

*Nerstrand Elementary School
Independent Charter School
District #4055*

*2024-2025 Annual Report & World's Best
Workforce Plan
on Curriculum, Instruction and Student Achievement*

Our Mission: Nerstrand Elementary School will empower students to be self-directed, lifelong learners by providing a nurturing, multiage environment that fosters cooperation and character development.



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INTRODUCTION

This annual report is presented to Novations Educational Opportunities (NEO) in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Nerstrand Elementary School, the Minnesota Department of Education, and the general public.

The primary purpose of mission-driven charter schools is to improve the learning and achievement, and success of all students. The additional purposes of charter schools are to:

- (1) increase quality learning opportunities for all students;

Nerstrand Elementary School is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education, arts programming, and character development.

- (2) encourage the use of different and innovative teaching methods;

Our school has multi-age classrooms for grades 2-3 and 4-5, which offers numerous benefits including academics and social-emotional. For reading, starting this year, kindergarten and first grade join second grade in using the phonics program UFLI Foundations. This is rooted in the Science of Reading and the teachers found the program to be very engaging. The second grade data was promising for showing growth as measured by FASTbridge, so we are looking forward to monitoring K-1 data over time.

- (3) measure learning outcomes and create different and innovative forms of measuring outcomes;

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported in a variety of ways to parents. Nerstrand Elementary School uses the Benchmark System to level readers, the FASTBridge aReading and aMath standardized tests, and the Minnesota Comprehensive Assessments (MCAs).

- (4) establish new forms of accountability for schools; or

A unique aspect of Nerstrand Elementary School is their board structure. The board is composed of a majority of teachers (four members), along with two parents and one community member. This structure allows staff to have a voice at all levels of the school structure, while also being accountable at all levels too. This has been in place for a number of years, with teachers rotating on and off every three years and the school has found success with this model.

- (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Teachers participate in robust performance evaluations. They observe a peer twice a year and provide feedback. In addition, on a rotation, they produce a growth portfolio that showcases

their learning and achievements. The teachers have helped create these systems and are instrumental in the outcomes teachers are able to showcase when their time comes to produce theirs.

SPONSOR/AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO. We are proud to be the first Minnesota public school to have officially “converted” from regular district school status to charter school status. We have been a charter school since the spring of 1999 and are thankful for the support provided by the Administration and School Board of the Faribault School District during our first thirteen years and now by NEO. We recognize the strong support we have received from the community of Nerstrand and the parents of Nerstrand Elementary School. The sense of celebration that we experienced at the time of our chartering remains with us today as our community demonstrates its commitment to the vitality of the school in countless ways. We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

Novation Education Opportunities (NEO)
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Eagan, MN 55123
Wendy Swanson Choi, Executive Director
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I. SCHOOL ENROLLMENT

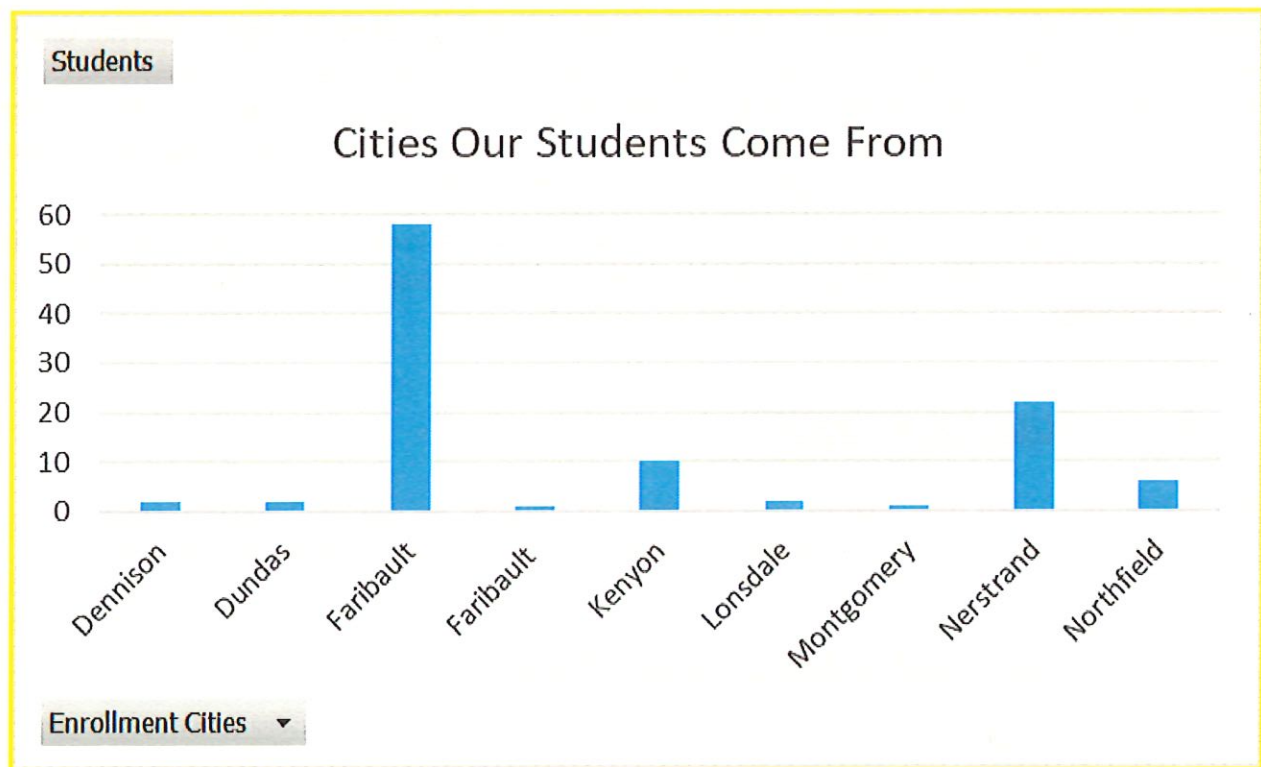
In 2024 - 2025, there were 105 students enrolled at Nerstrand Elementary School who were distributed into grade level classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten-Grade 1	39
Savannah	Grades 2 – 3	41
Woodlands	Grades 4 – 5	25

Grade Level Enrollment

Grade Level	Number of students	Number of boys	Number of girls
Kindergarten	23	12	11
First Grade	16	5	11
Second Grade	19	6	13
Third Grade	22	15	7
Fourth Grade	11	7	4
Fifth Grade	14	10	4
Total	105	55	50

Enrollment by City:



As the above chart indicates, the vast majority of our students reside in the Faribault School District. 77% of our students come to us from within our school boundary area (Faribault or Nerstrand).

The following chart provides demographic trends at Nerstrand Elementary School.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<i>Total Enrollment</i>	126	105	99	100	105
<i>Male</i>	68	62	51	51	55
<i>Female</i>	58	43	48	49	50
<i>Special Education</i>	21	25	19	31	27
<i>African American</i>	3	4	5	8	7
<i>Hispanic</i>	2	0	0	0	3
<i>Asian/Pacific Islander</i>	2	1	0	0	1
<i>White</i>	119	100	94	90	99
<i>American Indian</i>	0	0	0	2	2
<i>F/R Lunch</i>	22	0	27	29	24
<i>LEP</i>	0	0	0	0	0

Nerstrand Elementary School's enrollment procedures begin annually in January. Returning families are asked via a survey to indicate if they intend to return for the following academic school year. This survey is a placeholder only and used to help guide class sizes. Open Enrollment for the general population is simultaneously going on through the first Friday in March. If we exceed our class size cap, we perform a lottery in March following our Admissions Policy #509. This was not necessary for the 24-25 school year.

Our website showcased the open enrollment period to preview all our school's offerings for families, complete with a link to Facebook. This was instrumental in bringing in families, as was word of mouth.

I. STUDENT ATTRITION

Enrollment grew year over year by five students. In addition, we saw only two students leave us throughout the year. We continue to market and build back towards a full building of 150.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Executive Director, the Administrative Assistant and the Business Manager. This team remained unchanged from the prior year.

Nerstrand Elementary School's Board of Directors was established in May of 1999, when we opened our doors as the first conversion charter school in Minnesota. The Board of Directors'

primary responsibility is to provide supervision of the school's Executive Director and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The Nerstrand Elementary School Board of Directors consists of the following voting members:

1. Four teacher representatives
2. Two parent representatives
3. One community representative
4. Two Ex-Officio members: executive director & business manager

There are seven voting members in total.

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in May.

1. Every year, one (1) of the two parents' or the community member's term expires.
2. Every third year, two (2) teachers' terms expire; in each of the two years prior to the third year, one (1) teacher's term expires.
3. A representative may serve two consecutive terms, after which there must be a one-year hiatus before serving on the Board of Directors again.

The Board of Directors meets the second Monday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and the community.

2024-2025 Board of Directors

Chair: Carissa Erickson, parent
carissa@nerstrand.charter.k12.mn.us

Clerk: Tara Vondrasek
tara@nerstrand.charter.k12.mn.us

Treasurer: Carmen Bonde, teacher
Carmen@nerstrand.charter.k12.mn.us

Teacher Rep: Paula Shroyer
Paula@nerstrand.charter.k12.mn.us

Sarah Johnson
Sarah@nerstrand.charter.k12.mn.us

Community Member: Terri Neumann
terri@nerstrand.charter.k12.mn.us

Parent Member: Ali Bossmann
abossmann@nerstrand.charter.k12.mn.us

Ex-Officio: Nicole Musolf, Executive Director
nmusolf@nerstrand.charter.k12.mn.us

Traci LaFerriere, Business Manager
traci@nerstrand.charter.k12.mn.us

IV. STAFFING

CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>File Folder</i>	<i>Yrs. of Service at NES</i>
Musolf, Nicole	Executive Director	416461	3
McBride, Phil	Special Education Teacher	1004806	5
Schaefer, Nicole	Special Education Teacher	515070	6
Docken, Whitney	Speech/Lang. Clinician	503746	0
Freidig, Katie	Occupational Therapist	1019489	7
Holtorf, Bri	School Psychologist	510505	2
Bonde, Carmen	Physical Education Teacher	317942	13
Shroyer, Paula	Kinder Classroom Teacher	332268	25
Temple, Innana	Gr. 1 Classroom Teacher	507704	0
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	13
Vondrasek, Tara	Gr. 2-3 Classroom Teacher	408258	20
Peterson, Andrea	Gr. 4/5 Classroom Teacher	424334	1

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Jans, Dana	Administrative Assistant	1
Bonde, Carmen	Special Education Paraprofessional	21

Flom, Sara	Special Education Paraprofessional	10
Harris, Amy	Special Education Paraprofessional	8
Huber, Margaret	Special Education Paraprofessional	7
McCorkell, Katie	Special Education Paraprofessional	4
Reuvers, Sue	Special Education Paraprofessional until February 2025	4
Turi, Carrie	Regal Eagles Coordinator	1
Turi, Carrie	Special Education Paraprofessional	0
Miller, Meghan	Special Education Paraprofessional,	0
Waddell, Cara	Testing Coordinator; Media Specialist	0, multiple years in other capacities

Note: The years of service noted in the above charts include years prior to our chartering, when Nerstrand Elementary School was part of the Faribault School District. Including this information in this report demonstrates the commitment of staff members to the long-term success of the school.

Our paraprofessional staff are very experienced and valuable members of our instructional teams.

Staff Development

During our school professional development training, staff were trained on the following:

- ☐ Annual Back to School Policies and Procedures
- ☐ Bloodborne Pathogens & Employee Right to Know Training
- ☐ Problem Solving Plan Training for Students
- ☐ ALICE Training
- ☐ Making Sense of Behavior Training
- ☐ Cultural Competency Training
- ☐ Suicide Prevention
- ☐ Strategies for Supporting Students
- ☐ American Indian Cultural Webinar

V. FINANCES

Since July of 2022, Traci LaFerriere has been at the helm of Nerstrand Elementary School as the Business Manager. She came to Nerstrand with a strong background in finances having previously worked for the Minnesota Department of Education. Her prior knowledge in finances has been pivotal in helping the school work through its challenges due to low enrollment.

Throughout the years, a system of checks and balances has been established for the financial accountability of the school. In 2022, due to low enrollment, a significant reduction in expenses was required and additional fundraising was necessary to balance the budget. After much effort, the school year ended in a considerably better financial position than it began the year. By the end of 2023, due to stabilizing enrollment and tremendous fundraising, including Nerstrand

Night Out, the school ended in a better financial position than the prior three years. By the end of 2024, with more fundraising and increased enrollment, our financial outlook is continuing to look positive and stable.

Payroll and insurance coverage for employees is managed by EdVisions Cooperative. They also provide us with access to staff development opportunities and human resources support. We view our relationship with the Cooperative as one of great value to our organization.

The annual financial audit resulted in a clean audit. We ended the fiscal year with a 50.16% fund balance.

VI. ACADEMIC PERFORMANCE



World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- <https://nerstrand.charter.k12.mn.us/annual-reports>

Annual Public Meeting

The annual public meeting was held in the fall of the school year. 09/03/2025

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

II Students Ready for School

Goal	Result	Goal Status
<p>Long term goal:</p> <p>By June 30, 2027, 75% of kindergarten students will be ready for first grade by reaching the kindergarten end of year Benchmark, Level D, as measured by the Fountas and Pinnell Leveled Literacy Intervention System.</p>	<p>In the spring of 2025, 82% of Kindergarteners had reached Level D.</p>	<p>Check one of the following:</p> <p>On Track (multi-year goal)</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By June 30, 2027, Nerstrand School's combined FY 2022-FY2027 proficiency rate in reading will exceed the state combined FY2022-FY2027 proficiency rate. This is measured by the MCA Reading tests.</p>	<p>In four years, we have exceeded the State three out of four times.</p> <p>22: NES: 56.3 State: 48.1</p> <p>23: NES: 47.1 State: 47.4</p> <p>24: NES: 57.1 State: 46.5</p> <p>25: NES 50.0 State: 46.1</p>	<p>Check one of the following:</p> <p>On Track (multi-year)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Through June 30, 2027, Nerstrand School's proficiency rates for Free and Reduced Students (FRP), as measured by the MCA Math test (grades 3-5) will be greater than 10 percentage points above the state average.</p>	<p>For school year 24-25, Nerstrand scored 50.0% and the State scored 26.5%. Over the past three years, NES' average is 10 percentage points above the State.</p>	<p>Check one of the following:</p> <p>On Track (multi-year goal)</p>

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories, as measured by aMath, will decrease by more than 10 percentage points between Fall to Spring.	The decrease in students in the "high and some risk" category for aMath was 1%.	<i>Check one of the following:</i> <div style="background-color: #92d050; padding: 5px; display: inline-block;">Not On Track (multi-year goal)</div>
The overall percent of students identified by FastBridge, aReading in the 'some risk' or 'high risk' categories will decrease by more than 10 percentage points between Fall to Spring.	The decrease in students in the "high and some risk" category for aReading was 9%.	

VII. OPERATIONAL PERFORMANCE

Background Information

Nerstrand Elementary School has been a successful independent public charter school since 1999; thirteen years under the sponsorship of the Faribault Public Schools and since 2012 under the authorization of Novation Educational Opportunities (NEO). Nerstrand Elementary School is located in the small rural community of Nerstrand, approximately twelve miles from Faribault. Nerstrand Elementary School is recognized for especially strong ties to its community. Academic success is only one reason families choose the school. The family atmosphere created through the multiage grouping, including the grade K-5 homerooms that meet two times weekly, is often cited by parents as a particular draw to the school, along with the high behavior standards that are established. Staff members work hard to ensure that students feel emotionally and physically safe.

Learning Environment

We believe that learning is enhanced when students feel valued and safe. At Nerstrand Elementary School, there are high expectations for school-wide behaviors where all students respect themselves, others and property. Each staff member makes a concerted effort to connect with each student as a means to establish a genuinely positive climate where students can comfortably take educational risks and enjoy learning. The Responsive Classroom approach has

enhanced our success in establishing a nurturing and positive school environment. In addition, Second Step is used as a holistic approach to teaching social-emotional learning.

Integrated Curriculum

Many areas of the curriculum at Nerstrand Elementary School are thematic. Social studies, Science and Health are tied with literature-based reading, writing assignments, art and music. Throughout the school year and into the summer, staff members collaborate to develop and refine curriculum. Staff development opportunities throughout the school year reinforce the implementation of an integrated curriculum.

Regal Eagles

The Regal Eagles Club is an after-school child care program. Children are given the opportunity to explore their own interests, participate in crafts, games, science & nature projects, plus socialize with their peers. Time is also made available to do homework. Regal Eagles has grown steadily over the years and parents express significant support and appreciation for this program offering.

A Strong Partnership with Parents and the Community

Nerstrand Elementary School staff is committed to maintaining a strong partnership with parents and community members. The staff is committed to: optimal communication, volunteer opportunities, and an “Open Door” policy for school visits, and reciprocal support through Service Learning programs. The staff and administration are committed to clear communication with families and community members.

Parent Survey

Each spring, Nerstrand distributes a parent/family engagement and satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 48% participation in the survey. Questions were close-ended with five response options (Strongly Agree, Agree, Don’t Know, Disagree, and Strongly Disagree).

When asked if families feel their child is receiving a well-rounded education at Nerstrand Elementary School, 97% of families agreed or strongly agreed to that statement.

Comments from the most recent survey:

Teachers are AMAZING! We appreciate you.

Keep up the great work! My family has loved all your traditions, the way you guys build connections between students in all grades, the peace garden, trips to the Big Woods, your focus on nature, and connecting with the community. Nerstrand will be more than just where they went to elementary school, it will be a part of their childhood.

Communication! I have been very impressed with all of the updates and communication from NES! Whether it's from my son's teacher or the office, the communication has been outstanding.

Parent-Teacher Organization

The Nerstrand Elementary School Parent Teacher Organization (PTO) is an organization that contributes in a significant way to Nerstrand Elementary School. Through their fundraising efforts, special programs and opportunities are made available to all students. One example of their commitment to the Nerstrand students is the rotation of field trips to the Minneapolis Children's Theater, the Minnesota History Center, the Ordway Theater and the Science Museum of Minnesota. Traditional fundraisers include the Wreath and Swag Sale in December and the Carnival/Silent Auction in the winter. PTO was also instrumental in the planning and execution of 2024 Nerstrand Night Out, which raised close to \$40K for our school. In 2025, students were able to go to the Minnesota History Center and experience things like the grainbin, which is hands-on and very fun. Everyone had a positive experience. We are continuously thankful to the PTO for their endless support of our school.

Community & Parent Opportunities

Historically, there are many opportunities for parents and community members to visit Nerstrand Elementary School including the fall Flu-Shot Clinic, Youth and Elders' Community Celebration in the spring, and Service Learning projects such as Community Clean-Up Days. Parents are always welcome to visit classrooms, eat lunch with students, and observe special events such as "Student Spotlights".

Reciprocal Support

We appreciate the ongoing support we receive from the townspeople of Nerstrand who have made our school the "heart of their community." Community members support the school in a variety of ways including: partnerships in Service Learning projects, volunteering at the school, and donating items for fundraisers such as the Carnival's Silent Auction. Community volunteers add a unique dimension to the programs at Nerstrand Elementary School. The Nerstrand Women's Club donates a variety of clothes so that we have supplies for students who need them. Their help is greatly appreciated.

One of our very special community volunteers is Larry Riche, who works weekly with our students in the Peace Garden. Larry's time, dedication and love for our school is felt by all of us. His impact stretches far and wide. Larry helps organize our annual Prairie Appreciation, Migration Days (twice a year), Teepee Learning (every three years), among other learning opportunities within the classrooms. We are better for having known and worked with Larry.

VIII. INNOVATIVE PRACTICES

Multi-age Benefits

The multi-age setting positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community. The benefits of multiage education for student growth and development are many:

- Increased time on task
- Greater student self-direction
- Emergence of peer leadership
- Active participation of students
- Greater student ownership
- Enhanced learning through teaching others
- Increased willingness to take learning risks
- Enhanced self-discipline and self-confidence

Service Learning

We define Service Learning as “a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.” More simply, it is the “blending of both service and learning in such ways that both occur and are enriched by each other.” Through Service Learning projects, interpersonal skills such as collaboration, civic engagement, and problem solving are developed while students’ academic skills in reading, writing, science, art, math and social studies are enhanced through reflection and the projects themselves. The successful school-wide implementation of service learning has enabled students, parents, and staff to engage in extensive service projects that benefit the school and the community. Students also have leadership opportunities by serving on a variety of committees and task forces, including:

- Peace Garden Committee
- Learn and Serve Steering Committee
- Ambassadors
- School Spirit Task Force
- Safety Patrols

Many of the established projects have become traditions at Nerstrand Elementary School, which continue on today.

Environmental Learning

Other Service Learning projects have an environmental focus. For a number of years, Nerstrand Elementary School has worked in partnership with both the Nerstrand Big Woods State Park and Rice County's Caron Park where reforestation, landscaping, and prairie restoration efforts have been carried out with the help of community volunteer Larry Richie. We also maintain and enhance the Peace Garden on the school grounds. During 2022-2023 we began to restore another prairie in town. Students walked to Prairie Creek Engeseth Rinde and worked with

Larry on helping to grow this prairie into a lush establishment. Our work continued into the 2023-2024 school year as students planted more prairie seeds and flowers there to help that prairie continue its establishment. We foresee this continuing on from 2024 into the future.

Responsive Classroom

We recognize the benefits of using a shared language around behavior that creates a supportive climate for students. Therefore, we have continued our successful implementation of this program. No matter what adult is speaking with students, the words addressing behavior are consistent. As new personnel join the Nerstrand staff, we are committed to providing training for them.

Web-based Enrichment and Intervention:

In the fall of 2011, with the help of the Nerstrand PTO, the *Reading Eggs* program was purchased to promote reading development at the K-1 level. Students use these online activities at home and at school to strengthen their academic skills.

In the fall of 2023, the Savannah classrooms began using UFLI Foundations as an intervention for students needing additional help with phonemic awareness and phonics. Students are progressed monitored using our FASTbridge program where gains are detectable. This program was expanded to our Prairie Classrooms during the 24-25 school year. We continue to see positive growth in our FASTbridge data as a result of using this.

IX. FUTURE PLANS

- Implement new reading curriculum, EL Open Up Resources Curriculum starting during 25-26 school year
- Increase enrollment each year

Since the READ Act has gone into effect, we are working to ensure that our school is meeting the requirements of that legislation. Many of the licensed staff completed “LETRS” Training with the Minnesota Department of Education prior to the READ Act being enacted. Remaining staff will complete CORE, which meets the READ Act requirements. Both of these programs offer our staff training on phonics and the science of reading, which staff are then implementing into their classroom instruction both whole group and during interventions.

We have also spent much time on learning and growing our Social and Emotional Learning programs for students and staff. New SEL curriculum (Second Step) was implemented school-wide in the 2019-2020 school year. The Responsive Classroom (RC) strategies that have proven to be successful both in terms of student behavior and achievement will continue to be a priority for teachers and support staff alike. The high standards for behavior that have been the hallmark of the school for decades are reinforced through this positive approach. Paraprofessionals are given in-house training on this process.

Paraprofessionals will also be attending training as needed. They work with our PE teacher to implement “conflict corners” during their recess time, and to replicate expectations from PE to the playground.

Nerstrand uses a peer review model for teacher evaluation, coupled with evaluations from the Executive Director. Each year all teachers are paired with a peer and are required to do three observations with their colleague (this includes a pre and post meeting). Our teaching staff developed a teacher review rubric that is used by the Executive Director each year, with all full time licensed Nerstrand staff. Every 3 years, licensed staff present a portfolio for review by the Executive Director.

Nerstrand Elementary School has committed to using technology in all classrooms. We now have one on one devices for our students due to the pandemic. We use Chromebooks in all classrooms for assessments, word processing and project based learning. With the learning we have gleaned from the pandemic, we are analyzing the ways we can use technology more purposefully.

Process to Evaluate Progress toward Goals. Data meetings are held with our problem solving teams on reading and math interventions and student progress so adjustments can be made accordingly. Data meetings are also held in individual team meetings with the Executive Director, using data collected three times a year through the FASTBridge program (reading & math). In team meetings, all subject areas are reviewed and analyzed. Workdays are also a time for reflection and evaluation of curriculum, instruction and student work. We are a small staff so all licensed staff are part of our ongoing planning and reflection of academics and the climate of our school.

Strategies for improving the English language development of English Learners. The Nerstrand Elementary School Board of Directors has developed a policy for English Language Learners. A variety of measures may be used to determine if a child would benefit from EL services. Once eligibility for services is determined, a variety of curriculum is used in working with students. Our PRESS interventions through FASTBridge are beneficial for EL learners in reading. If needed, contracted services with licensed EL teachers would also be used.

X. BOARD TRAINING

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Terri Neumann	Board roles/responsibilities	11/3/2021	MN Charter Board
Terri Neumann	Employment policies/practices	11/3/2021	MN Charter Board
Terri Neumann	Financial management	11/5/2021	MN Charter Board
Sarah Johnson	Board roles/responsibilities	10/11/2014	University of St. Thomas
Sarah Johnson	Employment policies/practices	10/11/2014	University of St. Thomas
Sarah Johnson	Financial management	10/11/2014	University of St. Thomas
Ali Bossmann	Board roles/responsibilities	1/28/2024	MN Charter Board
Ali Bossmann	Employment policies/practices	1/28/2024	MN Charter Board
Ali Bossmann	Financial management	6/6/2024	MN Charter Board
Tara Vondrasek	Financial management	5/21/2010	Nonprofit Assistance Fund
Tara Vondrasek	Employment policies/practices	5/22/2010	Ratwik, Roszak, & Maloney
Tara Vondrasek	Board roles/responsibilities	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Board roles/responsibilities	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Employment policies/practices	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Financial management	11/13/2010	University of St. Thomas
Paula Shroyer	Board roles/responsibilities	5/25/2010	Ratwik, Roszak, & Maloney
Paula Shroyer	Employment policies/practices	5/25/2010	Ratwik, Roszak, & Maloney
Paula Shroyer	Financial management	5/21/2010	Nonprofit Assist. Fund
Carissa Erickson	Employment policies/practices	11/14/2022	MN Charter Board
Carissa Erickson	Financial Management	10/10/2022	MN Charter Board

Carissa Erickson	Board Roles/Responsibilities	9/5/2022	MN Charter Board
Before Seated	24-25 SY		
Paula Shroyer	Board Roles/Responsibilities	8/14/2024	MN Charter Board
Paula Shroyer	Open Meeting Laws	8/14/2024	MN Charter Board
Paula Shroyer	Data Practices Laws	8/14/2024	MN Charter Board
Sarah Johnson	Board Roles/Responsibilities	8/13/2024	MN Charter Board
Sarah Johnson	Open Meeting Laws	8/14/2024	MN Charter Board
Sarah Johnson	Data Practices Laws	8/18/2024	MN Charter Board
Within 12 months	Employment policies/practices		3/10/2025; whole board: Appendix A
	Financial Management		9/9/2024; whole board: Appendix A
	Board's Role for Student Achievement		4/14/2025; whole board: Appendix A
Whole Board Training	Governance, Authorizer, Adopt a Budget & Follow By-Laws		10/8/2024, 12/9/2024, 1/13/2025 & 5/12/2025: Appendix A

The board took its first annual assessment this year. The assessment covered the following areas:

- ☐ Carrying out the school's mission & goals
- ☐ Evaluating student achievement
- ☐ Financial oversight & management
- ☐ Policies & practices
- ☐ Advocacy & outreach
- ☐ Board development

Each board member took the assessment individually and results were then tabulated both as individuals and then collectively as a whole board. The board talked through the results and decided to focus on one area for the next year. *The board is developing written charges for each of its committees, task forces and working groups.* This includes finance, the director's evaluation and election committees.

XI. EXECUTIVE DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

While many things are constantly in motion in a school and always being evaluated, the top priorities for this year for Executive Director Nicole Musolf are listed below.

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
3. The school leader ensures that teacher teams and collaborative groups regularly interact to address issues regarding curriculum, assessment, instruction and the achievement of all students.
4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
5. The school leader ensures that students, parents and community have formal ways to provide input regarding the optimal functioning of the school.

Professional Development Attended by Executive Director Nicole Musolf

- ☐ READ Act Training; CORE
- ☐ American Indian Cultural Webinar
- ☐ EdVisions Co-Op Human Resources Training
- ☐ Indigo Education Back to School Conference
- ☐ ALICE Training
- ☐ Making Sense of Behavior Training
- ☐ Cultural Competency Training
- ☐ Suicide Prevention
- ☐ Strategies for Supporting Students
- ☐ Novation Education Organization Charter Board Training

XII. DIVERSE, EFFECTIVE & IN-FIELD TEACHERS

Nerstrand School is a small school, with only six classrooms. Our students will have access to all classrooms and specialist teachers during their time at Nerstrand School. All students will have worked with every general education licensed teacher by the time they have graduated from Nerstrand School. All teachers are licensed in their respective fields. We did have one teacher on an out-of-field permission teaching math for fourth grade for the 24-25 school year. Historically, Nerstrand has veteran staff who come to Nerstrand and stay.

Our staff does not 100% reflect our student population. In order for that to happen, we would need to hire at least one person who is not caucasian. Our number of applicants has increasingly

gotten smaller over the years. We have tried to increase our salary scale to attract more candidates of all races.

XIII. CURRICULUM, INSTRUCTION & CULTURAL COMPETENCY

Math: Nerstrand School adopted a new math curriculum that began in the 2018-2019 school year. We specifically looked at more hands-on learning with this program. Our math team also looked at various recommendations of math programs and wanted a program that would have depth and the ability to complete the curriculum within a school year. They made sure the new program was aligned with state standards. In team meetings, time is given to reflect and discuss the program and analyze its effectiveness. We are using our aMath results, MCA math scores and in classroom assessments to measure its effectiveness. We have also increased our math periods to 80 minutes a day. Lastly, math interventions are happening based on assessment data (FAST) and implemented in classrooms based on a prescribed basis. Students are progress monitored, data is analyzed and adjustments to groups are made based on the feedback.

Reading: In team meetings, all classroom teachers analyze data using FAST, Fountas and Pinnell and MCA results in literacy. Using the PRESS protocol, if whole group interventions are required, then a six week intervention is given to the entire class. If smaller groups of students need interventions, then they are part of reading groups where intense instruction takes place as required. Those students are progress monitored, and data is analyzed. Many of our teachers completed LETRS training through the Minnesota Department of Education prior to the READ Act taking effect. Our entire teaching staff is now trained in either LETRS or CORE. We will continue to use Professional Development money to improve reading and math instruction, as that is a top priority for our school.

Cultural Competency: Multiple times a week, in their core rooms, students experience social-emotional learning through our Second Step curriculum. Through this, students work through different social situations and outcomes. They learn about perspective taking, empathy, processing emotions, understanding and resolving conflict and building positive relationships. We see the positive effects of this program in the daily interactions with students towards staff and towards each other. We value this curriculum and the experiences it has created for our students.

XIV. CLOSING

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the Nerstrand community have placed in us to deliver a program of excellence to the students of Nerstrand Elementary School. The seeds of pride were planted when the school was established in 1887 and we continue to serve as the heartbeat of our small community to this day. We look forward to the opportunities for growth and enhanced success as we continue our partnership with NEO.

We continue to be grateful to the Faribault Public Schools for their thirteen years of charter school sponsorship and for their ongoing care and concern for the maintenance of our building. We appreciate their openness to our purchase of the following support services: custodial, food service, technology, and low incidence special education consultation. Though we are no longer sponsored by them, we look forward to a continued positive relationship with the district where the vast majority of our students will attend once they graduate from our school.

XV. *NERSTRAND TESTING INFORMATION BY GRADE LEVEL*

TESTING CALENDAR BY GRADE

GRADE KINDERGARTEN

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aMath and aReading	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	<p>Fall, Winter & Spring-aReading</p> <p>Fall, Winter & Spring-aMath</p>

GRADE 1

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry</p>	Fall, Winter & Spring

GRADE 2

Common Test Name	Formal Test Name	Test Subject	Purpose	When
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print,	Fall, Winter & Spring

			<p>phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	
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GRADE 3

Common Test Name	Formal Test Name	Test Subject	Purpose	When
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension.</p> <p>Math (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient	Spring

			for NCLB.	
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GRADE 4

Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

GRADE 5

Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading , Math & Science	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading, math and science. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

XVI. APPENDIX A:

Audit Training

On-Going Board Training

Monday, September 9, 2024
By: Abdo during Board Meeting

Carissa: Carissa Tara: Tara Vondra
Carmen: Carmen Ali: Ali Basmann
Sarah: Sarah Johnson Paula: Paula Drayner
Terri: Terri Fermann Nicole: Nicole Wood

Abdo Presenter & Date: 9/9/24

Governance Training

On-Going Board Training

Monday, October 7, 2024

By: MN Charter Boards online at Board Meeting

Carissa: ~~Christa Erickson~~ Tara: Tara Vnarska
Carmen: Carmel Ali: Ali Basman
Sarah: Sarah Johnson Paula: Paula Sawyer
Terri: Terri Newman Nicole: Nicole Russell

Video Open Meeting Law & Date: MN Charter Board 10/7/24

Authorizer Training

On-Going Board Training

Monday, December 9, 2024

By: MN Charter Boards online at Board Meeting

Carissa: ~~Christa Brice~~ Tara: ~~Allyson~~
Carmen: Carmen Ali: Ali Bassmann
Sarah: Sarah Johnson Paula: Paula Sheeyer
Terri: Terri Spemann Nicole: Nicole

Video Maintain Authorize Relation & Date: 12/9/24 ; via web

Adopt a Budget On-Going Board Training

Monday, January 13, 2025

By: MN Charter Boards online at Board Meeting

Carissa: <u>Absent</u>	Tara: <u>Paula Dwyer</u>
Carmen: <u>Carmen Sale</u>	Ali: <u>Ali Bossmann</u>
Sarah: <u>Sarah Johnson</u>	Paula: <u>Paula Dwyer</u>
Terri: <u>Terri Neumann</u>	Nicole: <u>Nicole Wurdell</u>

Video Adopt a Budget & Date: Via web | 1/13/25

Employment Matters

On-Going Board Training

Monday, March 10, 2025

By: EdVisions Cooperative online at Board Meeting

Carissa: ~~Krista Peterson~~ Tara: Paula Vondrausk
Carmen: Carmen Sells Ali: ABSENT
Sarah: Sarah Johnson Paula: Paula Sawyer
Terri: Teri Newman Nicole: Nicole Muehl

Video by Andrea Harder & Date: 3/10/2025

Board Roles & Strategic Planning

On-Going Board Training

Monday, April 14, 2025

By: MN Charter Boards Online at Board Meeting

Carissa: ~~Alisa Peterson~~ Tara: Paula Anderson
Carmen: Carmel See Ali: Ali Bassmann
Sarah: Sarah Johnson Paula: Paula Sawyer
Terri: Terri Newman Nicole: Nicole

Video & Date: Strategic Plan ; 4.14.25

Follow the Bylaws On-Going Board Training

Monday, May 12, 2025

By: MN Charter Boards Online at Board Meeting

Carissa: <u>absent</u>	Tara: <u>Paula Vromanek</u>
Carmen: <u>Carmen</u>	Ali: <u>Ali Bismann</u>
Sarah: <u>Sarah Johnson</u>	Paula: <u>Paula Thayer</u>
Terri: <u>absent</u>	Nicole: <u>Nicole</u>

Video & Date: Bylaws - 5/12/25

Board Results 24-25 SY:

Tool for Creating a Board Development Plan

This is a tool for conducting a needs assessment to help create a board development plan, based on Minnesota Statutes and ideas from Nerstrand Elementary Charter School.

I. CARRY OUT THE SCHOOL'S MISSION AND GOALS			Please check the box that represents your answer.					Examples/evidence/ comments (optional)
Standard	#	Indicator	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	
Board Performance and Self-Assessment Tool								
A. The Board ensures that the mission statement and the vision statement guide school operations.	1	The Board developed a mission statement for the school and a vision statement of the preferred future for its students.						100%.
	2	The Board has adopted a policy that establishes expectations regarding the distribution and use of the mission and vision statements within the school community.						100%.
	3	The Board monitors the knowledge and understanding level of the staff, students, parents and community supporters of the mission and vision.						How do we monitor this? 86%.

Nerstrand has a mission statement describing what we currently do. What about vision?

	4	The Board has adopted and implemented a policy and process for the periodic review of the mission and vision statements.					1111 11		every 2 years Policy 104
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100%.

I. CARRY OUT THE SCHOOL'S MISSION AND GOALS (CONTINUED)			Please check the box that represents your answer.							Examples/evidence/ comments (optional)
Board Performance and Self-Assessment Tool			Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know			
Standard	#	Indicator	A	B	C	D	X			
B. The Board keeps the staff and community focused on the strategic directions and long range strategic plan for achieving the mission and fulfilling the vision.	5	The Board has developed strategic directions and priorities, and approved a long range strategic plan and short term action plans consistent with those directions.			11	1111		100%.		
	6	The Board has adopted policy that outlines the process for how staff, parents and other community stakeholders have input into planning processes (strategic plan, long range financial plan, annual budget, etc.).			1	111	111	Comm. Comment @ board Mtg? Task Force?		
	7	The Board has approved specific performance measures for key goals of the strategic plan and short term action plans.			1	1111	11	Ned cont		

57%.

30th January 2023

	8	The Board has adopted a policy and process for monitoring the implementation of the long range strategic plan and the short term action plan.				IIII	III	I think so policy 208
	9	The Board monitors the implementation of the long range strategic plan and short term action plans.			I	IIII	I	
	10	The Board evaluates the alignment of the annual budget with the priorities and goals in the long range strategic plan and short term action plans.			I	IIII	I	

57%.

86%.

86%.

II. EVALUATE STUDENT ACHIEVEMENT, POSTSECONDARY AND WORK READINESS AND STUDENT ENGAGEMENT AND CONNECTION GOALS		Please check the box that represents your answer.						Examples/evidence/ comments (optional)
Standard	#	Indicator	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	
C. The Board strives to ensure that the school's programs meet	1	The Board has adopted academic and other student achievement goals, specific measures and curriculum policies to achieve those goals.	A	B	C	D	X	
	1	The Board has adopted and implemented a process of periodic				IIII II		

100%.

student needs and contribute to the academic achievement and success of students.	review of academic and other student achievement results on specific measures and curriculum policy outcomes.				### 11		100%.
	1 The Board has adopted policies and approved programs for addressing the diverse needs and interests of all students and ensuring equity.			11	###		100%.
	4 The Board monitors academic achievement, curriculum implementation and program success, overall and by focus groups.				### 11	Focus groups? Teachers? Data @ monthly Mtgs	71%.
	1 The Board monitors that all academic reports to MDE are filed on time.			1	### 1		86%.

III. FINANCIAL OVERSIGHT AND MANAGEMENT		Please check the box that represents your answer.						Examples/evidence/ comments (optional)
Standard	#	Indicator	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	
D. The Board strives to ensure that the school is financially solvent,	1	Board oversight of the school budget			1	###		100%.
	6	ensures that allocations are evaluated in terms of the mission, vision, goals and plans.				1		
	1	The Board monitors the following financial statements monthly: a.				###		100%.
	7					11		

practices sound financial management practices and allocates resources to achieve the mission, vision and goals of the school.		Balance sheet; b. Monthly income/expenditures; c. Budget vs. actual revenue & expenses; d. Cash flow projections.							
	18	The Board has developed and adopted appropriate internal financial control policies.						### -	100%.
	19	The Board has developed and adopted a 3-5 year financial plan that relates to the achievement of the mission, vision and goals.						### -	80%.
	20	The Board monitors the implementation of all financial management policies.						### =	100%.
	21	The Board has established and empowered a Finance Committee to play a leadership role in financial oversight.						### 1	Every spring a finance committee is formed 80%.
	22	The Board adopts policies, expectations and goals for fundraising and development activities.						### 11	PTD + staff do fundraising 57%.
	23	The Board has adopted a policy and process for hiring the auditor.						### 11	71%.
	24	The Board monitors that all financial reports are filed with MN govt.						### -	100%.

	agencies, including MDE and TRA, on time.								
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IV. EMPLOYMENT POLICIES AND PRACTICES			Please check the box that represents your answer.						Examples/evidence/ comments (optional)
Standard	#	Indicator	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know		
Board Performance and Self-Assessment Tool									
E. The Board appropriately delegates authority to manage operations.	2	The Board has developed and adopted a policy that appropriately delegates authority for the management of the school and that defines the respective roles and responsibilities of the Board and the management.	A	B	C	D	X	100%.	
	5					///			
F. The Board ensures that the school has effective administrative leadership managing operations.	2	The Board has developed policy that establishes clear expectations for the effective management of operations.				///	1	Is this the board?	
	6					///			
	7	The Board has developed and adopted evaluation criteria and process for evaluating the Board, management, and teachers.			///	///		Is it boards job to evaluate teachers? Board + Admin	
	2	The Board has approved a succession process for major changes to the Board and management that includes addressing voluntary resignation, involuntary resignation, retirement and dismissal.				///			
	8					///			

	2 9	The Board has developed and adopted personnel policies that establish clear workplace expectations, processes and procedures.					/// 		In Handbk	100%.
G. The Board ensures that the work environment is conducive to fulfilling the mission.	3 0	The Board monitors the implementation of personnel policies.							updated monthly	100%.
	3 1	The Board has a policy and process for annually reviewing personnel policies.				1	/// 		400 Series?	80%.
	3 2	The Board has adopted fair and just compensation and benefits for employees.					/// 		policy 402	100%.
	3 3	The Board considers equity in adopting personnel policies and in hiring and evaluation procedures.				1	/// 		Board or Director hires; board approves	80%.
	3 4	The Board ensures that the school provides professional development.					/// 		when budget allows; Teachers	80%.

80%.
Directors & Teachers ensure PD is offered

V. ADVOCACY AND OUTREACH		Please check the box that represents your answer.						Examples/evidence/ comments (optional)	
Standard	#	Indicator	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know		
H. The Board promotes the interests of the	3 4	The Board takes action to support public policy agenda.	A	B	C	D	X	policy 207	
	3 5	The Board encourages staff to participate in the development of public policy agenda.							

80%.
80%.

school and its students in state and federal legislative processes.	3 6	Board members know their local legislators and invite them to visit the school.						Anyone Come recently?	Have we invited? 43%.
	3 7	The Board ensures that legislative issues and new laws are reported to staff, parents and other community stakeholders.						How granular? Town Hall Mtgs Family Newsletters	43%.
	3 8	The Board adopts guidelines and goals to guide an annual student recruitment plan.						Task Force Staff Mtg Board	57%.
I. The Board promotes the school to parents, potential parents and students and the general public.	3 9	The Board uses an equity lens in developing goals related to the student recruitment plan.							57%.
	4 0	The Board adopts expectations and goals for public relations and community outreach by staff.						PTD?	57%.
	4 1	The Board monitors implementation of the student recruiting, public relations and community outreach programs.							71%.
	4 2	The Board develops and adopts policies for measuring participation and involvement levels of students, staff, parents and community members in school activities; overall and by student focus groups.						Student Focus? Conference board involved	57%.

VI. BOARD DEVELOPMENT		Please check the box that represents your answer.							Examples/evidence/ comments (optional)
Standard	#	Indicator	Strongly Disagree	A	B	C	Disagree	Strongly Agree	
J. The Board operates in a manner that helps ensure effective governance and decision-making processes.	4	The Board has developed and adopted board required and recommended operations policies.							
	3								
	4	The Board has written charges for each of its committees, task forces and working groups.							
	4								
	4	The Board has adopted and implemented a board recruitment process.							
	5								
	4	The Board has adopted and implemented a new board member orientation process.							
	6								
	4	The Board has a policy, process and timeline for periodically reviewing the Board's operational policies.							
	7								
	4	The Board has a policy, process and timeline for reviewing operational policies.							
	8								
	4	The individual members of the board annually assess their own performance relative to the fiduciary duties of a MN charter school board member.							
	9								

100%.

57%.

80%.

80%.

100%.

Timeline

100%.

29%.

DO WE?

K. The Board maintains focus on the mission of the school.	50	The Board annually assesses its overall performance in fulfilling its duties as a board.			1	1111 1	NEO visits	86%.
	51	The Board has developed and adopted a job description and expectations for board members.			1	111 1		100%.
	52	The Board has developed and adopted a process for policymaking that includes staff and parent/guardian input.			11	111 11	Mean parent rep on board?	71%.
	58	The Board agenda items and meeting topic time allocations primarily deal with student achievement issues.	1		11	111 1	Policies + budget usually	71%.
	59	The Board has allocated time in its calendar to study, reflect and discuss the philosophy and theories that are the basis of the school's program.			11	1111 1	Monthly work calendar	86%.
L. Board members are satisfied with their role and effectiveness.	60	I am involved and interested in the Board's work.			1	111 1		100%.
	61	I am able to contribute to the Board's work in a meaningful way.			1	111 1		100%.
	62	I am comfortable contributing my perspective in board discussions, even if it is controversial.			1	111 1		100%.
	63	I understand my responsibilities as a board member.			1	111 1		100%.

	6 4	I understand the role of the board as a whole in the school's governance.			1	111	
	6 5	Overall, I am satisfied with my experience on this board.			1	111	

100%,

100%,

VII. Next Steps

BOARD PERFORMANCE ASSESSMENT & GROWTH TOOL

		Please check the box that represents your answer.						
Standard	#	Indicator	A	B	C	D	X	
	6 6	Please list 2-3 topics that you believe the board should focus its attention on next year	<ul style="list-style-type: none"> • Work on enrollment - 11 more grants • ways to compensate staff if raises not feasible • less cumbersome survey • focus groups • what we've missed in survey 					
	6 7	Do you have any other comments about how the Board is, or should be, working?	<p>Good job board</p> <p>Policy updating allows Board members to learn</p> <p>trainings throughout year helpful</p> <p>Board has efficient leader who is educated & on top of things</p>					

• Should board involve parents & community more?

• Should board be more involved in Fundraising

→ Are not aware of

ONCE SURVEY DATA TABULATED, COMMITTEE COMPLETES SUMMARY

Average the ratings for each section I-VII, and document comments from section VII for the next board meeting.

FULL BOARD CREATES BOARD DEVELOPMENT PLAN

After analyzing results, the board identifies areas of focus, tasks, responsible party(ies), and timeline for the board development plan.

Name:  _____

(this is because your individual goal will come from this survey too)