

**Discovery Public School
126 - 8th Street N.W.
Faribault, MN 55021
Regular Meeting
October 14, 2021 @ 4:30pm**

We believe all children can learn.
We believe a trusting, caring, and nurturing environment must pervade the entire school.
We believe in including as many children as possible in all of the learning opportunities.
We believe all of our actions should be consistent with our purpose and vision.
We believe students should be taught "how" to think, not "what" to think.
We believe the primary purpose of education is to teach children "how" to learn.
We believe children must take responsibility for and be actively involved in their learning.

***Per statute 13D.021 subdivision 1.1, "The DPS Board Chair has determined that an in-person meeting is not practical or prudent because of a health pandemic."**

1. Call to Order and Roll Call –

<input type="checkbox"/> Russ Kennedy, Chair	<input type="checkbox"/> Steven (Sam) Macklay, Clerk/Treasurer
<input type="checkbox"/> Jim Severson, Vice-Chair	<input type="checkbox"/> Cody Hanson
<input type="checkbox"/> Kay Hammer	<input type="checkbox"/> Sharon Hansen
<input type="checkbox"/> Authorizer (Osprey Wilds):	<input type="checkbox"/> Kari-Ann Schmidt
<input type="checkbox"/> Guest(s):	<input type="checkbox"/> Dan Weisser, Ex-Officio

2. Approval of the Agenda-

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

3. Approval of the September 16, 2021 minutes-

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

4. Monthly Financial Statement –

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

5. Citizen Participation –

6. REPORTS –

1. Director's Report –
2. Community – (Dan Weisser)
3. Finance – (Russ Kennedy, Jim Severson, Dan Weisser)
4. Academic Committee – (Dan Weisser, Jim Severson, Sharon Hansen)
5. Environmental Education - (Sam Macklay, Jim Severson, Sharon Hansen)

7. DISCUSSION ITEMS:

7.1 School Board Training – None

7.2 Covid-19 Update -

7.3 Substitute Teachers -

8. ACTION ITEMS:

8.1 Substitute Teacher Pay-

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.2 2020-2021 Annual Report -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.3 DPS Dress Code Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.4 DPS Whistleblower Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.5 DPS Lottery/Admissions Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.6 Public Data Access Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.7 Religious Accommodation Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.8 Data Subject Rights and Access Policy -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.9 Equal Access Policy (Required if the charter school allows religious or other activities on school property during non-instructional time)-

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

8.10 Charter School Assurance -

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

Our next meeting is scheduled for **November 18, 2021 at 4:30 p.m.**

Agenda items:

Board members are requested to check their schedules to confirm this date and time *prior to Adjournment* today.

9. ADJOURNMENT:

Motion: _____ Second: _____ Carried: _____ Failed: _____ Abstain: _____

Discovery Public School
126 - 8th Street N.W.
Faribault, MN 55021
Regular Meeting
September 16, 2021 @ 4:30pm

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Per MN statute 13D.021 subdivision 1.1: “The DPS Board Chair has determined that an in-person meeting is not practical or prudent because of a health pandemic.”

1. **Call to Order and Roll Call:** *The meeting was called to order at 4:30 p.m. by Russ Kennedy. Russ Kennedy (Chair), S. Sam Macklay (Secretary), Cody Hanson, Dan Weisser (Ex-Officio), and Sharon Hansen were present. Jim Severson (Vice-Chair) attended remotely, via “Google Meet”.*
2. **Approval of the Agenda:** *Sam M. made a motion to approve the agenda with the addition of item 7.3, Virtual Attendance for the Public at School Board Meetings. The motion was seconded by Cody H. The motion carried (5-0).*
3. **Approval of the August 19, 2021 Minutes:** *Sharon H. made a motion to approve the August 19, 2021 minutes, with the corrected date, ~~January 21~~ July 15 in the heading of item 3.. The motion was seconded by Cody H. The motion carried (5-0).*
4. **Monthly Financial Statement:** *The financial statement was reviewed and discussed by the board. Sharon H. made a motion to accept the [As of] August 31, 2021 Financial Statements, as submitted in the meeting packet. The motion was seconded by Sam M. The motion carried (5-0).*
5. **Citizen Participation:** None.

6. **Reports:**

6.1 **Director’s Report:** Cash on Hand: \$ 223,650.43 Enrollment: 50

- DPS’s 1st day of school was 8/30/21.
- DPS has been granted provisional approval as a State-approved online provider. This allows DPS to offer online learning options to their own resident and previously-enrolled students for the 2021-22 school year. (This was done to provide flexibility due to possible Covid-19 situations that could come up.)
- Planning to hire a 4th paraprofessional due to IEP hour needs.

6.2 **Community:** (Dan W.) The Faribault High School homecoming is Friday, September 24th. There will be no school for DPS students but the staff will report for a workshop day.

6.3 Finance: (Russ K., Jim S., Dan W.) Brenda Kes has been advising Dan on when to apply for various grants that we are eligible for. Sharon H. is helping him write the narratives for the applications, when necessary.

6.4 Academic Committee: (Dan W., Jim S., Sharon H.)

NWEA testing starts next Monday, September, 20, 2021. Students will take the reading test on Monday, the math test on Tuesday, and the Science test on Wednesday. Students who were absent will make up the tests in the afternoon the following week.

We have met with all juniors and seniors regarding credits. Some students will be working on credit recovery this year to make up for missed credits over the past couple of years. Two of them have already begun an 8th hour credit recovery class.

We have one student currently attending a class at South Central through the PSEO program. We have at least one other student who is planning to attend South Central beginning in January. There are a couple other students who may be interested also.

6.5 Environmental Education: (Alli P., Jim S., Sharon H.)

We received feedback from Osprey Wilds regarding our ELP updates. We have updated our ELP according to their feedback and returned it for review. All of the comments were just to help us be as specific as possible on how we will evaluate our students, so it is clear whether we have met our goals.

The first issue of our Environmental Science Newsletter is live. This newsletter is written by our 11th and 12th grade students in the Environmental Science Writing class, a collaboration between our English teacher and our Science teacher. The first issue is pretty impressive. It can be viewed at <https://dpsenvironmentalsciencenewsletter.com/>

7. Discussion Items:

7.1 School Board Training: Develop an Effective Relationship with the Authorizer

(<http://mncharterboard.com>) Board members complete the training on their own time and send their certificates of completion to Dan. The Board discussed some of the issues presented in the training. Dan has been informed that our renewal year has been changed to SY2022-2023 (instead of this school year) due to the pandemic disruption.

7.2 COVID-19 Update: Since school began, one student's family reported a positive test result, resulting in a 10 day, at-home quarantine. Masks are optional in the school. Most of the staff is vaccinated. The infection rate in Rice County is approaching the level where schools went to on-line learning last year.

7.3 Virtual Attendance for the Public at School Board Meetings: Links and instructions to join the Regular School Board Meetings (via "Google Meet") and to view the School Board Meeting Packet are available on the Discovery Public School of Faribault website (isd4081.org), 72 hours before the scheduled meeting.

8. Action Items:

8.1 2021-2022 Testing Calendar: The Board reviewed the calendar of proposed testing dates (printed in the meeting packet). *Sam M. made a motion that the Board approve the 2021-2022 Testing Calendar. The motion was seconded by Cody H. The motion carried (5-0).*

8.2 Foster Care Transportation Agreement: Dan reported that having this agreement in place is a new requirement for securing federal Title I funds. The Board reviewed the agreement (printed in the meeting packet). *Sharon H. made a motion that Discovery Public School of Faribault enter into agreement with Rice County to (if necessary) evenly split the costs of transportation of students that have been placed into foster care by the county. The motion was seconded by Cody H. The motion carried (5-0).*

8.3 Behavior Analytic Services from SWWC Service Cooperative: Dan reported that the Special Education Director has recommended that we enter into agreement with this company. The company observes the behaviors (detrimental to learning) of designated students and makes written suggestions to the educational staff about methods for dealing with these behaviors. The Board reviewed the agreement (printed in the meeting packet). 95% of the cost is covered by special education funding. *Jim S. made a motion that Discovery Public School of Faribault enter into agreement with SWWC Service Cooperative, that they provide 30 hours of Behavior Analytic Services. The motion was seconded by Sam M. The motion carried (5-0).*

9. Adjournment: Board members were reminded that our next Regular Board Meeting is scheduled for October 14, 2021 at 4:30pm. *Russ K. made a motion to adjourn the meeting. The motion was seconded by Cody H. The motion carried (5-0).*

Respectfully submitted: Sam Macklay, Secretary



Discovery Public School of Faribault #4081
Faribault, MN

Financial Statements

As of September 30, 2021

Prepared by:
Brenda Kes
Outsourced CFO,
School Services

Discovery Public School of Faribault

Charter School

September 2021

Financial Statements

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Discovery Public School of Faribault
Faribault, Minnesota
September 2021 Financial Statements
Executive Summary

Summary of Key Financial Indicators

- * Average Daily Membership (ADM) Overview –
 - Original Budget: 55 ADM
 - Revised Budget: TBD
 - Actual: 50 ADM
- * The School's budgeted surplus for the year is \$6,880. A projected cumulative fund balance of \$256,660 or 27.3% of expenditures at fiscal year-end.
- * Projected Days Cash on Hand for the projected fiscal year-end is 78 days. Above 30 days meets best practices.

Financial Statement Key Points

- * As of month-end, 25% of the year was complete.
- * Cash Balance as of the reporting period is \$241,029 up/down from the previous month of \$215,572. Mainly due to holdback payments from the State.
- * Prior year holdback balance is \$23,949 as of the reporting period. Amounts will be paid back during the Fall and final payments will be made as MDE finalizes their review of annual entitlements.
- * Revenues received at end of the reporting period - 21%
- * Expenditures disbursed at end of the reporting period - 18%
- * Nothing significant to mention on the Revenues and Expenditures this month, all is on track currently when comparing budget to actual.

Other Items

- * Title grants have been submitted and are either in 'approved' or 'grant application in progress' status.
- * Federal Special Education grants have been submitted and are either in 'approved' or 'grant application in progress' status.
- * FY22 COVID based funding streams available to the school this year are multiple sources attributed to the CARES Act Funds (\$121,371). These are reimbursement based grants, so funds will need to be expended before we can claim the revenues. We will be updating the working budget to reflect these funding sources and corresponding expenses.
- * The FY21 annual audit fieldwork is scheduled for October 26th. Everything is on track to meet this deadline.

**Discovery Public School of Faribault
Faribault, MN**

September 30, 2021

	Unaudited Balance June 30, 2021	Ending Balance September 30 2021
<u>Assets</u>		
Current Assets		
Cash and Investments	194,904	241,029
Accounts Receivable	2,449	2,578
MDE/State Aids Receivable/(Deferred Rev.) 20-21	69,073	23,949
MDE/State Aids Receivable balance 21-22	0	19,594
Federal Aids Receivable	39,611	18,702
Prepaid Expenses and Deposits	21,213	-
Total Current Assets	327,250	305,851
Total All Assets	327,250	305,851
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable, fy 2020-21	36,673	3,704
Accounts Payable	10,424	0
Payroll Deductions and Contributions	30,372	(0)
Total Current Liabilities	77,470	3,704
Fund Balance		
Audited Fund Balance 6-30-2019	138,397	249,780
Net Income fy 20-21 & fy 21-22	111,383	52,368
Total Fund Balance	249,780	302,148
Total Liabilities and Fund Balance	327,250	305,851
		-

(0)

***Management has elected to omit substantially all disclosures, government-wide financial statements
and required supplementary information.***

No CPA provides any assurance on these financial statements

Discovery Public School of Fa
Faribault, MN

Statement of Revenues and Exp
September 30, 2021

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General Fund - 01

Revenues

State Revenues

General Education Aid
Charter School Lease Aid
Long-Term Facilities Maintenance
Special Education Aid
Estimated State Aid fyd 2021-22
Prioryear - Over/under

Total State Revenues

Federal Revenues

Title Programs, I & II
Special Education Aid, F419 & 425
CARES Funds, GEER & ESSER
REAP Funds

Total Federal Revenues

Local Revenues

Donations & Contributions
Miscellaneous local Revenues, snack fund

Total Local Revenues

Total Revenues

Working Budget adjustments

Expenditures

Salaries and Benefits not including special ed
Contracted Services
Legal fees
Communications Services
Postage
Utilities
Property and Liability Insurance
Repairs and Maintenance, mowing and plowing
Contracted Transportation
Entry Fees / Student Travel

**Statement of Revenues and Exp
September 30, 2021**

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Food Services Fund - 02

Revenues

- State Revenues
- Federal Revenues
- Sale of Lunches and Other Local Revenues
- Transfer from General Fund

Total Revenues

Expenditures

- Salaries and Wages
- Employee Benefits
- Purchased Services, Food & Milk, 490 & 495
- Supplies and Materials
- Equipment
- Dues and Memberships

Total Expenditures

Food Services Fund Net Income

Total All Funds

Revenues

- State Revenues
- Federal Revenues
- Local Revenues

Transfers

Total Revenues

Expenditures

- Salaries and Benefits
- Purchased Services
- Supplies and Materials
- Equipment
- Other (Fundraising, Special Ed, Dues, etc.)

Total Expenditures

Discovery Public School of Faribault Check History

Calendar	Ck Date	Gross Pay	Taxes			Before Tax			After Tax			Net Pay
			FIT-EIC	SIT	OASDI Medicare	Retire	TSA DEFCOMP	FLEX	Other	Other		
Ackmann, Yvonne Marie												
S202205-0	09/15/2021	565.75	19.98	ID 31 11.25 MN	35.08	8.20	36.77 PERA					454.47
S202206-0	09/30/2021	1,295.75	89.30	47.76 MN	80.33	18.79	84.22 PERA					975.35
		1,861.50	109.28	59.01	115.41	26.99	120.99	0.00	0.00	0.00	0.00	1,429.82
Clark, Michelle												
S202206-0	09/30/2021	100.00	0.00	ID 71 0.00 MN	6.20	1.45	7.50 TRA					84.85
		100.00	0.00	0.00	6.20	1.45	7.50	0.00	0.00	0.00	0.00	84.85
Flores, Sonia												
S202205-0	09/15/2021	904.75	51.68	ID 37 28.20 MN	56.10	13.12	58.81 PERA					696.84
S202206-0	09/30/2021	1,347.50	95.11	50.35 MN	83.54	19.53	87.59 PERA					1,011.38
		2,252.25	146.79	78.55	139.64	32.65	146.40	0.00	0.00	0.00	0.00	1,708.22
Hansen, Sharon Marie												
S202205-0	09/15/2021	2,208.33	155.06	ID 53 76.97 MN	130.47	30.51	165.62 TRA		103.99			1,545.71
S202206-0	09/30/2021	2,208.33	155.06	76.97 MN	130.47	30.52	165.62 TRA		103.99			1,545.70
		4,416.66	310.12	153.94	260.94	61.03	331.24	0.00	207.98	0.00	0.00	3,091.41
Hanson, Cody A												
S202205-0	09/15/2021	1,791.67	141.32	ID 54 68.54 MN	106.94	25.02	134.38 TRA		66.75			1,248.72
S202206-0	09/30/2021	1,791.67	141.32	68.54 MN	106.95	25.01	134.38 TRA		66.75			1,248.72
		3,583.34	282.64	137.08	213.89	50.03	268.76	0.00	133.50	0.00	0.00	2,497.44
Hanson, Pamela A												
S202205-0	09/15/2021	1,791.67	0.00	ID 66 0.00 MN	105.44	24.66	134.38 TRA		91.08			1,436.11
S202206-0	09/30/2021	1,791.67	0.00	0.00 MN	105.43	24.66	134.38 TRA		91.08			1,436.12
		3,583.34	0.00	0.00	210.87	49.32	268.76	0.00	182.16	0.00	0.00	2,872.23

Discovery Public School of Faribault Check History

Calendar	Ck Date	Gross Pay	Taxes				Before Tax			After Tax		Net Pay
			FIT-EIC	SIT	OASDI	Medicare	Retire	TSA DEFCOMP	FLEX	Other	Other	
Horak, Michele D												
S202205-0	09/15/2021	2,718.90	145.26	ID 64 95.62 MN	158.86	37.15	203.92 TRA	156.63				1,921.46
S202206-0	09/30/2021	2,041.67	87.25	65.91 MN	116.87	27.34	153.13 TRA	156.63				1,434.54
		4,760.57	232.51	161.53	275.73	64.49	357.05	313.26	0.00	0.00	0.00	3,356.00
Johnson, Lawrence												
S202205-0	09/15/2021	216.00	0.00	ID 72 0.00 MN	13.40	3.14	14.04 PERA					185.42
S202206-0	09/30/2021	373.50	0.00	1.63 MN	23.15	5.41	24.28 PERA					319.03
		589.50	0.00	1.63	36.55	8.55	38.32	0.00	0.00	0.00	0.00	504.45
Luthe, Alexandra F												
S202205-0	09/15/2021	1,833.33	147.27	ID 59 71.91 MN	110.21	25.77	137.50 TRA	55.74				1,284.93
S202206-0	09/30/2021	1,858.33	150.04	73.49 MN	111.76	26.14	139.37 TRA	55.74				1,301.79
		3,691.66	297.31	145.40	221.97	51.91	276.87	111.48	0.00	0.00	0.00	2,586.72
Natole, Karen T.												
S202205-0	09/15/2021	2,300.00	170.65	ID 35 110.05 MN	135.22	31.63	149.50 PERA	119.01				1,564.84
S202206-0	09/30/2021	2,409.38	182.58	116.87 MN	142.01	33.21	156.61 PERA	119.01				1,639.99
		4,709.38	353.23	226.92	277.23	64.84	306.11	238.02	0.00	0.00	38.20	3,204.83
Palmer, Maria												
S202205-0	09/15/2021	1,757.15	121.23	ID 69 82.17 MN	108.95	25.48	131.79 TRA					1,287.53
S202206-0	09/30/2021	1,625.00	109.33	74.92 MN	100.75	23.56	121.88 TRA					1,194.56
		3,382.15	230.56	157.09	209.70	49.04	253.67	0.00	0.00	0.00	0.00	2,482.09
Peterson, Allison L												
S202205-0	09/15/2021	1,708.33	90.54	ID 65 57.79 MN	105.92	24.77	128.12 TRA					1,301.19
S202206-0	09/30/2021	1,733.33	92.60	58.83 MN	107.46	25.13	130.00 TRA					1,319.31
		3,441.66	183.14	116.62	213.38	49.90	258.12	0.00	0.00	0.00	0.00	2,620.50

Discovery Public School of Faribault Check History

Calendar	Ck Date	Gross Pay	Taxes				Before Tax			After Tax			Net Pay	
			FIT-EIC	SIT	OASDI	Medicare	Retire	TSA DEFCOMP	FLEX	Other	Other			
VanErp, Madison														
S202205-0	09/15/2021	420.75	0.00	3.99 MN	26.08	6.10	27.35 PERA							357.23
S202206-0	09/30/2021	1,146.75	0.00	40.31 MN	71.10	16.63	74.54 PERA							944.17
		1,567.50	0.00	44.30	97.18	22.73	101.89	0.00	0.00	0.00	0.00	0.00	0.00	1,301.40
Weisser, Dan R.														
S202205-0	09/15/2021	2,625.00	192.29	94.74 MN	162.75	38.06	196.88 TRA							1,922.38
S202206-0	09/30/2021	2,625.00	192.29	94.74 MN	162.75	38.06	196.88 TRA							1,922.38
		5,250.00	384.58	189.48	325.50	76.12	393.76	0.00	0.00	0.00	0.00	35.80	0.00	3,844.76
Employee Count	14	43,189.51	2,530.16	1,471.55	2,604.19	609.05	3,129.44	0.00	0.00	1,186.40	74.00	0.00	0.00	31,584.72
Totals:														

Discovery Public School of Faribault

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
1955	4081 WF	CR0921	2040	Credit	A	09/15/21		Check	1	CFL					1,120.43	0.00	
	IDEAS Payment: 09.15.21																
						4081 R	01 005 000 000 000	201		FY22 School Trust Land Endo					36,197.20	0.00	
						4081 R	01 005 000 000 000	211		FY22 General Education-Char					\$37,317.63	\$0.00	
						Receipt Total:										\$37,317.63	\$0.00
						Deposit Total:										\$37,317.63	\$0.00
1956	4081 WF	CR0921	2041	Credit	A	09/15/21		Check	1	1001				9,962.25	0.00		
	Federal REAP Grant: 09.01.21																
						4081 R	01 005 000 301 000	405		Ed Gap-Rural Achievement					\$9,962.25	\$0.00	
						4081 R	01 005 000 405			Federal REAP Grant Deposit					\$9,962.25	\$0.00	
						Receipt Total:										\$9,962.25	\$0.00
						Deposit Total:										\$9,962.25	\$0.00
1957	4081 WF	CR0921	2042	Credit	A	09/14/21		Check	1	M					125.00	0.00	
	Bank Deposit: 09.14.21																
						4081 B	01 115 001			JS COBRA Pmt #15				125.00	0.00		
						4081 B	01 115 001			JS COBRA Pmt #16				10.00	0.00		
						4081 R	01 005 000 000 000	096		Misc donation				36.00	0.00		
						4081 R	01 005 000 000 000	099		T-Shirt sales				15.00	0.00		
						4081 R	01 005 000 000 000	099		Yearbook sale				\$311.00	\$0.00		
						Receipt Total:										\$311.00	\$0.00
						Deposit Total:										\$311.00	\$0.00
1958	4081 WF	CR0921	2043	Adj	A	09/15/21		Check	1	1001				(9,962.25)	0.00		
	FY21 Fed REAP Grant																
						4081 R	01 005 000 301 000	405		Federal REAP Grant Deposit				9,962.25	0.00		
						4081 B	01 122 000			FY21 Fed REAP Grant				\$0.00	\$0.00		
						Receipt Total:										\$0.00	\$0.00
						Deposit Total:										\$0.00	\$0.00
1959	4081 WF	CR0921	2044	Credit	A	09/30/21		Check	1	CFL				12,480.47	0.00		
	IDEAS Payment: 09.30.21																
						4081 B	01 121 000			FY21 General Education-Char				7,771.93	0.00		
						4081 B	01 121 000			FY21 Special Education-Char				2,649.60	0.00		
						4081 B	01 121 000			FY21 Charter School Lease							

Discovery Public School of Faribault Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
1959	4081	WF	CR0921															
				2044	Credit	A	09/30/21		Check	1	CFL							
							4081	R 01 005 000 000 000 211			FY22 General Education-Char					30,551.68	0.00	
																Receipt Total:	\$53,453.68	\$0.00
																Deposit Total:	\$53,453.68	\$0.00
																Report Total:	\$101,044.56	\$0.00

Discovery Public School of Faribault Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Amount
WF		8846		BP	1	1060	QUILL		No	Yes	No	09/10/2021	51.60
WF		8847		BP	1	1060	QUILL		No	Yes	No	09/10/2021	626.29
WF		8848		BP	1	1060	QUILL		No	Yes	No	09/10/2021	181.94
WF		8849		BP	1	1060	QUILL		No	Yes	No	09/10/2021	24.59
WF		8850		BP	1	1192	Hillyard / Hutchinson, Inc.		No	Yes	No	09/10/2021	21.70
WF		8851		BP	1	1231	Syand Corporation		No	Yes	No	09/10/2021	157.50
WF		8852		BP	1	1249	Indigo Education		No	Yes	No	09/10/2021	3,437.89
WF		8853		BP	1	1348	Consolidated Communications		No	Yes	No	09/10/2021	793.85
WF		8854		BP	1	1356	Loffler Companies, Inc.		No	Yes	No	09/10/2021	359.00
WF		8855		BP	1	1358	Instructional Designs, Inc.		No	Yes	No	09/10/2021	2,000.00
WF		8856		BP	1	1395	Allison Peterson		No	Yes	No	09/10/2021	62.79
WF		8857		BP	1	1397	Navigate Care Consulting	Ind/Sole Proprietor	No	Yes	No	09/10/2021	80.00
WF		8858		Wire	1	1392	Bill.com		No	Yes	No	09/08/2021	78.71
WF		8859		Wire	1	1197	Medica		No	Yes	No	09/10/2021	5,932.65
WF		8860		Wire	1	1007	MN DEPT OF REVENUE - WIRE TRSF		No	Yes	No	09/15/2021	701.23
WF		8861		Wire	1	1054	TEACHERS RETIREMENT ASSOCIATIO		No	Yes	No	09/15/2021	2,603.23
WF		8862		Wire	1	1074	PUBLIC EMPLOYEES RETIREMENT AS		No	Yes	No	09/15/2021	617.02
WF		8863		Wire	1	1143	IRS - WIRE TRANSFER		No	Yes	No	09/15/2021	4,333.34
WF		8864		Wire	1	1190	Wells Fargo Business Card		No	Yes	No	09/13/2021	1,357.79
WF		8865		BP	1	1083	MN STATE HIGH SCHOOL LEAGUE		No	Yes	No	09/14/2021	401.00
WF		8866		BP	1	1187	Eickhoffs Cleaning &		No	Yes	No	09/14/2021	360.00
WF		8867		BP	1	1375	Culligan of Faribault		No	Yes	No	09/14/2021	46.60
WF		8868		Wire	1	1240	Wells Fargo Bank-Business Acct		No	Yes	No	09/13/2021	77.11
WF		8869		BP	1	1060	QUILL		No	Yes	No	09/20/2021	96.04
WF		8870		BP	1	1180	AFLAC		No	Yes	No	09/20/2021	74.00
WF		8871		BP	1	1372	BerganKDV Outsourced Services LLC		No	Yes	No	09/20/2021	3,375.00
WF		8872		BP	1	1397	Navigate Care Consulting	Ind/Sole Proprietor	No	Yes	No	09/20/2021	40.00
WF		8873		Wire	1	1007	MN DEPT OF REVENUE - WIRE TRSF		No	No	No	09/30/2021	770.32
WF		8874		Wire	1	1054	TEACHERS RETIREMENT ASSOCIATIO		No	No	No	09/30/2021	2,498.79
WF		8875		Wire	1	1074	PUBLIC EMPLOYEES RETIREMENT AS		No	No	No	09/30/2021	920.20
WF		8876		Wire	1	1143	IRS - WIRE TRANSFER		No	No	No	09/30/2021	4,623.30
WF		8877		BP	1	1186	Hoa D. Nguyen		No	Yes	No	09/30/2021	7,300.00

Bank Total: \$44,003.48

Report Total: \$44,003.48

Discovery Public School of Faribault Journal Entry Listing

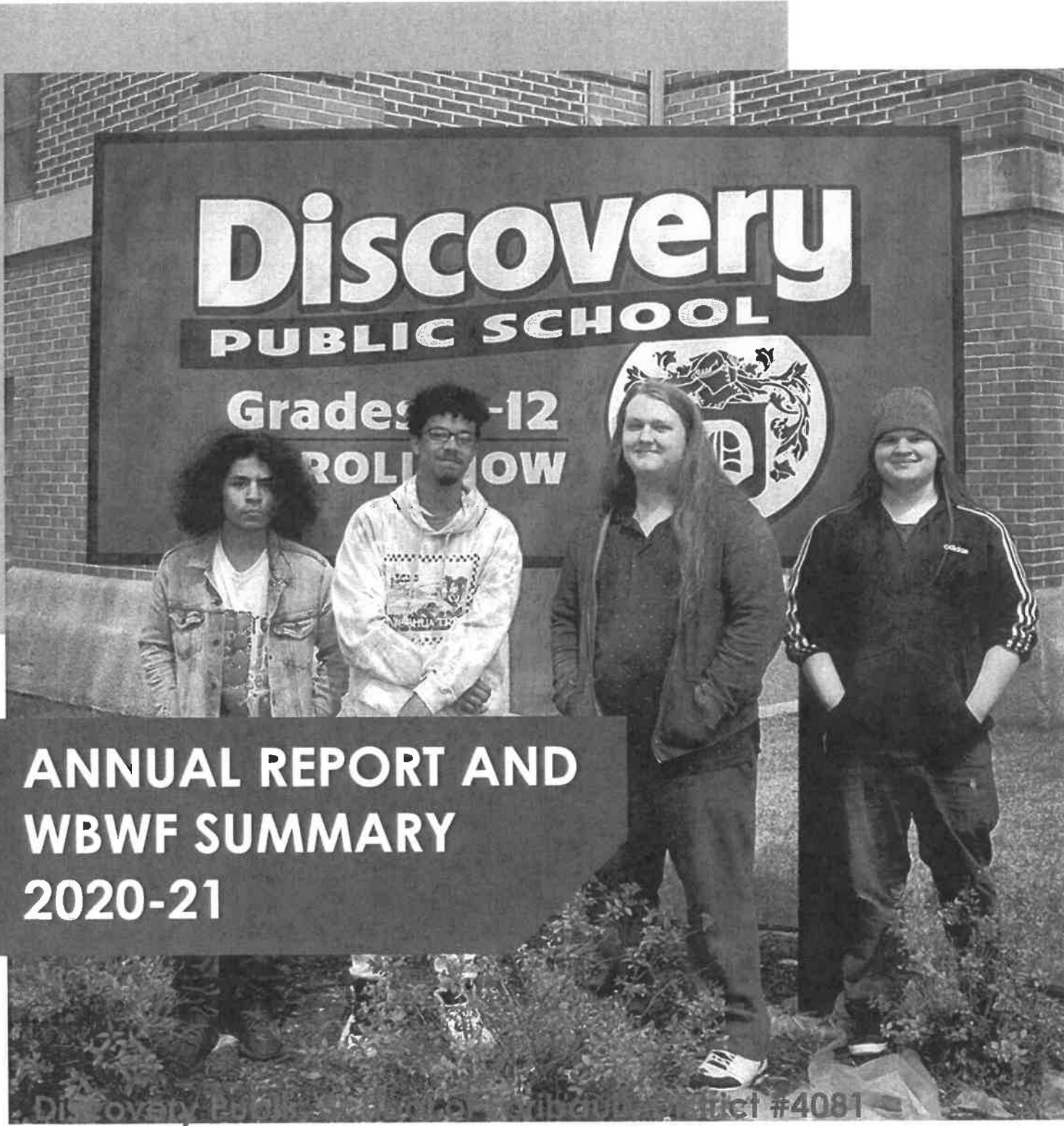
JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
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Discovery Public School of Faribault
Cash Flow Projection Summary
2021-22 School Year

Period Ending	Cash Inflows (Revenues)					Cash Outflows (Expenditures)			
	State Aid Payments	Federal Aid Payments	Other Receipts	Prior Year State/Federal Holdback	Total Receipts	Salaries and Benefits	Other Expenditures	Rent	Total Expenditures
July 31	58,200		296		58,496	25,428	31,857	14,600	71,885
Aug 31	58,215		24	41,208	99,446	24,689	33,400	7,300	65,388
Sept 30	67,869	9,962	311	22,902	101,045	31,585	36,703	7,300	75,588
Oct 31	61,075	11,229	905	16,690	89,899	37,567	38,378	4,933	80,878
Nov 30	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
Dec 31	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
Jan 31	61,075	11,229	905	1,325	74,534	37,567	38,378	4,933	80,878
Feb 28	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
Mar 31	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
April 30	61,075	11,229	905	5,195	78,405	37,567	38,378	4,933	80,878
May 31	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
June 30	61,075	11,229	905		73,209	37,567	38,378	4,933	80,878
Projected Totals	733,959	111,028	8,774	81,419	935,179	419,807	447,360	73,601	940,768

Assumptions: 10% State Aid Holdback

Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No



**ANNUAL REPORT AND
WBWF SUMMARY
2020-21**

Email: discovery@isd4081.org
Website: isd4081.org

Tel: 507-331-5423
Faribault, MN 55021

DISCOVERY
Public School
of Faribault

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SCHOOL INFORMATION

Discovery Public School of Faribault

126 8th Street NW

Faribault, MN 55021

507-331-5423 (office)

507-331-2618 (fax)

<https://isd4081.org>

discovery@isd4081.org

Dan Weisser, Executive Director

dweisser@isd4081.org

Discovery Public School of Faribault is a charter school in Faribault, MN serving students in grades 6-12.

School Mission Statement

The mission of Discovery Public School of Faribault is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds necessary social, academic, personal, and career skills for a satisfying and productive life.

Our Vision

The vision of Discovery Public School of Faribault is to provide students in grades 6-12 a learning environment and social structure that gives them the tools and knowledge necessary to lead satisfying and productive lives upon graduation.

To reach this vision, the school integrates the following methods in its instructional program:

- Student-centered learning
- Small class sizes
- Student established short- and long-term goals
- Career assessment and exploration of post-secondary options
- Integration of technology in core classes

Discovery Public School of Faribault is a sixth through twelfth grade public school that provides a free educational alternative for students and parents in the Faribault community and beyond. It is operated independently from the Faribault School District and governed by a board of directors made up of parents, teachers, and community members elected by the school community. School board meetings and elections are open to the public. School board meetings are held the third Thursday of each month, and elections are held during the month of May. For more information regarding meeting times or dates, and/or regarding school board vacancies and voting information, please contact the school at 507-331-5423 or visit our website at isd4081.org.

As a charter school, Discovery Public School of Faribault is open to all students who apply, according to our lottery policy. The school's current enrollment is approximately 60 students. Class sizes range from 15-20 students, with a 1 to 10 teacher to student ratio. It is our firm belief that all students can be successful, but many need the smaller class sizes and more one to one attention to achieve their potential. A main area of concentration for the school is raising student attendance rates and preparing students for success after school - whether that is college or career.

Authorizer Information

Osprey Wilds Environmental Center (formerly The Audubon Center of the North Woods) has been authorizing Discovery Public School of Faribault since 2011. The school's current three-year contract with Osprey Wilds was extended by one year due to the COVID-19 pandemic. This extended contract will run from July of 2019 through June of 2023.

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Center
Charter School Division
43 Main St. S.E., Suite 507
Minneapolis, MN 55414
(612) 331-4181
www.ospreywilds.org

The vision of Discovery Public School of Faribault is to provide students in grades 6-12 a learning environment and social structure that gives them the tools and knowledge necessary to lead satisfying and productive lives upon graduation.

STATUTORY PURPOSES

The primary purpose of Discovery Public School of Faribault is to improve student learning and student achievement. At Discovery Public School we aim to have all students graduate with the following skills and attitudes:

- Proficiency in basic reading, writing, and math skills
- Knowledge, skills, and ability to be college and/or career ready
- Knowledge and skills to be productive citizens
- Proficiency in using technology
- A willingness to hold themselves accountable for their decisions
- Resilience and self-advocacy

A student-centered learning approach is a key strategy we use to increase the level of student engagement and learning. By focusing on the student in our instruction we are able to fill gaps in prior learning and ensure an equitable learning experience for all students, with the goal of closing the racial and economic achievement gap.

Another statutory purpose of Discovery Public School is to increase learning opportunities for students. To do this, we made a strategic shift to utilizing technology in ways that create exciting new learning opportunities. We have invested in a second charging cart and additional Chromebooks to be shared among our classes. We now have enough Chromebooks that all students can be using technology at the same time. Teachers and students are all provided Google accounts so they can utilize Google's G-Suite that provides tremendous flexibility for using technology in the classroom. Access to technology will provide students with new and engaging learning opportunities, as well as providing teachers with a tool for engaging student-centered learning and differentiation within the classroom.

Technology proficiency is important not only for student learning in school, but also prepares them for the world of work and college. Seniors at Discovery take a Career Readiness course to help them become more career and college ready. This course includes community partnerships and speakers to help students learn about the career opportunities available locally. In this class they also work towards a Job Skills Certificate and complete a Life Plan Project that involves exploring possible careers and the possible pathways to reach their goals. The Job Skills Certificate has ten components that the school feels are important for success after high school:

- | | |
|----------------------------|--------------------------------------|
| • Punctuality | • Life Plan |
| • Goal Setting | • College Visits/Applications |
| • Finances | • Resume Writing |
| • Guest Speakers | • Volunteer Work |
| • Technology Skills | • Career Observation |



Another purpose we address is encouraging our teaching staff to use different and innovative teaching methods. Integrating the environment is one of the methods used at the school. Many creative projects have been completed in the Environmental Education class, such as creating an indoor window farm and removing buckthorn from the Straight River Trail. Measuring and reducing food waste at lunch has been a school-wide focus at DPS, with our science classes taking the lead by separating and weighing the discarded food and composting what they can.

To address our statutory purpose of measuring learning outcomes and creating different and innovative forms of measuring outcomes, we have set goals related to credit recovery and making progress toward graduation. When students enroll at our school, we check transcripts and provide appropriate coursework and independent study to help them achieve their goal of earning a high school diploma. Another innovative form we use to measure learning outcomes is our Life Plan Project and Job Skills Certificate. We measure student proficiency in skills related to being ready for the workforce and college, managing personal finances, and making life decisions related to housing, insurance, taxes, and other life events.

Our final statutory purpose is creating new professional opportunities for teachers. At Discovery, we encourage teachers to take on additional roles at our school. Sharon Hansen stepped up to become our Instructional Leader. She took on the task of managing PLC meetings, observing teachers informally, checking in with teachers on lesson planning and curriculum mapping, and ensuring the curriculum meets state standards. She also trains teachers on the use of G-Suite and shares opportunities with teachers to help them become Google certified if they choose to.

Going forward we plan to offer these types of opportunities to more of our teachers. We have passed on the role of Senior Adviser to Ally Luthé. She will have the opportunity to help develop the annual yearbook and build relationships with the seniors as they are getting ready to graduate. We also encourage new staff to join the school board when we have a seat available.

STUDENT ENROLLMENT AND DEMOGRAPHICS

Student Enrollment

Enrollment at DPS generally fluctuates between 50 and 65 students. In FY21, our enrollment was lower than average. Our enrollment this year dropped more than expected due to the Covid-19 pandemic. Several older students did not return to school after spring of 2020. Over the course of this year we lost a few more of our seniors due to the pressures of the pandemic and distance learning. Despite repeated contact to them and their parents, we were unable to keep them engaged in school and motivated to continue their education.

STUDENT ENROLLMENT BY GRADE	2019-20	2020-21	2021-22 (est)
Grade 6	1	2	3
Grade 7	7	2	6
Grade 8	9	10	5
Grade 9	10	7	11
Grade 10	11	12	8
Grade 11	15	8	8
Grade 12	15	14	9
Total	68	55	50
Total ADM (Average Daily Membership) for year	57.44	54.48	

Student Demographics

The student population at Discovery Public School of Faribault remains relatively consistent. Our population is somewhat diverse. Approximately 33% of our students are from diverse backgrounds. We have a high percentage of students of low socio-economic status. Students who qualify for free or reduced lunches make up approximately 72% of our population. We also serve many students receiving special education services. These students make up about 40% of our student population.

STUDENT DEMOGRAPHICS

2019-20

2020-21

2021-22 (est)

Total Enrollment	68	55	50
Male	40	38	34
Female	28	17	16
Special Education	17	21	22
English Language Learners	0	0	0
Free or Reduced Lunch	26	39	27
Black (not of Hispanic origin)	2	1	1
Hispanic/Latino	16	13	8
Asian/Pacific Islander	0	0	1
American Indian/Alaskan Native	0	0	0
White (not of Hispanic origin)	43	36	38
Two or more races	3	5	2



STUDENT ATTENDANCE, RETENTION, AND MOBILITY

Retaining students and keeping our enrollment as high as possible is an important goal of Discovery Public School. We aim to make Discovery a safe place so that students enjoy their time in school and experience academic success.

Student Attendance

Attendance is a challenge we face at Discovery Public School. Many of our students have a history of poor attendance. It is our goal to help them improve attendance. Our staff provides more personal attention to attendance. Parents are called consistently when a student is absent in hopes that making the parent aware of the absence in a timely fashion will motivate both parent and students to attend school regularly.

We have moved away from the traditional attendance rate to consistent attendance to evaluate student attendance. Consistent Attendance is the percentage of students who were present at least 90% of their scheduled school days.

CONSISTENT ATTENDANCE RATES	2018-19	2019-20	2020-21
Consistent Attendance (percentage of students attending 90% or more of scheduled school days)	43.3%	40.8%	44.4%

To meet the attendance challenge, we have a No Credit policy. If a student misses a class more than 7 times in one quarter, they receive No Credit (NC) as a grade for that class, if they had completed enough work to be passing the class despite the absences. Students may earn back the credit in those classes by improving their attendance the following quarter.

Due to the Covid-19 pandemic, we have been unable to implement our NC policy this year, as it could have unfairly impacted students with less access to technology. Several older students were difficult to engage with the distance learning option this past year. Efforts were made to reach out to students and parents, but we were unable to connect with these students, who eventually dropped out of school.

Moving forward, we may adjust our No Credit policy to encourage more students to miss fewer than seven days in a quarter. We are also working on building stronger relationships with students to improve attendance rates.

Student Retention

Retention of students from year to year is an important factor in education. At Discovery Public School, typically about 70% of students continue with us from year to year. We also have many students start at DPS in the spring and continue to the following year. This year

we noticed a decline in student retention from previous years. We feel this is due to the struggles with distance learning that many students experienced.

We have also noticed that students who struggled with school when they first came to Discovery, but who have become good students in their time here, are leaving Discovery. These students have been transferring back to traditional high schools looking for more opportunities and elective options. We are proud of these students and sad to see them go.

Student Retention	2020-21
Percentage of students who were continuously enrolled between October 1, 2019 and October 1, 2020	55%
Percentage of students who continued enrollment at DPS from Spring 2020 through October 1, 2020	83%

Student Mobility

We generally see relatively low student mobility. The 2018-19 school year showed a marked increase from around 70% in prior years. The 2019-20 school year showed a decline in the number of students who are enrolled at Discovery for at least 95% of the school year. But this past year our student population remained relatively stable.

School Year	Number of students enrolled \geq 95% of school days	Number of students enrolled on October 1, 2020	Percent
2018-19	49	54	90.7%
2019-20	46	68	67.6%
2020-21	44	55	80.0%

EDUCATIONAL APPROACH AND CURRICULUM

The vision of Discovery Public School is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds the necessary social, academic, personal, and career skills for a satisfying and productive life.

Students come to Discovery for a variety of reasons. The goal of the school is to help them graduate and prepare them for life after high school. We use several strategies to meet this goal. We are a small school, which can be a main reason a student will begin at Discovery. Our smaller total population and small class sizes - fewer than 25 in any given classroom - provide a more stable environment for students. Many students come to us because they have been unsuccessful in a traditional public school environment and are thus behind in credits. One of the first steps we take with a new student is to look over their transcript and then meet with the student to develop a graduation plan. Our flexibility in scheduling allows us to make changes or offer independent study courses to make sure each student can meet the graduation requirements as quickly as possible. We also meet with every current student twice a year to discuss their credits and set goals to keep them on track to graduate.

All teachers align their curriculum to the Minnesota State Academic Standards. All students must meet the graduation requirements set forth by the Minnesota Department of Education. Our graduation requirements are as follows:

Graduation Requirements

SUBJECT	CREDITS REQUIRED
English	4.0 credits
Social Studies	3.5 credits (including 0.5 in economics)
Science	3.0 credits (including at least 1 credit in biology)
Math	3.0 credits
Physical Education	1.0 credits
Health	0.5 credits
Fine Arts	1.0 credits
Elective	6.5 credits (extra subject credits are applied as elective credit)
Total	22.5 credits

In addition, all seniors take a Career Readiness class in which they explore potential careers and the pathways required, financial management, personal management, technology use, and create an annual yearbook.

Curriculum mapping and lesson planning are required of all teachers at DPS to ensure that each curriculum aligns to state standards. Teachers can use any format for their lesson planning, but must, at minimum, show a daily learning target and activities or assignments students will be expected to complete. Teachers are also expected to post daily learning targets for students or observers to view during a lesson.

As much as possible, teachers are encouraged to use different and innovative teaching strategies to meet the standards in their subject area. Science is approached through an environmental lens to support our environmental goals. Mathematics is taught using an integrated curriculum and research-based methods to give students a deeper understanding of problem solving than many traditional curricula require. English is taught using a well-researched English curriculum that is aligned to both MN State Standards and Common Core Standards. Social Studies is taught using many research projects to allow students to explore subjects through their personal interests. Accelerated students are usually challenged in the regular classroom, but have also been allowed to work



at an accelerated pace somewhat independently, with less teacher direction. Remediation is also included in the regular classroom when possible, or by including students in a lower grade-level class in addition to their regular grade level class in areas where remediation is necessary. Math Intervention and Reading Intervention classes have also been added for students with specific need in those subjects.

The Special Education Program plays a big part in the success of the school. The school employs two full time special education teachers and three paraprofessionals. Paraprofessionals work with students in the regular education classroom or in the special education resource room, depending on each student's needs. The most recent MDE Compliance Review determined that the school's current special education programs are conducted consistent with state and federal laws and rules. The school did not have any English Language Learners during the 2020-21 school year, but has a plan in place in the event an ELL student enrolls.

Discovery Public School offers two sessions of summer school. These sessions are mainly in place to help students that are behind in credits, although summer school is available to all 9th through 12th grade students. Summer school is geared toward subjects that each individual student needs, to keep them on track to graduate.

This year, due to the pandemic, we were unable to offer our usual after school clubs. Sports Club has been a favorite in the past, but we have also offered other clubs based on student interests, including a Trading Card Club and a Knit and Crochet Club.

The 2020-21 school year ran from August 31, 2020 to May 28, 2021. Our original calendar included 167 instructional days. Our daily schedule is from 8:15 am to 3:00 pm. This year we began the year in our Hybrid Learning Model, with students divided into two groups. One group attended in person on Monday and Tuesday (or the first two days of the week) and the other group attended Wednesday and Thursday. On Fridays of full weeks staff was available at the school for students who wanted to come in for extra help. This time was primarily utilized by Special Education students. When weeks were shortened due to days off, the weekly schedule was adjusted accordingly. Around the start of second quarter we moved to our Distance Learning Model. We stayed in this model through the winter, but were able to move back to our Hybrid Learning Model shortly after the start of third quarter. By the time fourth quarter began, we were finally able to return to our In-person Learning Model.

Several students opted into full distance learning throughout the year. A few of these students were successful, but many of the older students found it difficult to complete work and check in for attendance. Many of them chose to work full time during distance learning, despite the fact that we advised them and their parents against it. This left little time for school work and synchronous classes during the school day.

INNOVATIVE PRACTICES AND IMPLEMENTATION

Discovery Public School is unique in that we can offer students a more personalized approach to learning. Our small size allows staff to get to know students better than at a larger school. Administration also knows students on a more personal level. Knowing students well allows us to better adapt instruction to meet their unique needs. In some cases this might mean adjusting the schedule of a student who needs more credits in a specific subject, encouraging students to take college level classes through the PSEO program, or adjusting daily lessons to meet the needs and interests of each student. Having access to technology increases this potential by providing varied options for students. Some students work better with technology, some work better with pencil and paper. Understanding our students and having this flexibility gives us an innovative approach to teaching.

In past years students have successfully completed college courses through the PSEO program. Many of these students would not have been offered this opportunity in a larger, traditional public school, but our staff recognized the potential of these students and encouraged them to enroll. Several seniors earned required credits through independent study courses that they were able to complete outside of the regular classroom. This year teachers used Chromebooks frequently in their classrooms to vary the lessons to meet a variety of learning styles.

Despite this flexibility, many students still struggle with attendance and motivation issues. To address these challenges, we implemented a Social Emotional Learning curriculum to teach students the non-academic skills they need to be successful both in school and beyond.

The school's Strategic Plan includes a focus on student-centered learning, incorporating technology into the classrooms, aligning curriculum with state standards, and using data to make decisions.

Activities from this year that supported our Strategic Plan include:

- Continued focus on student-centered learning with increased use of technology to provide individualized practice and engaging lessons
- Expectations were made clear that all teachers post learning targets in classrooms for each lesson
- Dan and Sharon met with all students after NWEA testing to set individual goals for students.
- NWEA data was shared with all teaching staff to inform them about students' current learning levels

ACADEMIC PERFORMANCE: GOALS AND BENCHMARKS

Meeting our contractual goals was difficult this year. Hybrid and Distance Learning was a challenge for many of our students due to limited support at home. Despite these challenges, we were able to meet our goals in Math Growth, Writing Proficiency, and Post-secondary Readiness. Student attendance was still low, but slightly better than in previous years.

Keeping students on track to graduate was a big challenge this year. Students found it difficult to complete school work from home, despite caring staff that reached out to them on a regular basis. This is to be expected from our population of students, who have a history of struggling with independent work. Our small classes that provide more one-on-one attention is one of the main advantages we have in helping these students. When they were not in school and wouldn't log in, it was difficult to provide this support.

Academically, students did not fare well. Our percentage of students who showed expected growth in Reading and Science was below 50%, but the percentage of target growth met was above average. This shows that while the number of students who developed academically this year was low, the amount learned by the students who did engage in school was well above what was expected. This is true in both math and reading growth. We believe this may be the result of the hybrid learning periods where students seemed more engaged in school than they have been in a full classroom. We attempted to develop a way to keep the highlights of our Hybrid Learning Model into the next school year, but with our limitations in space and staff, we have not yet found a way to continue it long-term.

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Discovery Public School (DPS) will demonstrate satisfactory progress toward graduation. This goal is measured by calculating each student's credits at the end of each year. Students who will be able to earn 22.5 credits by the end of senior year are counted as "on track."

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all students graduate.

Key Measures and 2020-21 Results

Measure 1.1 [CCR] - 10 Points: From FY19 to FY23, the aggregate percentage of students in grades 9-12 who will be on-track to graduate will be equal to or greater than 70%.

2020-21 Results: In FY21, out of 31 high school students (grades 9-12), 27 were on track to graduate on time (64.5%).

Unfortunately, distance learning was a factor in this measure. In particular, students who chose full time distance learning for the entire year often did not keep up with their classes

and did not earn credit. Students were encouraged to attend our Summer School program to earn back some of these credits, but most chose not to.

Indicator 2: English Language Learners

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

Indicator 3: Reading Growth

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

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2020-21 Results

Measure 3.1 (2 Points): From FY19 to FY23, the aggregate growth z-score* for all students on state accountability tests will be equal to or greater than 0.00.

2020-21 Results: z-scores were not available at the time of this report.

Measure 3.2 (2 Points): From FY19 to FY23, the aggregate percentage of students who achieve a positive z-score* on state accountability tests will be greater than 50.0%.

2020-21 Results: z-scores were not available at the time of this report.

Measure 3.3 (16 Points): From FY19 to FY23, the aggregate percentage of students in grades 6-12 who met their fall to spring NWEA RIT expected growth target will be at least 50.0%.

2020-21 Results: In FY21, 45.9% (17/37) of students met their expected growth target on the NWEA Reading Growth Test. In addition, the percent of target growth that was met was 116.5%, which means that students who showed growth improved more than expected.

*z-score is a statistical calculation to measure how much an individual score differs from the mean score for a group. A z-score of 0.00 would indicate that the student's growth was the same as the average growth across the state. The purpose of this measure is to show that students are showing above average growth.

Indicator 4: Math Growth

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

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2020-21 Results

Measure 4.1 (1 Points): From FY19 to FY23, the aggregate growth z-score* for all students on state accountability tests will be equal to or greater than 0.00.

2020-21 Results: z-scores were not available at the time of this report.

Measure 4.2 (1 Points): From FY19 to FY23, the aggregate percentage of students who achieve a positive z-score* on state accountability tests will be greater than 50.0%.

2020-21 Results: z-scores were not available at the time of this report.

Measure 4.3 (18 Points): From FY19 to FY23, the aggregate percentage of students in grades 6-12 who met their fall to spring NWEA RIT expected growth target will be at least 50.0%.

2020-21 Results: In FY21, 56.8% (21/37) of students met their expected growth target on the NWEA Math Growth Test. In addition, the percent of target growth that was met was 119.2%, which means that students who showed growth improved more than expected.

*z-score is a statistical calculation to measure how much an individual score differs from the mean score for a group. A z-score of 0.00 would indicate that the student's growth was the same as the average growth across the state. The purpose of this measure is to show that students are showing above average growth.

Indicator 5: Reading Proficiency

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

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

READING PROFICIENCY LEVELS FROM FY19 TO FY21

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	18	3	5	5	5	58.3
FY20**						
FY21	26	1	3	6	16	26.9

**MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

Key Measures and 2020-21 Results

Measure 5.1 [CCR] - 3 Points: From FY19 to FY21, the school's aggregate proficiency index score* for students in grades 6-8 & 10 will increase by at least 12 points from the baseline proficiency index score (FY15-FY18 baseline - 34.7) to reach the FY13-14 baseline OR will be greater than that of the state for the same grades.

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 earned a proficiency index of 26.9 on the MCA III Reading Test. This is lower than the FY15-FY18 baseline of 34.7.

Measure 5.2 (1 Point): From FY15 to FY19, the school's aggregate proficiency index score* for students in grades 6-8 and 10 will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades (6-8 & 10).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 earned a proficiency index of 26.9 on the MCA III Reading Test.

Measure 5.3 (1 Point): From FY15 to FY19, the school's aggregate proficiency index score* for the students in the Free/Reduced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 10).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 in the Free/Reduced Price Lunch subgroup earned a proficiency index of 23.8 on the MCA III Reading Test.

Measure 5.4 (1 Point): From FY15 to FY19, the school's aggregate proficiency index score* for students in the Free/Reduced Lunch subgroup will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same subgroup and the same grades (6-8 & 10).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 in the Free/Reduced Price Lunch subgroup earned a proficiency index of 23.8 on the MCA III Reading Test.

Measure 5.5 (1 Point): From FY15 to FY19, the school's aggregate proficiency index score* for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 10).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 in the Special Education subgroup earned a proficiency index of 15.4 on the MCA III Reading Test.

Measure 5.6 (1 Point): From FY15 to FY19, the school's aggregate proficiency index score* for students in the Special Education subgroup will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same subgroup and the same grades (6-8 & 10).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 10 in the Special Education subgroup earned a proficiency index of 15.4 on the MCA III Reading Test.

Indicator 6: Math Proficiency

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

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

MATH PROFICIENCY LEVELS FROM FY19 TO FY21

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	16	0	1	4	11	18.8
FY20**						
FY21	23	0	0	4	19	8.7

**MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

Key Measures and 2020-21 Results

Measure 6.1 [CCR] - 3 Points: From FY19 to FY21, the school's aggregate proficiency index score for students in grades 6-8 & 11 will increase by at least 8.0 points from the baseline proficiency index score (FY15-FY18 baseline - 15.5) to reach the FY13-14 baseline OR will be greater than that of the state for the same grade.

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 earned a proficiency index of 8.7 on the MCA III Math Test. This is lower than the FY15-FY18 baseline of 15.5.

Measure 6.2 [CCR] - 1 Points: From FY19 to FY21, the school's aggregate proficiency index score for students grades 6-8 & 11 will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades.

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 earned a proficiency index of 8.7 on the MCA III Math Test.

Measure 6.3 [AGC] - 1 Points: From FY19 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 11).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 in the Free/Reduced Price Lunch subgroup earned a proficiency index of 7.5 on the MCA III Math Test.

Measure 6.4 [AGC] - 1 Points: From FY19 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same subgroup and the same grades (6-8 & 11).

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 in the Free/Reduced Price Lunch subgroup earned a proficiency index of 7.5 on the MCA III Math Test.

Measure 6.5 [AGC] - 1 Point: From FY19 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades.

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 in the Special Education subgroup earned a proficiency index of 0.0 on the MCA III Math Test.

Measure 6.6 [AGC] - 1 Point: From FY19 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 656 - Faribault) for the same subgroup and the same grades.

2020-21 Results: In FY21, students in grades 6, 7, 8, and 11 in the Special Education subgroup earned a proficiency index of 0.0 on the MCA III Math Test.

Indicator 7: Science Proficiency (and Growth)

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

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

SCIENCE PROFICIENCY LEVELS FROM FY19 TO FY21

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	12	0	5	4	3	58.3
FY20**						
FY21	18	0	2	3	13	19.4

**MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

Results for science assessments were lower than usual this year. Distance learning definitely had an impact on students' learning in science, likely as a result of less opportunities for hands on learning and outdoor classroom experiences.

Key Measures and 2020-21 Results

Measure 7.1 [CCR] - 1 Point: From FY19 to FY21, the school's aggregate proficiency index score for students in grades 8 & High School will increase by at least 8.0 points from the baseline proficiency index score (FY15-FY18 baseline - 29.5) OR will be greater than that of the state for the same grades.

2020-21 Results: In FY21, students in grades 8 and High School earned a proficiency index of 19.4 on the MCA III Science Test. This is lower than the FY15-FY18 baseline of 29.5.

Measure 7.2 [CCR] - 1 Point: From FY19 to FY21, the school's aggregate proficiency index score for students in grades 8 & High School will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades.

2020-21 Results: In FY21, students in grades 8 and High School earned a proficiency index of 19.4 on the MCA III Science Test.

Measure 7.3 [CCR] - 6 Points: From FY19 to FY21, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Science assessment will be at least 50%.

2020-21 Results: In FY21, 44.4% (16/36) students met their target growth goal on the NWEA Science Growth assessment.

Indicator 8: Writing Proficiency

Goal: Over the period of the contract, students at DPS will demonstrate proficiency in writing as measured by the 2010 MCA GRAD Writing Rubric.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2020-21 Results

Measure 8.1 [CCR] - 6 Points: From FY19 to FY23, the aggregate percentage of students in grades 6-12 who achieve a score of at least 3.0 on a five-paragraph essay as measured by the MCA GRAD Writing Rubric will be at least 80%.

2020-21 Result: Of students in grades 6-12, 100% (24/24) scored at least a 3.0 on a five-paragraph essay.

Indicator 9: Post-Secondary Readiness

Goal: Over the period of the contract, students at DPS will demonstrate readiness for post-secondary success.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all students are career- and college-ready before graduating from high school.

Key Measures and 2020-21 Results

Measure 9.1 [GRAD] - 3 Points: From FY19 to FY21, the aggregate 6-year graduation rate will be at least 67.0%.

2020-21 Result: Data not available for this report.

Measure 9.2 [CCR] - 6 Points: From FY19 to FY21, the aggregate percentage of 12th graders who score at least 70 out of 100 on the school-developed rubric for their Life Plan project will be at least 70%.

2020-21 Result: Out of 3 seniors completing a full year at DPS, 3 of them (100%) scored 70% or greater on their Life Plan Project.

Measure 9.3 [CCR] - 6 Points: From FY19 to FY21, the aggregate percentage of 12th graders who earn a Job Skills Certificate will be at least 80%.

2020-21 Result: Out of 3 seniors completing a full year at DPS, 3 of them (100%) earned a Job Skills Certificate.

Indicator 10: Attendance

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

WBWF Goal Areas Addressed by This Goal: This goal addresses two WBWF goal areas, that all students graduate from high school and that all students are career- and college-ready before graduating from high school.

Key Measures and 2020-21 Results

Measure 10.1 - 5 Points: From FY19 to FY21 the average of the school's annual consistent attendance rates is at least 10 percentage points greater than the baseline (FY18 - 47.4) OR equal to the state.

2020-21 Result: Our Consistent Attendance rate this year was 44.4. This result does not meet our goal, but is an improvement from previous years.

Federal and State Accountability

The World's Best Workforce areas that apply to DPS are Close the Achievement Gap, College and Career Readiness, and All Students graduate. All of our contract goals are designed to meet at least one of these areas. Strategies we use to meet our goals in these areas include Social Emotional Learning Curriculum to improve students' motivation to complete school and their academic skills, and a Career Readiness Class in which students explore career options and complete a Job Skills Certificate to prepare them with the skills they need in both college and career. Teachers are encouraged to use a student-centered approach to teaching that will support all learners, including those from diverse backgrounds. We also meet with each student multiple times a year to discuss credits and set academic goals.

Our Career Readiness class has been successful, with most of our students successfully completing the required components. We have struggled with attendance and motivating students to learn and graduate, although our consistent attendance rates have improved slightly over the past year, increasing from 40.8% last year to 44.4% this year. During Hybrid and Distance Learning, it was a challenge to include our SEL curriculum, as it was not designed for online learning. Going forward we have adapted the curriculum to create a Freshman Seminar class that we hope will be more successful in reaching students in non-academic areas to improve their overall success in school and in life.

World's Best Workforce Data

8th grade math scores

Our 8th grade students are more proficient on the MCA Math test than the rest of our population, with a proficiency index of 16.7. In addition, 55.6% of our 8th grade students met their target growth on the NWEA Math Growth assessment.

Achievement gap data

The percentage of students on track to graduate is higher for students who receive free/reduced priced lunch (63.64%) compared to those who do not (60.00%). Students who receive free/reduced priced lunch are also more proficient at math (Proficiency index of 16.7 on MCA Math test), and showed greater growth on the NWEA Math Growth test (58% versus 50%), than those who were not receiving free/reduced priced lunch. These results were opposite in reading and science, identifying areas in which we need to improve.

Graduation rates

Graduation rates are not yet available for 2020-21 due to Covid-19. Local data indicates that our 6-year graduation rate has declined this year, and will remain low for the next few years, as several of the students who were in the FY21, 4-year graduation cohort have dropped out, affecting our 6-year graduation rate for 2022-23. In addition, students who dropped out at the end of 2019-20 will affect our 6-year graduation rate next year.

Teacher equity data

All students are taught by the same teachers at Discovery, as we have only one teacher for each subject. Students are not tracked into different levels of classes, so all students receive the same access to high quality teachers.

High Quality Charter School Status: Discovery Public School of Faribault has not been identified as a High Quality Charter School.

ESSA Identification: Discovery Public School of Faribault has been identified for support under ESSA.

Additional Academic Data

Our school has many success stories that are not evidenced in the academic data provided above. On a daily basis we see students succeed where they have failed at previous schools. Many of our students develop skills at Discovery and then take those skills on to a larger school before they graduate. Students who remain at Discovery frequently participate in the PSEO program, earning college credit before they graduate. Much of the success we observe is not easily quantified or tracked. We get excited when a student applies math learned in a previous class to solve a problem, or when a student who struggles with behavior stays out of the office for two weeks straight. We especially know our success with these students when they tell us they think we are awesome teachers. Our alumni and current families frequently recommend Discovery to those they know. To us, that is why our school is needed in this community.

EDUCATIONAL EFFECTIVENESS: ASSESSMENT AND EVALUATION

At Discovery Public School, we strive to educate our students effectively and equitably. Our small size gives us a distinct advantage in understanding the needs of each individual student. Many of the students that come to Discovery are academically behind because they have failed classes at their previous school. We begin by looking over each incoming student's transcripts to determine a plan to get them back on track, both academically and credit-wise.

Teachers are encouraged to use student-centered learning, both to engage students in classwork and to fill gaps in learning due to previously missed academic opportunities. For students who remain with us or enter in the fall, we use NWEA assessments to determine each student's educational needs. For students who arrive mid-year, teachers assess students' prior learning in the classroom setting. Lessons are designed with the students' needs in mind.

Improving proficiency rates is an ongoing challenge at Discovery with so many students who are behind academically when they start. We have examined our curriculum in math and English to address this need. In English we have implemented Read 180 in our Reading Intervention class, which includes most of our middle school students. Read 180 is a research based curriculum designed to improve students' reading skills. In math, an integrated mathematics curriculum was implemented at the high school level. Integrated mathematics programs are designed to improve students' problem-solving skills. Research has shown that for students who are behind academically, integrated mathematics improves student learning better than traditional high school math pathways. Integrated mathematics programs have also been shown to improve learning in diverse populations, especially those whose needs are not met in a traditional math course.

Technology use has also been encouraged as a way to personalize learning for students. Teachers use it as a way to individualize learning to fill academic gaps, to engage students with interactive lessons, and as an assessment tool.

Equitable access to the most effective teachers on our staff is not an issue in school as small as Discovery. All of our students have the same teacher for each subject. The only exception is for some students with Individualized Education Plans who are required to get extra support in core subject from the qualified Special Education teachers on our staff.

When hiring new teachers, we seek the most qualified applicants to interview. We also seek teachers who are comfortable working with our population of students and are a good fit in our program.

STUDENT AND PARENT SATISFACTION

Each year, parents and students complete School Satisfaction Surveys. Parents are invited to complete the survey during Fall and Spring Parent/Teacher Conferences. Students complete a survey at the end of the year.

2020-21 Parent Satisfaction Survey

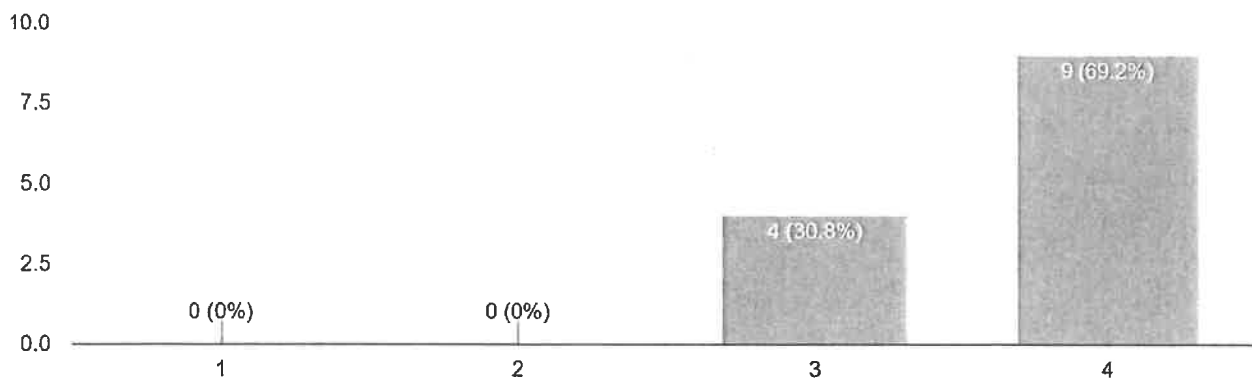
- € 100% of parents say that this school is a good place for their child to learn (21/21)
- € 100% of parents say that they feel like their child is safe at this school (21/21)

All parents who completed the survey are satisfied with their student's academic progress (3 or 4 on a 4-point scale).

Fall Survey Results

How satisfied are you with your child's overall academic progress at Discovery?

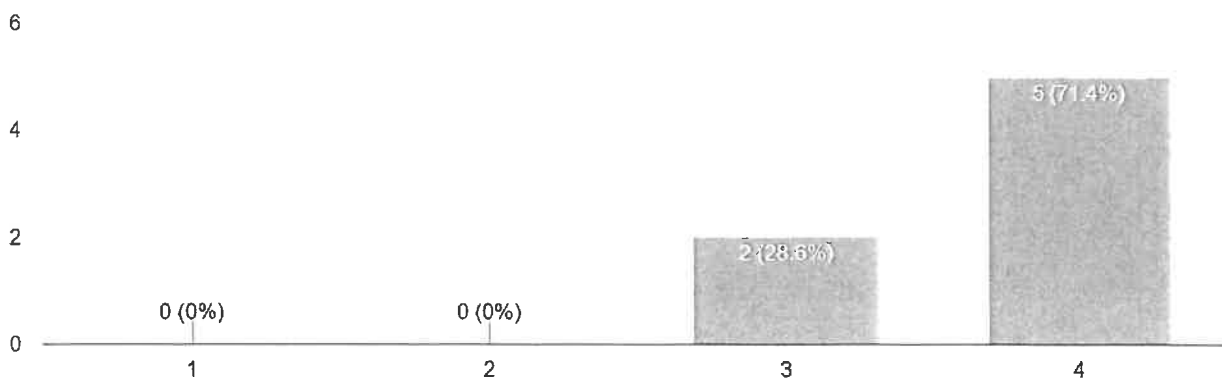
13 responses



Spring Survey Results

How satisfied are you with your child's overall academic progress at Discovery?

7 responses



2020-21 Student Satisfaction Survey

We received no responses on our Student Satisfaction Survey this spring. In general, students seem satisfied with Discovery, and many of our students recommend Discovery to their friends and family.



ENVIRONMENTAL EDUCATION

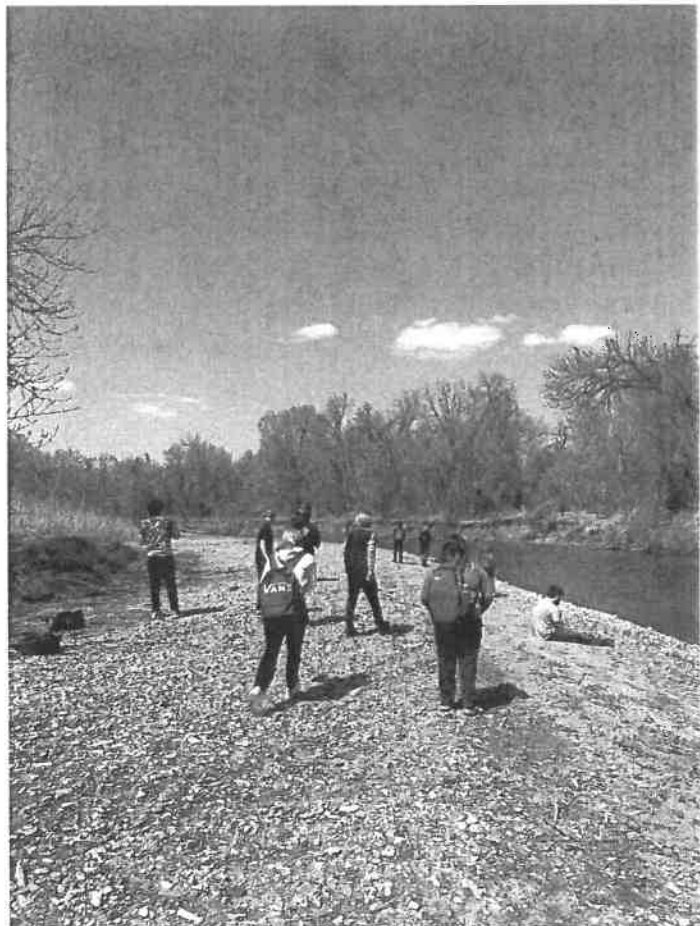
The mission of Discovery Public School of Faribault's authorizer, Osprey Wilds Environmental Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Environmental Education is a strong focus at Discovery Public School. We try to encourage environmental literacy in all classes. As a school we encourage recycling in every classroom and throughout the school. Students also maintain a food waste program that includes composting food waste from our lunch program that can be composted.

Students spent many hours exploring the Straight River Trail and visiting the Riverbend Nature Center. They observed and studied the life cycles and food chains of various species. They are beginning to understand the impact of invasive species and human activities on the "natural" environment.

In Physical Education, students also frequently participate outdoors. When they go for walks, they pick up any trash they notice.

Seniors are expected to participate in our Adopt-a-Highway program as part of their Career Readiness class. By cleaning up the highway, they gain an appreciation for taking care of the environment and have a personal experience to show that individuals can work collectively to make a difference.





Environmental Education During Hybrid and Distance Learning

Many of the classes at Discovery are established with an environmental component as a central theme; i.e. Environmental Science and the ecology component of Biology. Additionally, many of the distance learning activities were environmentally focused. Fridays were an opportunity to offer activities that discussed various environmental topics including magazine articles, videos, and digital simulations. Students were often tasked to give opinions based on the media and identify potential bias and the feasibility of some of the solutions offered. Certain classes were asked to make observations in their own yard throughout the school year and identify species and changes as weeks went by. Physical Education students were encouraged to go outside for their daily physical activity.

We feel as though many of the students believe that environmental issues are too large for individuals to truly have an impact. We would like to explore the idea of activism and how students can impact the policy makers and corporations of the world. We would like to see students write to their local government officials and monitor the law-making process so that they can see how decisions are made. Our science teacher would also like to start a newsletter so that students can review environmental literature and disperse it among their peers. We believe these options would easily adapt to distance learning should the need arise.

GOVERNANCE AND MANAGEMENT

School Board Membership

The main focus of the School Board is to provide oversight, to be strategic in planning and decision making, and to provide the necessary resources to help the school achieve its mission and prepare students to be successful in life. The School board works closely with Beltz, Kes, Darling, and Associates to make sure the school stays in good financial shape. The board also works with our authorizer, Osprey Wilds Environmental Center, to be sure it meets all contractual and legal requirements.

Board Membership in 2020-21

Name	Date Seated	Positions held	Affiliation	Current Term
Russ Kennedy	January 2005	Chairperson	Community Member	May 2019 - May 2022
Jim Severson	September 2018	Vice Chair/ Finance Committee/ Academic Committee	Community Member	May 2021 - May 2024
Sam Macklay	October 2011	Secretary/ Treasurer	Community Member	May 2021 - May 2024
Kay Hammer	September 2009	Member	Community Member	May 2020 - May 2023
Sharon Hansen	September 2018	Member/ Academic Committee	Teacher #466610	May 2021 - May 2024
Cody Hanson	April 2019	Member	Teacher #468908	May 2020 - May 2023
KariAnn Schmidt	January 2020	Member	Parent	February 2020 - May 2022
Dan Weisser	September 2018	Ex-Officio	Ex-Officio (Director)	

School Board Training and Development

The DPS School board is committed to effectiveness in our oversight of Discovery Public School. The board is diligent about ensuring that all School Board members complete the required to annual training in board operations. We also try to include some board training at each meeting to continue our development as a board. The table below documents the initial training dates for each board member in the areas of Board's Role and Responsibilities, Employment Policies and Practices, and Financial Management. The next table documents the annual training received in FY21.

Initial Training

Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Russ Kennedy	1/2005	6/19/2010	6/19/2010	6/19/2010
Jim Severson	9/2018	6/19/2010	6/19/2010	6/19/2010
Kay Hammer	9/2009	6/19/2010	11/13/2009	11/14/2009
Sam (Steven) Macklay	10/2011	10/1/2011	10/1/2011	10/1/2011
Sharon Hansen	8/2018	8/7/2018	8/7/2018	8/7/2018
Cody Hanson	4/2019	8/6/2019	8/6/2019	8/6/2019
KariAnn Schmidt	1/2020	1/2021	1/2021	1/2021

Annual Board Training FY21

Training Title/Presenter/Date	Russ Kennedy	Jim Severson	Sam Macklay	Kay Hammer	Sharon Hansen	Cody Hanson	KariAnn Schmidt	Dan Weisser
Conduct Financial Oversight #2: Fund Balance/ MNCharterBoard.com/September 17, 2020	Y	Y	Y	Y	Y	Y	N	Y
OW Sounding Board, Issue 17: Board Member Roles and Responsibilities/October 22, 2020	Y	Y	N	Y	Y	Y	Y	Y
Conduct Financial Oversight #3: Cash Flow/ MNCharterBoard.com/October 22, 2020	Y	Y	Y	Y	Y	Y	Y	Y
Board Roles and Responsibilities: Create a Board Development Plan/MNCharterBoard.com/ November 19, 2020	Y	Y	Y	N	Y	Y	Y	Y
Board Roles and Responsibilities: Evaluate Progress Towards Contract/ MNCharterBoard.com/November 19, 2020	Y	Y	Y	N	Y	Y	Y	Y
Employment Policies and Practices: Develop and Use Policies/MNCharterBoard.com/December 17, 2020	Y	Y	Y	Y	Y	Y	Y	Y
Employment Policies and Practices: Prevent a Conflict of Interest/ MNCharterBoard.com/ February 18, 2021	Y	Y	Y	Y	Y	Y	Y	Y
Conducting a Board Election/ MNCharterBoard.com/April 15, 2021	N	Y	Y	N	Y	Y	Y	Y
OW Sounding Board: Board Policy Development and Policy Review Cycle/ June 17, 2021	Y	N	Y	Y	Y	Y	Y	Y

Professional Development Plan

Dan Weisser, Director

Professional Development Goals/Areas of Focus for 2020-21:

Professionally, I would like to make progress in the area of being an educational leader and Director. DPS will continue to work with Rod Haenke as an Academic Consultant. Both Sharon and I will meet with Rod throughout the year to work on further developing School Leadership skills.

I will oversee Sharon Hansen as DPS's Instructional Leader. Sharon has taken on these full responsibilities now. We will continue to work together to ensure that DPS makes Academic Progress. We will work with our Academic Consultant, Rod Haenke, as needed.

As the Director of DPS, I will work hard to maintain a good relationship with our Authorizer, Osprey Wilds. I will focus on making sure that DPS is meeting the Academic Goals in our contract to the best of my ability. We will be looking to renew our contract with Osprey Wilds in the near future.

Activities Completed

- Open Meeting Law and You - Osprey Wilds - August - 2020
- Charter School Employment: Policies and Practices - Osprey Wilds - August 2020
- Osprey Wilds Environmental Education Workshop - June - 2021
- Classroom Instructional Supports for EL Students - August - 2021
- Project Based Learning and Data in Social Studies, Science, and English - August-2021
- Cultural Competency Training - August - 2021
- Employee Right to Know and Blood Borne Pathogens - August - 2021
- School Board Ex-Officio - 2020 - Present

Professional Development Goals/Areas of Focus for 2020-21:

As Director at DPS, I will continue to try and build more connections between the school and the community. I will work with our Authorizer, Osprey Wilds, to meet our contract goals to the best of my ability. I will work hard to try and increase and maintain our student enrollment.

Professional Development Plan

Sharon Hansen, Instructional Leader

Professional Development Goals/Areas of Focus for 2020-21:

For this school year, I planned to more fully address my incomplete goals from last year. I planned to work with staff more closely this year to develop effective curricula in all classrooms that provides the rigor necessary for students to show better than average

growth, while meeting them at their levels. I also wanted to see more complete curriculum mapping and keep that information on file for reference when questions arise.

My second goal as Instructional Leader was to successfully continue our implementation of our SEL Curriculum this year. Successful implementation to me means all students participating in the weekly lessons and most students gaining some improvement in social emotional skills. I planned to administer the ACT Tessa Assessment in the spring this year to analyze student growth.

Another area of focus for me this year was to continue to organize and schedule testing to make it as efficient as possible. I also planned to teach staff how to use our testing data to inform classroom instruction by presenting information at our PLC meetings.

Activities Completed/Progress/Results for 2020-21:

The challenges our school faced this year, developing a Safe Learning Plan and changing between learning models while developing online lessons to keep students engaged and progressing academically, interfered with my ability to meet the goals I set. I was able to organize testing, and I feel it is very efficient. Little time is taken out of class to complete testing. Unfortunately, I was unable to conduct trainings with staff on using testing data to inform classroom instruction.

Developing curriculum maps was not a priority this year, as much of our usual curriculum was adjusted significantly to accommodate online learning. This will be a high priority next year as staff returns to primarily in-person learning and incorporates new material into their curricula based on what worked well this year.

With much of the year in hybrid and distance learning, it was challenging to incorporate our SEL curriculum this year. I did develop ways to include full-time distance learners in our hybrid SEL classes once a week. The curriculum was not very effective with our distance and hybrid models as classes were too small to facilitate good discussions among the students.

Professional Development Goals/Areas of Focus for 2021-22:

Next year my highest priority will be to work with staff to update/develop curriculum maps for each course they teach. I will meet with them individually to evaluate curriculum choices to ensure that students are taught with the most effective lessons and materials.

To more fully implement our SEL curriculum, I will develop a Freshman Seminar course to use the full SEL curriculum in a class required for all ninth grade students. I believe this will have a greater impact than a once weekly class as we have done in the past.

A third goal I have is to work with our director more closely on our leadership skills and participate in leadership training with him. I will take on more leadership in our PLC meetings and try to work more closely with staff in a leadership capacity. As part of this goal, I will address the use of NWEA data to inform classroom decisions.

STAFFING AND LICENSURE INFORMATION

In addition to the Director, Discovery employs five general education teachers, two full time special education teachers, three paraprofessionals, and an office manager. This allows Discovery to meet its mission of keeping class sizes small and providing students with individual instruction. Class sizes, on average, are between 12 and 20 students. Special Education students receive paraprofessional assistance in general education classes, or they have the option to work in the Resource Room, depending on their Individual Education Plan. When hiring new staff, Discovery looks for applicants who will be a good fit for the school and our students. We want staff who are professional, qualified, caring, patient, experienced, and who have an interest in teaching at Discovery and working with students who are behind academically or who have other needs that require a different approach. Discovery's staff is composed of people who truly have a desire to see students succeed, both in school and after they graduate.

2020-21 Licensed Teaching Staff

Name	File Folder #	Assignment	Years Employed	Returning for 2021-22?
Sharon Hansen	466610	Instructional Leader/ Math Teacher	4	Yes
Cody Hanson	468908	Physical Education/ Health/Art	4	Yes
Alexandra Lütke	508014	Social Studies Teacher/ Senior Adviser	3	Yes
Allison Peterson	494846	Science Teacher	2	Yes
Michele Horak	283662	Special Education Teacher	2	Yes
Pamela Hanson	364758	English Teacher	2	Yes
Maria Palmer	513737	Special Education Teacher	1	Yes

2020-21 Non-Licensed Staff

Name	Assignment	Years Employed	Returning for 2021-22?
Karen Natole	Office Manager	9	Yes
Sonia Flores	Paraprofessional	9	Yes
Yvonne Ackmann	Paraprofessional	11	Yes
Madison VanErp	Paraprofessional	2	Yes

OPERATIONAL PERFORMANCE

Overall operations at the school are performing well. The school has begun working with Faribault Public Schools for lunch and breakfast. Students seem a little less satisfied with the choices offered, but this may be due to the fact that all lunches are prepackaged, which limits the viable menu choices. The school continues to work with Faribault Transportation Bus Company for transportation of students.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to health and safety. The school has a clear focus on safety in the school, including a no tolerance policy regarding bullying. New cameras and a secure entrance were installed in 2018 to monitor the entrance and hallway spaces. The student handbook outlines Discovery's policies and procedures related to medications. Medication is administered by the office manager, Karen Natole. A nurse has been contracted to work with our office manager on health related issues, including diabetes management.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation. Student transportation is provided by the Faribault Transportation Bus Company.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students, including, but not limited to, policies and practices related to admissions, lottery, waiting lists, and fair and open recruitment. The school publishes on its website a Student Admissions and Lottery Policy. This policy outlines a fair and open enrollment process as well as lottery procedures consistent with state statute.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the due process, privacy, and civil rights of students. The Discovery Public School Student Handbook outlines student rights and responsibilities, including policies and practices indicated above to ensure due process and privacy. The handbook is available on the school's website, as is a grievance policy and other policies related to student rights.

Finances

This section will be completed when we receive the information from Brenda.

FUTURE PLANS

Our School Improvement Plan includes the most important elements of our future plans related to realizing our school vision and mission. All of the outcomes are directly related to improving academic results and supporting our students for life, career, and college success.

Beginning with the 2019-20 school year we began implementing a social-emotional learning (SEL) curriculum. Social-emotional skills have been shown to be a strong predictor of school and life success. We hope to improve not only academic results, but also attendance by providing our students training in these important life skills. Going forward, we plan to change our use of our SEL curriculum from a weekly SEL class for all grades to a single Freshman Seminar class to target our ninth-grade students as they are entering high school. This class will also include career research, discussions on the importance of earning credits and graduating, and more school involvement and decision making, with the goal of increasing student motivation through high school and decrease the number of older students that give up and drop out.

We also added more access to technology by adding more Chromebooks and an additional Chromebook cart. Chromebooks were loaned to students who lacked access to technology at home to use throughout the year for our Distance and Hybrid Learning models.

Going forward we plan to purchase more Chromebooks. We need to replace a few that were lost due to heavy use at home or Chromebooks that were not returned. By adding about ten more Chromebooks, we will have a 1 to 1 ratio of students to Chromebooks, which gives us the ability to have all students using technology at the same time.

By adding about ten more Chromebooks, we will have a 1 to 1 ratio of students to Chromebooks.

SAFE LEARNING PLAN DESCRIPTION AND REFLECTION ON IMPLEMENTATION

Discovery Public School of Faribault implemented a Safe Learning Plan this year that included three learning models, Distance Learning, Hybrid Learning, and In-person Learning. To support our Distance and Hybrid Learning models, we incorporated an online learning platform called Edgenuity. During Distance Learning, teachers held synchronous classes on a weekly schedule, and included assignments on Edgenuity or Google Classroom on other days. During Hybrid learning, students attended school two days per week. On distance learning days student completed assignments in Google Classroom and/or on Edgenuity. Attendance was tracked in Google Classroom during both Hybrid and Distance Learning. During Hybrid Learning, teachers were available at the school on Fridays for students who chose to come in for extra support.

We feel our plan effectively served students who were willing to participate. We had a high number of students who had very poor attendance on distance learning days. Speaking to students and families, the issue was not access to the internet, it was purely a choice on the part of the student to not participate. Some parents were unable to enforce participation. The optional Fridays helped mitigate this issue for some students, especially special education students. Moving forward we have decided that distance learning is not a good fit for our population, and we will avoid using it when possible.

We did not identify any gaps in our Distance Learning model. We expected older students to be less engaged, and developed steps to mitigate it, including requiring students to meet online for an initial training so they would know the expectations. But despite our efforts, many of these students dropped out or chose not to attempt school.

Our safe learning plan was mostly effective. We did not have any staff contract Covid this year, and only a few students did, showing that our safety measures were effective. Student learning was moderately impacted, although our NWEA Growth data shows that while the number of students who met their learning goal was fewer, the students who did grow academically grew more than expected. Students were highly engaged during the in-person days of Hybrid learning, and there were fewer distractions. Teachers found they were able to teach more effectively with the smaller class sizes.

Our team at Discovery prioritized communication, mental health, and general well-being of staff and students through weekly staff meetings. Staff were encouraged to take numerous breaks from their computers. The teaching schedule was designed to not be overly labor intensive for staff. During weekly staff meetings, students were discussed, and our director placed calls home to any families of concern that were discussed. Special education students were each assigned a paraprofessional for daily communication and help with accessing and completing assignments. Staff were encouraged to reach out to all students frequently as well.

The challenges of the past 18 months have definitely impacted the school's enrollment. Much of this is due to older students who chose to drop out because of the struggles of the pandemic, both online learning and family finances. Some of them chose to work rather than participate in school, perhaps to help support the family financially. Some also had mental health stresses that we were unable to support. Staffing has remained stable. We have a well-connected group of teachers and paraprofessionals that we hope to keep for many years.

Going forward we will try to find ways to incorporate the benefits of hybrid learning while keeping all students in school. We will divide larger classes as much as our schedule allows, and have considered adding an additional staff to allow for even smaller class sizes. Staff will participate in a two-part Cultural Competency training at the beginning of the year to increase our ability to identify unconscious bias. Our director and instructional leader will also participate in leadership training early in the 2021-22 school year.

We are proud of the resilience and adaptability displayed by our staff and students over the past couple years. Before the pandemic, the fire turned our school upside down, yet our staff and students have stuck together and supported each other through all of these challenges.





Dan Weisser <dweisser@isd4081.org>

A reminder to revise and update policies this month for Annual Charter School Assurances

7 messages

Erin Anderson <anderson@ospreywilds.org>

Mon, Sep 27, 2021 at 6:24 PM

To: Addie Washington <washington@ospreywilds.org>, Alul Yesak <yesak@ospreywilds.org>, Emily Edstrom Moore <edstrommoore@ospreywilds.org>, Nalani McCutcheon <mccutcheon@ospreywilds.org>

Bcc: dweisser@isd4081.org

Hi School Leaders,

As a reminder, your school must submit its Annual Charter School Assurances to OW and MDE by November 1. This year, the assurances require additional documentation, including copies of adopted board policies concerning religious and other matters.

The school will be required to submit the following policies:

- Religious Accommodation Policy
- Equal Access Policy (Required if the charter school allows religious or other activities on school property during non-instructional time)
- Public Data Access Policy
- Data Subject Rights and Access Policy
- Whistleblower Policy
- Lottery Policy
- Dress Code Policy

If you do not currently have these policies in place, your board should work to develop and approve them in order to submit with the assurances by November 1.

Attached please find a list of required policies, plans, and reports OW compiled for the current school year with more information about the policies on the above list. In addition, while you are reviewing your policies for the assurances, please ensure you have all required policies in place and, if not, create a plan to develop and adopt them this school year.

Let me or your primary contact know what questions you have.

Sincerely,
Erin

Erin E. Anderson

Director of Charter School Authorizing

She / Her / Hers

Office: (612) 331-4181, x2
ospreywilds.org/charter-school-division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413



Check our upcoming events [here!](#)



Osprey Wilds

Environmental Learning Center

(formerly Audubon Center of the North Woods)

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

3 attachments **OW Required Policies FY22.pdf**
127K **21.09-08 Charter School Assurances Instructions.pdf**
102K **21.09-08 Charter School Assurances_ext.pdf**
141K

Dan Weisser <dweisser@isd4081.org>
To: Karen Natole <knatole@isd4081.org>

Tue, Sep 28, 2021 at 7:47 AM

Dan Weisser
Executive Director
Discovery Public School of Faribault
507-331-5423

[Quoted text hidden]

3 attachments **OW Required Policies FY22.pdf**
127K **21.09-08 Charter School Assurances Instructions.pdf**
102K **21.09-08 Charter School Assurances_ext.pdf**
141K

Karen Natole <knatole@isd4081.org>
To: Dan Weisser <dweisser@isd4081.org>

Tue, Sep 28, 2021 at 8:49 AM

Oh my! You've got your work cut out for you! lol

Karen T. Natole
Office Manager
Discovery Public School of Faribault
126 NW 8th Street
Faribault, MN 55021
P - (507) 331-5423
F - (507) 331-2618

[Quoted text hidden]

Erin Anderson <anderson@ospreywilds.org> Wed, Sep 29, 2021 at 7:00 PM
To: Addie Washington <washington@ospreywilds.org>, Alul Yesak <yesak@ospreywilds.org>, Emily Edstrom Moore <edstrommoore@ospreywilds.org>, Nalani McCutcheon <mccutcheon@ospreywilds.org>
Bcc: dweisser@isd4081.org

Hi School Leaders,

Since I sent this email, I have gotten A LOT of requests for example policies. Can we work together on this?

Two things:

1. If your school has already adopted any of the policies below, please send them my way by the end of next week (Friday, October 8).
2. If you are interested in seeing any of the policies, please let me know. I'll compile what I get and send them out.

DPS Dress Code Policy

The Discovery Public School encourages students to dress appropriately for school activities and in keeping with community standards. Students and parents will abide by staff requests to alter clothing when it has a negative impact on the educational environment as determined by the staff. Inappropriate clothing includes, but is not limited to, the following:

- A. Clothing must not pose a threat to the health or safety of the student or others. Pants/shorts/skirts must fit around the waist (or must be belted) and must not be torn above the mid-thigh. Pant legs or skirts must not drag on the floor.
- B. Clothing or markings to the body must not include words or visuals that are sexually suggestive, profane, abusive, degrading or discriminatory; clothing or markings to the body must not display or promote the use of drugs, alcohol, tobacco, or other activities or products that are illegal to minors.
- C. See-through or sexually suggestive apparel that exposes the body in an inappropriate/suggestive manner may not be worn. Underwear must not be visible.
- D. Strapless and /or backless dresses or tops; tank, tube, or halter tops or dresses; dresses or tops with spaghetti straps, plunging necklines, or crop tops or other tops which expose the midriff and any other similar clothing items which could be distracting or disruptive to the educational process may not be worn. All tops should hang over the top of the pants or beltline.
- E. Dresses/skirts/shorts must reach past mid-thigh. Slits in dresses and skirts must be no higher than mid-thigh. Mid-thigh is defined as where the fingertips brush the legs when arms hang freely.
- F. Headgear, such as bandannas, and sunglasses, may not be worn in the school building. Students may be allowed to wear caps, hats, or hoods at the discretion of School staff.
- G. Spiked and chain-linked jewelry/accessories, including chains on clothing, may not be worn.
- H. Coats, jackets, and other similar items are not to be worn during the school day in the building.
- I. Clothing is not a substitute for a backpack. Students are not to carry items that cause pockets to be bulky.
- J. No gang related apparel, clothing, jewelry, insignia, colors, paraphernalia or materials may be worn on or carried on campus or at school sanctioned activities.
 1. For the purpose of this policy, "gang" is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal in that:
 - a. Has, as one of its primary activities, the commission of one or more of criminal;
 - b. Has a common name or common identifying sign or symbol; and
 - c. Includes members who individually or collectively engage in or have engaged in a pattern of criminal activity.
 2. Recognizing that gang-related apparel, clothing, jewelry, insignia, colors, paraphernalia, or materials may vary from year to year, and any questions regarding this policy should be taken to the administrator.
 3. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane.

DPS Whistleblower Policy

Discovery Public School has traditionally demanded and received the highest ethical performance from its staff, in an effort to carry out its educational mission. DPS also strives to ensure that its workplace and equipment are maintained so as to provide a safe environment for its staff, visitors and volunteers. Further, DPS is always looking for a better way of doing every job. For these reasons, we like to hear your ideas and suggestions for improving our operations and our workplace.

If you think your ideas will save money, reduce waste, increase productivity, or make our jobs any easier, we would like to know about them. You are encouraged to talk with the Director about any suggestions, problems or complaints that might arise concerning work-related matters. In particular, if you become aware of any situation or condition that appears to you to be unsafe or you believe in good faith that it violates a law or regulation applicable to DPS High School, you should report the situation to the Director or to the Instructional Leader. If you are uncomfortable submitting to the Director or Instructional Leader you may take the complaint to the School Board Chairperson. While suggestions for improvement do not need to be in writing, DPS prefers that you document problems or complaints, and that the Director document his/her response and/or action with regard to it. If a matter is not resolved by the Director, an employee may submit a written complaint to the School Board Chairperson.

No retaliation will occur against any employee who provides information as described in this policy. No retaliation will occur against any employee who refuses to comply with direction from a supervisor, if she or he believes that the direction violates applicable laws or regulations and states that reason in refusing to comply. No retaliation will occur against any employee who is requested to participate in a hearing or investigation regarding DPS by a public body or office.

STUDENT ADMISSIONS AND ENROLLMENT POLICY

I. PURPOSE

The purpose of this policy is to clarify the procedures used by school administration for admitting students to Discovery Public School of Faribault.

II. GENERAL STATEMENT OF POLICY

- A. The school board of Discovery Public School of Faribault has established admissions limits for each class* to be set at 25 students.
- B. Discovery Public School of Faribault is an open enrollment school and accepts registration paperwork all year. To ensure continuity of learning for existing students, no new students will be offered enrollment after April 1st of the current school year. Applications received after that date will be applied to the next school year if there are spots available.
- C. Discovery Public School of Faribault shall enroll an eligible student who submits a registration form, unless the number of applications exceeds the capacity of the class*, grade level or building. In this case, students must be accepted by lot.
- D. Discovery Public School of Faribault shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

* (Class is defined by the current class schedule, which may include 1 or more grade levels combined. Please refer to the most recent class schedule per enrollment)

III. LOTTERY PROCEDURES

- A. Students that are siblings of a currently enrolled student or a foster child of a currently enrolled student's parent(s) will be given preference for enrollment before accepting other students by lot.
- B. Each school year during the first week of April a lottery for the following school year will be conducted from all applications received by April 1st. All applications received will be publicly chosen by lot by school administration. Notification of the results of the lottery will be communicated via U.S Postal mail no later than 10 days following the lottery.

Legal References: Minn. Stat. 124E.11, (Admission Requirements & Enrollment)

Adopted: 10/24/2013

Revised: 05/21/2020



Data Practices Policy and Procedures

The Data Practices Act (Minnesota Statutes, Chapter 13) presumes that all government data are public unless a state or federal law says the data are not public. Government data is a term that means all recorded information a government entity has, including paper, email, CD-ROMs, photographs, etc..

The Data Practices Act also provided that Discovery Public School of Faribault must keep all government data in a way that makes it easy for you, as a member of the public, to access public data. You have the right to look at (inspect), free of charge, all public data that we keep. You also have the right to get copies of public data. The Data Practices Act allows us to charge for copies. You have the right to look at data, free of charge, before deciding to request copies.

How to Make a Data Request

To look at data or request copies of data that Discovery Public School of Faribault keeps, make a written request to: Dan Weisser, Discovery Public School of Faribault, 126-8th Street NW, Faribault, MN 55021 or emailing dweisser@lsd4081.org, or faxing to 507-331-2618.

Your request should include:

- That you, as a member of the public, are making a request for data under the Data Practices Act, Minnesota Statutes, Chapter 13;
- Whether you would like to look at the data, get copies of the data, or both; and
- A clear description of the data you would like to inspect or have copied.

Discovery Public School of Faribault cannot require you, as a member of the public, to identify yourself or explain the reason for your data request. However, depending on how you want us to process your request (if, for example, you want us to mail you copies of data), we may need some information about you. If you choose not to give us any identifying information, we will provide you with the contact information so you may check on the status of your request. In addition, please keep in mind that if we do not understand your request and have no way to contact you, we will not be able to begin processing your request.

How We Respond to a Data Request

Upon receiving your written request, we will work to process it.

- If we do not have the data, we will notify you in writing as soon as reasonably possible.
- If we have the data, but the data are not public, we will notify you in writing as soon as reasonably possible and state which specific law says the data are non public.
- If we have the data, and the data are public, we will respond to your request appropriately and promptly, within a reasonable amount of time by doing one of the following:
 1. Arrange a date, time and place to inspect data, for free, if your request is to look at the data, or
 2. Provide you with copies of the data as soon as reasonably possible. You may choose to pick up your copies, or we will mail or fax them to you. If you want us to send you the copies, you will need to provide us with an address or fax number. We will provide electronic copies (such as email) upon request if we keep the data in electronic format.

Information about copy charges is listed below.

If you do not understand some of the data (technical terminology, abbreviations, or acronyms), please let us know. We will give you an explanation if you ask.

The Data Practices Act does not require us to create or collect new data in response to a data request if we do not already have the data, or to provide data in a specific form or arrangement if we do not keep the data in that form or arrangement. (For Example, if the data you request are on paper only, we are not required to create electronic documents to respond to your request.) If we agree to create data in response to your request, we will work with you on the details of your request, including cost and response time.

In addition, the Data Practices Act does not require us to answer questions that are not requests for data.

Requests for Summary Data

Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals. The preparation of summary data is to a means to gain access to private or confidential data. Discovery Public School will prepare summary data if you make your request in writing and pre-pay for the cost of creating the data. Upon receiving your written request we will response within ten business days with the data or detail of when the data will be ready and how much we will charge.

Copy Costs

Discovery Public School charges members of the public for copies of government data. These charges are authorized under Minnesota Statutes, section 13.03, subdivision 3©.

- You must pay for the copies before we will give them to you.
- We do not charge for copies if the cost is less than \$5.00

For 100 or Few Paper Copies – 25 Cents Per Page

100 or fewer pages of black and white, letter size paper copies cost is \$0.25 for one-sided copy, or \$0.50 for two-sided copy.

Most Other Types of Copies – Actual Cost

The charge for most other types of copies, when a charge is not set by status or rule, is the actual cost of searching for a retrieving g the data, and making the copies of electronically transmitting the data (e.g. sending the data by email).

In determining the actual cost of making copies, we factor in employee time, the cost of materials onto which we are copying the data (paper, CD, DVD, ect.), and mailing costs (if any).

If your request if for copies of data that we cannot reproduce ourselves, such as photographs, we will charge you the actual cost we must pay an outside vendor for the copies.

The cost of the employee time to search for data, retrieve data, and make copies is \$15.00 per hour. If, because of the subject matter of your request, we find it necessary for a higher –paid employee to search for and retrieve the data, we will calculate the search and retrieval portion of the copy charge at the higher salary/wage.



DISCOVERY PUBLIC SCHOOL OF FARIBAULT

126 8th Street NW | Faribault, MN 55021 | PH: 507-331-5423 | FX: 507-331-2618 | www.isd4081.org | discovery@isd4081.org

RELIGION

1. Discovery Public School shall neither promote nor disparage any religious belief or non-belief. Discovery encourages all students and employees to have appreciation for and tolerance of each other's views.
2. Discovery Public School allows the inclusion of religious music, art, drama and literature in the curriculum and in school activities, provided it is intrinsic to the learning experience and is present in an objective manner without sectarian indoctrination.
3. The history and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.
4. To the extent possible, special school events, such as public meetings, hearings, and dedications, shall be scheduled at times which are not likely to conflict with the observance of religious holidays.

RESPONSIBILITY

1. It shall be the responsibility of the Director to ensure that the study of religious materials, customs, beliefs and holidays at Discovery public School is in keeping with the following guidelines:
 - The proposed activity must have a non-secular purpose;
 - The primary objective of the activity must be one that neither advances nor inhibits any religion;
 - The activity must not foster governmental relationships with religion.
 - The activity must not demonstrate favoritism for any religion.
2. The Director is granted authority to develop and implement directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

Data Subject Rights and Access Policy

1.0 POLICY STATEMENT The purpose of this policy is to provide guidance to School District employees as to the data the School District collects and maintains and the permissible distribution of such data.

2.0 GENERAL STATEMENT OF POLICY

2.1 All data on individuals collected, created, received, maintained or disseminated by the School District, which is classified by state statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the School District.

2.2 All other data on individuals is private or confidential.

3.0 DEFINITIONS

3.1 Data

The term, data, when used in this policy, means government data. Government data are all data kept in any recorded form by government entities in the executive branch of government in Minnesota. As long as data are recorded in some way by a government entity, they are government data, no matter what physical form they are in, or how they are stored or used. Government data may be stored on paper forms/records/files, in electronic form, on audio or videotape, on charts, maps, etc.

3.2 Public Data

Public data means that the data is available to anyone who requests it.

3.2 Private Data

Private data means the data is available to the subject of the data and to School District staff who need it to conduct the business of the School District and to others outside the School District who are given access to the private data by state statute or federal law.

3.3 Confidential Data

Confidential data means the data is not available to the subject and is accessible only by authorized staff of the School District and to others outside the School District who are given access to the private data by state statute or federal law.

3.4 Personnel Data

Personnel Data means data on individuals collected because they are or were employees of the School District, or is or were applicants for employment, volunteers for the School District, or is a member of or applicant for an advisory board or commission.

3.5 Educational Data Educational Data means those records which:

- (1) are directly related to a student; and
- (2) are maintained by the School District or by a party acting for the School District.

3.6 Not Public Data

Not public data means data on individuals that is private or confidential or data not on individuals that are non-public or protected non-public as classified by state or federal law.

4.0 RESPONSIBLE AUTHORITY DATA PRACTICES COMPLIANCE OFFICIAL The School District has designated the Director, Dan Weisser as the authority responsible for the maintenance and security of School District records and the data practices compliance official to whom one may direct questions or concerns regarding obtaining access to data, rights of subjects of data or other data practices matters. Questions regarding School District data privacy practices and procedures should be directed to the Director, Dan Weisser.

4.1 The School District will name additional data practices designees and post those names annually.

4.2 The responsible authority will establish procedures to ensure that the district responds promptly to requests for government data.

5.0 DATA PRIVACY COMPLIANCE TRAINING

5.1 The School District shall review annually and revise, as necessary, its policies, practices, procedures and notices with respect to the privacy and protection of educational and personnel records as well as public access procedures. Copies of these policies, procedures and notices shall be distributed to all School District employees on an annual basis or by giving notice to employees and making this information available on the web page.

5.2 The School District shall determine annually the need to provide training to School District personnel who respond to requests for data and/or are provided with access to public, private and/or confidential personnel and/or educational data. Such training shall be provided to those individuals determined to have a need for such training.

6.0 RECORDS MANAGEMENT

6.1 The School District shall review annually the administration of data practices and develop an annual plan to assure compliance with law and policy and improve procedures as necessary.

6.2 The School District shall dispose of and transfer records in accordance with statutory procedures.

6.3 The School District shall modify data collection and maintenance procedures to eliminate unnecessary data.

7.0 COMPLIANCE

7.1 The School District shall require private sector contractors to comply with Minnesota Government Data Practices Act as if it were a government entity when such contractors perform functions that involve collecting, creating, receiving, maintaining or disseminating data.

7.2 The School District shall not share non-public data with another entity unless required or permitted by state statute or federal law.

Legal References:

- *20 U.S.C. Sec. 1232g et. Seq. (Family Educational Rights and Privacy Act)*
- *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
- *Minn. Rules Pts. 1205.0100-1205.2000*



2021-22 Annual Charter School Assurances Instructions

Background

In 2011, the Minnesota Department of Education (MDE) settled a lawsuit, ACLU v. Tarek ibn Ziyad Academy, et al., in which the Commissioner of Education was named as a party. As part of the Settlement Agreement, MDE agreed to adopt certain assurances for charter schools and authorizers. Each charter school that will be operational in the 2021-22 school year must sign Annual Charter School Assurances, which consist of nine separate assurances ensuring nonsectarian public education in all charter school operations, in accordance with state and federal law. Applicable laws include prohibitions against government promotion, establishment, or endorsement of religion, and protections preventing funds distributed to public charter schools from unconstitutionally promoting or establishing religion. The assurances are part of oversight of charter school operations by MDE and charter school authorizers.

Instructions

All operational charter schools must complete the 2021-22 Annual Charter School Assurances form, taking care that the entire form is filled out, and signed by both the director of the charter school and the charter school board chair. Submission of the 2021-22 Annual Charter School Assurances form also requires additional documentation. Please note that several assurances (numbered 1, 2, 5, 6 and 7) require additional school-specific information. Note also that several assurances (numbered 3, 4, 7, 8 and 9) require copies of adopted board policies concerning religious and other matters.

Submission

The Annual Charter School Assurances must be kept on file by the charter school's authorizer and a copy must also be submitted to MDE. Please complete and sign the 2021-22 Annual Charter School Assurances. Return the completed Annual Charter School Assurances form, together with all required attachments, to your authorizer and provide a copy of the Annual Charter School Assurances form and all supporting documents to MDE no later than **November 1, 2021**. Documents may be submitted to MDE as one or more PDF files emailed to mde.charterschools@state.mn.us.

Assistance

If you have further questions regarding these required charter school assurances, please contact the MDE Charter Center at mde.charterschools@state.mn.us or 651-582-8297.

- b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.

 - c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups.
6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with Minnesota Statutes, section 124E.03, subdivision 2(a).
- a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises.
7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes, section 124E.03, subdivision 5, including regarding staff ability to report unethical or fraudulent actions of a charter where they work, and that the charter school's board has attended trainings that include state data practices law. Attach the most recent version of the policy.
- a. Please list the dates that the trainings took place:
8. I assure that, if the charter school has a waiting list for acceptance into the school, a lottery is conducted that does not select students based on religious preference and that the lottery otherwise complies with Minnesota Statutes, section 124E.11. Attach the most recent version of the policy.

9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities. Attach the most recent version of the policy, if a formal, written policy exists.
- a. Describe the policy, if it is unwritten.

Charter School Information

Name of Charter School: *Discovery Public School of Faribault*
Charter Local Educational Agency (LEA) Number: *4081-07*
Name of Charter School's Authorizer: *Osprey Wilds*

Certification of Assurances by Director of Charter School

Printed Name: *Dan Weisser*
Title: *Director*
Signature: *Dan Weisser*
Date:

Certification of Assurances by Board Chair of Charter School

Printed Name: *Russ Kennedy*
Title: *Board Chair*
Signature:
Date: