Nerstrand Elementary School
Independent Charter School
District #4055

2025-2026 Annual Report & Comprehensive Achievement and Civic Readiness Report

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;

Since our inception, we have utilized multi-aged classrooms. Students begin seeing this in grade two and continue through grade five. Students experience collaboration, leadership opportunities, academic stretching and overall stability having the same adults two years in a row, that we find this model to be very successful for our students.

(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, Capti to identify traits of dyslexia 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 have a robust evaluation process at Nerstrand. Every three years, they produce a portfolio that showcases their work, data showing growth and then reflections highlighting why things are working or what should be fine tuned more in future years.

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.

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Wendy Swanson Choi, Executive Director
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I. SCHOOL ENROLLMENT

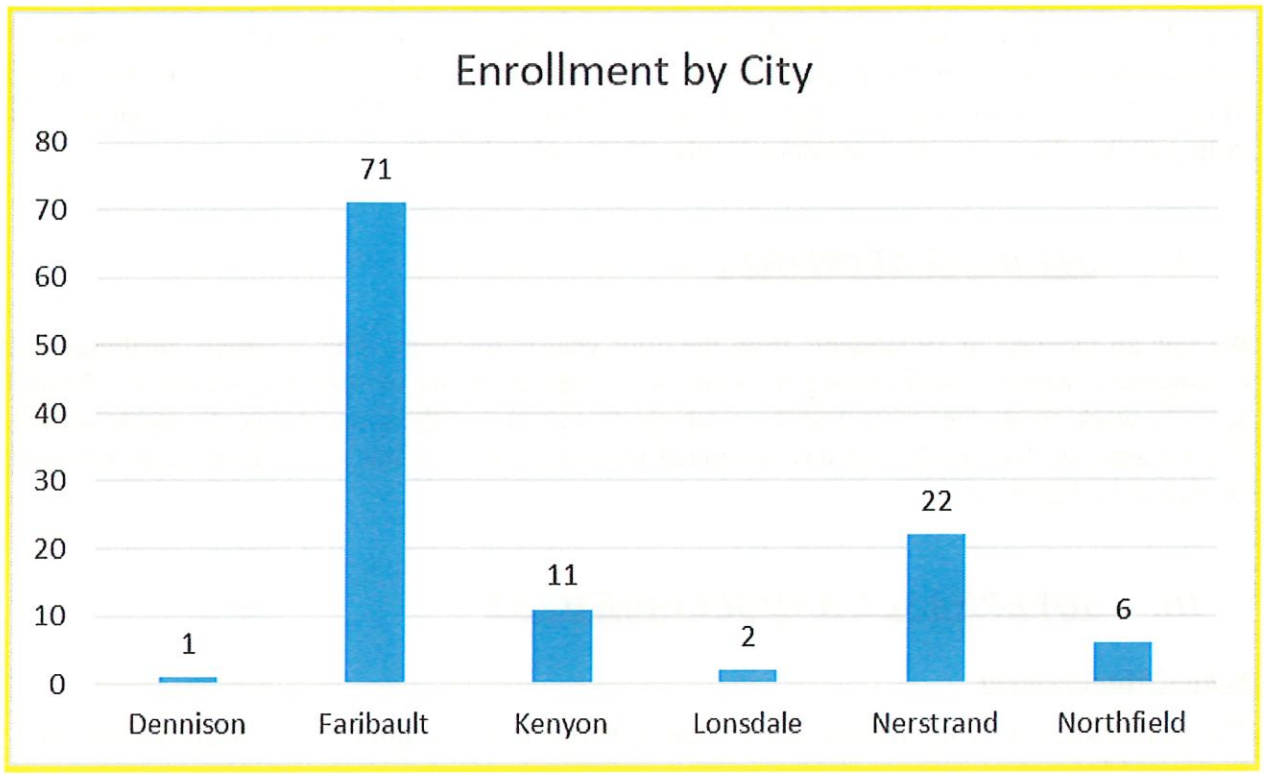
In 2025-2026, there were 119 students enrolled at Nerstrand Elementary School who were distributed into grade level classes as follows:

Core Name	*Grade Level*	*Enrolled*
Prairie	Kindergarten-Grade 1	44
Savannah	Grades 2 – 3	38
Woodlands	Grades 4 – 5	50

Grade Level Enrollment

Grade Level	*Number of students*	*Grade Level*	*Number of students*
Kindergarten	21	Third Grade	23
First Grade	23	Fourth Grade	27
Second Grade	15	Fifth Grade	10

Enrollment by City:



As the above chart indicates, the vast majority of our students reside in the Faribault School District. 82% 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*	*2025-2026*
Total Enrollment	126	105	99	100	119
Male	68	62	51	51	64
Female	58	43	48	49	55
Special Education	21	25	19	31	26
African American	3	4	5	8	5
Hispanic	2	0	0	0	1
Asian/Pacific Islander	2	1	0	0	0
White	119	100	94	90	113
American Indian	0	0	0	2	0
F/R Lunch	22	0	27	29	26
LEP	0	0	0	0	1

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 Enrolment 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 25-26 school year.

I. STUDENT ATTRITION

We saw an increase of 19 students from the prior year to this year. This is largely attributed to a neighboring charter school closing its doors so we had an influx of students as a result. We still actively work on student recruitment, as we see this as one of the foundations of a stable school. We are grateful that enrollment has continued to grow, but know our school is stronger when we are full at 150 students.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Executive Director, the Administrative Assistant and the Business Manager.

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. Three Ex-Officio members: executive director, business manager & administrative assistant

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.

2025-2026 Board of Directors

Chair:	Carissa Erickson, parent carissa@nerstrand.charter.k12.mn.us
Clerk:	Sarah Johnson, teacher sarah@nerstrand.charter.k12.mn.us
Treasurer:	Carmen Bonde, teacher carmen@nerstrand.charter.k12.mn.us
Teacher Rep:	Andrea Peterson apeterson@nerstrand.charter.k12.mn.us
	Paula Shroyer paula@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

Name	*Position*	*File Folder*	*Yrs. of Service at NES*
Musolf, Nicole	Executive Director	416461	4
Sannes, Mikayla	Special Education Teacher	1003951	0
Schaefer, Nicole	Special Education Teacher	515070	7
Bauer, Kallie	Speech/Lang. Clinician	1045239	0
Freidig, Katie	Occupational Therapist	1019489	8
Holtorf, Bri	School Psychologist	510505	3
Bonde, Carmen	Physical Education Teacher	317942	14
Melford, Bri	Music Teacher	437409	0
Shroyer, Paula	Kinder Classroom Teacher	332268	26
Temple, Innana	Gr. 1 Classroom Teacher	507704	1
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	14
Vondrasek, Tara	Gr. 2-3 Classroom Teacher	408258	21
Peterson, Andrea	Gr. 4/5 Classroom Teacher	424334	2
Clark, Alyssa	Gr. 4/5 Classroom Teacher	507973	0

NON-CERTIFIED STAFF

Name	*Position*	*Yrs. of Service at NES*
Jans, Dana	Administrative Assistant	2
Flom, Sara	Special Education Paraprofessional	11
Harris, Amy	Special Education Paraprofessional	9
McCorkell, Katie	Special Education Paraprofessional	5
Miller, Meghan	Special Education Paraprofessional	1
Schweisthal, Sammi	Special Education Paraprofessional	0
Turi, Carrie	Regal Eagles Coordinator	2
Turi, Carrie	Special Education Paraprofessional	1
Waddell, Cara	Testing Coordinator; Media Specialist	1, 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 back to school professional development training, staff were trained on the following:

- ☐ Accommodations and modifications for students with respect to our new reading curriculum
- ☐ Indigo Education provided behavior training
- ☐ Reading Prep involving EL Open Up Resources Curriculum
- ☐ Annual Back to School Policies and Procedures

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.

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 43% fund balance.

VI. *ACADEMIC PERFORMANCE*

DEPARTMENT OF EDUCATION

Comprehensive Achievement & Civic Readiness Report

Annual Report

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. Our report can be found at the below link:

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

Annual Public Meeting

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. Our meeting was held on **08/27/2026.**

II Students Ready for School

Goal	Result	Goal Status
Long term goal: 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.	In the spring of 2026, 67% of Kindergarteners had reached Level D. Over 5 years, our percentage is 72.55%	Check one of the following: On Track (multi-year goal)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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.	24: NES: 57.1 State: 46.5 25: NES: 50.0 State: 46.1 26: NES: 61.7 State: 48.6	*Check one of the following:* On Track (multi-year)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
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.	For school year 25-26, Nerstrand scored 50% and the State scored 26.1%. Over the past five years, NES' average is 10 percentage points above the State.	***Check one of the following:*** On Track (multi-year goal)

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 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 aMath was 2%. The increase in students in the "high and some risk" category for aReading was 4%.	***Check one of the following:*** Not On Track (multi-year goal)

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 remained 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

At winter conferences, Nerstrand distributes a parent/family engagement and satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 49% 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, 93.1% of families agreed or strongly agreed to that statement.

Comments from the most recent survey:

Keep loving the children the way you do and stay the perfect little elementary school in the country.

NES is amazing at communicating and working through any hiccups that occur. Our son has had some incidents that needed addressing and staff always communicate quickly, are not judgmental, and work to find a fair solution. Our son always has fun at school, we feel safe and excited for him to be a part of NES!

We love all the traditions (i.e., bell ringing, Prairie Appreciation, Discovery Day, community celebration, harvest parade, spotlight, etc.).

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. In 2026, students were able to go to the Minnesota History Center. Everyone had a memorable experience. PTO was also instrumental in the planning and execution of 2024 Nerstrand Night Out, which raised close to $40K for our school. 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 who we mentioned above.

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 there has continued as each year students have planted more prairie seeds and flowers to help that prairie continue its establishment.

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 in this important area.

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. Students are progressed monitored using our FASTbridge program where gains are detectable. This program was expanded to include the Prairie Classrooms in the fall of 2024.

IX. FUTURE PLANS

- ➔ Increase enrollment each year
- ➔ Adding band lessons to 5th grade

We spent the 25-26 school year implementing a new reading curriculum called EL Open Up Resources. Teachers will continue learning this new curriculum and how to best teach it to our students for the next several years. We brought back a part-time, in-person music teacher this year. Students loved having live music again and we look forward to continuing to offer that service to our students. We will be adding band lessons once again to 5th graders in 26-27, which we are very much looking forward to. The students will have a choice of four instruments to play and this will help prepare them for middle school band. As we look into future years, enrollment is always something we monitor and look to grow. The 26-27 year will be focused on student body growth and boosting our population.

Since the READ Act has gone into effect during the 24-25 school year, 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 completed CORE training, 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, but our primary focus remains solid direct instruction to each student. 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.

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. Teacher 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 ELL 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 ELL learners in reading. If needed, contracted services with licensed ELL teachers would also be used.

During the 25-26 school year, we had a student qualify for EL services.

X. BOARD TRAINING

Name	*Certification*	*Date Completed*	*Location*
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
Andrea Peterson	Financial management	3/9/2026	MN Charter Board
Andrea Peterson	Employment policies/practices	11/9/2025	MN Charter Board
Andrea Peterson	Board roles/responsibilities for students	5/11/2026	MN Charter Board
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	5/25/10	Ratwik, Roszak, & Maloney
Paula Shroyer	Employment policies/practices	5/25/10	Ratwik, Roszak, & Maloney
Paula Shroyer	Financial management	5/21/2010	Nonprofit Assist. Fund
Carissa Erickson	Employment policies/practices	11/14/22	MN Charter Board
Carissa Erickson	Financial Management	10/10/22	MN Charter Board
Carissa Erickson	Board Roles/Responsibilities	9/5/2022	MN Charter Board
Before Seated	25-26 SY		

Andrea Peterson	Board Roles/Responsibilities	7/16/25	MN Charter Board
Andrea Peterson	Open Meeting Laws	7/16/25	MN Charter Board
Andrea Peterson	Data Practices Laws	8/7/25	MN Charter Board
Whole Board Training			
	Retain & Maintain Records	9/8/25	MN Charter Board
	Audit Training	10/20/25	Abdo
	Employment - Policy	11/10/25	MN Charter Board
	Respond to Data Request	12-8-25	MN Charter Board
	Employment - MN Paid Leave	3-9-26	EdVisions Co-Operative
	Multilingual Training	5-11-26	MN Charter Board

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. The board had begun work on this area two years ago and wants to see it through one more year.

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. School Director provides a clear vision as to how instruction should be addressed in the school.

2. School Director effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
3. School Director is aware of predominant instructional practices throughout the school.
4. School Director supports the peer observation model adopted by NES which ensures that teachers are provided clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
5. School Director ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Professional Development Attended by Executive Director Nicole Musolf

- ☐ EL Open Up Resources Curriculum Prep and Adaptations
- ☐ All Board Training listed above
- ☐ Practical Strategies for High Impact Leadership
- ☐ READ Act Continuous Learning
- ☐ Indigo - Staff Preservation & the Role of the Administrator
- ☐ Working Through the Legal Framework of School Discipline

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. Historically, Nerstrand has veteran staff who come to Nerstrand and stay.

We do have a small population of African American and Asian students, but unfortunately our staff is not racially diverse. We have had no African American or Asian teaching candidates apply for teaching positions. We would need one African American or Asian teacher to reflect our student population. We use multiple hiring websites to recruit a diverse pool of applicants. 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: We adopted a new reading curriculum in 25-26 called EL Open Up Resources. Following guidance from the READ Act, we purchased this program. In team meetings, all classroom teachers analyze data using FAST, Capti, 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 or CORE training through the Minnesota Department of Education. 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 an reporting improvement to parents, tea 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	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. 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.	Fall, Winter & S -aReading Fall, Winter & Spring-aMath

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 t 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	Fall, Winter, Spring

			against which to measure something.	
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, phonemic awareness, phonics, comprehension, and vocabulary. 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	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, phonemic awareness, phonics, comprehension, and vocabulary. 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	Fall, Winter & Spring

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	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. 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.	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 me 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 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	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	Spring

		significant cognitive disabilities	made Adequate Yearly Progress (AYP toward all students being proficient for NCLB.	
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, phonemic awareness, phonics, comprehension, and vocabulary 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.	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 me 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
Capti	Capti Readbasix	Reading	Measures foundational reading skills & helps identify specific reading difficulties	Fall & 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	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	Spring

		significant cognitive disabilities	made Adequate Yearly Progress (AYP toward all students being proficient for NCLB.	
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, phonemic awareness, phonics, comprehension, and vocabulary. 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	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 mo 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
Capti	Capti Readbasix	Reading	Measures foundational reading skills & helps identify specific reading difficulties	Fall & Spring

XVI. *APPENDIX A: WHOLE BOARD CERTIFICATES & BOARD SURVEY RESULTS*

Retain & Maintain Records
On-Going Board Training

Monday, September 8, 2025

By: MN Charter Boards Online at Board Meeting

Carissa: CAPOSA

Andrea: A. Peterson

Carmen: Carmen Bell

Ali: Ali Bassmann

Sarah: Sarah Johnson

Paula: Paula Strayer

Terri: Terri Neumann

Nicole: Nicole

Video & Date: Retain & Maintain Records 9/8/2025

Finance: Audit Training

On-Going Board Training

Monday, October 20, 2025

By: Abdo

Carissa: CARISSA

Carmen: Carmen

Sarah: Sarah Johnson

Terri: Teri Neumann

Andrea: A. Peterson

Ali: Ali Bassmann

Paula: Paula Shroyer

Nicole: Nicole

Video & Date: From Abdo; 10/20/2025

Employment: Policy Training

On-Going Board Training

Monday, November 10, 2025

By: MN Charter Online

Carissa: CAPOSA

Andrea: A. Peterson

Carmen: Carmen Ess

Ali: Absent

Sarah: Sarah Johnson

Paula: Paula Skroyer

Terri: Teri Neumann

Nicole: NMusser

Video & Date: Develop + Use Policies | 11.10.2025

Data: Respond to Data Request

On-Going Board Training

Monday, December 8, 2025

By: MN Charter Online

Carissa: [illegible]

Andrea: Andria Peterson

Carmen: Absent

Ali: Ali Bossmann

Sarah: Sarah Johnson

Paula: Paula Shroyer

Terri: Teri Neumann

Nicole: [illegible]

Video & Date: Online | 12-8-2025

Employment: MN Paid Leave
On-Going Board Training

Monday, March 9, 2026
By: MN Charter Online

Carissa: [signature] Andrea: [signature]
Carmen: [signature] Ali: VIA phone
Sarah: Sarah Johnson Paula: Absent
Terri: [signature] Nicole: [signature]

Video & Date: VIA Google Meets Edvisions Co-operative

Multilingual Training
On-Going Board Training

Monday, May 11, 2026

By: MN Charter Boards online at Board Meeting

Carissa: CAPOSA

Andrea: A. Peters

Carmen: Carmen Ec

Ali: online

Sarah: Sarah Johnson

Paula: exited

Terri: Terri Neumann

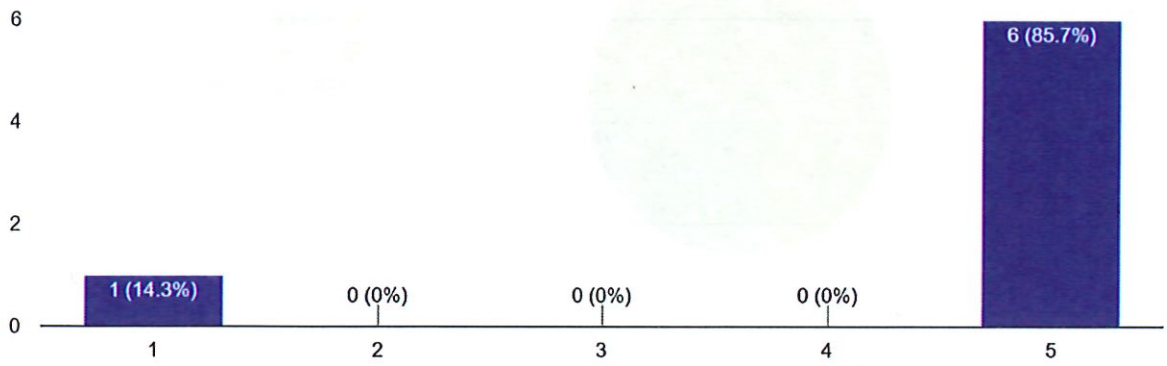
Nicole: NMDOLL

Video Adopt a Budget & Date: 5.11.2026

Board Survey Results for 2025-2026

The Board has developed a mission and vision statement for the school.

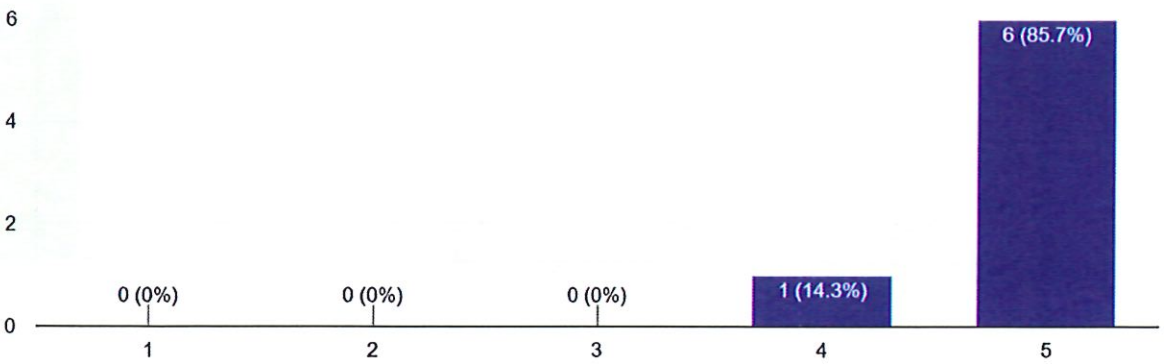
7 responses



Last year, we scored 100% (meaning everyone said agree or strongly agree)

The Board has developed a strategic plan (short and long term).

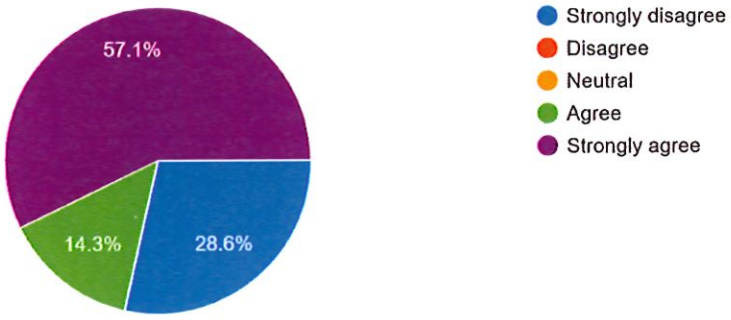
7 responses



Last year, we scored 100% (meaning everyone said agree or strongly agree)

The Board monitors the implementation of the strategic plan (short and long term).

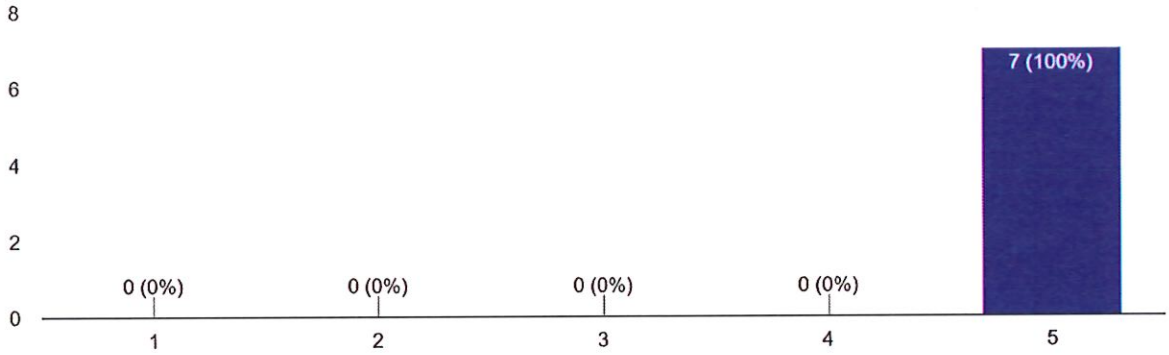
7 responses



Last year, we scored 57% agree or strongly agree.

The Board has adopted academic & other student achievement goals.

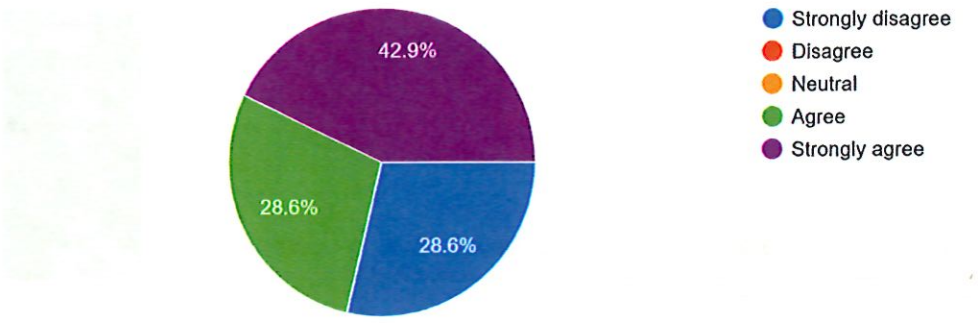
7 responses



Last year, we scored 100% (meaning everyone said agree or strongly agree)

The Board has adopted programs/policies to ensure diverse needs and interests of all students are addressed ensuring equity.

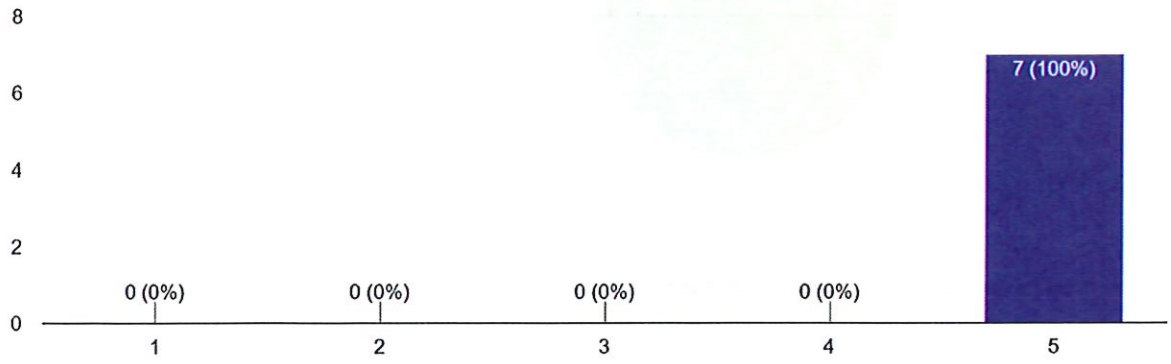
7 responses



Last year, we scored 100% (meaning everyone said agree or strongly agree)

The Board monitors that all reports to MDE and NEO are filed on time.

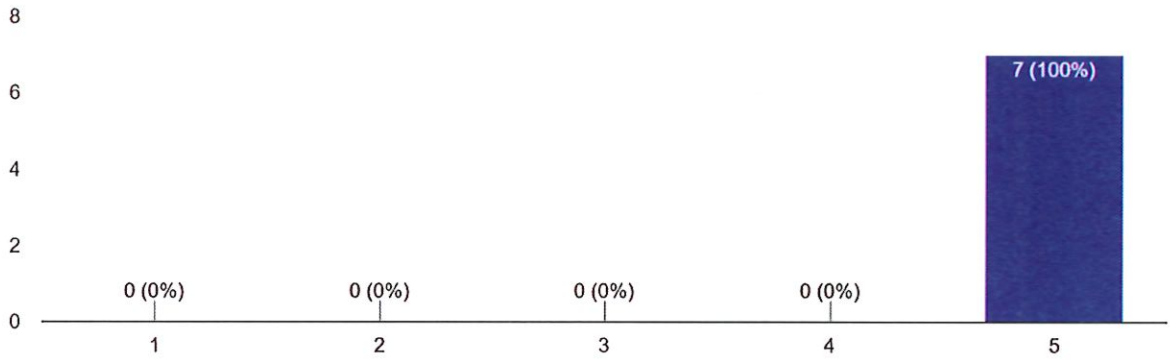
7 responses



Last year, we scored 85% for agree or strongly agree.

The Board monitors the financial statements monthly including cash flow and budget to actual.

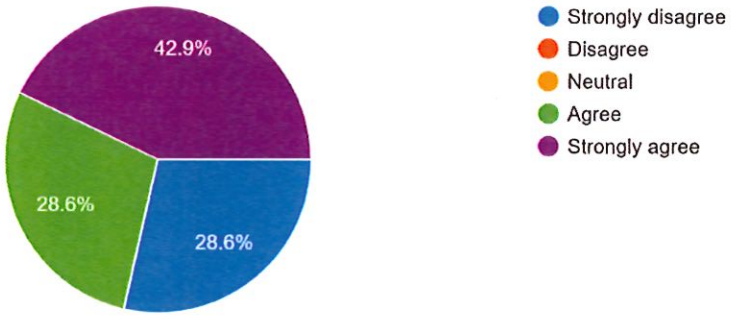
7 responses



Last year, we scored 100% (meaning everyone said agree or strongly agree)

The Board establishes committees to help carry out leadership work of the board.

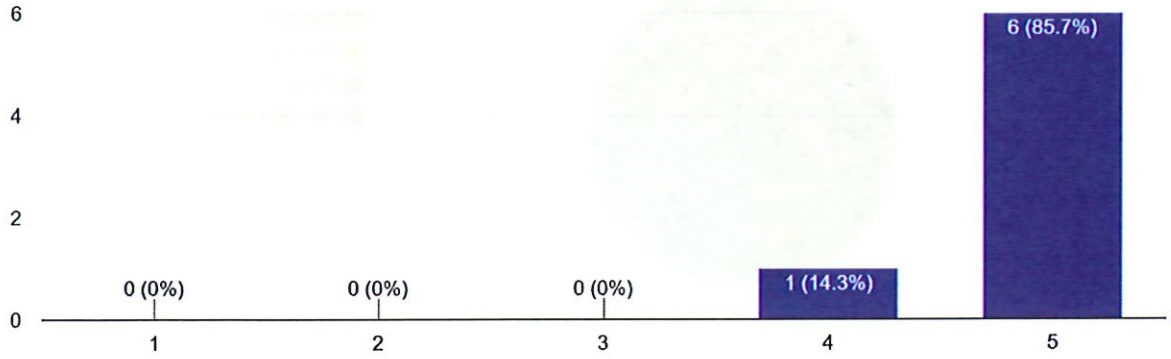
7 responses



Last year, we scored 86% of agree and strongly agree.

The Board has developed and defined the roles and responsibility of both the board and executive director so each area knows their respective roles and responsibilities.

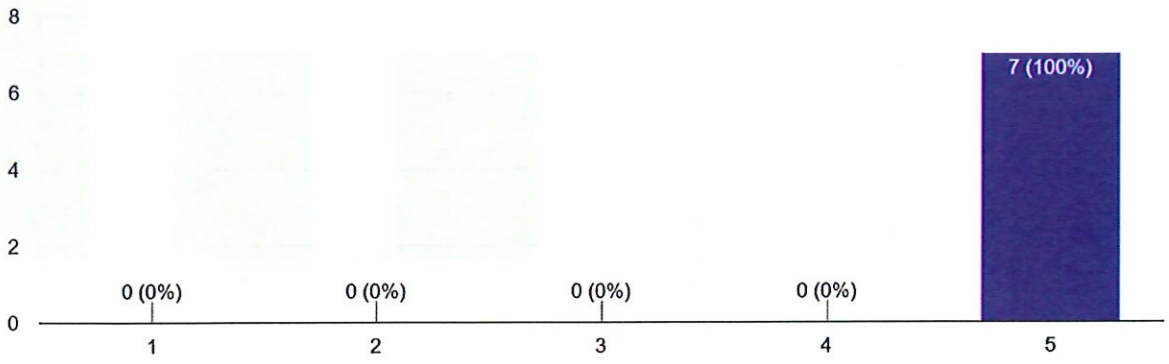
7 responses



Last year, we scored 100% including both agree and strongly agree.

The Board has an establish criteria to evaluate the executive director.

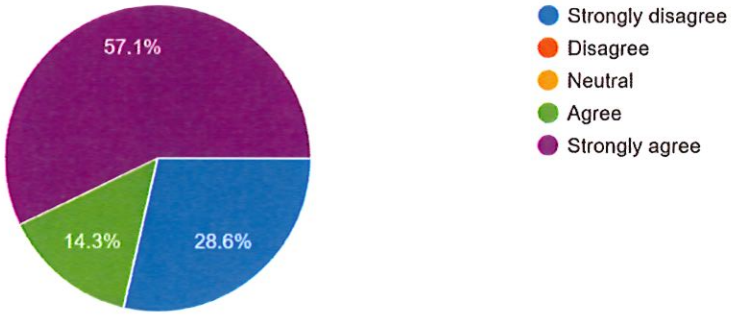
7 responses



Last year, we scored 100% including both agree and strongly agree.

The Board has a process for annually reviewing policies.

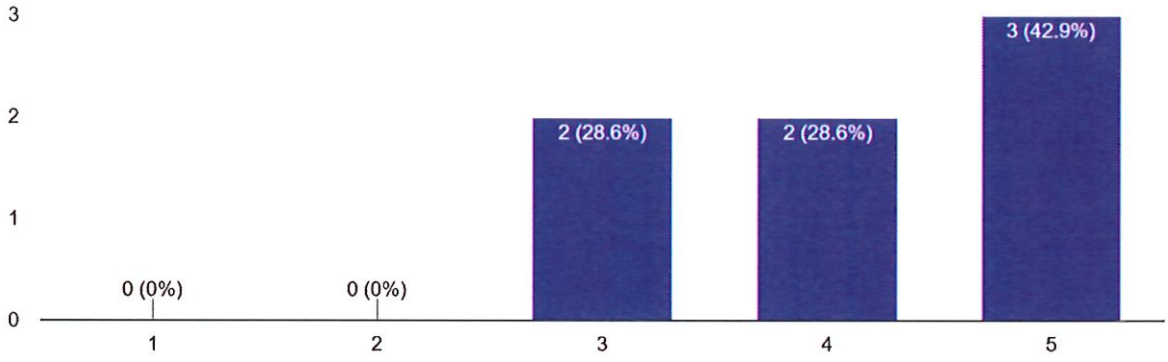
7 responses



Last year, we scored 100% including both agree and strongly agree.

The Board adopts goals to guide annual student recruitment plan.

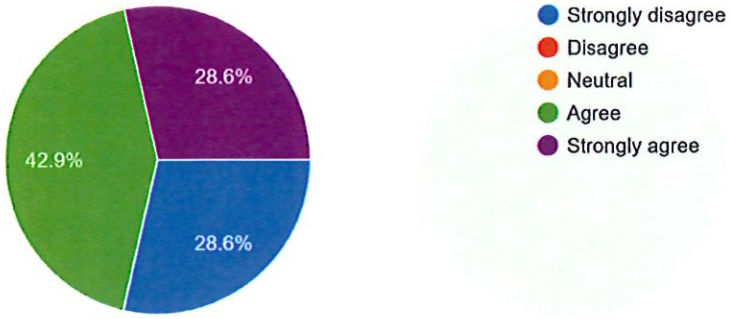
7 responses



Last year, we scored 57% of agree and strongly agree.

The Board has written expectations for each of its board committees.

7 responses

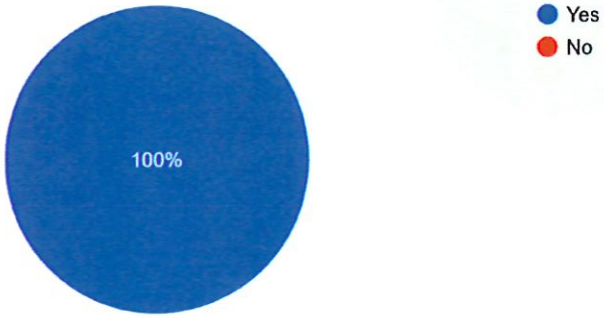


Last year 24-25, we scored 57% of agree or strongly agree. This year 25-26, we scored 71.5%. This was then our board goal for the next year. As a result, we wrote out board committee guidelines/expectations for each group as they worked last year. This included finance, board election and director evaluation. The board should discuss continuing this goal or electing another one, or adding to this.

The board has elected to make this their goal for 26-27. They would like to use the documents created last year and make sure those processes are followed this year as they work on those committees making any pertinent notes as they go along.

I am able to contribute to the Board's work in a meaningful way.

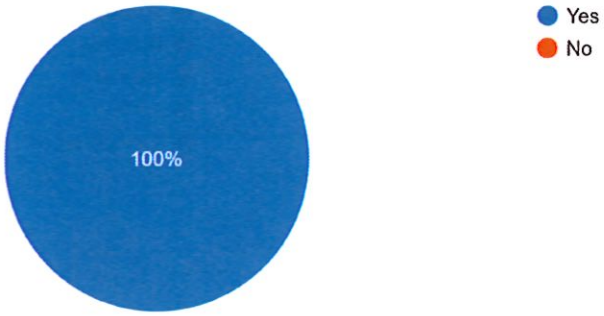
7 responses



Last year, 100%

I understand my responsibilities as a board member.

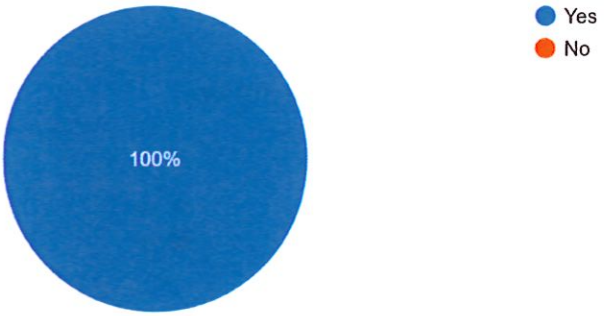
7 responses



Last year, 100%.

Overall, I am satisfied with my experience on the board.

7 responses



Last year, 100%.

List 2-3 goals for the board for the next 12 months

Continue working to establish the ABC for the building. Continue recruitment to keep kinder filled for the future.

Continue to support and guide the development of the ABC as needed

Board members should keep in mind what questions and wonderings are relevant to board business and those that are not.

1- everyone get to mtg on time or before

2- keep getting policies gone through and updated