%
200 Employee benefits	9,098	19,095	19,095	413	2.16%
300 Purchased services	257	6,326	6,326	238	3.76%
400 Supplies and materials	68,224	111,788	111,788	15,278	13.67%
491 Federal commodities used	7,342	5,617	5,617	-	0.00%
820 Dues, memberships, other fees	1,216	1,484	1,484	529	35.65%
709 Summer Food Service - Covid Expenses	37,710	-	-	10,141	0.00%
Total expenditures	\$ 178,098	\$ 212,854	\$ 212,854	\$ 29,096	13.67%
Food services fund net income	\$ 7,584	\$ -	\$ -	\$ (4,485)	
Community Services Fund - 04					
Revenues					
State revenues	\$ 15,000	\$ 20,000	\$ 20,000	\$ -	0.00%
Childrens house program fees	750	3,500	3,500	375	10.71%
Subtotal revenues	15,750	23,500	23,500	375	1.60%
Total revenues	\$ 15,750	\$ 23,500	\$ 23,500	\$ 375	1.60%
Expenditures					
100 Salaries and wages	\$ 15,464	\$ 15,136	\$ 15,464	\$ -	0.00%
200 Employee benefits	-	2,703	2,375	-	0.00%
400 Supplies and materials	-	5,661	5,661	-	0.00%
Total expenditures	\$ 15,464	\$ 23,500	\$ 23,500	\$ -	0.00%
Community services fund net income	\$ 286	\$ -	\$ -	\$ 375	

	2019-2020 Audited Actual	2020-2021 Original Budget	2020-2021 Working Budget	2020-2021 Year to Date Actual	Year to Date Percent of Working Budget
Total All Funds					
Revenues					
State revenues	\$4,948,201	\$4,703,570	\$4,651,788	\$ 1,540,804	33.12%
Federal revenues	422,454	272,740	556,316	161,608	29.05%
Local revenues	65,453	81,253	81,253	9,385	11.55%
Fund transfers	-	31,494	31,494	-	0.00%
Total revenues	\$5,436,108	\$5,089,057	\$5,320,851	\$ 1,711,798	32.17%
Expenditures					
Salaries and wages	\$2,405,429	\$2,300,641	\$2,286,303	\$ 568,787	24.88%
Employee benefits	587,534	589,756	608,090	128,615	21.15%
Purchased services	1,970,768	1,797,035	1,792,902	417,066	23.26%
Supplies and materials	259,003	200,821	293,682	105,338	35.87%
Facilities and equipment	117,998	35,192	97,431	62,708	64.36%
Short term financing costs	28,110	20,000	20,000	7,371	36.85%
Dues and memberships, fees, other expenses	31,999	38,389	38,389	25,006	65.14%
Fund transfers	-	31,494	31,494	-	0.00%
Total expenditures	\$5,400,841	\$5,013,328	\$5,168,291	\$ 1,314,892	25.44%
Total revenues all funds	\$5,436,108	\$5,089,057	\$5,320,851	\$ 1,711,798	32.17%
Total expenditures all funds	\$5,400,841	\$5,013,328	\$5,276,775	\$ 1,314,892	24.92%
Net income - all funds	\$ 35,267	\$ 75,729	\$ 44,076	\$ 396,906	

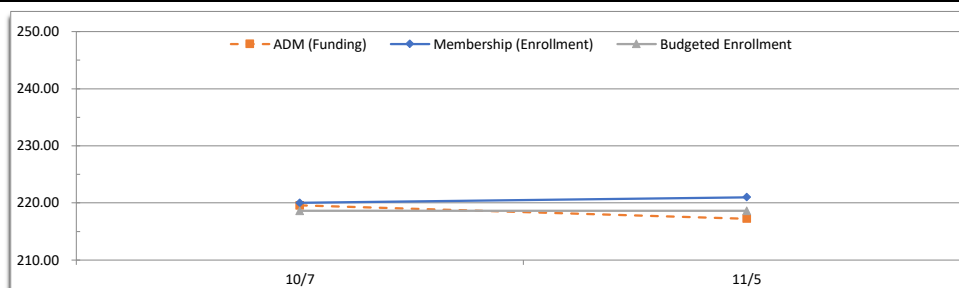
The estimated amount of the state aid holdback that has been earned as of the end of this month is shown for informational purposes.

**New Discoveries Montessori Academy
Hutchinson, Minnesota
Attendance / Enrollment Report
2020 - 2021 School Year**

Average Daily Membership (ADM)											
Grade		10/7	11/5	12/2	1/9	2/6	2/28	3/31	4/30	5/31	EOY
3 yr old half day	KA	5.00	5.00								
4 yr old half day	KB	1.00	0.83								
4 yr old full day	KC	3.00	3.00								
Preschool SpEd	EC	2.00	4.00								
Voluntary Pre-K	KC	13.00	13.00								
Kindergarten SpEd	HK	17.00	15.00								
Kindergarten	KG	19.00	19.00								
First Grade	1	25.00	25.00								
Second Grade	2	23.78	22.74								
Third Grade	3	25.00	25.00								
Fourth Grade	4	22.78	21.79								
Fifth Grade	5	22.00	22.00								
Sixth Grade	6	23.00	22.71								
Seventh Grade	7	7.00	7.00								
Eighth Grade	8	20.00	20.00								
Total Enrollment for Funding		219.56	217.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Overall Enrollment		228.56	226.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Membership (Enrollment) as of:											
Grade		10/7	11/5	12/2	1/9	2/6	2/28	3/31	4/30	5/31	EOY
3 yr old half day	KA	5	5								
4 yr old half day	KB	1	1								
4 yr old full day	KC	3	1								
Preschool SpEd	EC	2	4								
Voluntary Pre-K	KC	13	15								
Kindergarten SpEd	HK	17	15								
Kindergarten	KG	19	19								
First Grade	1	25	25								
Second Grade	2	24	24								
Third Grade	3	25	25								
Fourth Grade	4	23	22								
Fifth Grade	5	22	22								
Sixth Grade	6	23	23								
Seventh Grade	7	7	7								
Eighth Grade	8	20	20								
Total Enrollment for Funding		220.00	221.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Overall Enrollment		229.00	228.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Budgeted Enrollments as of:											
Grade		10/7	11/5	12/2	1/9	2/6	2/28	3/31	4/30	5/31	EOY
3 yr old half day	KA	0	0	0	0	0	0	0	0	0	0
4 yr old half day	KB	0	0	0	0	0	0	0	0	0	0
4 yr old full day	KC	0	0	0	0	0	0	0	0	0	0
Preschool SpEd	EC	11	11	11	11	11	11	11	11	11	11
Voluntary Pre-K	KC	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Kindergarten SpEd	HK	6	6	6	6	6	6	6	6	6	6
Kindergarten	KG	21	21	21	21	21	21	21	21	21	21
First Grade	1	6	6	6	6	6	6	6	6	6	6
Second Grade	2	25	25	25	25	25	25	25	25	25	25
Third Grade	3	26	26	26	26	26	26	26	26	26	26
Fourth Grade	4	25	25	25	25	25	25	25	25	25	25
Fifth Grade	5	23	23	23	23	23	23	23	23	23	23
Sixth Grade	6	29	29	29	29	29	29	29	29	29	29
Seventh Grade	7	19	19	19	19	19	19	19	19	19	19
Eighth Grade	8	24	24	24	24	24	24	24	24	24	24
Total Enrollment for Funding		219	219	219	219	219	219	219	219	219	218.60
Total Overall Enrollment		219	219	219	219	219	219	219	219	219	218.60



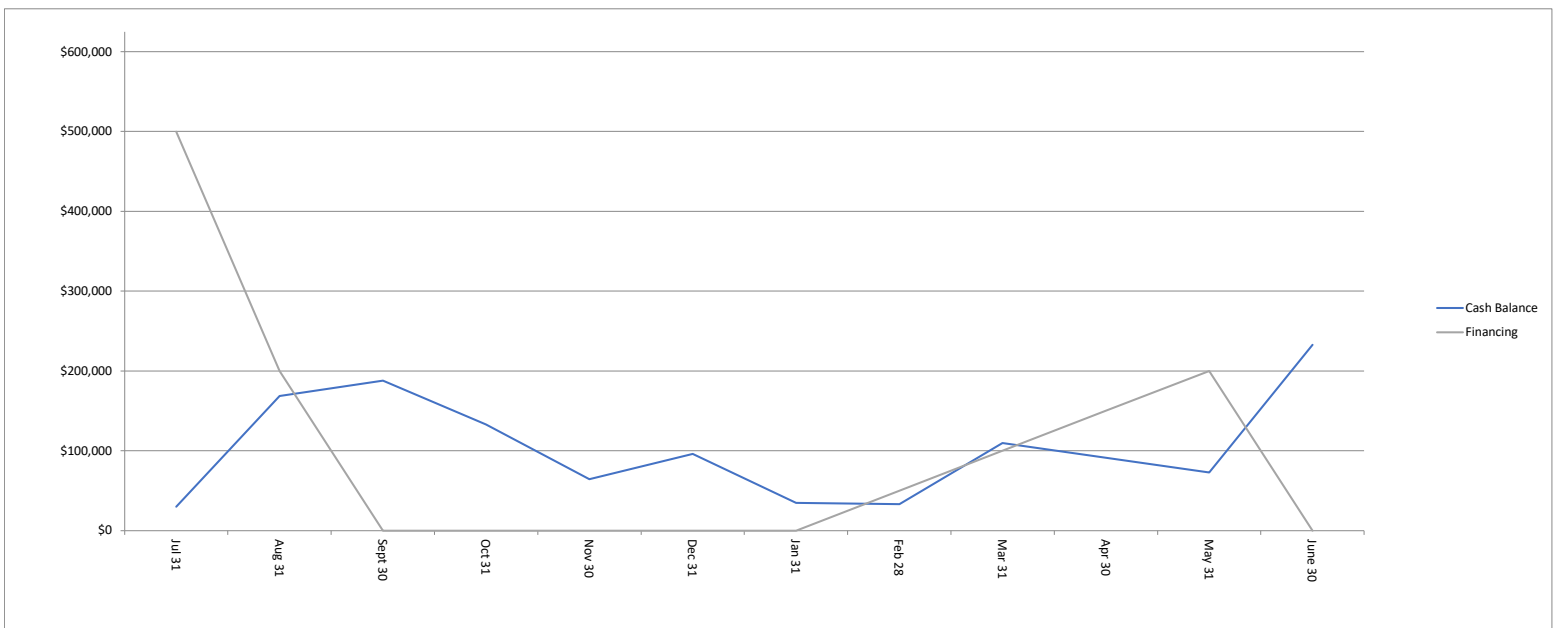
**New Discoveries Montessori Academy
Cash Flow Projection Summary
2020 - 2021 School Year**

Period Ending	Cash Inflows					Cash Outflows				Cash Flow Financing	Balance	Cumulative Cash Flow Financing	
	State Aid Payments	Federal Aid Payments	Other Receipts*	Prior Year State Holdback	Prior Year Federal Holdback	Total Receipts	Payroll **	Building Lease Payments	Other Expenses** *				Total Expenses
Jul 1											\$ 600,000	\$ 123,418	\$ 600,000
Jul 31	358,465	-	6,449	-	3,166	368,080	153,895	37,000	170,415	\$ 361,310	(100,000)	30,188	500,000
Aug 31	319,149		3,160	342,745	34,827	699,882	100,066	37,000	124,477	261,544	(300,000)	168,526	200,000
Sept 30	428,106	66,253	7,593	145,825	7,994	655,772	199,514	37,000	199,997	436,511	(200,000)	187,787	-
Oct 31	380,219	-	20,022	59,452	-	459,692	167,419	37,000	310,252	514,671	-	132,808	-
Nov 30	388,964	-	5,504	-	-	394,467	284,187	36,785	141,870	462,842	-	64,433	-
Dec 31	388,964	100,000	5,504	-	-	494,467	284,187	36,785	141,870	462,842	-	96,058	-
Jan 31	388,964	-	5,504	7,224	-	401,692	284,187	36,785	141,870	462,842	-	34,907	-
Feb 28	388,964	15,000	5,504	1,506	-	410,973	284,187	36,785	141,870	462,842	50,000	33,038	50,000
Mar 31	388,964	95,000	5,504	-	-	489,467	284,187	36,785	141,870	462,842	50,000	109,663	100,000
Apr 30	388,964	-	5,504	-	-	394,467	284,187	36,785	141,870	462,842	50,000	91,288	150,000
May 31	388,964	-	5,504	-	-	394,467	284,187	36,785	141,870	462,842	50,000	72,913	200,000
June 30	388,964	119,112	5,504	309,229	-	822,808	284,187	36,785	141,870	462,842	(200,000)	232,879	-
Projected	4,597,648	395,366	81,253	865,981	45,988	5,986,236	2,894,393	442,280	1,940,102	5,276,775	-		
	4,597,648	395,366	81,253	865,981	46,796		2,894,393	442,280	1,940,102	5,276,775			

* Other Receipts include changes in Accounts Receivable and Prepaid Expenditures

** Payroll budgeted at gross, reflected at net.

*** Other Expenses include changes in Accounts Payable



Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.



**New Discoveries Montessori Academy
Hutchinson, Minnesota
District 4161**

Supplemental Information

October 31, 2020

<p><i>New Discoveries Montessori Academy</i></p> <p>Bank Reconciliation</p> <p><i>October 31, 2020</i></p>

Bank name	Citizens Bank and Trust Checking
Account number	**069; **741
Statement date	10/31/20
Balance per bank statement	\$ 185,505
Plus	
Deposits in transit	-
Other additions	-
Total additions	-
Less	
Checks outstanding	(52,007)
Wire transfers outstanding	-
Other deductions	-
Total deductions	(52,007)
Adjustment amount*	-
Outstanding items**	(690)
Adjusted amount per bank	\$ 132,808

Balance per skyward	
General fund	\$ 115,931
Food services fund	752
Community services fund	16,125
Total balance per skyward	\$ 132,808

Difference** \$ -

* adjustments

Total adjustments	\$ -
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** outstanding items

11.01.20 Outstanding Payroll	690
Total outstanding items	\$ 690

CHECK				ACCOUNT			
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER		
10/14/2020	2004	Children's Theater Company	CH & E2 field trip (PTO will help cover cost of this trip)	192.00	01	E 010 201 000 000 369	
10/14/2020	2004	Children's Theater Company	CH & E2 field trip (PTO will help cover cost of this trip)	192.00	01	E 010 203 000 000 369	
Totals for 2004				384.00			
10/01/2020	202000326	Further	Payroll accrual	1,070.84	01	L 215 16	
10/01/2020	202000326	Further	Payroll accrual	1,666.67	01	L 215 16	
Totals for 202000326				2,737.51			
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	250.00	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	30.00	02	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	5,573.89	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	104.16	02	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	6,055.99	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	164.54	02	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	1,416.33	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	38.49	02	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	6,055.99	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	164.54	02	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	1,416.33	01	L 215 01	
10/01/2020	202000327	Internal Revenue Service	Payroll accrual	38.49	02	L 215 01	
Totals for 202000327				21,308.75			
10/01/2020	202000328	MN Dept Of Revenue - Levy	Payroll accrual	0.00	01	L 215 92	
Totals for 202000328				0.00			
10/01/2020	202000329	MN Department Of Revenue	Payroll accrual	180.00	01	L 215 02	
10/01/2020	202000329	MN Department Of Revenue	Payroll accrual	20.00	02	L 215 02	
10/01/2020	202000329	MN Department Of Revenue	Payroll accrual	3,008.21	01	L 215 02	
10/01/2020	202000329	MN Department Of Revenue	Payroll accrual	51.66	02	L 215 02	
Totals for 202000329				3,259.87			
10/01/2020	202000330	Public Employee Retirement Associat	Payroll accrual	2,317.08	01	L 215 05	
10/01/2020	202000330	Public Employee Retirement Associat	Payroll accrual	172.50	02	L 215 05	
10/01/2020	202000330	Public Employee Retirement Associat	Payroll accrual	2,673.61	01	L 215 05	
10/01/2020	202000330	Public Employee Retirement Associat	Payroll accrual	199.04	02	L 215 05	
Totals for 202000330				5,362.23			
10/01/2020	202000331	Teachers Retirement Association	Payroll accrual	0.00	01	L 215 04	
10/01/2020	202000331	Teachers Retirement Association	Payroll accrual	4,597.04	01	L 215 04	
10/01/2020	202000331	Teachers Retirement Association	Payroll accrual	4,983.20	01	L 215 04	
10/01/2020	202000331	Teachers Retirement Association	Payroll accrual	0.00	01	L 215 04	
Totals for 202000331				9,580.24			
10/02/2020	202000334	Citizens Bank & Trust Co.	Interest on loan 26557	1,047.21	01	L 208 00	

CHECK			DESCRIPTION	ACCOUNT	
CHECK DATE	NUMBER	VENDOR NAME		AMOUNT	NUMBER
			Totals for 202000334	1,047.21	
10/01/2020	202000335	Accordia/Athena/Aviva	Life insurance - Conrad	64.53	01 E 005 020 000 000 230
			Totals for 202000335	64.53	
10/02/2020	202000339	Mass Mutual	Employee 403b deductions	250.50	01 L 215 06
			Totals for 202000339	250.50	
10/14/2020	202000340	Conrad, David	Reimbursement - 150 sneeze guards due to COVID	5,973.48	01 E 010 810 019 000 401
			Totals for 202000340	5,973.48	
10/14/2020	202000341	Pan-O-Gold Baking Co.	Bread, buns	29.60	02 E 010 770 000 709 490
			Totals for 202000341	29.60	
10/14/2020	202000342	Pan-O-Gold Baking Co.	Bread, buns	37.55	02 E 010 770 000 709 490
			Totals for 202000342	37.55	
10/14/2020	202000343	Pan-O-Gold Baking Co.	Bread, buns	36.50	02 E 010 770 000 709 490
			Totals for 202000343	36.50	
10/14/2020	202000344	Pan-O-Gold Baking Co.	Bread, buns	38.40	02 E 010 770 000 709 490
			Totals for 202000344	38.40	
10/14/2020	202000345	Jane Schuette And Associates Inc	Prof Dev - Lumina Spark, portraits	4,175.00	01 E 010 640 000 316 305
			Totals for 202000345	4,175.00	
10/14/2020	202000346	Sysco Western MN	Breakfast \$370.90, Lunch \$728.22 and Supplies \$131.67	728.22	02 E 010 770 000 701 490
10/14/2020	202000346	Sysco Western MN	Breakfast \$370.90, Lunch \$728.22 and Supplies \$131.67	131.67	02 E 010 770 000 701 401
10/14/2020	202000346	Sysco Western MN	Breakfast \$370.90, Lunch \$728.22 and Supplies \$131.67	370.90	02 E 010 770 000 705 490
			Totals for 202000346	1,230.79	
10/14/2020	202000347	Sysco Western MN	Breakfast \$242.61 and Lunch \$620.50	620.50	02 E 010 770 000 701 490
10/14/2020	202000347	Sysco Western MN	Breakfast \$242.61 and Lunch \$620.50	242.61	02 E 010 770 000 705 490
			Totals for 202000347	863.11	
10/14/2020	202000348	Sysco Western MN	Breakfast \$561.48 and Lunch \$588.35	588.35	02 E 010 770 000 701 490
10/14/2020	202000348	Sysco Western MN	Breakfast \$561.48 and Lunch \$588.35	561.48	02 E 010 770 000 705 490
			Totals for 202000348	1,149.83	
10/14/2020	202000349	Sysco Western MN	Breakfast \$38.00 and Lunch \$68.10	38.00	02 E 010 770 000 705 490
10/14/2020	202000349	Sysco Western MN	Breakfast \$38.00 and Lunch \$68.10	68.10	02 E 010 770 000 701 490
			Totals for 202000349	106.10	
10/14/2020	202000350	Further	HSA participant fee - Oct 2020	22.00	01 E 005 105 000 000 305
			Totals for 202000350	22.00	
10/14/2020	202000351	Delta Education	Science materials - CSP	6,140.96	01 E 010 203 003 859 430
			Totals for 202000351	6,140.96	
10/14/2020	202000352	Learning A - Z	Classroom licenses	4,270.70	01 E 010 203 000 000 406

CHECK				ACCOUNT			
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER		
			Totals for 202000352	4,270.70			
10/14/2020	202000353	Ace Hardware Hutchinson	Maintenance supplies	38.99	01 E 010 810 000 000	401	
			Totals for 202000353	38.99			
10/14/2020	202000354	Ace Hardware Hutchinson	Maintenance supplies	12.29	01 E 010 810 000 000	401	
			Totals for 202000354	12.29			
10/14/2020	202000355	Loffler Companies Inc - 131511	Contract base charge 09/02/20 - 10/01/20 \$7.00, Overages: B&W \$1.47, Color \$128.71	137.18	01 E 010 605 000 000	351	
			Totals for 202000355	137.18			
10/14/2020	202000356	Loffler Companies Inc - 131511	Overages 09/09/20 - 10/08/20: B&W \$486.56, Color \$1,045.14	1,531.70	01 E 010 605 000 000	351	
			Totals for 202000356	1,531.70			
10/14/2020	202000357	Cintas Corporation	Towels, aprons	113.23	01 E 010 810 000 000	305	
			Totals for 202000357	113.23			
10/14/2020	202000358	Hutchinson Co-Op	Gas for mower	38.00	01 E 010 810 000 000	401	
			Totals for 202000358	38.00			
10/14/2020	202000359	GAG Sheet Metal Inc	Install ignitor in top oven	237.66	02 E 010 770 000 701	350	
			Totals for 202000359	237.66			
10/14/2020	202000360	Northern Business Products, Inc.	Office supplies	186.71	01 E 010 050 000 000	401	
			Totals for 202000360	186.71			
10/14/2020	202000361	Northern Business Products, Inc.	Office supplies	1.94	01 E 010 050 000 000	401	
			Totals for 202000361	1.94			
10/14/2020	202000362	Northern Business Products, Inc.	Office supplies	221.87	01 E 010 050 000 000	401	
			Totals for 202000362	221.87			
10/14/2020	202000363	Northern Business Products, Inc.	Office supplies	179.13	01 E 010 050 000 000	401	
			Totals for 202000363	179.13			
10/14/2020	202000364	Northern Business Products, Inc.	Supplies for Room 204	7.78	01 E 010 203 204 000	430	
			Totals for 202000364	7.78			
10/14/2020	202000365	Hillyard / Hutchinson	Disinfectant for disinfectant sprayer due to COVID	232.96	01 E 010 810 019 000	401	
			Totals for 202000365	232.96			
10/14/2020	202000366	Hillyard / Hutchinson	Foam soap	115.18	01 E 010 810 000 000	401	
			Totals for 202000366	115.18			
10/14/2020	202000367	Hillyard / Hutchinson	Plastic bottles for maintenance	4.80	01 E 010 810 000 000	401	
			Totals for 202000367	4.80			
10/14/2020	202000368	Hillyard / Hutchinson	Towels, tissues, liners, bowl cleaner, window cleaner	711.28	01 E 010 810 000 000	401	
			Totals for 202000368	711.28			
10/14/2020	202000369	Demco	Library - book covers	30.64	01 E 010 620 000 000	401	
			Totals for 202000369	30.64			

CHECK				ACCOUNT			
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER		
10/14/2020	202000370	Tierney Brothers, Inc.	Tech equipment - CSP	2,600.00	01	E	010 203 003 859 555
			Totals for 202000370	2,600.00			
10/14/2020	202000371	Quade Electric Inc	Light switches	5.85	01	E	010 810 000 000 401
			Totals for 202000371	5.85			
10/14/2020	202000372	IXL Learning	1 year IXL service site license	2,500.00	01	E	010 203 000 000 820
			Totals for 202000372	2,500.00			
10/16/2020	202000373	Further	Payroll accrual	983.34	01	L	215 16
10/16/2020	202000373	Further	Payroll accrual	1,541.67	01	L	215 16
			Totals for 202000373	2,525.01			
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	250.00	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	30.00	02	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	6,801.30	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	142.12	02	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	6,711.76	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	195.17	02	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	1,569.65	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	45.64	02	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	6,711.76	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	195.17	02	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	1,569.65	01	L	215 01
10/16/2020	202000374	Internal Revenue Service	Payroll accrual	45.64	02	L	215 01
			Totals for 202000374	24,267.86			
10/16/2020	202000375	MN Department Of Revenue	Payroll accrual	180.00	01	L	215 02
10/16/2020	202000375	MN Department Of Revenue	Payroll accrual	20.00	02	L	215 02
10/16/2020	202000375	MN Department Of Revenue	Payroll accrual	3,573.13	01	L	215 02
10/16/2020	202000375	MN Department Of Revenue	Payroll accrual	70.17	02	L	215 02
			Totals for 202000375	3,843.30			
10/16/2020	202000376	Public Employee Retirement Associat	Payroll accrual	2,822.79	01	L	215 05
10/16/2020	202000376	Public Employee Retirement Associat	Payroll accrual	204.61	02	L	215 05
10/16/2020	202000376	Public Employee Retirement Associat	Payroll accrual	3,257.04	01	L	215 05
10/16/2020	202000376	Public Employee Retirement Associat	Payroll accrual	236.09	02	L	215 05
			Totals for 202000376	6,520.53			
10/16/2020	202000377	Teachers Retirement Association	Payroll accrual	0.00	01	L	215 04
10/16/2020	202000377	Teachers Retirement Association	Payroll accrual	4,591.08	01	L	215 04
10/16/2020	202000377	Teachers Retirement Association	Payroll accrual	4,976.73	01	L	215 04
10/16/2020	202000377	Teachers Retirement Association	Payroll accrual	0.00	01	L	215 04
			Totals for 202000377	9,567.81			
10/19/2020	202000378	Stuber, Laura	Reimbursement - craft supplies for E1 classes	12.76	01	E	010 203 000 000 430

CHECK				ACCOUNT			
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER		
			Totals for 202000378	12.76			
10/19/2020	202000379	Pulver, Tamera	SpEd services FY21 (1st qtr)	3,750.00	01 E 010	420 000	419 303
			Totals for 202000379	3,750.00			
10/19/2020	202000380	Nuvera	Oct 2020 - Internet \$279.90, Managed Cloud Services \$1,305.16 (includes -\$11.70 credit for one time charge - remote desktop service license), 0365 \$530.50, Telephone & Voicemail \$1,423.06	1,423.06	01 E 005	810 108 000	320
10/19/2020	202000380	Nuvera	Oct 2020 - Internet \$279.90, Managed Cloud Services \$1,305.16 (includes -\$11.70 credit for one time charge - remote desktop service license), 0365 \$530.50, Telephone & Voicemail \$1,423.06	279.80	01 E 005	108 108 000	320
10/19/2020	202000380	Nuvera	Oct 2020 - Internet \$279.90, Managed Cloud Services \$1,305.16 (includes -\$11.70 credit for one time charge - remote desktop service license), 0365 \$530.50, Telephone & Voicemail \$1,423.06	530.50	01 E 005	108 000 000	405
10/19/2020	202000380	Nuvera	Oct 2020 - Internet \$279.90, Managed Cloud Services \$1,305.16 (includes -\$11.70 credit for one time charge - remote desktop service license), 0365 \$530.50, Telephone & Voicemail \$1,423.06	1,305.16	01 E 010	630 000 000	315
			Totals for 202000380	3,538.52			
10/19/2020	202000381	Hutchinson Health - Hutchinson	Services 09/01/20 - 09/30/20: OT \$880.00, PT \$2,520.00	3,400.00	01 E 010	420 000 740	394
			Totals for 202000381	3,400.00			
10/19/2020	202000382	MN PEIP	Health Insurance - Nov 2020	18,063.86	01 L	215 07	
			Totals for 202000382	18,063.86			
10/19/2020	202000383	Coborn's, Inc.	Lunch items	111.61	02 E 010	770 000 709	490
			Totals for 202000383	111.61			
10/19/2020	202000384	Labraaten Bus Company LLC	Sept 2020 regular transportation	17,405.00	01 E 010	760 000 720	360
			Totals for 202000384	17,405.00			
10/19/2020	202000385	McGraw-Hill School Edu Holdings LLC	Shipping fee due from invoice #113612905001 (E2 and E3 Math curriculum - CSP)	42.09	01 E 010	203 003 859	460
			Totals for 202000385	42.09			
10/19/2020	202000386	Hutchinson Fire & Safety	Semi annual service	193.00	01 E 010	810 000 000	305
			Totals for 202000386	193.00			
10/19/2020	202000387	Hutchinson Fire & Safety	Semi annual service, inspection &	60.00	01 E 010	810 000 000	305

CHECK			DESCRIPTION	ACCOUNT	
CHECK DATE	NUMBER	VENDOR NAME		AMOUNT	NUMBER
			certification		
			Totals for 202000387	60.00	
10/19/2020	202000388	Sysco Western MN	Breakfast \$458.11 and Lunch \$522.26	458.11	02 E 010 770 000 705 490
10/19/2020	202000388	Sysco Western MN	Breakfast \$458.11 and Lunch \$522.26	522.26	02 E 010 770 000 701 490
			Totals for 202000388	980.37	
10/19/2020	202000389	Sysco Western MN	Breakfast \$227.73, Lunch \$567.66 & Supplies \$187.62	187.62	02 E 010 770 000 701 401
10/19/2020	202000389	Sysco Western MN	Breakfast \$227.73, Lunch \$567.66 & Supplies \$187.62	567.66	02 E 010 770 000 701 490
10/19/2020	202000389	Sysco Western MN	Breakfast \$227.73, Lunch \$567.66 & Supplies \$187.62	227.73	02 E 010 770 000 705 490
			Totals for 202000389	983.01	
10/19/2020	202000390	Sysco Western MN	Breakfast \$121.60, Lunch \$486.24 & Supplies \$19.96	19.96	02 E 010 770 000 701 401
10/19/2020	202000390	Sysco Western MN	Breakfast \$121.60, Lunch \$486.24 & Supplies \$19.96	121.60	02 E 010 770 000 705 490
10/19/2020	202000390	Sysco Western MN	Breakfast \$121.60, Lunch \$486.24 & Supplies \$19.96	486.24	02 E 010 770 000 701 490
			Totals for 202000390	627.80	
10/19/2020	202000391	Cintas Corporation	Towels, aprons	113.23	01 E 010 810 000 000 305
			Totals for 202000391	113.23	
10/19/2020	202000392	Mybinding.Com	Laminating film	239.40	01 E 010 203 000 000 401
			Totals for 202000392	239.40	
10/19/2020	202000393	Hillyard / Hutchinson	Disinfectant sprayer due to COVID	575.00	01 E 010 810 019 000 401
			Totals for 202000393	575.00	
10/19/2020	202000394	Hillyard / Hutchinson	Maintenance supplies	129.84	01 E 010 810 000 000 401
			Totals for 202000394	129.84	
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	400.44	01 L 215 18
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	1,112.37	01 L 215 08
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	292.40	01 L 215 21
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	472.86	01 L 215 10
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	362.42	01 L 215 22
10/19/2020	202000395	GIS Benefits	Oct 2020 - Life, Dental, Vision, STD, LTD and Prepaid Legal	78.00	01 L 215 23

CHECK			ACCOUNT			
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER	
			Totals for 202000395	2,718.49		
10/16/2020	202000396	TRJR Properties LLC	Improvement & equipment lease - Oct 2020	1,540.87	01 E 010 850 000 000	370
			Totals for 202000396	1,540.87		
10/16/2020	202000397	Synchrony Bank	Installment for lawn mower	174.00	01 E 010 810 000 000	530
			Totals for 202000397	174.00		
10/19/2020	202000398	Hutchinson Utilities Commission	Utilities - Sept 2020	2,946.14	01 E 010 810 000 000	330
			Totals for 202000398	2,946.14		
10/20/2020	202000399	Alerus Financial NA	Cobra admin fee	30.00	01 E 005 110 000 000	305
			Totals for 202000399	30.00		
10/27/2020	202000400	Waste Management -Of WI-MN	Garbage service - Oct 2020	474.34	01 E 010 810 000 000	331
			Totals for 202000400	474.34		
10/27/2020	202000401	Bill.com	Monthly service charge 09/24/20 - 10/24/20	146.28	01 E 005 110 000 000	305
			Totals for 202000401	146.28		
10/27/2020	202000402	City Of Hutchinson (water)	Water - Sept 2020	579.31	01 E 010 810 000 000	330
			Totals for 202000402	579.31		
10/28/2020	202000403	Labraaten Bus Company LLC	SpEd transportation - Sept 2020	118,480.00	01 E 010 760 000 723	360
			Totals for 202000403	118,480.00		
10/22/2020	202000404	Mass Mutual	Employee 403b deductions	250.50	01 L	215 06
			Totals for 202000404	250.50		
10/30/2020	202000405	Further	Payroll accrual	983.34	01 L	215 16
10/30/2020	202000405	Further	Payroll accrual	1,541.67	01 L	215 16
			Totals for 202000405	2,525.01		
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	0.00	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	0.00	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	9.86	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	1.02	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	2.30	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	0.24	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	9.86	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	1.02	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	2.30	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	0.24	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	250.00	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	30.00	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	6,267.71	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	103.25	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	6,629.57	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	165.30	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	1,550.48	01 L	215 01

CHECK				ACCOUNT		
CHECK DATE	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT	NUMBER	
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	38.66	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	6,629.57	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	165.30	02 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	1,550.48	01 L	215 01
10/30/2020	202000406	Internal Revenue Service	Payroll accrual	38.66	02 L	215 01
				Totals for 202000406	23,445.82	
10/30/2020	202000407	MN Dept Of Revenue - Levy	Payroll accrual	0.00	01 L	215 92
				Totals for 202000407	0.00	
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	0.00	01 L	215 02
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	0.00	02 L	215 02
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	180.00	01 L	215 02
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	20.00	02 L	215 02
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	3,263.90	01 L	215 02
10/30/2020	202000408	MN Department Of Revenue	Payroll accrual	51.27	02 L	215 02
				Totals for 202000408	3,515.17	
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	10.34	01 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	1.07	02 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	11.92	01 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	1.24	02 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	2,440.29	01 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	173.29	02 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	0.00	01 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	2,815.70	01 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	199.95	02 L	215 05
10/30/2020	202000409	Public Employee Retirement Associat	Payroll accrual	0.00	01 L	215 05
				Totals for 202000409	5,653.80	
10/30/2020	202000410	Teachers Retirement Association	Payroll accrual	0.00	01 L	215 04
10/30/2020	202000410	Teachers Retirement Association	Payroll accrual	4,964.81	01 L	215 04
10/30/2020	202000410	Teachers Retirement Association	Payroll accrual	5,381.85	01 L	215 04
10/30/2020	202000410	Teachers Retirement Association	Payroll accrual	0.00	01 L	215 04
				Totals for 202000410	10,346.66	
10/31/2020	202000411	New Hope Foundation	Check #81447 was cashed twice by New Hope Foundation	500.00	01 E 005 110 108 000 899	
				Totals for 202000411	500.00	
				Totals for checks	347,252.44	

Batch	Acct Nbr	Description	Account	Post Date	Amount
			Quick Key		
20-00032	50 R 005 000 000 000 099	DDA Regular Deposit		08/03/2020	300.00
		Totals for 20-00032			300.00
20-00033	50 R 005 000 000 000 093	Record August 2020 Rent		08/31/2020	37,000.00
		Totals for 20-00033			37,000.00
20-00034	50 R 005 000 000 000 099	DDA Regular Deposit		09/03/2020	300.00
		Totals for 20-00034			300.00
20-00035	50 R 005 000 000 000 093	Record September 2020 Ren		09/30/2020	37,000.00
		Totals for 20-00035			37,000.00
20-00036	01 R 010 000 000 740 360	FY21 SpEd		10/15/2020	182,840.45
		Totals for 20-00036			182,840.45
20-00037	01 R 010 000 000 000 050	FY21 School Supplies		10/08/2020	30.00
20-00037	01 R 010 620 000 000 050	FY21 Library		10/08/2020	14.00
20-00037	01 R 010 000 000 000 096	FY21 3M donation - Tara O		10/08/2020	48.52
20-00037	02 R 010 000 000 701 601	FY21 Food Service		10/08/2020	818.00
		Totals for 20-00037			910.52
20-00038	01 R 010 000 000 000 050	FY21 School Supplies		10/22/2020	100.00
20-00038	01 R 010 203 111 000 050	FY21 Field Trips		10/22/2020	127.15
20-00038	02 R 010 000 000 701 601	FY21 Food Service		10/22/2020	882.75
		Totals for 20-00038			1,109.90
20-00039	01 A 121 00	FY20 Gen Ed		10/30/2020	56,338.37
20-00039	01 A 121 00	FY20 Charter School Lease		10/30/2020	2,956.46
20-00039	01 A 121 00	FY20 Literacy Incentive C		10/30/2020	156.99
20-00039	01 R 010 000 000 000 211	FY21 Gen Ed		10/30/2020	89,432.09
20-00039	01 R 010 000 000 740 360	FY21 SpEd		10/30/2020	93,027.29
		Totals for 20-00039			241,911.20
20-00040	02 R 010 000 000 703 300	FY21 St Spe Milk		10/29/2020	109.20
20-00040	02 R 010 000 000 701 300	FY21 St School Lunch		10/29/2020	709.22
20-00040	02 R 010 000 000 705 300	FY21 St Breakfast		10/29/2020	837.30
20-00040	02 R 010 000 000 705 476	FY21 Breakfast		10/29/2020	4,699.64
20-00040	02 R 010 000 000 701 472	FY21 Free-Reduced Lunch		10/29/2020	7,220.64
20-00040	02 R 010 000 000 701 471	FY21 HHFKA		10/29/2020	223.79
20-00040	02 R 010 000 000 701 471	FY21 Reg Lunch		10/29/2020	1,118.95
		Totals for 20-00040			14,918.74
20-00041	01 R 010 000 151 000 099	FY21 CARES Act grant		10/15/2020	17,098.00
		Totals for 20-00041			17,098.00
20-00042	02 R 010 000 000 707 606	FY21 Adult lunch payments		10/27/2020	397.00
20-00042	02 R 010 000 000 701 601	FY21 Lunch payments - Pay		10/27/2020	480.00
		Totals for 20-00042			877.00
20-00043	01 R 010 000 000 000 092	Interest - Oct 2020		10/30/2020	25.65
		Totals for 20-00043			25.65
20-00044	01 R 010 000 151 000 099	FY21 CARES Act grant		10/15/2020	-17,098.00

Batch	Acct Nbr	Description	Account	Post Date	Amount
			Quick Key		
		Totals for 20-00044			-17,098.00
20-00045	01 R 010 000 000 174 405	FY21 CARES Act grant from		10/15/2020	17,098.00
		Totals for 20-00045			17,098.00
		Total for Cash Receipts			534,291.46

Batch	Description	Debit	Credit Acct Nbr	Post Date
20-00010	To reclassify CSP revenue as a receivabl	808.10	0.00 01 R 010 000 003 859 400	09/30/2020
20-00010	To reclassify CSP revenue as a receivabl	0.00	808.10 01 A 122 00	09/30/2020
	0.00 Totals for 20-00010			
20-00011	Elizabeth Bauman reclassification for Oc	550.00	0.00 01 E 010 407 000 740 140	09/30/2020
20-00011	Elizabeth Bauman reclassification for Oc	40.88	0.00 01 E 010 407 000 740 210	09/30/2020
20-00011	Elizabeth Bauman reclassification for Oc	44.71	0.00 01 E 010 407 000 740 218	09/30/2020
20-00011	Elizabeth Bauman reclassification for Oc	4.61	0.00 01 E 010 407 000 740 270	09/30/2020
20-00011	Elizabeth Bauman reclassification for Oc	3.02	0.00 01 E 010 407 000 740 280	09/30/2020
20-00011	To reclassify Elizabeth Bauman October t	0.00	550.00 01 E 010 610 003 859 185	09/30/2020
20-00011	To reclassify Elizabeth Bauman October t	0.00	40.88 01 E 010 610 003 859 210	09/30/2020
20-00011	To reclassify Elizabeth Bauman October t	0.00	44.71 01 E 010 610 003 859 218	09/30/2020
20-00011	To reclassify Elizabeth Bauman October t	0.00	4.61 01 E 010 610 003 859 270	09/30/2020
20-00011	To reclassify Elizabeth Bauman October t	0.00	3.02 01 E 010 610 003 859 280	09/30/2020
	0.00 Totals for 20-00011			
20-00012	Reclass CSP taxes to GenEd	0.00	7.17 01 E 010 258 003 859 430	09/30/2020
20-00012	Reclass CSP taxes to GenEd	7.17	0.00 01 E 005 110 000 000 305	09/30/2020
20-00012	Reclass CSP taxes to GenEd	9.99	0.00 01 E 005 110 000 000 305	09/30/2020
20-00012	Reclass CSP taxes to GenEd	0.00	9.99 01 E 010 258 003 859 430	09/30/2020
	0.00 Totals for 20-00012			
	0.00 Total for Journal Entries			

SWOT Statement: There is an ongoing need for more effective and timely communication between and among staff members, additional training in critical areas, and opportunities for additional student leadership.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: NDMA will become a community that listens to and understands one another and encourages shared leadership among all

Goal #1 SMART Goal – Communication between administration/teachers and teaching partners will be enhanced. Staff satisfaction survey will show increased satisfaction with inter-staff communication.

Persons Responsible: *Instructional Leadership Team (ILT)*

Goal #2 SMART Goal – Administration will create on-boarding training and orientation protocol for new employees. Ninety percent of new employees will complete the required training within two weeks of their start date.

Persons Responsible: *Administration*

SWOT Statement: Perceived lack of time, funds and opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going-outs and coming-ins to improve community perceptions of the school and gain greater support for the school’s vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT: There will be an increase in family and community awareness of and participation in NDMA activities.

- Goal #1** SMART - Goal Part A: Identify and articulate the components of *going-out* and *coming-ins* that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process.
Persons Responsible: *Teachers/Staff/Administration*
- Goal #2** SMART Goal – Identify five new businesses/organizations each year that would support *going-out* and *coming-in* activities.
Persons Responsible: *Teachers from every level (CH, EI, EII and Middle School)*
- Goal #3** SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in *going-out* &/or *coming-in* opportunities.
Persons Responsible: *Administration/Hoerner*
- Goal #4** SMART Goal – Research what would be needed to establish a foundation and then develop a plan for starting a foundation where the interest/dividends received on the principal each year would fund activities to increase/enhance intentional interdependence. The research would be completed by March 2021.
Persons Responsible: *Administration/Board*

SWOT Statement: There is an opportunity to increase the awareness and practice of the core Montessori principles in the school, in our homes and in the greater community.

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT: Students, staff, and families will routinely reference and practice the identified Montessori principles honored at NDMA

- Goal #1** SMART Goal – Part A: Realize increased fidelity to the eight identified Montessori principles honored at NDMA. FY21: set baseline data. Successive years: increase awareness/fidelity by 20%.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #2** SMART Goal – Create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment. Implementation by August 2021.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #3** SMART Goal – Beginning July 1, 2021, provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program.
Persons Responsible: *NDMA Board of Directors*

SWOT Statement: There are opportunities to improve state test scores and financial stability/cash flow.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT: Pay greater attention to details to identify ways to improve the bottom line

Goal #1 SMART Goal – Meet the schoolwide reading and mathematics goals set by the Instructional Leadership Team.

Persons Responsible: *Instructional Leadership Team/Teachers*

Goal #3 SMART Goal – Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.

Persons Responsible: *Finance Committee*



OSPREY WILDS • CHARTER SCHOOL DIVISION

**1730 New Brighton Blvd, Suite 507, PMB 196 • Minneapolis, MN 55414
(612) 331-4181**

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

November 10, 2020

Board of Directors
c/o Tara Oberg, Board Chair,
Dave Conrad, Executive Director
New Discoveries Montessori Academy
1000 5th Ave SE,
Hutchinson, MN 55350

Re: FY21 Environmental Literacy Plan

Dear Board of Directors of New Discoveries Montessori Academy and Dave,

Thank you for submitting the school's SY 2020-21 Environmental Literacy Plan (ELP). The ELP meets OW requirements and is approved. Please use this plan to guide the school's environmental education program throughout the school year.

At the end of this school year, New Discoveries Montessori Academy will be required to report on progress toward its contractual goals using this implementation plan. Please ensure that teachers and school leaders are using this plan to track and report on students' environmental literacy, and board members are tracking progress toward the school's contractual goals.

If during the course of the year you find that changes to the plan are needed, please don't hesitate to contact me at mccutcheon@ospreywilds.org. Please let me know if you have any other questions.

Sincerely,

Nalani McCutcheon
Environmental Education Evaluator
Osprey Wilds

Attached: Approved SY 2020-2021 Environmental Literacy Plan

cc: Kirsten Kinzler, NDMA Environmental Education Coordinators

Indicator Area 2: Knowledge

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

Goal: Students and staff at *New Discoveries Montessori Academy* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Strategy 2.1

- Students and staff will be able to identify the trees, plants, birds and animals that are found on school grounds.

Evaluation method 2.1

- Student Environmental Journal will contain a checklist of the trees and plants found on the property. 80% of E1 students (Grades 1-3) will complete the checklist over the course of the school year.

Strategy 2.2

- E2/E3 students (Grades 4-8) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- E2/E3 students (Grade 4-8) will take a pre- and post-assessment on climate change and will reflect an increase in knowledge on their post-assessment by 10 points.
- 80% of E2/E3 students (Grade 4-8) will be able to articulate one way in which they can positively affect climate change.

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth’s health and the motivation to participate in environmental stewardship.

Goal: Students and faculty at *New Discoveries Montessori Academy* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Strategy 3.1

- Students will be able to model recycling practices in their classrooms and school, describe why it is important to recycle and share their knowledge with their families at home.

Evaluation method 3.1

- E2 students (Grades 4-6) will collect the recyclables in the school each week as part of their classroom jobs. Recyclables are brought to the McLeod County Solid Waste Management site 2x’s/week and will be tracked on a calendar indicating a commitment to school-wide recycling practices.

Evaluation method 3.1

- Student/Staff/Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
 - I think recycling is important. (students/staff/family)
 - I recycle at school. (students/staff)
 - I/We recycle at home. (students/staff/family)
 - Students and staff actively engage in recycling. (staff)
 - My child knows how to recycle paper, plastic, glass and aluminum. (family)

Responses will indicate at least 50% of the respondents will respond “yes” to the above statements. Tracking the survey responses from year to year will indicate an increase from the previous year in awareness in environmental stewardship.

Recycling Survey Data – composite average score of survey questions from Student/Staff/Family Satisfaction Surveys			
2018-2019	2019-2020	2020-2021	2020-2022
59%			

Indicator Area 4: Skills

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

Goal: Students and faculty at *New Discoveries Montessori Academy* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy 4.1

- Students at New Discoveries will care for their outdoor environment by planting trees, cleaning up the grounds and working in the gardens.

Evaluation method 4.1.1

- The 3rd grade students will learn how to plant trees on the property in the spring of each year. This will be documented in their Environmental Journal. When surveyed, 80% of the students will write or verbalize 2/3 of the following
 - how trees are important for environmental health,
 - what causes trees to die
 - and why we need to remove and replace diseased trees.

Evaluation method 4.1.2

- Kindergarten students will learn how to plant, identify, weed, harvest, cook and donate garden vegetables from our gardens. Teachers will take photos of students at each phase of the gardening process and 80% of Kindergarten students will be able to correctly list 2 ways in which the gardening process impacts the environment.

Indicator Area 5: Action

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

Goal: Students and staff at *New Discoveries Montessori Academy* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy 5.1

- Through adult instruction, modeling, and student practice, all NDMA students (Grades K-8) will compost their breakfast and lunch food at the compost center.

Evaluation method 5.1

- Breakfast and lunch garbage waste will be tracked reflecting a reduction from 4-6 full garbage bags of waste to less than one garbage bag per day of waste improving waste management at NDMA and overall environmental health. Compost bags will be tracked on a calendar and delivered daily to a local farm where animals will eat the composted food. Through tracking the number bags, students will become aware of the impact their food waste and garbage affects the environment, discuss ways to reduce both and improve the environment.

214P OUT-OF-STATE TRAVEL BY NDMA BOARD MEMBERS

[Note: School districts are required by statute to have adopted a policy addressing this issue by January 1, 2006.]

I. PURPOSE

The purpose of this policy is to control out-of-state travel by NDMA board members as required by law.

II. GENERAL STATEMENT OF POLICY

NDMA board members have an obligation to become informed on the proper duties and functions of a board member, to become familiar with issues that may affect the school, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as board members. Occasionally, it may be appropriate for board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the NDMA board finds it proper for board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the NDMA board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the NDMA board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the NDMA board's approved budget allocations, including attendance at workshops and conventions.

VI. DIRECTIVES AND GUIDELINES

The board appointed administrator shall adhere to the directives and guidelines laid out in policy 412P.

VII. ANNUAL REVIEW

This policy must be annually reviewed by the NDMA board.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: NDMA Policy 412P (Expense Reimbursement)

Adopted: 08/01/06

New Discoveries Montessori Academy Policy 410P

Revised: 02/16/15

Reviewed: ~~10/21/19~~11/16/20

410P FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to New Discoveries Montessori Academy employees in accordance with the Family and Medical Leave Act and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

A. Twelve-week Leave

1. Regular full-time and part-time employees who have been employed by the school for at least 12 months and have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below. Also covered under this policy is any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job;
 - e. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - f. to attend military events and related activities of a covered military member;

- g. to address issues related to childcare and school activities of a covered military member's child;
 - h. to address financial and legal arrangements for a covered military member;
 - i. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 - j. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 - k. to attend post-deployment activities related to a covered military member; and/or
 - l. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee uses any leave.
 3. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
 4. Eligible spouses employed by the school are limited to an aggregate of twelve weeks of leave during any 12-month period for the birth or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition, or because of the employee's own serious health condition.
 5. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, New Discoveries Montessori Academy may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than

does the employee's regular position, and which has equivalent pay and benefits.

6. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
7. If New Discoveries Montessori Academy has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school's expense. If the opinions of the first and second health care providers differ, the school may require certification from a third health care provider at the school's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
8. Requests for leave shall be made to New Discoveries Montessori Academy. Employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school, subject to and in coordination with the health care provider.
9. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage.
10. New Discoveries Montessori Academy may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. It shall be the responsibility of the board appointed administrator to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the New Discoveries Montessori Academy school board for annual review.

New Discoveries Montessori Academy shall comply with written notice requirements as set forth in federal regulations.

11. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.
12. An employee who does not return to work after leave may, in some situations, be required to reimburse the school for the cost of the health plan premiums paid by it.
13. The provisions of this policy are intended to comply with applicable law, including the Family and Medical Leave Act of 1993 (“FMLA”) and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by that Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
14. In the event that NDMA establishes a collective bargaining agreement between employees in a certified collective bargaining unit and the school that contains Family and Medical Leave requirements, those requirements shall be followed.

B. Six-week Leave

An employee who does not qualify for leave under Paragraph A above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for New Discoveries Montessori Academy for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

C. Twenty-six-week Service Member Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 work weeks of unpaid leave during a 12-month period to care for the service member. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a service member includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a

combined total of 26 work weeks of leave.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered service member and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered service member with a serious injury or illness.
5. New Discoveries Montessori Academy will request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered service member and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

III. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, teaching partners and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. New Discoveries Montessori Academy will continue to fulfill the school's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

IV. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in the school building in an area accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
29 C.F.R. Part 825

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family Medical Leave Act Summary)

Adopted: 03/15/10

New Discoveries Montessori Academy Policy 412P

Revised: 08/21/17

Reviewed: ~~10/21/19~~11/16/20

412P TRAVEL AND OTHER EXPENSE REIMBURSEMENT POLICY

I. PURPOSE

The Board of Directors of New Discoveries Montessori Academy recognizes that board members, officers, and employees of New Discoveries Montessori Academy may be required to travel or incur other expenses from time to time to conduct School business and to further the mission of this non-profit educational organization.

The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by all staff.

II. STATEMENT OF POLICY

- A. It is the policy of New Discoveries Montessori Academy to reimburse only reasonable and necessary expenses actually incurred by Personnel.
- B. When incurring business expenses, New Discoveries Montessori Academy expects Personnel to:
 - 1. Exercise discretion and good business judgment with respect to those expenses.
 - 2. Be cost conscious and spend New Discoveries Montessori Academy money as carefully and judiciously as the individual would spend his or her own funds.
 - 3. Report expenses, supported by required documentation, as they were actually spent.

III. REIMBURSEMENT REQUESTS

Requests will be initiated with the NDMA Request for Check form. This form can be found electronically on the school's shared drive or hard copies can be requested from the school's business office. Receipts must be attached and the form signed by the staff member requesting the reimbursement .

IV. RECEIPTS

Receipts are required for all expenditures billed directly to New Discoveries Montessori Academy. A policy and procedure for reimbursable expenses can be found in the Accounting office.

V. PROCESSING REQUESTS

Reimbursements will normally be processed about the 15th of each month.

VI. GENERAL TRAVEL REQUIREMENTS

- A. Advance Approval from the Board Appointed Administrator: All trips involving air travel or at least one overnight stay must be approved in advance by the individual's supervisor; however, any out-of-state travel must be approved by the Board Appointed Administrator.
- B. Necessity of Travel: In determining the reasonableness and necessity of travel expenses, Personnel and the person authorizing the travel shall consider the ways in which New Discoveries Montessori Academy will benefit from the travel and weigh those benefits against the anticipated costs of the travel. The same considerations shall be taken into account in deciding whether a particular individual's presence on a trip is necessary. In determining whether the benefits to New Discoveries Montessori Academy outweigh the costs, less expensive alternatives, such as participation by telephone or the availability of local programs or training opportunities, shall be considered.
- C. Personal Travel Expenses: Individuals traveling on behalf of New Discoveries Montessori Academy may incorporate personal travel or business with their Organization-related trips; however, Personnel shall not arrange Organization travel at a time that is less advantageous to New Discoveries Montessori Academy or involving greater expense to New Discoveries Montessori Academy in order to accommodate personal travel plans. Any additional expenses incurred as a result of personal travel are the sole responsibility of the individual and will not be reimbursed by New Discoveries Montessori Academy.
- D. Air Travel
 - 1. General: Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. New Discoveries Montessori Academy will reimburse or pay only the cost of coach class fare actually available for direct, non-stop flights from the airport nearest the individual's home or office to the airport nearest the destination.
 - 2. Frequent Flyer Miles and Compensation for Denied Boarding: Personnel traveling on behalf of New Discoveries Montessori Academy may accept and retain frequent flyer miles and compensation for denied boarding for their personal use. Individuals may not deliberately patronize a single

airline to accumulate frequent flyer miles if less expensive comparable tickets are available on another airline.

- E. Lodging: Personnel traveling on behalf of New Discoveries Montessori Academy may be reimbursed at the usual and customary room rate for the reasonable cost of hotel accommodations. Convenience, the cost of staying in the city in which the hotel is located, and proximity to other venues on the individual's itinerary shall be considered in determining reasonableness.
- ~~E.~~
- F. Out-Of-Town Meals: Personnel traveling on behalf of New Discoveries Montessori Academy are reimbursed for the reasonable and actual cost of meals (including tips) subject to a maximum per diem meal and incidental expenses allowance of \$55 per day.
- G. Ground Transportation: Employees are expected to use the most economical ground transportation appropriate under the circumstances.
- H. Personal Cars: Personnel are compensated for use of their personal cars when used for Organization business. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the currently approved IRS rate per mile. In the case of individuals using their personal cars to take a trip that would normally be made by air, e.g., Minneapolis to Milwaukee, mileage will be allowed at the currently approved rate; however, the total mileage reimbursement will not exceed the sum of the lowest available round trip coach airfare.
- I. Parking/Tolls: Parking and toll expenses, including charges for hotel parking, incurred by Personnel traveling on Organization business will be reimbursed. The costs of parking tickets, fines, car washes, etc., are the responsibility of the employee and will not be reimbursed. On-airport parking is permitted for short business trips. For extended trips, Personnel should use off-airport facilities.
- J. Entertainment and Business Meetings: Reasonable expenses incurred for business meetings or other types of business related entertainment will be reimbursed only if the expenditures are approved by their supervisor at the New Discoveries Montessori Academy and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:
 - 1. date and place of entertainment.
 - 2. nature of expense.
 - 3. names, titles and corporate affiliation of those entertained.
 - 4. a complete description of the business purpose for the activity including the specific business matter discussed.

- K. Other Expenses: Reasonable business related telephone, internet, and fax charges due to absence of Personnel from the individual's place of business are reimbursable. In addition, reasonable and necessary gratuities that are not covered under meals may be reimbursed. Finally, emergency secretarial work and/or postal charges incurred are reimbursable for the purpose of work on behalf of New Discoveries Montessori Academy.

- L. Non-Reimbursable Expenditures: New Discoveries Montessori Academy maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed, as such expenses are inappropriate for reimbursement by a nonprofit, educational organization. All other expenses need to be approved by the Board Appointed Administrator.

Adopted: 08/01/06

New Discoveries Montessori Academy Policy 413P

Revised: 01/21/13

Reviewed: ~~10/21/19~~11/16/20

413P HARASSMENT, ASSAULT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, sexual or general harassment, assault and violence. New Discoveries Montessori Academy prohibits any form of religious, racial, sexual, or general harassment, assault and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of New Discoveries Montessori Academy to maintain a learning and working environment that is free from religious, racial, sexual, or general harassment, assault and violence. NDMA prohibits any form of religious, racial, sexual, or general harassment, assault and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes NDMA board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the school.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. New Discoveries Montessori Academy will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, sexual, or general harassment, assault or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT, ASSAULT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. GENERAL HARASSMENT AND VIOLENCE DEFINED

A. General Harassment; Definition

1. General harassment consists of unwelcome advances, requests for favors, physical conduct or other verbal or physical conduct or communication of a threatening nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. General harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for unreasonable gain;
 - c. demands, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

B.. General Violence; Definition

1. General violence is a physical act of aggression or force or the threat thereof.
2. General violence may include, but is not limited to:
 - a. grabbing, hitting, kicking, biting or pinching another person;
 - b. coercing, forcing or attempting to coerce or force the grabbing, hitting, kicking, biting or pinching of anyone;
 - c. threatening to cause bodily harm to another person or persons.

V. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial, sexual or general harassment, assault or violence by a pupil, teacher, administrator or other school personnel of New Discoveries Montessori Academy, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment, assault or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school official designated by this policy. New Discoveries Montessori Academy encourages the reporting party or complainant to use the report form available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment, assault or violence directly to the board appointed administrator.
- B. The New Discoveries Montessori Academy Board hereby designates the board appointed administrator as the school's human rights officer to receive reports or complaints of religious, racial, sexual or general harassment, assault or violence.

If the complaint involves the human rights officer, the complaint shall be filed directly with the NDMA board chair.

- C. New Discoveries Montessori Academy shall conspicuously post the name of the human rights officer, including mailing addresses and telephone numbers.
- D. Submission of a good faith complaint or report of religious, racial or sexual harassment, assault or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- E. Use of formal reporting forms is not mandatory.
- F. New Discoveries Montessori Academy will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

VI. INVESTIGATION

- A. By authority of New Discoveries Montessori Academy, the human rights officer, upon receipt of a report or complaint alleging religious, racial, sexual, or general harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school officials or by a third party designated by the school.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, New Discoveries Montessori Academy should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, New Discoveries Montessori Academy may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial, sexual, or general harassment, assault or violence.

- E. The investigation will be completed as soon as practicable. The school human rights officer shall make a written report upon completion of the investigation. If the complaint involves the board appointed administrator, the report may be filed directly with the NDMA board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VII. SCHOOL DISTRICT ACTION

- A. Upon receipt of a report, New Discoveries Montessori Academy will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School action taken for violation of this policy will be consistent with requirements of applicable (if any) collective bargaining agreements, Minnesota and federal law and school policies.
- B. The result of the school's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school in accordance with state and federal law regarding data or records privacy.

VIII. REPRISAL

New Discoveries Montessori Academy will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or general harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

IX. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

X. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit New Discoveries Montessori Academy from taking immediate action to protect victims of alleged harassment, assault, violence or abuse.

XI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted in the school building in an area accessible to pupils and staff members.
- B. This policy shall be given to each school employee and independent contractor at the time of entering into the person's employment contract
- C. This policy shall appear in the student handbook.
- D. New Discoveries Montessori Academy will develop a method of discussing this policy with students and employees.
- E. New Discoveries Montessori Academy may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: NDMA Policy 102P (Equal Educational Opportunity)
NDMA Policy 430P (Employment)
NDMA Policy 406P (Public and Private Personnel Data)
NDMA Policy 414P (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
NDMA Policy 506 (Student Discipline)

SCHOOL DISTRICT NO. 4161-07
RELIGIOUS, RACIAL, SEXUAL or GENERAL HARASSMENT, ASSAULT AND
VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial, or Sexual Harassment

School District No. 4161-07, New Discoveries Montessori Academy, maintains a firm policy prohibiting all forms of discrimination. Religious, racial, sexual or general harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, sexual or general harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Circle as appropriate **sexual \ racial \ religious \ general**

Name of person you believe harassed or was violent toward you or another person. _____

If the alleged harassment or violence was toward another person, identify that person. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature _____ Date _____

Received by _____ Date _____

414P MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of New Discoveries Montessori Academy is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C [Child Protection], includes an individual under age 21 who is in foster care.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually

abused, or has been neglected or physically or sexually abused within the preceding three years.

E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the

normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child

by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "School personnel" means professional employee or professional's delegate of New Discoveries Montessori Academy who provides health, educational, social, psychological, law enforcement, or child care services.
- I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.
- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one

from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- D. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- E. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- F. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- G. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the

reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, New Discoveries Montessori Academy shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, New Discoveries Montessori Academy shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. New Discoveries Montessori Academy shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. New Discoveries Montessori Academy will develop a method of discussing this policy with school personnel.

- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: NDMA Policy 415P (Mandated Reporting of Maltreatment of Vulnerable Adults)

415P MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of New Discoveries Montessori Academy is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult’s will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.
- E. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.

- F. “Vulnerable Adult” means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual’s ability to adequately provide the person’s own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual’s self from maltreatment.
- G. “Caregiver” means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. “School Personnel” means professional employees or their delegates of New Discoveries Montessori Academy engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the designated county entity.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined

under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.

- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. New Discoveries Montessori Academy will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. § 609.341 (Definitions)

Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. § 626.5572 (Definitions)

In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:

NDMA Policy 430P (Employment)

NDMA Policy 406P (Public and Private Personnel Data)

NDMA Policy 414P (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Adopted: 08/01/06

New Discoveries Montessori Academy Policy 506P

Revised: 2/25/19

Reviewed: ~~10/21/19~~11/16/20

506P STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the New Discoveries Montessori Academy's expectations for student conduct. Such compliance will enhance the school's ability to maintain discipline and ensure that there is no interference with the educational process. NDMA will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The New Discoveries Montessori Academy board of directors recognizes that individual responsibility and mutual respect are essential components of the educational process. The board of directors further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in a manner conducive to learning. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of New Discoveries Montessori Academy that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the New Discoveries Montessori Academy board of directors, with the participation of school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school.

III. AREAS OF RESPONSIBILITY

- A. The Board of Directors. The board of directors holds all school personnel responsible for the maintenance of order within the school and supports all personnel acting within the framework of this discipline policy.
- B. Board Appointed Administrator. The board appointed administrator shall hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. Any guidelines or directives established to implement this policy shall be submitted to the board of directors for approval and shall be attached as an addendum to this policy.

The board appointed administrator is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final board of directors approval. The board appointed administrator shall consult with parents of students conducting themselves in a manner contrary to the policy. The board appointed administrator shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A board appointed administrator, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

- C. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Other School Personnel. All school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the board appointed administrator. A school employee, school bus driver, or other agent of a school, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

- E. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to collaborate regarding the behavior of their children.
- F. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- G. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;

- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of New Discoveries Montessori Academy or the safety or welfare of the student, other students, school guests, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of school Hazing Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of school Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco or tobacco paraphernalia;

9. Using, possessing, distributing, or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school Weapons Policy;
14. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
15. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
16. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
17. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
18. Violation of any local, state or federal law as appropriate;
19. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
20. Violation of school Internet Acceptable Use and Safety Policy;
21. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
22. Violation of school bus or transportation rules or the school bus safety policy;
23. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

24. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
25. Violation of school Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
26. Possession or distribution of slanderous, libelous or pornographic materials;
27. Violation of school Bullying Prohibition Policy;
28. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
29. Criminal activity;
30. Falsification of any records, documents, notes or signatures;
31. Tampering with, changing, or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means;
32. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
33. Impertinent or disrespectful language toward teachers or other school personnel;
34. Sexual and/or racial abuse and/or harassment;
35. Violation of school Harassment and Violence Policy;
36. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school personnel, or other persons;
37. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
38. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

39. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
40. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
41. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
42. Violation of school rules, regulations, policies, or procedures;
43. Other acts, as determined by the school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

It is the general policy of New Discoveries Montessori Academy to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of NDMA. At a minimum, violation of school rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. New Discoveries Montessori Academy shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, board appointed administrator, counselor or other school personnel, and verbal warning;
- B. Confiscation by school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school policy, rule regulation, procedure, or state or federal law. If confiscated by the school, the confiscated item, article, object, or thing may only be released following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent/guardian contact;
- D. Parent/guardian conference;
- E. Removal from class;

- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, board appointed administrator, or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

B. If a student is removed from class more than ten (10) times in a school year, New Discoveries Montessori Academy shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student From a Class.

1. Authority to remove a student from class under the provisions and limitations of this section shall rest with the classroom teacher. The teacher may remove students from their class for violations of any conditions listed in (A. 1-4) above.
2. Removal to a designated area for a student to cool down or refocus shall be used if removal is simply to provide the student with some time to avoid problems or to provide a clear warning of serious consequences.
3. If the removal is for an extended period of time during the day (up to five (5) hours), the following procedures must be observed:
 - a. Students must be sent to the administrator's office. An adult will escort the student. Administration will provide or appoint a designee to provide custodial care of the student.
 - b. The teacher shall provide administration or designee the following information:
 - 1) Specific grounds for removal

- 2) Length of the period of removal
- 3) Any request for administrative support
- c. The teacher shall provide the student with the following information:
 - 1) Specific grounds for removal
 - 2) Length of the period of removal
 - 3) Conditions of re-entry (e.g., must meet separately with teacher, must work out a contract, must appear for a conference with parent(s), etc.)
 - 4) Whenever possible, class assignments for the days following the first day of removal.
- d. Parents will be contacted to engage their support in correcting the misconduct. The teacher shall provide the parent(s) or guardian with the following information:
 - 1) Specific grounds for removal
 - 2) Length of the period of removal
 - 3) Conditions of re-entry including the scheduling of a conference with parent

This information will be communicated by telephone by the teacher. The teacher may also use a written notice when it is not possible to reach the parent by telephone or as a follow-up to the telephone contact.

D. Disabled Students; Special Provisions.

1. Removal from class of students with disabilities must comply with conditions specified in state and federal laws and rules. The student's special education case manager will be notified of the incident leading to removal from class.

E. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. The steps outlined in school Chemical Use and Abuse Policy will be taken when the student is removed from class due to evidence of being under the influence of drugs.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

New Discoveries Montessori Academy shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

New Discoveries Montessori Academy shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable board of directors' regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the New Discoveries Montessori Academy Board of Directors, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the board appointed administrator shall provide the board chair with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, except as may be provided in federal law for a student with a disability.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, New Discoveries Montessori Academy shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend

the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where New Discoveries Montessori Academy is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. In the case of a student with a disability, the student's individual education plan team shall meet immediately but not more than ten (10) school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team shall, at the meeting, conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action, and determine the appropriateness of the child's education plan.

The requirements of the individual education plan team meeting apply when: (1) the parent requests a meeting; (2) the student is removed from the student's current placement for five (5) or more consecutive days; or (3) the student's total days of removal from the student's placement during the school year exceed ten (10) cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal

administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the board appointed administrator or the board appointed administrator's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the New Discoveries Montessori Academy board of directors' decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. “Expulsion” means a board of directors’ action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the New Discoveries Montessori Academy board of directors.
2. “Exclusion” means an action taken by the board of directors to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the New Discoveries Montessori Academy board of directors.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of New Discoveries Montessori Academy’s intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student’s own choosing, including legal counsel at the hearing; (2) examine the student’s records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. New Discoveries Montessori Academy shall advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by New Discoveries Montessori Academy, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.

8. New Discoveries Montessori Academy shall record the hearing proceedings at school expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. New Discoveries Montessori Academy shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The New Discoveries Montessori Academy board of directors may appoint an attorney to represent the school in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by New Discoveries Montessori Academy. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the New Discoveries Montessori Academy.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the New Discoveries Montessori Academy board of directors and served upon the parties within two (2) days after the close of the hearing.

17. The New Discoveries Montessori Academy board of directors shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The board of directors may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the board of directors must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the New Discoveries Montessori Academy board of directors may appeal the decision to the Commissioner within twenty-one (21) calendar days of board of directors action pursuant to Minn. Stat. § 121A.49. The decision of the board of directors shall be implemented during the appeal to the Commissioner.
19. New Discoveries Montessori Academy shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. New Discoveries Montessori Academy must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of

not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, board appointed administrator or other school official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

It is the policy of New Discoveries Montessori Academy that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Where a student is dismissed for five (5) or more consecutive days, or has accumulated more than ten (10) days of dismissal over the course of the school year, New Discoveries Montessori Academy will convene a meeting to determine whether the student's educational program is appropriate and to review all relevant information in order to determine whether the behavior subject to discipline is a manifestation of the student's disability. Such a meeting must be held within ten (10) school days of the school's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior. If the student was placed in a 45-day interim alternative educational setting pending the manifestation determination, the student will be returned to the placement from which the student was removed unless the student and New Discoveries Montessori

Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. DISTRIBUTION OF POLICY

New Discoveries Montessori Academy will notify students and parents of the existence and contents of this policy in the NDMA student/parent handbook. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in the school's office.

XVI. REVIEW OF POLICY

The board appointed administrator and designees shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the board appointed administrator for consideration by the board of directors, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.27 (School and Community Advisory Team)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: NDMA Policy 413P (Harassment and Violence)

NDMA Policy 501 (School Weapons)
NDMA Policy 503 (Attendance)
NDMA Policy 526 (Hazing Prohibition)

514P STUDENT BULLYING PROHIBITION

I. PURPOSE

New Discoveries Montessori Academy strives to provide safe, secure and respectful learning environments for all students in the school building, on school grounds, school buses and at school-sponsored activities. Bullying, like other disruptive or violent behavior, is conduct that interferes with a student's ability to learn and a teacher's ability to educate.

This policy protects students against bullying and harassment on the basis of actual or perceived race, ethnicity, color, creed, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic defined in current Minnesota Statutes Chapter 363A. This policy also protects any student who voluntarily participates in any district function or activity, whether the student is enrolled in the district or not.

II. DEFINITIONS

- A. Prohibited conduct ("bullying") means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students creating an actual or perceived imbalance of power between the student engaging in bullying and the target of bullying that has or can be reasonably predicted by repeated forms or pattern to have one or more of the following effects:
1. Placing the student in reasonable fear of harm to the student's person or property.
 2. Causing a substantially detrimental effect on the student's physical or mental health.
 3. Substantially interfering with the student's educational opportunities and performance.
 4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

- B. Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.
- C. "Cyberbullying" means using electronic information and communication technologies to bully. This may include, but is not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet, website or forum, transmitted through a computer, cell phone, or other electronic device.
- D. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Remedial response also means a measure to stop and correct retaliation for asserting, alleging, reporting or providing information about prohibited conduct (retaliation) or knowingly making a false report about prohibited conduct (false report), prevent retaliation or false reports from recurring and protect, support and intervene on behalf of the student who is the target of the prohibited conduct.
- E. "Immediately" means as soon as possible but in no event longer than 24 hours.
- F. "District employee" includes board members, administrators, educators, teaching partners, school counselors, social workers, psychologists, other school mental health professionals, nurses and other school-based/linked medical providers/health professionals, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, paraprofessionals, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the New Discoveries Montessori Academy and its students.

III. PROHIBITIONS

Bullying of a student or group of students is prohibited:

- A. During any school-sponsored or school-sanctioned programs, activities, events or trips.
- B. In the school building, school property, on school buses or other school-provided transportation, and at designated locations for students to wait for buses and other school-provided transportation.
- C. Through the transmission of information from a school district computer or computer network, or other electronic school equipment.

- D. When communicated through any electronic technology or personal electronic device while on school property, on school buses or other school-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities.
- E. Off campus communication and use of electronic technology which seriously disrupts any student's education.

Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. False accusations or reports of bullying against another student are also prohibited.

IV. RESPONSE

- A. Board appointed administrator or designee (hereinafter administrator/designee) is the person responsible for receiving reports of bullying at the building level. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters implicating both the district or school and department. If the complaint involves the administrator/designee, the complaint shall be made or filed directly with the board chair.
- B. When investigating a complaint, administrator/designee may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved.
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior.
 - 3. Past incidences or past or continuing patterns of behavior.
 - 4. The relationship between the parties involved.
 - 5. The context in which the alleged incidents occurred.
- C. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the administrator/designee grants in writing an additional five-day extension due to extenuating circumstances. *See Attachment A for a template investigation process.*
- D. **Consequences** - Many student conflicts can be resolved immediately and do not require reporting or creation of an incident report. Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Handbook and/or in *Attachment B*.
- E. **Appeal** - Any party who is not satisfied with the outcome of the investigation may appeal to the district's human rights officer within 10 school days of notification of the administrator/designee's decision. The human rights officer will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the findings of the report. The human rights officer shall notify the party

requesting the appeal and the principal that its decision is final and shall document that notification in the incident report.

- F. **District Employees** - When it is determined that a district employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The board appointed administrator shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their district contracts.
- G. **Reprisal** - The school district will take appropriate action against any student or district employee who retaliates against any person who reports alleged bullying or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment.

V. NOTICE AND DISSEMINATION OF REQUIREMENTS

The school district will give annual notice of this policy to students, parents or guardians, and district employees, and this policy shall appear in the student handbook and posted in an electronic format in the languages appearing on its district/school website. This policy should also be:

- A. Posted in the district and school building administrative offices and throughout each school building in areas accessible to students and district employees.
- B. Included in each school's student handbook on school policies.
- C. Be given to each school district employee and independent contractor at the time of entering into the person's employment contract.

VI. PROFESSIONAL DEVELOPMENT AND EDUCATION

- A. **Staff** - Professional development will be offered annually to build the skills of all district employees to implement this policy. The content of such professional development shall include, but not be limited to:
 - 1. Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them in a manner that does not stigmatize the victim.
 - 2. Information about the complex interaction and power differential that can take place between and among an actor, target and witness to the bullying.
 - 3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying.

4. Recognizing, responding to and reporting bullying.
5. Information about the incidence and nature of cyberbullying.
6. Information about Internet safety issues as they relate to cyberbullying.
7. A review of the district's reporting requirements related to bullying and cyberbullying.

7.

- B. ***Student Education*** - Each school shall incorporate into the school curriculum developmentally appropriate programmatic instruction to help students identify, prevent and reduce bullying and create a safe learning environment. The administrator/designee shall determine the scope and duration of the units of instruction and topics covered but should include evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct to engage all students in creating a safe and supportive school environment. ***See Attachment C for more information on student instruction.***

Attachment A – Template for investigation process

SCHOOL DISTRICT ACTION

The administrator/designee shall perform the investigation.

1. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the administrator/designee grants in writing an additional five-day extension due to extenuating circumstances. The administrator/designee shall document the extension in the investigation report and shall notify the parties involved. The administrator/designee will make every effort to protect the confidentiality of those who report bullying incidents and is responsible for keeping and protecting access to any written records of the investigation.
2. Prior to the investigation of an incident, the administrator/designee will take immediate steps, at its discretion, to protect the alleged actor(s), target(s), bystander(s) or reporter pending completion of an investigation. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the complainant from additional incidents of bullying or retaliation.
3. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incident occurred.
 - a. Identifying the alleged actor(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with the alleged actor and target. The alleged actor and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. The investigation may also consist of any other methods and documents deemed pertinent by the administrator/designee.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education, including but not limited to, a negative impact on academic performance, educational opportunities and participation in school activities was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan to prevent the recurrence of an incidence that will restore a sense of safety for the target and other students who have been impacted.
 - e. If the administrator/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the administrator/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.
 - f. When appropriate, preparing a report identifying his/her recommendation for individual consequences.
 - g. Comprehensively documenting the details of the investigation.
 - h. When the investigation is complete, the administrator/designee shall ensure the investigation report is attached to the incident report.

Attachment B – Additional information on disciplinary actions

Remedial actions may include:

For the student harmed: protect, support and intervene on behalf of the student who is the target of the prohibited conduct.

Support may include: referral to student support staff for one-to-one support or social skills training; daily check-in and check-out with a trusted adult in the school; choice to participate in a restorative process, facilitated by a trained facilitator.

For the student who violated the prohibited conduct policy: schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, age-appropriate and should match the severity of the student's behavior and their developmental age. The consequences must be a natural and logical match to the prohibited behavior; consequences must be paired with meaningful instruction and guidance; and must be carefully planned with well-defined outcomes.

Consequences may include: A referral to appropriate staff for teaching and re-enforcing appropriate school behavior: mini-courses or skill modules to guide restitution; a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm; a meeting between the administrator and the family of the student who did the harm; a coordinated behavior plan that may include behavior contracts with a plan to prevent the prohibited conduct from recurring; individual counseling and one-to-one support to change behavior.

Consequences may also include warning, suspension, exclusion, expulsion or transfer. The school should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm and the person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the school may conduct classroom or school-wide training.

When an investigation determines that bullying occurred, the administrator/designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The administrator/designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The actor is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the actor.
- School staff observe an increase in positive behavior and social-emotional competency in the actor and/or the target.
- School staff observe a more positive climate in the physical location where bullying incidents were high.

REMEDIAL RESPONSE AND REFERRALS

The administrator/designee shall design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The administrator/designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The administrator/designee shall ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Attachment C – Student Instruction

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

- Social emotional learning.
- Appropriate behavior online/on social media and cyberbullying awareness and response.
- Valuing diversity in school and society.
- Advocacy skills for themselves and others.
- Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the board appointed administrator or designee to ensure compliance with this curricular requirement.

SCHOOL DISTRICT NO. 4161-07
Bullying REPORT FORM

General Statement of Policy Prohibiting Bullying

School District No. 4161-07, New Discoveries Montessori Academy strives to provide safe, secure and respectful learning environment for all students in the school building, on school grounds, school vehicles and at school-sponsored activities. Bullying, like other disruptive or violent behavior, is conduct that interferes with a student's ability to learn and a teacher's ability to educate.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Circle as appropriate **sexual \ gender \ racial \ religious \ general**

Name of person you believe bullied you or another person. _____

If the alleged bullying was toward another person, identify that person. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements; what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has discriminated against me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature _____

Date _____

Received by _____

Date _____

Adopted: 08/01/06

New Discoveries Montessori Academy Policy 522P

Revised: 02/27/12

Reviewed: ~~10/21/19~~11/16/20

522P STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. New Discoveries Montessori Academy provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The board of directors hereby designates the board appointed administrator as its Title IX coordinator. This employee coordinates the school's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school official designated by this policy or may file a grievance. New Discoveries Montessori Academy encourages the reporting party or complainant to use the report form available from the school office, but oral

reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to the school board appointed administrator.

- B. In The School Building. The board appointed administrator is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the board appointed administrator immediately.
- C. Upon receipt of a report or grievance, the board appointed administrator may request, but may not insist upon a written complaint.
- D. The NDMA board hereby designates the board appointed administrator as the New Discoveries Montessori Academy human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the New Discoveries Montessori Academy board chair.
- E. New Discoveries Montessori Academy shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. New Discoveries Montessori Academy will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the NDMA board, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school officials or by a third party designated by the school.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the

complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- C. In determining whether alleged conduct constitutes a violation of this policy, New Discoveries Montessori Academy should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, New Discoveries Montessori Academy may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school human rights officer shall make a written report to the NDMA board chair upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL ACTION

- A. Upon conclusion of the investigation and receipt of a report, New Discoveries Montessori Academy will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school policies.
- B. The result of the school's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

New Discoveries Montessori Academy will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school shall review this policy and the school's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: NDMA Policy 102P (Equal Educational Opportunity)
NDMA Policy 413P (Harassment and Violence)
NDMA Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: 08/01/06

New Discoveries Montessori Academy Policy 524P

Revised: 12/16/13

Reviewed: ~~10/21/19~~11/16/20

524P TECHNOLOGY RESOURCES USE POLICY

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to New Discoveries Montessori Academy's technology resources.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding user access to NDMA's technology resources, NDMA considers its own stated educational mission, goals, and objectives. The school district expects that users will blend thoughtful use of technology resources throughout the curriculum and will provide guidance and instruction to users in their utilization of technology.

III. EDUCATIONAL PURPOSE

NDMA is providing users with access to NDMA's technology resources, which includes Internet access. NDMA's technology resources have an educational purpose, which includes use of the system for classroom activities, educational research, assessment, and professional or career development activities. Users are expected to use Internet access through NDMA's technology resources to further educational and personal goals consistent with the mission of NDMA and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on NDMA network.

IV. USE OF TECHNOLOGY RESOURCES IS A PRIVILEGE

The use of NDMA's technology resources and access to use of the Internet is a privilege, not a right. It is expected that anyone who has access to NDMA's network will exercise appropriate use of those resources. Heretofore, "Users," refers to everyone using NDMA's technology resources and/or internet access, including – but not limited to – students, staff, contract employees and guests.

V. UNACCEPTABLE USES

A. The following uses of the NDMA's technology resources or accounts are considered unacceptable:

1. Users will not use the school district technology resources to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- a. obscene or explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use NDMA's technology resources to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use NDMA's technology resources to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use NDMA's technology resources to vandalize, damage, or disable the property of another person or organization, make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and or use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use NDMA's technology resources to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use NDMA's technology resources to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by NDMA as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515P; or
 - (2) such information is not classified by NDMA as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515P.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from an administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks.
- 7. Users will not attempt to gain unauthorized access to the school district system or any other system through NDMA's technology resources, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use NDMA's technology resources to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on

the Internet.

9. Users will not use NDMA's technology resources for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of NDMA. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
- B. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate NDMA policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws. Corrective/disciplinary actions will be administered by board appointed administrator, or administrative designee and recommended for board of directors' ratification.
 - C. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other NDMA policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If NDMA receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate NDMA policies, including suspension, expulsion, exclusion, or termination of employment.
 - D. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a New Discoveries employee, the immediate disclosure shall be to the employee's immediate supervisor and/or an administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, an administrator.

VI. FILTER

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene or harmful to minors under state or federal law.

VII. CONSISTENCY WITH OTHER NDMA POLICIES

Use of the school district technology resources and use of the Internet shall be consistent with school district policies and the mission of NDMA.

VIII. EXPECTATION OF LIMITED PRIVACY

- A. By authorizing use of NDMA's technology resources, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. NDMA employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. NDMA will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. TECHNOLOGY RESOURCES USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Technology Resources Use Policy must be read and the provisions agreed to by each user and/or parent/guardian of each user. An acknowledged user consent agreement will be kept in the school office.

X. LIMITATION OF SCHOOL DISTRICT LIABILITY

Use of NDMA's technology resources is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district tapes, hard drives, servers, or other storage devices for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. NDMA is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to technology use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on NDMA tapes, hard drives, servers, or other storage devices.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school

sponsored/managed Internet accounts.

4. Notification that, even though NDMA may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this Technology Resources Use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
7. Notification that, should the user violate the school district's Technology Resources Use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the Technology Resources Use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF TECHNOLOGY RESOURCES USE POLICY

- A. Outside of school, parents bear responsibility for the same guidance of School related Internet use as they exercise with information sources such as television, telephones, radio, movies, and other potentially offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the Technology Resources Use Policy form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Technology Resources Use Policy must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's Technology Resources Use is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. NDMA administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the board of directors for approval. Upon approval by the board of directors, such guidelines, forms, and procedures shall be an addenda to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. NDMA Technology Resources Use Policy and Form are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of technology, the board of directors shall conduct an annual review of this policy.

Legal References: 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
 17 U.S.C. § 101 *et seq.* (Copyrights)
 20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
 47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
 Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
 Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
Layshock v. Hermitage Sch. Dist., 412 F.Supp.2d 502 (W.D. Pa. 2006)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

New Discoveries Montessori Academy Technology Resources Use Policy

~~20192020~~ - ~~20202021~~

In order to use NDMA Technology Resources, users must understand and agree to the conditions in this policy. Users must sign this form to acknowledge that they accept these terms before they will be allowed to use *New Discoveries Montessori Academy* technology. The use of New Discoveries Montessori Academy technology is a privilege, not a right. Any misuse or abuse of the conditions listed below will result in the loss of privileges.

- ✚ Computers and technology resources are for academic purposes and school-related business only. Any other activity is not allowed, including games, playing music, internet messaging, personal email, etc.
- ✚ Users are only allowed to print materials related to their work for NDMA.
- ✚ Users are not allowed to download files or programs from the Internet that are not related to their work with/for NDMA.
- ✚ Users must take proper care of NDMA technology while they are using NDMA equipment. Any form of vandalism is not allowed. This includes any malicious attempt to physically deface, disable, destroy, or hack into computers or the network, or to harm or destroy data of another user.

Users who do not comply with the above conditions will have privileges revoked. In cases of vandalism, Users will be responsible for any reasonable cost necessary for repair or replacement of the item, as well as potential legal consequences.

Acceptance of NDMA Technology Resources Use Policy.

I have read the NDMA Technology Resources Use Policy.

I understand the conditions listed in the policy, as well as the consequences for not following the policy.

I agree to use the school technology in a responsible, respectful manner.

User Name (Please Print): _____

User Signature: _____ Date: _____

*****for office use only*****

Purpose/Reason for using technology _____

616P SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the ~~No Child Left Behind~~ Every Child Succeeds Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and Every Child Succeeds Act ~~Act~~ will require a new level of accountability for New Discoveries Montessori Academy. New Discoveries Montessori Academy will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. New Discoveries Montessori Academy also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. New Discoveries Montessori Academy will be accountable to the public and the state through annual reporting.

III. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The NDMA Board of Directors has established school-wide goals which provide broad direction for New Discoveries Montessori Academy. Incorporated in these goals are the education standards contained in the Minnesota Academic Standards and the Every Child Succeeds Act. The broad goals shall be reviewed annually and approved by the NDMA Board of Directors. The Board shall adopt annual goals based on the recommendations of the NDMA Leadership Team.
2. The improvement goals should address recommendations identified through the Leadership Team process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of New Discoveries Montessori Academy progress toward implementation of the Minnesota Academic Standards.

1. Administration and instructional staff review and evaluate the strengths and weaknesses of instruction and curriculum weekly through the work we do at our 90 minute Professional Learning Communities (PLC). In addition, instructional leaders - lead and mentor teachers, Title teacher, Reading Corps coach, and administration - meet monthly as an Instructional Leadership Team (ILT) to consistently and carefully review instruction, evidence of student work, assessment data, objective observational data, instructional walk-through data, and evaluation data.

2. The Year Long Learning Progression (YLLP) is NDMA's curriculum scope and sequence document that is aligned to state academic standards and is used to provide guidance in the lesson planning process.

~~Insert a description of the NDMA process/cycle as it is developed.~~

- Legal References:**
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 - Minn. Stat. § 120B.11 (School District Process)
 - Minn. Stat. § 120B.35 (Student Achievement Levels)
 - Minn. Stat. § 123B.04 (Site Decision Making Agreement)
 - Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)
 - Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
 - Minn. Rules Part 3501.0160 (District Reporting Requirements)
 - Minn. Rules Parts 3501.0505-3501.0550 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
 - 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)