

**Discovery Public School**  
**126 - 8th Street N.W.**  
**Faribault, MN 55021**  
**Regular Meeting**  
**January 15, 2026 @ 4:30pm**

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.

**1. Call to Order and Roll Call –**

<input type="checkbox"/> Russ Kennedy, Chair	<input type="checkbox"/> Cody Hanson
<input type="checkbox"/> Sharon Hansen, Vice-Chair	<input type="checkbox"/> Sarah Hammer
<input type="checkbox"/> Steven (Sam) Macklay, Clerk/Treasurer	<input type="checkbox"/> Ally Luthe
<input type="checkbox"/> Authorizer (OspreyWilds):	<input type="checkbox"/> Brooke Rindahl
<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 December 18, 2025 Regular Meeting 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, Sam Macklay, Dan Weisser, Adam Hewitt/Creative Planning)**

**4. Academic Committee – (Dan Weisser, Sharon Hansen)**

**5. Environmental Education – (Sharon Hansen, Garret Bitker)**

## **7. DISCUSSION ITEMS:**

**7.1 SCHOOL BOARD TRAINING:** *OW Sounding Board: Board Oversight of Academic Outcomes*

**7.2 DIRECTOR EVALUATION:** *Dan will briefly report on Director Professional Development halfway through the year.*

## **8. ACTION ITEMS:**

### **8.1 DPS ANNUAL REPORT (REVISED):**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

Our next regular meeting is scheduled for: **Thursday, February 19, 2026**  
**@ 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**  
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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.

1. **Call to Order and Roll Call:** *Russ called the meeting to order at 4:30 p.m.* Russ Kennedy (Chair), Dan Weisser (Ex-Officio), Sharon Hansen (Vice-Chair), S. Sam Macklay (Secretary), and Cody Hanson were present.
2. **Approval of the Agenda:** Russ asked for a motion to approve the agenda. *Sam made a motion to approve the agenda. Cody seconded the motion. The motion carried (4-0).*
3. **Approval of the November 20, 2025 Minutes:** *Sharon made a motion to approve the November 20, 2025 Regular Meeting minutes. Cody seconded the motion. The motion carried (4-0).*
4. **Monthly Financial Statement:** The Board reviewed and discussed the financial report. Sam summarized Adam Hewitt's answers to the questions about the Creative Planning invoice(s) and the drop in the Cash Balance [from] last month. *Sam made a motion to accept the [As of] November 30, 2025 Financial Reports, as printed in the meeting packet. Cody seconded the motion. The motion carried (4-0).*
5. **Citizen Participation:** None.
6. **Reports:**

**6.1 Director's Report:**      Cash Balance: \$107,781      Enrollment: 51

- Dan and Sharon attended the Required OW Virtual Meeting on 12/11. The main topic was Charter School Contract Renewal. The information given was a good review of the school's requirements and responsibilities.
- DPS will have a Holiday party for staff/students on Tuesday 12/23 before heading into the Holiday break. DPS is holding a Food Drive, all donated will be given to St. Vincent De Paul.

**6.2 Community:** No Report

**6.3 Finance Committee:** (Russ K., Dan W., Sam M., Adam Hewitt/Creative Planning) Notes from the meeting with Dan, Sam and Adam Hewitt on 12/16/25:

\*Documentation of vendors that are paid more than 5% of the annual budget must be submitted to MDE this week

\*Paid Leave Act. Inform employees, amend employees' handbook, inform payroll guy.

\*Discussion about whether including employee pay stubs in the financial report was appropriate.

\*Discussed TeleTeachrs Inc. invoice.

\*Discussed schedule for federal funding reimbursement (depends upon closing out of last fiscal year).

\*Discussed enrollment verses Average Daily Membership. We decided to report 47 ADM (to MDE) as our best estimate for the current school year.

\*Discussed the fund balance and the projection in the financial reports. Realistically, it is going to be lower than ideal this year, but not as low as the projection.

\*Grant Awards and applications need to be finalized. REAP has already been awarded but we need to draw funds. Adam will arrange a tutorial so Dan can get access to the MEGS system and pursue applications to SAMS, G5 and Title grants.

#### **6.4 Academic Committee: (Dan W., Sharon H.)** No updates this month.

#### **6.5 Environmental Education: (Sharon H., Garret Bitker)**

The trout eggs for “Trout In The Classroom” have hatched. We received 108 eggs.

Environmental Literacy Plan Update: Indicator 2 - Knowledge

We have two strategies/evaluation methods for Indicator 2. Students have completed the required evaluations for both strategies.

**Indicator 2 Goal:** 70% of students at DPS have the knowledge, or are increasing their knowledge, of human and natural systems and processes as measured by curriculum-based measures across the contract period.

**Strategy 1:** Students in Middle School Science class will learn about environmental topics, such as energy cycles, pollution, and climate change. Specific topics will rotate on a three-year cycle, so students will not repeat the same topic while in middle school.

**Evaluation Method 1:** Middle school students will take a pre-test and posttest on the topic studied. Seventy percent of middle school students will complete a pretest and posttest to measure learning before and after the unit. The mean score from pretest to posttest will increase by at least 10%

**Results:** Eleven out of 12 students (91.6%) completed the pretest, and 13/13 students (100%) completed the posttest. The mean score on a 10-point scale went from 5.27 to 5.54, which is an increase of 5.1%.

**Strategy 2:** Students in 11th-12th grade science classes will complete research on an environmental topic of their choice and write a summary of their research and what they learned. This research will be used to complete the strategies for Indicators 4 and 5.

**Evaluation Method 2:** Seventy percent of students in 11th-12th grade science classes who complete the research on an environmental topic of their choice will score at least 75 on a 100-point rubric.

**Results:** Of 10 students enrolled in the Environmental Science class (11th-12th grade), 8 students completed the research project. Fifty percent of students (4/8) scored at least 75 on a 100-point rubric.

### **7. Discussion Items:**

#### **7.1 School Board Training:** None

#### **7.2 Director Evaluation:** None this month. Dan will explain his process for some important aspects of his duties at the next board meeting.

#### **7.3 OW Site Visit (12/9/25):** We reviewed the very positive follow-up letter (printed in the meeting packet). Curriculum mapping was discussed.

#### **7.4 2024-2025 DPS Annual Report Feedback:** Dan and Sharon reported that OW asked that four “fixes” be made before February 15. They anticipate no trouble meeting the requests.

### **8. Action Items:**

#### **8.1 DPS Employee Handbook Addition (MN Paid Leave Act):** The Board reviewed the wording for the addition to the Employee Handbook. The numbers will be different because we qualify as a small business. *Sam made a motion to approve the addition of MN PAID LEAVE to the DPS Employee Handbook, as*

*printed in the meeting packet, but with the numbers revised: DPS will split the premium (0.66% of covered wages) with the employees, each paying 0.33%. Sharon seconded the motion. The motion carried (4-0).*

**8.2 DPS Lead Testing Policy:** The Board reviewed the proposed policy (printed in the meeting packet). Dan reported on its recent implementation in the building. *Sharon made a motion to adopt the DPS Lead Testing and Remediation Policy. Cody seconded the motion. The motion carried (4-0).*

**8.3 DPS Language Access Plan:** The Board reviewed the proposed plan (printed in the meeting packet). We verified that the timeline is being followed. *Sam made a motion to adopt the Language Access Plan to Ensure Effective Communication with Multilingual Students and Families. Cody seconded the motion. The motion carried (4-0).*

**9. Adjournment:** The next Regular Board Meeting is scheduled for Thursday, January 15, 2026 at 4:30pm in the school cafeteria. *At 5:02pm, Russ made a motion to adjourn the meeting. Cody seconded the motion. The motion carried (4-0).*

*Respectfully submitted: Sam Macklay, Secretary*



Discovery Public School of Faribault  
Faribault, Minnesota  
District 4081

December-2025  
Financial Report

# Discovery Public School of Faribault

December 2025

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**Discovery Public School of Faribault  
Faribault, Minnesota  
December 2025 Financial Reports  
Executive Summary**

**Summary of Key Financial Indicators**

- \* Average Daily Membership (ADM) Overview –
  - o Original Budget: 55 ADM
  - o Working Budget: 47 ADM
  - o Actual: 47.54 ADM
- \* The school working budget has a deficit for the year of \$124,105. A projected cumulative fund balance of \$23,704 or 2.2% of expenditures at fiscal year-end.
- \* Projected Days Cash on Hand for the projected fiscal year-end is 23 days. Above 30 days meets best practices.

**Financial Statement Key Points**

- \* As of month-end, 50% of the year was complete.
- \* Cash Balance as of the reporting period is \$99,497.
- \* Revenues received at end of the reporting period – 47.2%
- \* Expenditures disbursed at end of the reporting period – 44%

**Balance Sheet**

- The beginning balances shown are based on audited information as of June 30, 2025.
- The balance sheet shows a summary of the financial balances of the district.

**Statement of Revenue and Expenditures**

- This report shows the board approved budget, a working budget, the year-to-date activity (revenues and expenditures) through the month end, and an indication of the percentage of budget to actuals.

**Cash Flow Projection**

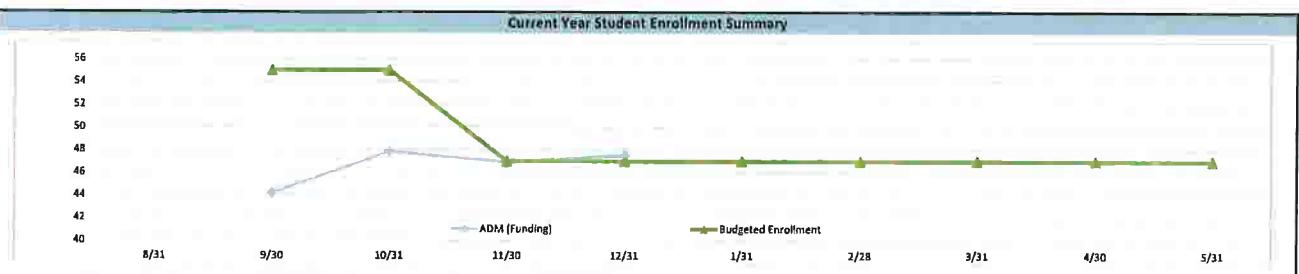
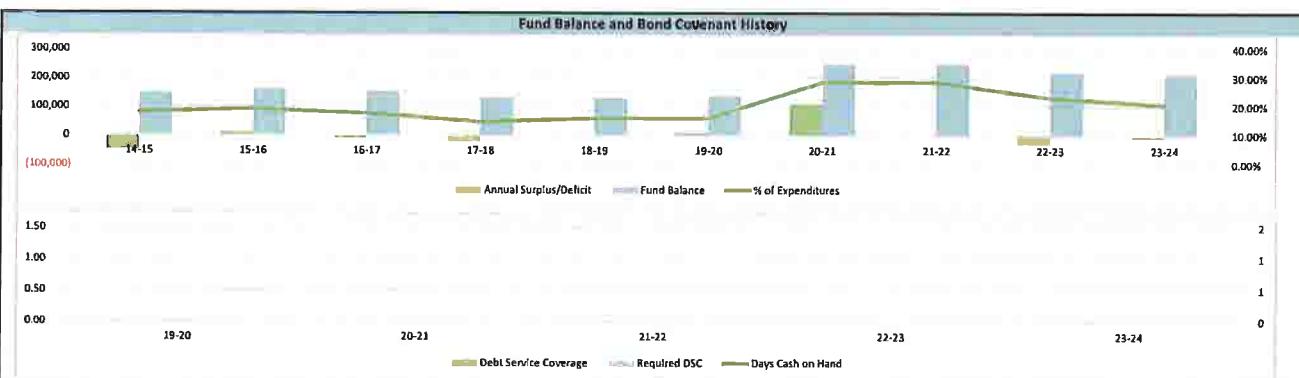
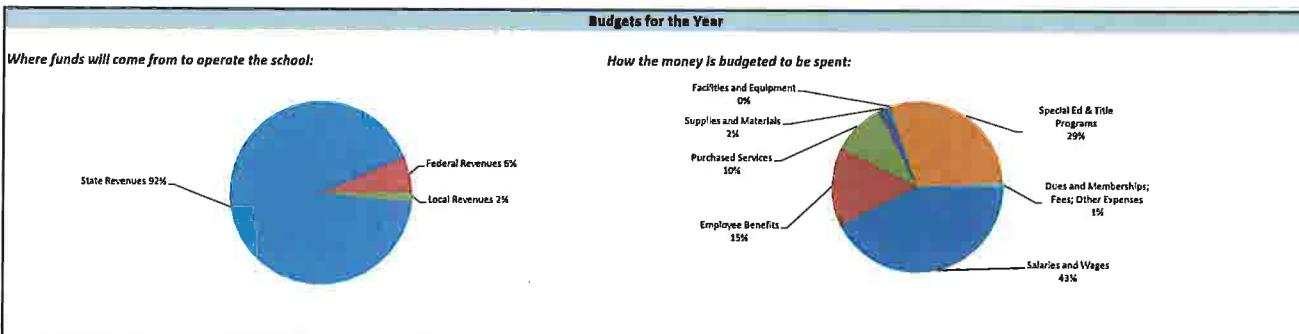
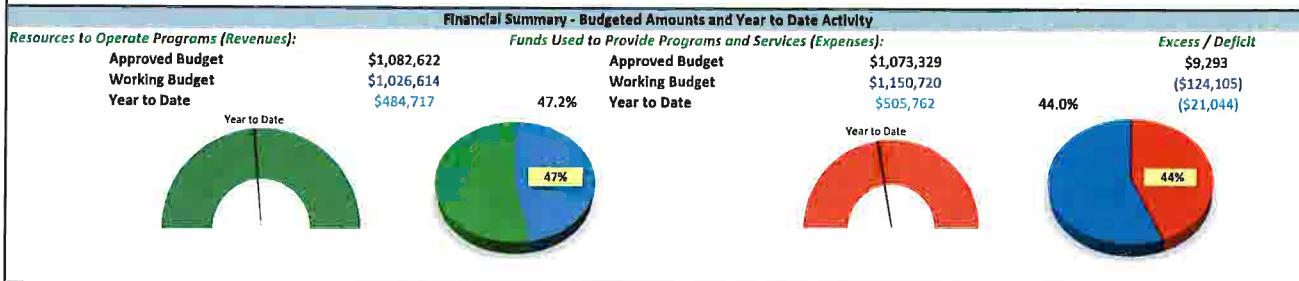
- The cash flow projection tracks the activity of revenues and expenditures from previous months and estimates our future cash balance based on our budgeted revenues and expenditures.

**Other Items**

- \* Supplemental information is provided shows cash receipts report, check register report and journal entries that were completed.
- \* Reports prepared by Adam Hewitt at Creative Planning – [adam.hewitt@creativeplanning.com](mailto:adam.hewitt@creativeplanning.com).

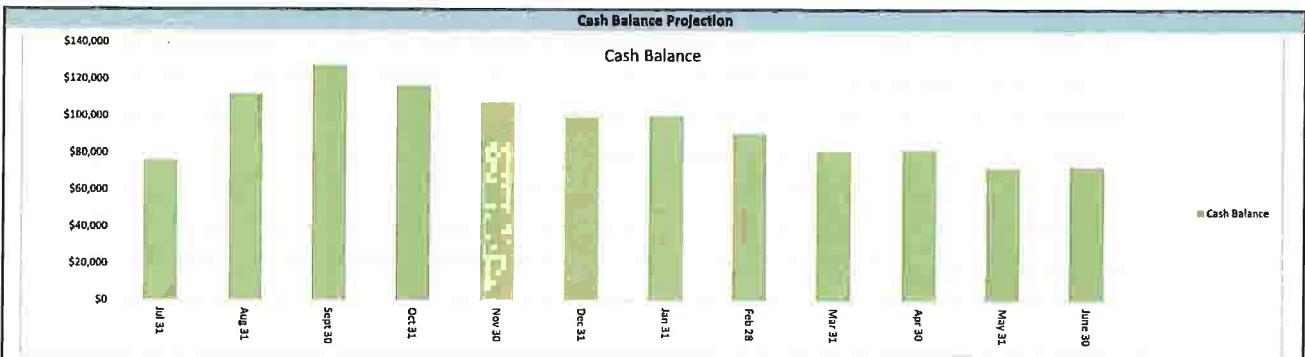
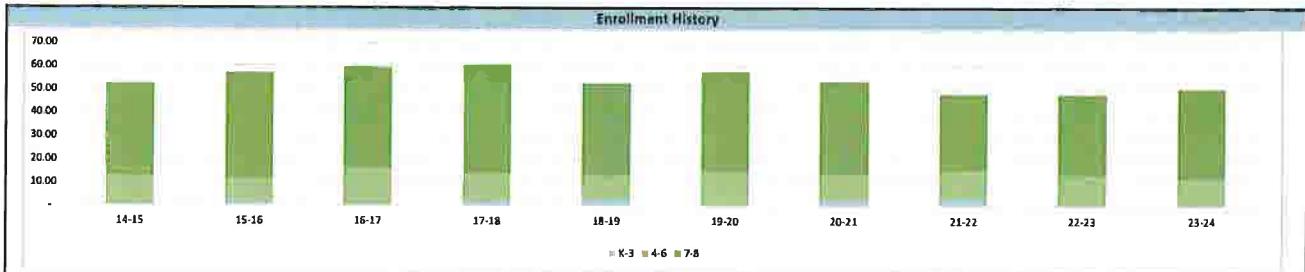
These financial statements are prepared in a modified format in that they exclude footnotes and required supplementary information to be considered a full set of financial statements. The excluded portions will be included in the fiscal year-end audited financial statements. These financial statements have not been compiled, reviewed or audited by a CPA.

**Discovery Public School of Faribault**  
**Faribault, MN**  
**Financial Statements Dashboard**  
**As of December 31, 2025**



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**Discovery Public School of Faribault**  
**Balance Sheet**  
**As of December 31, 2025**

	Balance June 30, 2025	Balance YTD
<b>Assets</b>		
Cash	\$ 83,790	99,497
Accounts Receivable	-	-
Due from Building Company	-	-
Prior Year State Aids Receivable	82,426	(18,747)
Current Year State Aids Receivable	-	51,810
Prior Year Federal Aids Receivable	30,024	-
Current Year Federal Receivable	-	-
Due from Federal Direct	-	19,081
Prepaid Expenses and Deposits	<u>20,114</u>	-
 <b>Total Assets</b>	 <u>\$ 216,355</u>	 <u>\$ 151,641</u>
 <b>Liabilities and Fund Balance</b>		
<b>Liabilities</b>		
Salaries and Wages Payable	\$ 27,363	-
Salaries and Wages Summer Accrual	-	\$ 12,300
Due to Other Funds	-	-
Accounts Payable	10,215	-
Payroll Deductions and Contributions	29,297	(1,794)
Payroll Deduct & Contrib Summer Accrual	-	12,701
Unearned Revenues	-	-
 Total Liabilities	 <u>66,875</u>	 <u>23,207</u>
 <b>Fund Balance</b>		
Beginning Fund Balance	\$ 149,479	\$ 149,479
Change in Fund Balance	<u>(21,044)</u>	<u>128,435</u>
 <b>Total Liabilities and Fund Balance</b>	 <u>\$ 216,355</u>	 <u>\$ 151,641</u>

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**Discovery Public School of Faribault**  
**Statement of Revenue and Expenditures**  
**As of December 31, 2025**

FY26 Approved Budget 55 ADM	FY26 Working Budget 47 ADM	FY26 Year to Date Activity 47 ADM	% of Budget 50%
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<b>Total All Funds</b>			
<b>Revenues</b>			
<b>State Revenues</b>			
\$ 984,747	\$ 945,644	\$ 472,822	50%
Federal Revenues	58,394	38,580	0%
Local Revenues	13,750	17,000	51%
Food Service Revenue	25,731	25,390	12%
Community Service Revenue	-	-	0%
<b>Total Revenues</b>	<b>\$ 1,082,622</b>	<b>\$ 1,026,614</b>	<b>\$ 484,717 47%</b>
	1,082,622	1,026,614	484,717
<b>Expenditures</b>			
<b>Salaries and Benefits</b>			
\$ 558,926	\$ 573,968	\$ 233,773	41%
Purchased Services	178,069	201,985	55%
Supplies and Materials	13,470	18,158	78%
Equipment	5,929	5,066	51%
SpEd and Title Grants	281,595	319,099	128,529 40%
Dues and Memberships	8,323	8,323	4,506 54%
Transfer Out	1,286	0	0% 0%
Food Service Revenue	25,731	24,121	10,286 43%
Community Service Revenue	-	-	0%
<b>Total Expenditures</b>	<b>\$ 1,073,329</b>	<b>\$ 1,150,720</b>	<b>\$ 505,762 44%</b>
	1,073,329	1,150,720	505,762
<b>Net effect of Operations, All Funds</b>	<b>\$ 9,293</b>	<b>\$ (124,105)</b>	<b>\$ (21,044)</b>
<i>Per Compliance Report</i>			
<b>Beginning Fund Balance</b>	<b>\$ 149,479</b>	<b>\$ 149,479</b>	
<b>Ending Fund Balance</b>	<b>\$ 158,772</b>	<b>\$ 25,374</b>	
<b>Fund Balance % of Expenditures</b>	<b>14.8%</b>	<b>2.2%</b>	

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**General Fund - 01**

Revenues

State Revenues

General Education Aid	\$ 668,981	\$ 585,867	\$ 297,333	51%
Land Endowment Aid	3,746	3,402	1,701	50%
Building Lease Aid	71,640	71,640	25,074	35%
Special Education Aid	220,380	274,832	80,537	29%
Literacy Incentive Aid	-	-	-	N/A
Library Support Aid	20,000	9,903	8,912	90%
Student Support Aid	-	-	7,454	0%
Hourly Unemployment	-	-	-	N/A
Prior Year Adjustments	-	-	-	N/A
State Holdback Receivable (estimate)	N/A	N/A	51,810	N/A
<b>Total State Revenues</b>	<b>984,747</b>	<b>945,644</b>	<b>472,822</b>	<b>50%</b>

Federal Revenues

Federal Special Ed, 419	\$ 14,753	\$ 6,015	\$ -	0%
Federal Special Ed, 420	-	-	-	N/A
Federal Special Ed, 425	4,084	-	-	N/A
Federal Title I, 401	30,779	23,787	-	0%
Federal Title II, 414	-	-	-	N/A
Federal Title III, 417	-	-	-	N/A
Federal Title IV, 433	-	-	-	N/A
REAP Grant	8,778	8,778	-	0%
<b>Total Federal Revenues</b>	<b>58,394</b>	<b>38,580</b>	<b>-</b>	<b>0%</b>

Local Revenues

E-rate	\$ -	\$ -	\$ -	N/A
Medical Assistance	-	3,250	1,465	45%
Fees from Patrons	-	-	-	N/A
Rent	-	-	-	N/A
Interest Revenue	-	-	-	N/A
Contributions, Gifts and Grants	10,500	10,500	7,123	68%
Misc other receipts	3,250	3,250	155	5%
<b>Total Local Revenues</b>	<b>13,750</b>	<b>17,000</b>	<b>8,743</b>	<b>51%</b>

<b>Total Revenues</b>	<b>\$ 1,056,891</b>	<b>\$ 1,001,224</b>	<b>\$ 481,565</b>	<b>48%</b>
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**Expenditures**

*Admin and Support Services (Pro 000 - 199)*

100s	Salaries	\$ 126,760	\$ 126,760	\$ 60,559	48%
200s	Benefits	40,002	40,002	27,325	68%
	Summer Accrual	-	-	5,482	N/A
	Total Salaries and Benefits	166,762	166,762	93,366	56%
305,315	Contracted Services	60,616	79,500	40,790	51%
320	Communications Services	6,120	6,120	-	0%
329	Postage	298	150	-	0%
366	Staff Training & Travel	350	250	65	26%
401	Non-instructional Supplies	987	3,000	1,992	66%
405	Software	6,375	2,750	2,700	98%
455-465	Technology Supplies	250	550	530	96%
490	Food	265	265	156	59%
530	Furniture & Equipment	-	-	-	N/A
555	Technology Equipment	-	-	-	N/A
820	Dues and Memberships	8,323	8,323	4,186	50%
	Total Admin and Support Services	250,346	267,670	143,784	54%

*Regular Instruction Services (Pro 200 - 299)*

100s	Salaries	\$ 260,800	\$ 264,001	\$ 88,812	34%
200s	Benefits	90,238	102,079	31,907	31%
	Summer Accrual	-	-	12,034	N/A
	Total Salaries and Benefits	351,038	366,080	132,753	36%
401-433	Federal Title Programs	30,779	23,787	12,569	53%
300-399	Contracted Services	500	500	496	99%
366	Staff Training & Travel	-	-	-	N/A
401	Non-instructional Supplies	400	750	560	75%
406	Instructional Software License Agreements	750	750	450	60%
430	Instructional Supplies	1,000	1,000	453	45%
456-466	Instructional Technology	250	250	53	21%
460	Textbooks & Workbooks	-	-	-	N/A
490	Food	-	-	-	N/A
530	Furniture & Equipment	-	-	-	N/A
555	Technology Equipment	-	-	-	N/A
820	Dues and Memberships	-	-	320	0%
	Total Regular Instruction Services	384,717	393,117	147,654	38%

*Special Education Services (Pro 400 - 499)*

100s	State SpEd - Salaries	\$ 133,520	\$ 154,270	\$ 52,053	34%
200s	State SpEd - Employee Benefits	20,682	32,277	8,440	26%
100s	Fed SpEd - Salaries	4,084	-	1,500	-
	Summer Accrual	-	-	6,132	N/A
	Total Salaries and Benefits	158,286	186,547	68,125	37%
300-399	State SpEd - Contracted Services	74,186	101,650	39,232	39%
401-499	State SpEd - Supplies and Materials	3,591	1,100	544	49%
501-599	State SpEd - Capitalized Expenses	-	-	-	N/A
300-399	Fed SpEd - Contracted Services	14,753	6,015	4,213	70%
401-499	Fed SpEd - Supplies and Materials	-	-	3,845	0%
501-599	Fed SpEd - Capitalized Expenses	-	-	-	N/A
723	State SpEd - Transportation	-	-	-	N/A
728	State - Homeless Transportation	-	-	-	N/A
	Total Special Education Services	250,816	295,312	115,960	39%

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***Instructional Support Services (Pro 600 - 699)***

100s	Salaries	\$ 3,000	\$ 3,000	\$ 3,000	100%
200s	Benefits	529	529	262	50%
	Summer Accrual	-	-	116	N/A
	Total Salaries and Benefits	3,529	3,529	3,378	96%
300-399	Contracted Services	597	2,750	2,533	92%
366	Staff Training & Travel	-	-	-	N/A
401-499	Supplies and Materials	250	5,500	5,501	100%
470	Media Books & Resources	500	1,000	931	93%
501-599	Capitalized Expenses	5,929	5,066	2,590	51%
	Total Instructional Support Services	10,805	17,845	14,932	84%

***Pupil Support Services (Pro 700 - 799)***

100s	Salaries	\$ -	\$ -	\$ -	N/A
200s	Benefits	-	-	-	N/A
	Summer Accrual	-	-	-	N/A
	Total Salaries and Benefits	-	-	-	N/A
300-399	Contracted Services	500	1,750	1,375	79%
720	Transportation	1,194	1,020	-	0%
733	Field Trip Transportation	1,194	1,020	260	25%
401-499	Supplies and Materials	250	150	83	56%
501-599	Capitalized Expenses	-	-	-	N/A
	Total Pupil Support Services	3,138	3,940	1,718	44%

***Sites and Buildings (Pro 800 - 899)***

100s	Salaries	\$ 32,527	\$ 32,527	\$ 2,641	8%
200s	Benefits	5,070	5,070	400	8%
	Summer Accrual	-	-	1,236	N/A
	Total Salaries and Benefits	37,597	37,597	4,277	11%
300-399	Contracted Services	775	3,000	5,395	180%
330	Utilities	14,000	14,000	8,167	58%
350	Repairs & Maintenance	500	500	651	130%
348-570	Building Lease	79,600	79,600	46,433	58%
401-499	Supplies and Materials	2,193	2,193	716	33%
520	Leasehold Improvements	-	-	-	0%
530	Furniture & Equipment	-	-	-	N/A
	Total Sites and Buildings	134,665	136,890	65,639	48%

***Fiscal & Other Fixed Costs (Pro 900 - 999)***

340	Property and Liability Insurance	11,825	11,825	5,789	49%
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	<b>Total Expenditures</b>	<b>\$ 1,046,312</b>	<b>\$ 1,126,599</b>	<b>\$ 495,476</b>	<b>44%</b>
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	<b>Net effect of Operations, General Fund</b>	<b>\$ 9,293</b>	<b>\$ (125,375)</b>	<b>\$ (13,911)</b>
--	---	-----------------	---------------------	--------------------

	Transfer out to Food Service Fund	1,286	-
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	<i>Per Compliance Report</i>	149,079	149,079
	<b>Beginning Fund Balance</b>	<b>\$ 149,079</b>	<b>\$ 149,079</b>
	<b>Ending Fund Balance</b>	<b>158,372</b>	<b>23,704</b>
	<b>Fund Balance Percentage of Expenditures</b>	<b>14.8%</b>	<b>2.1%</b>

These financial statements are prepared in a modified format in that they exclude footnotes and required supplementary information to be considered a full set of financial statements. The excluded portions will be included in the fiscal year-end audited financial statements. These financial statements have not been compiled, reviewed or audited by a CPA.

**Discovery Public School of Faribault**  
**Statement of Revenue and Expenditures**  
**As of December 31, 2025**

FY26 Approved Budget 55 ADM	FY26 Working Budget 47 ADM	FY26 Year to Date Activity 47 ADM	% of Budget 50%
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**Food Services Fund - 02**

**Revenues**

Breakfast	\$ 1,000	\$ 537	\$ 559	104%
Lunch and Milk	23,000	24,853	2,594	10%
Commodities	445	-	-	0%
Transfer In	1,286	-	-	0%
<b>Total Revenues</b>	<b>\$ 25,731</b>	<b>\$ 25,390</b>	<b>\$ 3,153</b>	<b>12%</b>

**Expenditures**

Salaries	\$ -	\$ -	\$ -	N/A
Benefits	-	-	-	N/A
Summer Accrual	-	-	-	N/A
Total Salaries and Benefits	-	-	-	N/A
Contracted Services	-	-	-	N/A
Supplies and Materials/Memberships	25,731	24,121	10,286	43%
Capitalized Expenses	-	-	-	N/A
<b>Total Expenditures</b>	<b>\$ 25,731</b>	<b>\$ 24,121</b>	<b>\$ 10,286</b>	<b>43%</b>

**Net effect of Operations, Food Service**

<i>Per Compliance Report</i>	400	400
<b>Beginning Fund Balance Food Service</b>	<b>\$ 400</b>	<b>\$ 400</b>
<b>Ending Fund Balance Food Service</b>	<b>400</b>	<b>1,670</b>

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These financial statements are prepared in a modified format in that they exclude footnotes and required supplementary information to be considered a full set of financial statements. The excluded portions will be included in the fiscal year-end audited financial statements. These financial statements have not been compiled, reviewed or audited by a CPA.

Discovery Public Schools of Faribault  
Cash Flow Projection Summary  
2025-26 Fiscal Year

Period Ending	Cash Inflows (Revenues)				Cash Outflows (Expenditures)				Cash Balance
	State Aid Payments	Federal Aid Payments*	Other Receipts	Food Service	Prior Year Receivables	Total Inflows	Salaries (Cash flow forecast at Net)***	Other Expenses**	
Jul 31	62,392	-	909	-	9,530	72,830	24,893	55,683	\$ 83,790
Aug 31	68,455	-	132	-	60,007	128,594	24,243	68,570	76,044
Sept 30	81,038	-	-	-	36,348	117,387	31,042	70,698	92,813
Oct 31	61,144	-	1,839	2,990	18,372	84,344	32,259	62,990	111,825
Nov 30	82,046	-	1,759	-	-	83,806	32,818	59,773	127,471
<b>Dec 31</b>	<b>70,397</b>		<b>6,723</b>	<b>3,099</b>	-	<b>80,219</b>	<b>32,946</b>	<b>55,557</b>	<b>88,503</b>
Jan 31	86,695	10,288	373	3,217	-	100,573	33,194	66,681	99,497
Feb 28	86,695	-	373	3,217	-	90,285	33,194	66,681	100,196
Mar 31	86,695	-	373	3,217	-	90,285	33,194	66,681	90,606
Apr 30	86,695	10,288	373	3,217	-	100,573	33,194	66,681	81,017
May 31	86,695	-	373	3,217	-	90,285	33,194	66,681	81,715
June 30	86,695	10,288	373	3,217	-	100,573	33,194	66,681	72,126
<b>Estimate</b>	<b>945,643</b>	<b>30,864</b>	<b>13,600</b>	<b>25,390</b>	<b>124,257</b>	<b>1,139,754</b>	<b>377,362</b>	<b>773,357</b>	<b>1,150,720</b>
<b>Totals</b>	<b>945,643</b>	<b>30,864</b>	<b>13,600</b>	<b>25,390</b>	<b>124,257</b>	<b>1,139,754</b>	<b>377,362</b>	<b>773,357</b>	<b>1,150,720</b>

Assumptions 10% State Aid Holdback

This cash flow projection is to be used only to show that if we follow our budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

These financial statements are prepared in a modified format in that they exclude footnotes and required supplementary information to be considered a full set of financial statements. The excluded portions will be included in the fiscal year-end audited financial statements. These financial statements have not been compiled, reviewed or audited by a CPA.



Discovery Public School of Faribault  
Faribault, Minnesota  
District 4081

December 2025  
Supplemental Report

## Discovery Public School of Faribault

Check Number: 0-2147483647 Payment Date: 12/01/2025-12/31/2025 Period: 202606-202606 Void Status: N

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Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1180	AFLAC	Remittance Processing Svcs	1932 Wynnton Road Columbus, GA 31999-0797			
		Firs				
PO#:	Voucher #:	12239 Invoice		Employees' Life Insurance	\$133.80	BP
		Invoice No: 314708		12/16/2025	Paid Amt: \$133.80	Check Amount: \$133.80
					Vendor Total:	\$133.80
1392	Bill.com	Firs				
		E 01 005 112 000 000 305	Service charge 11/06/25 - 12/05/25		\$53.06	Wire
PO#:	Voucher #:	12252 Invoice	Invoice No: 25123919096	12/19/2025	Paid Amt: \$53.06	
					Check Amount: \$53.06	
					Vendor Total:	\$53.06
1348	Consolidated Communications	PO Box 66523	St. Louis, MO 63166-6523			
		Firs				
PO#:	Voucher #:	12236 Invoice	Bus. & Internet Phone Svc 11/22/25 - 12/21/25		\$569.41	BP
		Invoice No: 11.22.2025	12/16/2025		Paid Amt: \$569.41	Check Amount: \$569.41
					Vendor Total:	\$569.41
1372	Creative Planning Business Services	5454 W. 110th St.	Overland Park, KS 66211			
		Firs				
PO#:	Voucher #:	12256 Invoice	Bus. & Internet Phone Svc 12/22/25 - 01/21/26		\$580.95	BP
		Invoice No: 12.22.2025	12/30/2025		Paid Amt: \$580.95	Check Amount: \$580.95
					Vendor Total:	\$1,150.36
1423	Divvy	Firs				
		E 01 300 211 000 000 430	12/15/25 Amazon - Books for Reading Class.		\$30.30	Wire
		E 02 005 770 000 701 820	12/05/25 Cert Food Protection - Renewal of Ce		\$50.00	
		E 01 005 110 000 000 305	12/05/25 Cert Food Protection - Processing Fee		\$1.08	
		E 01 300 640 000 316 366	12/01/25 Ratwik, Roszak & M - Compliance Tr		\$200.00	
		E 01 300 640 000 316 366	11/25/25 Foodsafetyguy.com - 4 required CEU		\$100.00	
		E 01 300 420 000 419 456	11/23/25 Amazon - Computer Speaker for SPE		\$25.98	
		E 01 005 810 000 000 320	11/22/25 Consolidated Inc - Bus. & Internet Se		\$560.74	

**District #4081****Discovery Public School of Faribault****Detail Payment Register by Vendor****Check Number: 0-2147483647 Payment Date: 12/01/2025-12/31/2025 Period: 202606-202606 Void Status: N**Page 2 of 6  
1/9/2026  
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Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1423	Divvy	Firs	E 01 300 260 000 000 430	11/21/25 Flinn Scientific Inc - Science Supplies	\$110.59	Wire
PO#:	Voucher #:	12264 Invoice	E 01 005 105 000 000 490	11/21/25 Culligan Water - Staff and Student Us	\$100.65	
			Invoice No: 12.15.25	12/15/2025	Paid Amt: \$1,179.34	Check Amount: \$1,179.34
					Vendor Total:	\$1,179.34
1191	Faribault Area Chamber of Commerce	Firs	530 Wilson Avenue P.O.Box 434 Faribault, MN 55021	BP		
PO#:	Voucher #:	12245 Invoice	E 01 005 110 000 000 820	2026 Annual Membership Fee	\$445.00	
			Invoice No: 647807a	12/16/2025	Paid Amt: \$445.00	Check Amount: \$445.00
					Vendor Total:	\$445.00
1093	Faribault Transportation Company, Inc.	Firs	2615 NW 1st Avenue Faribault, MN 55021	BP		
PO#:	Voucher #:	12238 Invoice	E 01 005 760 000 733 360	Field trip transportation to Riverbend Nature Ci	\$160.00	
			Invoice No: 127106	12/16/2025	Paid Amt: \$160.00	Check Amount: \$160.00
					Vendor Total:	\$160.00
1409	Filan Lawn Service LLC	Firs	20226 Fortune Creek Trail Faribault, MN 55021	BP		
PO#:	Voucher #:	12235 Invoice	E 01 005 810 000 000 350	Snow removal - Nov 2025	\$220.00	
			Invoice No: 10246	12/16/2025	Paid Amt: \$220.00	Check Amount: \$220.00
					Vendor Total:	\$220.00
1405	Hanover Insurance	Firs	,	BP		
PO#:	Voucher #:	12237 Invoice	E 01 005 940 000 000 340	Commercial Insurance Policies (04/23/25 - 04/	\$1,157.84	
			Invoice No: 11.28.2025	12/16/2025	Paid Amt: \$1,157.84	Check Amount: \$1,157.84
					Vendor Total:	\$1,157.84
1186	Hoa D. Nguyen	Firs	7287 Falmouth Curve Shakopee, MN 55379	BP		
			E 01 005 810 000 000 330	Jan 2026 - utilities	\$1,166.67	

**District #4081****Discovery Public School of Faribault**

Check Number: 0-2147483647 Payment Date: 12/01/2025-12/31/2025 Period: 202606-202606 Void Status: N

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Code	Rcd	Vendor	Bank	Check No		Pmt/Void Date	Pmt Type
1186		Hoa D. Nguyen	Firs	7287 Falmouth Curve	Shakopee, MN 55379		
PO#:	Voucher #:	12258	Invoice	E 01 005 850 000 348 570	Jan 2026 - lease	12/30/2025	BP
				Invoice No: 1/1/2026			Paid Amt: \$7,800.00
							Check Amount: \$7,800.00
							Vendor Total: \$7,800.00
1143		IRS - WIRE TRANSFER		,			
		Firs		B 01 215 002	Federal Tax Withholding		Wire
				B 01 215 005	FICA / Medicare		
PO#:	Voucher #:	12248	Invoice	Invoice No: S2026110		12/15/2025	\$1,249.71
							\$3,123.88
							Paid Amt: \$4,373.59
							Check Amount: \$4,373.59
							Vendor Total: \$7,800.00
1211		ISD#656 Faribault Public Schls		710 17th Street SW P.O. Box 618 Faribault, MN 55021-0618			
		Firs		E 02 005 770 000 701 490	Lunch		Wire
				E 02 005 770 000 701 490	Commodities		
PO#:	Voucher #:	12242	Invoice	Invoice No: 43925		12/16/2025	\$1,854.96
							(\$93.80)
							\$693.00
							Paid Amt: \$2,454.16
							Check Amount: \$2,454.16
							Vendor Total: \$2,454.16
1356		Loffler Companies, Inc.		PO Box 660831 Dallas, TX 75266-0831			
		Firs		E 01 005 605 000 000 560	Copier Standard Payment - Agreement # 022-		BP
				E 01 005 630 000 000 401	Usage for color and black impressions		
PO#:	Voucher #:	12241	Invoice	Invoice No: 40752334		12/16/2025	\$449.77
							\$159.58
							Paid Amt: \$609.35
							Check Amount: \$609.35
							Vendor Total: \$609.35

Check Number: 0-2147483647 Payment Date: 12/01/2025-12/31/2025 Period: 202606-202606 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1197		Medica	NW 7958 P.O.Box 1450 Minneapolis, MN 55485-7958			
		Firs				
PO#:		Voucher #:	B 01 215 010	Health Insurance - Dec 2025	\$7,451.68	Wire
PO#:		Voucher #:	12253 Invoice	Invoice No: 599495861076	12/19/2025	Paid Amt: \$7,451.68 Check Amount: \$7,451.68
						Vendor Total: \$7,451.68
1330		MN Department of Health	Environmental Health Svcs Unit PO Box 64495 St. Paul, MN 55164-0495			
		Firs	14835			
PO#:		Voucher #:	E 02 005 770 000 701 820	Food Service license application	\$1,135.00	Check
PO#:		Voucher #:	12254 Invoice	Invoice No: 12.22.2025	12/29/2025	Paid Amt: \$1,135.00 Check Amount: \$1,135.00
						Vendor Total: \$1,135.00
1007		MN DEPT OF REVENUE - WIRE TRSF	P.O. BOX 64439 ST. PAUL, MN 55164-0439			
		Firs				
PO#:		Voucher #:	B 01 215 003	MN Tax Withholding	\$782.92	Wire
PO#:		Voucher #:	12249 Invoice	Invoice No: S2026110	12/15/2025	Paid Amt: \$782.92 Check Amount: \$782.92
						Vendor Total: \$1,135.00
1397		Navigate Care Consulting	18314 Duluth St Farmington, MN 55024			
		Firs				
PO#:		Voucher #:	E 01 300 420 000 740 394	SPED offsite, 3.25 hrs @ \$100.00/hr	\$325.00	BP
PO#:		Voucher #:	12246 Invoice	Invoice No: INV-000728	12/16/2025	Paid Amt: \$325.00 Check Amount: \$325.00
						Vendor Total: \$1,718.45
1074		PUBLIC EMPLOYEES RETIREMENT AS	P.O. Box 4383 St. Paul, MN 55101-4383			
		Firs				
PO#:		Voucher #:	B 01 215 007	PERA	\$744.67	Wire
PO#:		Voucher #:	12247 Invoice	Invoice No: S2026110	12/15/2025	Paid Amt: \$744.67 Check Amount: \$744.67
						Vendor Total: \$500.00



Check Number: 0-2147483647 Payment Date: 12/01/2025-12/31/2025 Period: 202606-202606 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1054		TEACHERS RETIREMENT ASSOCIATION		60 Empire Drive Suite 400 St. Paul, MN 55103-1855		
		Firs				
PO#:	Voucher #:	B 01 215 006				
		12263 Invoice		TRA		
				Invoice No: S2026120		
					12/31/2025	
						\$3,005.44
						Paid Amt: \$3,005.44
						Check Amount: \$3,005.44
						Vendor Total: \$5,832.78
1415		TeleTeachers Inc		4114 N. Cass Ave. Westmont, IL 60559		
		Firs				
PO#:	Voucher #:	E 01 300 408 000 740 394		Rappaport, Christy, SPED teacher, 95.08 hrs		
		12240 Invoice		Invoice No: 3446		
					12/16/2025	
						\$6,560.52
						Paid Amt: \$6,560.52
						Check Amount: \$6,560.52
						Vendor Total: \$6,560.52
						Report Total: \$55,556.80

Deposit Co	Bank	Batch	Rct No	Receipt Type	St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
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1148	4081	FIRS	cr1225	DEAS & CLICS 12.15.2025	2252	Credit A 12/15/25	Check 1	Misc.	
					4081	R 01 005 000 000 000 211		FY26 Gen Ed	34,832.77
					4081	R 02 005 000 000 000 300		FY26 State SFSP	21.83
								Receipt Total:	\$34,854.60
								Deposit Total:	\$34,854.60
1149	4081	FIRS	cr1225	CLICS 12.03.2025	2253	Credit A 12/03/25	Check 1	CLICS	
					4081	R 02 005 770 000 705 476		FY26 Breakfast	558.60
					4081	R 02 005 770 000 701 471		FY26 Reg Lunch	239.66
					4081	R 02 005 770 000 701 471		FY26 Lunch Xcents	46.89
					4081	R 02 005 770 000 701 472		FY26 Free & Reduced Lunch	2,167.36
					4081	R 02 005 770 000 701 300		FY26 State SNP Lunch	65.12
								Receipt Total:	\$3,077.63
								Deposit Total:	\$3,077.63
1150	4081	FIRS	cr1225	DEAS 12.30.25 - \$35,564.24	2254	Credit A 12/30/25	Check 1	IDEAS	
					4081	R 01 005 000 000 000 211		FY26 Gen Ed	35,564.24
								Receipt Total:	\$35,564.24
								Deposit Total:	\$35,564.24
1151	4081	FIRS	cr1225	School deposit - \$6,722.50	2255	Credit A 12/23/25	Check 1	Misc.	
					4081	R 01 005 000 000 000 096		FY26 Haunted Trail Partners	722.50
					4081	R 01 005 000 000 000 096		FY26 Donation - Hoa Nguyen	6,000.00
								Receipt Total:	\$6,722.50
								Deposit Total:	\$6,722.50
								Report Total:	\$60,218.97

**Discovery Public School of Faribault**  
**Journal Entry Listing**

r\_g1\_list

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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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# Sounding Board

*A publication of Osprey Wilds Environmental Learning Center Charter School Division*



## **Board Oversight of Academic Outcomes**

October 2025

Academic and Academic-Related Goals (Exhibit G) is one of the most critical pieces of a school's contract. This exhibit contains the agreed upon performance expectations that the school will be held to during its contract period. Per the charter contract, performance on the indicators in Exhibit G are the primary factor in determining a school's renewal. This means that how well the school is doing on its academic goals is the first thing that Osprey Wilds (OW) considers in considering whether or not to renew a school and, if so, whether the school gets a five-year contract or a Corrective Action Renewal (three years or fewer). Ensuring the board understands how to oversee a school's academic performance in relation to its goals is an essential function of the board. The information below provides critical touch points, guidance, and recommendations for the oversight of the school's academic outcomes

Osprey Wilds has a number of expectations for every school to facilitate effective oversight of academic outcomes:

- OW expects boards to review progress on the school's academic measures at least four times a year during board meetings, and to document the discussion in board meeting minutes.
- OW expects that board members know what the school's contractual academic measures are and have a general understanding of what they mean.
- OW expects that board members will ask questions about their school's academic performance when they are not sure how to interpret results.

### **Interpreting the Academic Performance Evaluation**

In order to support the school in meeting these expectations, OW provides an annual academic performance evaluation based on data from the most recent school year. The academic evaluations are summative, which means that performance on the measures aggregates during the contract term until all years of the contract are incorporated into the final academic evaluation completed during the renewal process. Performance on the academic evaluation is the primary factor impacting whether or not the school's contract will be renewed, and if so, for how long.

Reviewing the school's annual academic evaluation allows the board to ask how well the school is serving its students, and what areas of the educational program may need attention. The board can then work with the school leader to allocate funds, or provide other support, to address any identified needs.

Below is an example of a summary table from an academic evaluation, followed by an explanation of each area and what it means.

### Summary of Indicator Points

Indicator	Points Possible	Points Earned	Performance Ranking	Percent Earned Through FY23	Percent Earned Through FY22
1: Mission Related Outcomes	8	12		150.0%	100.0%
2: English Language Learners	0	0	N/A	N/A	N/A
3: Reading Growth and Progress	20	17.25		86.3%	82.5%
4: Math Growth and Progress	20	16.5		82.5%	82.5%
5: Reading Proficiency	9	7.25		80.6%	68.8%
6: Math Proficiency	9	5	Approaches	55.6%	40.6%
7: Science Proficiency	8	8.5	Excellence	106.3%	106.3%
8: Other Proficiency or Growth	6	9	Excellence	150.0%	100.0%
9: Post-Secondary Readiness	15	16.5	Excellence	110.0%	90.0%
10: Engagement	5	0		0.0%	0.0%
<b>Overall</b>	<b>100</b>	<b>92.0</b>	<b>Eligible for Renewal</b>	<b>92.0%</b>	<b>79.8%</b>

Area	Description	What to Look For
Indicator Area	<p>There are ten indicator areas in which a school may have goals. Each indicator area has a variety of measures (individual goals) for which data is analyzed in relation to performance targets. Performance on each measure is rolled up to overall performance for the indicator area.</p> <p>All schools will have goals for indicator areas 1, 3, 4, 5, 6, 7, and 10.</p> <p>Schools serving high school students will have goals for indicator 9.</p> <p>Indicator 2 becomes applicable once a school serves ten (10) or more English Learners.</p> <p>Indicator 8 is flexible, though schools serving preschool, prekindergarten, and kindergarten students will have goals for those grades in this area.</p>	<p>Are there any indicators that you do not have goals for? Is that in line with your program, or do you think something is missing?</p>

Area	Description	What to Look For
Points Possible	<p>This indicates the total points possible for an indicator area. This is negotiated between the school and OW during the contract renewal process.</p>	<p>What does the distribution of points communicate about your priorities as a school? Is the distribution in alignment with the school's mission and vision?</p>
Points Earned	<p>The total points earned during the year of reporting.</p> <p>OW's expectation for meets standard is 75% of points earned overall.</p>	<p>Did the school earn at least 75% of points overall?</p> <p>If not, did we make progress towards this standard?</p>
Performance Ranking	<p>Each indicator area gets a ranking based on the percentage of points earned:</p> <p>Does Not Meet (less than 50% earned)</p> <p>Approaches (50%-74% earned)</p> <p>Meets (75%-100% earned)</p> <p>Exceeds (101%-150% earned)</p> <p>The evaluation also receives an overall performance ranking*:</p> <p>Candidate for Non-Renewal (less than 50% earned)</p> <p>Eligible for Renewal (50%-100% earned)</p> <p>Eligible for Fast Track Renewal (101%-150% earned)</p>	<p>Which indicators have the same performance ranking from year to year?</p> <p>Which increased or decreased?</p> <p>Were you already aware of any areas of concern? If so, have they been discussed and addressed? If not, what can be put in place to ensure there are no surprises for the current year's outcomes?</p>
Percent Earned through FYXX	<p>Demonstrates the school's progress year over year.</p>	<p>Which indicators earned the same percentage of points from year to year?</p> <p>Which increased or decreased? What measures within that indicator contributed to the increase or decrease?</p>

Area	Description	What to Look For
Analysis	<p>Highlights strengths and areas of concern on which the school should focus its attention.</p>	<p>Did the analysis section highlight any areas of strength or concern that you missed?</p> <p>Are there any areas of concern to be lifted up and addressed by the board?</p>

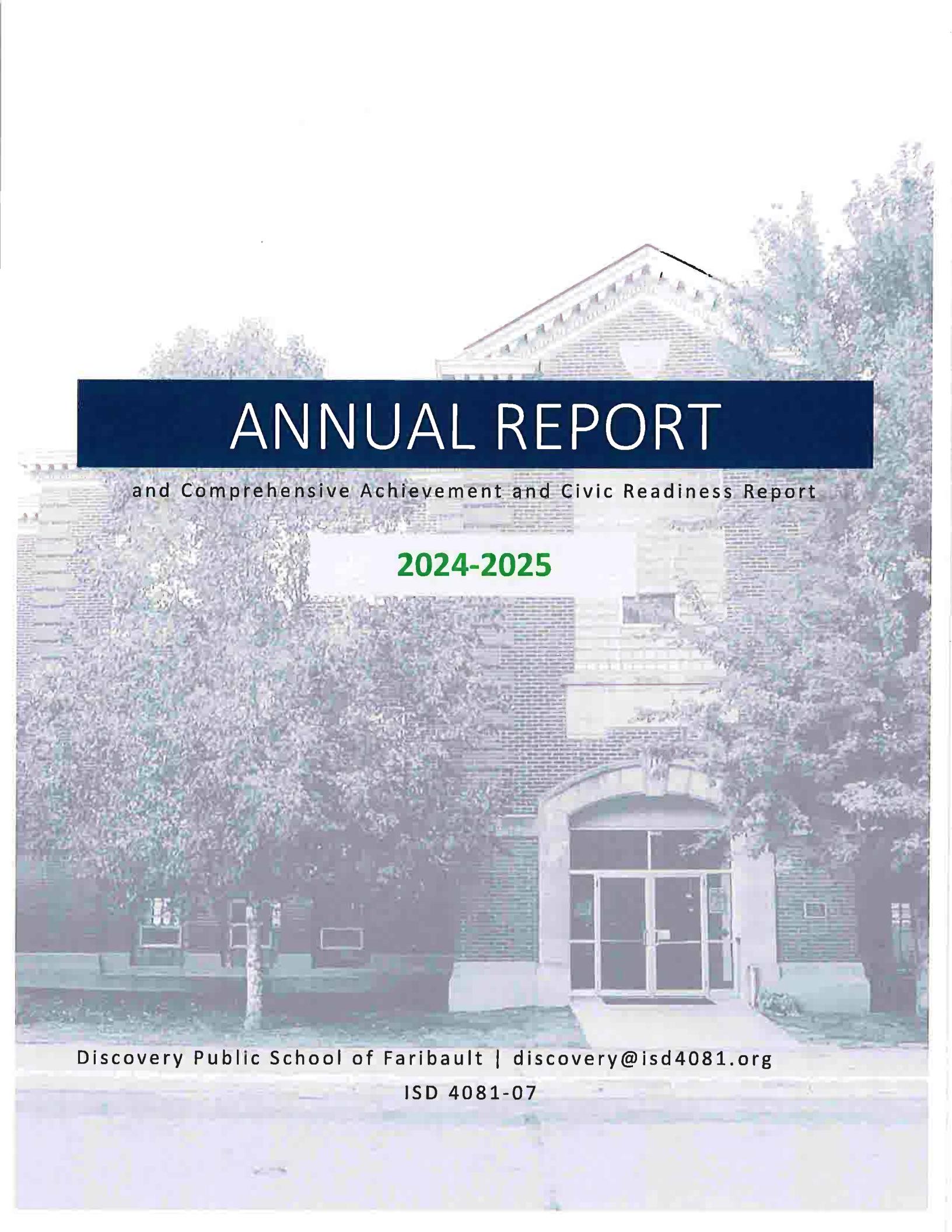
\*Exhibit P of the school's contract reviews the different categories and what it means for renewal.

### **Effective Oversight of Academic Outcomes**

In order to build a regular and effective practice to oversee the school's academic performance, boards should:

- Review academic data in relation to its contractual goals at least four times per year.
  - As a board, you should set the expectation that updates on academic outcomes are being shared by school leadership regularly.
  - Any time the board is presented with academic data from the current school year, it is critical to ask, "How does this impact progress toward our academic goals? Are we on track to meet our performance targets?"
    - This context is crucial to understanding not only the impact of the school's program on student learning, but also if the school is hitting the targets identified in the contract to demonstrate success.
    - If you are not on track to meet performance targets, the board should ask what is being done to ensure a better outcome before the end of the school year. Also, is there anything the board could be doing to support these efforts (e.g. making changes to the budget, seeking different support or additional materials, etc.)?
  - Example calendar for what academic data to review and when:
    - September: Expect to see and review MCA data for Reading, Science, and Math. Review results in comparison to the targets in the contractual academic goals. Review state-reported consistent attendance data as well.
    - October/November: Review results from beginning-of-the-year growth assessments. How are school leaders and teachers using this information to make decisions about supporting students?
    - February: Review results from winter growth assessments, if applicable. Also ask for a mid-year progress report on any mission-related or school-developed goals for which data needs to be collected internally.
    - March / April: Review state-reported graduation rate data, if applicable.
    - May/June: Review results from end-of-the-year growth assessments. Review results in comparison to the targets in the contractual academic goals. Did the school hit its targets? Did the school improve from last year in any areas of concern? What evidence demonstrates that there may be some changes needed to the educational program, and what needs to be in place to address these areas effectively?

- June / July: Review results from any other goal areas that are not based on standardized assessments, such as career and college readiness, Kindergarten readiness, or mission-related goals.
  - Academic Performance Evaluation: Review when received from OW, and discuss as a board.
- Ensure that the school leader performance evaluation process evaluates performance in relation to OW contractual academic and environmental education goals and expectations.
  - Minnesota statute and the charter contract requires that the school's performance evaluation process evaluates school leader performance in relation to OW contractual academic and environmental education goals and expectations. This means that performance on the academic and environmental education evaluations must be included in the performance evaluation of the school leader.
  - Performance on academic and environmental education goals are the first factors considered during the renewal process and have a direct impact on if the school will be renewed, and for how long. Ensuring that the school leader is held accountable for these outcomes throughout the contract term will help everyone be prepared and informed on how well the school is doing prior to entering the contract renewal process.
- Use academic performance information in decision making.
  - Engage in the Work:
    - Boards need to focus on what the school values and work tirelessly to achieve it. "What we have always done" and "It's always been this way" are excuses to disengage.
    - Think critically, look at data from multiple sides, and ensure that the school leader knows what outcomes the board is expecting.
    - Make sure that when the board reviews data, it uses that data to measure progress toward the school's contractual goals.
  - Ask the Hard Questions:
    - Is the mission / vision and instructional methods appropriate for the population that is coming to the school?
    - When the school disaggregates its data by different student groups (socio-economic status, race/ethnicity, English Learner, etc.), are there any gaps? What is being done to address these?
    - Does the school foster a culture that expects / demands student achievement?
    - Is student achievement part of the school leader evaluation? Does the board articulate measurable goals regarding improved student achievement in its evaluation process?
  - Prioritize Improvement:
    - Does the school budget reflect its priorities? Is the school spending money in a way that supports student achievement?
    - Is the board providing the school leader and teachers with support in improving student achievement? Does the board take time to recognize when there is improvement?
    - Are the school's systems aligned to get the expected results?
- How can I set myself up for success?
  - Ask for a copy of the school's most recent academic performance evaluation.
  - Check the school leader evaluation process to make sure performance on academic outcomes is included. If not, the process should be revised.
  - Check the school's MCA results, attendance, and graduation rates (if applicable) on MDE Report Card.



# ANNUAL REPORT

and Comprehensive Achievement and Civic Readiness Report

**2024-2025**

Discovery Public School of Faribault | [discovery@isd4081.org](mailto:discovery@isd4081.org)

ISD 4081-07



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***School Board Approved: 10/23/2025***

***Revised: 1/9/2026***

***Revisions Approved by School Board: 1/15/2026***

# SCHOOL INFORMATION

Discovery Public School of Faribault

126 8th Street NW

Faribault, MN 55021

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<https://isd4081.org>

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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 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.

## OUR VISION

The vision 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.

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

- ◆ A variety of instructional strategies to engage students
- ◆ 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](http://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 50 students. Class sizes range from 15-20 students, with a 1 to 9 teacher to student ratio. It is our firm belief that all students can be successful, but many need smaller class sizes and more one-on-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 ran from July of 2019 through June of 2024, and has been renewed for another five years as of June 2024.

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  
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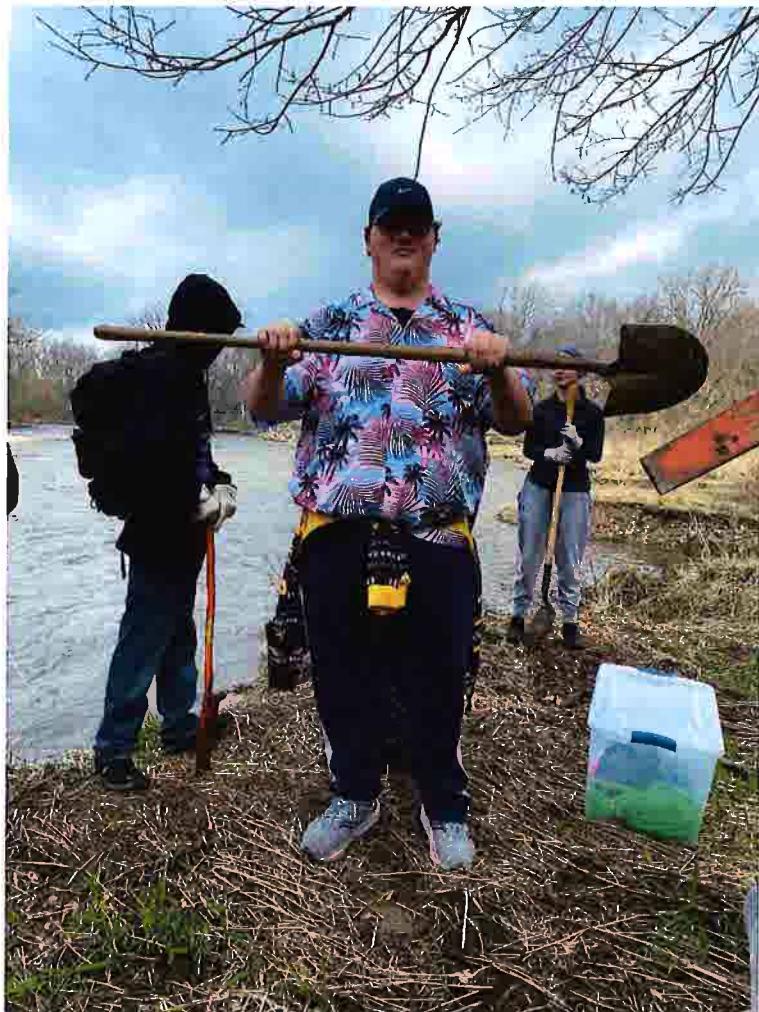
# IMPLEMENTATION OF STATUTORY PURPOSES

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 key strategy we use to increase the level of student engagement and learning is encouraging teachers to use a variety of instructional models. When each teacher has a unique approach, students get variety throughout the day, making each class novel when compared to all teachers implementing the same strategies. Teachers are also encouraged to differentiate instruction as much as possible. By focusing on the unique needs of the student in our instruction we can 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 purpose we address is the use of different and innovative teaching methods. At DPS, teachers use many innovative teaching methods. Teachers are encouraged to think outside the box and try new approaches in each subject. The school has been exploring different activities involving Environmental Education, such as a school-wide recycling, food waste, and composting program. We are also implementing more technology in the classroom. Students use Google Classroom for assignments in various classes. Math classes are taught with an integrated math curriculum and collaborative learning which has been shown to increase student learning. Math students also use online graphing tools and Khan Academy to be ready for a technological world. Science classes are taught using hands-on learning in a project-based learning model. Our science classes have also begun raising trout for the Trout in the Schools program. This has been a successful collaboration, with students preparing the aquarium, caring for the hatchlings, and releasing them in a trout stream in the spring. This year we also collaborated with River Bend Nature Center for an Earth Day field trip. Students planted trees and experienced some upcycling activities.



Another statutory purpose of Discovery Public School is to increase learning opportunities for students. DPS is constantly trying to create new learning opportunities for students. We offer independent study options to some of our most advanced students to further challenge them. We have plans to explore new electives, and we are also encouraging students who are eligible to participate in PSEO to earn college credit while still in high school.

# STUDENT ENROLLMENT AND DEMOGRAPHICS

## STUDENT ENROLLMENT

Enrollment at DPS generally fluctuates between 50 and 65 students. Enrollment has dropped over the past few years, originally due to the Covid-19 pandemic. Decreasing enrollment has been a trend across the country as parents are choosing options other than traditional public schools to provide an education for their children.

Student Enrollment by Grade

STUDENT ENROLLMENT BY GRADE	2021-22	2022-23	2023-24	2024-25
Grade 6	3	0	0	3
Grade 7	6	7	3	0
Grade 8	5	8	6	4
Grade 9	11	11	8	11
Grade 10	8	9	14	8
Grade 11	8	8	10	9
Grade 12	9	6	7	10
Total	50	49	48	45
Total ADM (average daily membership) for year	48.11	48.04	51.02	47.07

## DEMOGRAPHICS

The student population at Discovery Public School of Faribault remains relatively consistent. Our population is somewhat diverse. Approximately 29% 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 84% of our population. We also serve many students receiving special education services. These students make up nearly 60% of our student population.

## Student Demographics

STUDENT DEMOGRAPHICS	2021-22	2022-23	2023-24	2024-25
<b>Total Enrollment</b>	50	49	48	45
Male	34	33	33	32
Female	16	17	15	13
Special Education	22	25	23	26
English Language Learners	0	0	0	0
Free or Reduced Lunch	27	41	37	38
Black (not of Hispanic origin)	1	0	0	0
Hispanic/Latino	8	14	9	11
Asian/Pacific Islander	1	1	2	0
American Indian/Alaskan Native	0	0	0	0
White (not of Hispanic origin)	38	33	35	34
Two or more races	2	2	2	0

# 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 come to us with 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.

MDE has 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

STUDENT CONSISTENT ATTENDANCE	2022-23	2023-24	2024-25
<b>Consistent Attendance (percentage of students who were in attendance at least 90% of the days enrolled)</b>	39.47%	37.16%	36.50%

To meet the attendance challenge, our school has 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 fully implement our NC policy in recent years, as it could unfairly impact students who choose to quarantine. Last year we began to re-implement our NC policy, while making exceptions for students with known long-term illnesses. This year we continued to implement the policy with discretion.

Moving forward, we may adjust our No Credit policy to encourage 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 over 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. Compared to last year, we noticed a decrease in student retention from spring to the following year and in the percentage of students who stayed with us from October 1, 2023 to October 1, 2024.

We have also noticed that students who initially transferred to Discovery because they struggled academically, 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

STUDENT RETENTION	2022-23
Percentage of students who were continuously enrolled between October 1, 2023 and October 1, 2024	61.36%
Percentage of students who continued enrollment at DPS from Spring 2024 through October 1, 2024	70.45%

## STUDENT MOBILITY

We generally see relatively low student mobility. This year we started the year with relatively low enrollment, but gained several students over the course of the year. Student mobility at DPS has increased slightly over the past few years (the number of students enrolled for most of the year has decreased). Fortunately this year mobility was in our favor. Our ADM was larger than our student count at the beginning of the year.

### Student Mobility

School Year	Number of students enrolled $\geq$ 95% of school days	Number of students enrolled on October 1	Percent
2020-21	44	55	80.0%
2021-22	39	51	76.5%
2022-23	37	49	75.5%
2023-24	34	48	70.8%
2024-25	34	46	73.9%

# 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 is often the main reason a student begins 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 multiple times 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)
<b>Total</b>	<b>22.5 credits</b>

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. The Freshman Seminar class is similar to the Career Readiness class. Freshmen work with seniors on the yearbook and community service. They also work through all four School Connect modules. School Connect is a social-emotional learning curriculum that we were able to purchase with a grant from Faribault Youth Investment. Our first years of this class have been very successful. Our ninth-grade students tend to be on track to graduate at the end of the year, and they seem to be a little more focused on school than some of the other grades. This was our fourth year, and results were good. Most of the students took the class seriously and really excelled throughout the year. This was also our first year where the seniors taking Career Readiness had also taken Freshman Seminar. The seniors seemed to be better prepared at the start of Career Readiness, even though many of them were still undecided on their future plans.



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.

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 and incorporates a large amount of hands-on and project-based learning. 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 teacher-developed 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. 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 needs in those subjects.

The Special Education Program plays a big part in the success of the school. The school employs one full-time special education teacher and three

paraprofessionals. Due to a lack of applicants we continue to supplement our Special Education Program with a licensed teacher who works with students virtually through Teleteachers. This arrangement has worked well overall, and the virtual teacher we worked with was very effective and professional. 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 consistently with state and federal laws and rules.

The school did not have any English Language Learners during the 2024-25 school year but has a plan in place in the event an ELL student enrolls.

Discovery Public School offers two summer school sessions. 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 individualized to meet the credit recovery needs of students, to keep them on track to graduate.

The 2024-25 school year ran from August 26, 2024 to May 29, 2025. Our original calendar included 166 instructional days. Our daily schedule is from 8:15 am to 3:00 pm.

This year we offered three after-school options. Sports Club is one of our after-school activities for students. They meet once a week to socialize and participate in activities. Most of the activities are physical in nature, but occasionally they do quieter activities. This is a beneficial program for our population. Some of our students do not have a lot of time outside of school to spend with their friends. This gives them that opportunity, and the opportunity to make new friends. Our second offering this year was Engineering Club. Students meet once a week to design and build a supermileage car. The students entered the car in the supermileage competition at Brainerd International Raceway in the spring.



Our third after-school option was a Dungeons and Dragons club that met once per week. Students in this club had a lot of fun and built some strong relationships with each other and the teacher adviser.



# 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 means 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 offer a Freshman Seminar class that includes a Social Emotional Learning element to teach students the non-academic skills they need to be successful both in school and beyond. Our hope is that by helping students begin high school with the skills they need they will maintain their motivation to graduate all through high school. In addition to the Freshman Seminar class, we also offered additional pay to our Freshman Seminar and Career Readiness teachers to take the time to meet with students more



frequently, especially through tenth and eleventh grade, to keep them on track between Freshman Seminar and Career Readiness, which is taken senior year.

The school's Strategic Plan includes a focus on academic proficiency and growth, supporting all students through graduation, preparing all students for college and/or career, improving attendance, increasing enrollment, and encouraging community partnerships.

Activities from this year that supported our Strategic Plan include:

- ◆ Continued focus on innovative teaching methods with increased use of technology to provide individualized practice and engaging lessons.
- ◆ Career Readiness and Freshman Seminar classes to support students in staying on track to graduate and prepare them for college and/or career.
- ◆ Mrs. Hansen and Ms. Luthe met with all students after NWEA testing to set individual goals for students, and continued to check in with them regularly about credits.
- ◆ Relationship building with students to improve school culture and attendance.

# ACADEMIC PERFORMANCE: GOALS AND BENCHMARKS

Meeting our academic goals is a priority at Discovery Public School of Faribault. The Covid-19 pandemic has had an impact on the academic proficiency of our students, but despite setbacks, our students appear to be gaining proficiency.

Academic growth in reading dropped significantly this year, but students in math and science have shown average growth. Students in math have also shown signs of closing the socio-economic achievement gap. Students who received free/reduced priced lunch have performed as well or better on math assessments than all students combined for the past few years.

## 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."

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

### ***Key Measures and 2024-25 Results***

**Measure 1.1 [CCR]** – From FY24 to FY28, the aggregate percentage of students in grades 9-12 who will be on-track to graduate will be equal to or greater than 70%.

*2024-25 Results: In FY24, out of 41 high school students (grades 9-12), 31 were on track to graduate on time (75.6%).*

This measure increased over last year.

## 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 2024-25 Results***

**Measure 3.1 [CCR]:** In aggregate, from FY24 to FY28, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

*2024-25 Results: The percentage of students whose achievement level improved was 0.0% (0/16 students).*

**Measure 3.2 [CCR]:** In aggregate, from FY24 to FY28, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

*2024-25 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide reading assessments was 62.5% (10/16 students).*

**Measure 3.3 [CCR]:** From FY24 to FY28, 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 Reading assessment will be at least 50%.

*2024-25 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in reading was 54.1% (20/37 students).*

After last year's results, our English teacher implemented more independent reading as a counter measure to help ensure that students continue to grow in reading. Growth improved tremendously this year, confirming that last year's results were an anomaly.

## 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 2024-25 Results***

**Measure 4.1 [CCR]:** In aggregate, from FY24 to FY28, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*2024-25 Results: The percentage of students whose achievement level improved was 0.0% (0/16 students).*

**Measure 4.2 ([CCR]):** In aggregate, from FY24 to FY28, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*2024-25 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide math assessments was 100.0% (16/16 students).*

**Measure 4.3 [CCR]:** From FY24 to FY28, 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 Math assessment will be at least 50%.

*2024-25 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in math was 56.8% (21/37 students).*

Students have consistently shown greater than average growth over the past few years. We believe this is the effect of changing to an integrated math curriculum. Integrated math has been shown to improve outcomes for all students, including disabled students and students who struggle in a traditional math classroom.

## **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.

### ***Key Measures and 2024-25 Results***

**Measure 5.1 [CCR]:** From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2024-25 Results: The aggregate proficiency index\* for students in grades 6-8 & 10 for state reading assessments was 31.6.*

**Measure 5.2 [AGC]:** From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 10).

*2024-25 Results: The aggregate proficiency index\* for students who received free or reduced priced lunch in grades 6-8 & 10 on state reading assessments was 29.4.*

Reading proficiency for students receiving free or reduced priced lunch has been comparable to reading proficiency for all students for the past few years.

**Measure 5.3 [AGC]:** From FY24 to FY28, the school's aggregate proficiency index score for students in the Special Education group will be greater than that of alternative schools for the same group and the same grades (6-8 & 10).

*2024-25 Results: The proficiency index\* for students who received special education services in grades 6-8 & 10 on state reading assessments was 25.0.*

Reading proficiency for students receiving special education services has been consistent or increasing over the past few years. Proficiency for this group of students is approaching that for all students combined. We feel we are making progress in this area.

\*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.

## 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 has increased since the pandemic. This year our proficiency rate more than doubled last year's rate and nearly reached our pre-pandemic proficiency rate.

### ***Key Measures and 2024-25 Results***

**Measure 6.1 [CCR]:** From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2024-25 Results: The proficiency index\* for students in grades 6-8 & 11 for state math assessments was 9.1.*

**Measure 6.2 [AGC]:** From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 11).

*2024-25 Results: The proficiency index\* for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments was 9.1.*

Students receiving free or reduced priced lunch have demonstrated proficiency in math that is consistent with all students combined. This shows that our integrated math curriculum is working well to support all students in learning mathematics and close the achievement gap.

**Measure 6.3 [AGC]:** From FY24 to FY28, the school's aggregate proficiency index score for students in the Special Education group will be greater than that of alternative schools for the same group and the same grades (6-8 & 11).

*2024-25 Results: The proficiency index\* for students receiving special education services in grades 6-8 & 11 for state math assessments was 5.0.*

Students receiving special education services are still not demonstrating proficiency in math as frequently as all students combined, although there was a slight increase this year. We find that the struggles they have in the classroom, whether behavioral or academic, make it difficult for them to achieve proficiency as measure by the MCAs. We have seen strong growth in math from several students in this population, but unfortunately not enough for them to reach full proficiency.

\*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..

## 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.

### ***Key Measures and 2024-25 Results***

**Measure 7.1 [CCR]:** From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & HS will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2024-25 Results: The proficiency index\* for students in grades 8 & 10 for state science assessments was 9.4.*

**Measure 7.2 [CCR]:** From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 11).

*2024-25 Results: The proficiency index\* for students receiving free or reduced priced lunch in grades 8 & 10 for state science assessments was 11.5.*

The new Science MCA assessment was implemented in the 2024-25 school year. We saw a large decrease in proficiency this year with the new test based on updated standards. These results cannot be compared to previous years.

**Measure 7.3 [CCR]:** From FY24 to FY28, 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%.

*2024-25 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in science was 45.7% (16/35 students).*

\*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.

## 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 2024-25 Results***

**Measure 8.1 [CCR]:** From FY24 to FY28, 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%.

*2024-25 Results: Of students in grades 6-12, 79.5% (31/39 students) 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 2024-25 Results***

**Measure 9.1 [GRAD]:** From FY24 to FY28, the aggregate 6-year graduation rate will be at least 67.0%.

*2024-25 Results: Graduation rates lag by one year. The six-year graduation rate for FY23 was 75.0% (6/8 students).*

Our six year graduation rate is recovering from the effects of the Covid-19 pandemic. We expect our graduation rates to show more consistency or improve over the next few years.

**Measure 9.2 [CCR, LL]:** From FY24 to FY28, 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%.

*2024-25 Results: Out of 9 seniors completing a full year at DPS, 9 of them (100.0%) scored 70% or greater on their Life Plan Project.*

**Measure 9.3 [CCR, LL]:** From FY24 to FY28, the aggregate percentage of 12th graders who earn a Job Skills Certificate will be at least 80%.

*2024-25 Results: Out of 9 seniors completing a full year at DPS, 8 of them (88.9%) 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 2024-25 Results***

**Measure 10.1** From FY24-28, the average of the school's annual consistent attendance rates is equal to or greater than that of the aggregate of alternative schools in the state.

*2024-25 Results: Our Consistent Attendance rate for FY23 was 36.5. These results are lagged by one year.*

## FEDERAL AND STATE ACCOUNTABILITY

**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 math 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.



# COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS STRATEGIC PLAN REPORT

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.

## ASSESSING STUDENT PROGRESS AND INSTRUCTIONAL STRENGTHS

Students' progress toward meeting state academic standards is evaluated through standardized testing, including the MCAs and NWEA MAP Growth assessments. Students take the NWEA assessments in the fall and again in the spring to determine their growth over the course of the year. Students also take MCAs in the spring, as required by the state of Minnesota.

Student data is disaggregated into three categories: all students combined, students eligible for free or reduced lunch, and students receiving special education services. Data on these groups is presented as part of our contractual goals with our authorizer. Average progress across these groups should be comparable to show our school's educational effectiveness for each of these groups. Recent data at DPS shows that these groups are performing at comparable levels, so we feel we are addressing the achievement gap well.

Discovery does not have a gifted and talented program. Our school population is similar to an ALC, so most of our students come to us because they were struggling in school. We do have students who need more challenges in the classroom. We provide them with differentiated learning and encourage these students to participate in PSEO to further challenge them.

## CURRICULUM AND INSTRUCTION REVIEW SYSTEM

Student progress toward proficiency as well as toward graduation are the primary data we use to evaluate the effectiveness of our instructional program. Teachers are also observed and evaluated by our director as part of our program. We use all of this data to inform our board and the community about our effectiveness.

Another part of our program is that students are college and career ready. To evaluate our effectiveness in this area, we report on our 6-year graduation rate and our senior College and Career Readiness class. Seniors in this class develop a Life Plan Project and also earn a Job Skills Certificate. These projects as well as our academic proficiency levels help us evaluate.

Teachers at Discovery are evaluated based on the DPS Teacher Development, Evaluation, and Peer Support Model. New teachers will be formally observed by the Executive Director a minimum of twice a year during their first two years. The Executive Director also conducts Points of Contact, which are informal, brief observations, frequently during the school year. Teachers who have been teaching at DPS for more than two years are formally observed by the Executive Director at least once per year. Points of Conduct are also conducted with all teachers, but may be less frequent with seasoned teachers.

Each year all teachers create an individual growth and development plan that includes areas for growth, at least one professional goal based on the Performance Standards for Teacher Practice (as articulated by Danielson), and activities for professional development, resources to meet goals, and evidence that will be used to evaluate goal achievement. In the spring of every year, teachers will complete a self-assessment to reflect on their progress toward their individual goals.

Our school board reviews our Strategic Plan annually and evaluates our director. During this review, the board is presented with feedback on our director from staff, parents, and students. Our director evaluates teachers annually and provides feedback on areas of improvement. We are aware that our teaching staff is not as diverse as our student population. We struggle to find qualified teachers of any ethnicity when we have an open position. We strive to at least provide qualified teachers who are a good fit when working with our population of students.

## **IMPROVING INSTRUCTION AND STUDENT ACHIEVEMENT**

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 to personalize learning for students. Teachers use it to individualize learning to fill academic gaps, to engage students with interactive lessons, and as an assessment tool. Technology is also used in the classroom to ensure students leave DPS with proficiency in using technology. Seniors are required to demonstrate proficiency in technology as part of their Job Skills Certificate in College and Career Readiness.

The school's regional representative from the Continuous Improvement Team at the Southeast Service Cooperative has provided professional development to improve our instructional strategies, including sessions on cultural competence and student engagement. The school also provided professional development on student mental health, understanding challenging behaviors, and strategies to improve academic performance.

We have not had any ELL students for the past several years. With the implementation of the Read Act, we will be instructing teachers on implementing reading strategies to support all learners, that will also support any ELL students that we enroll. As a small school we are able to quickly adapt to changes in our population, much quicker than a larger school would be able to.

## **EQUITABLE DISTRIBUTION OF TEACHERS**

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 subjects from the qualified Special Education teachers on our staff.

	Licensed	3+ Years Experience	Working in Licensure Area	Advanced Degrees	Racially/Ethnically Diverse
Teachers	100%	100%	71%	17%	0%
Administration	0%	100%	0%	0%	0%

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. Our current staff is a very good fit with our students. Building a more diverse staff has been a challenge as we get very few applicants for any open positions. We feel the consistency of our current staff is a strength as well.

## **EDUCATION EFFECTIVENESS PRACTICES**

The school's foundational approach to educational effectiveness is differentiated learning. Teachers are encouraged to meet students' needs at any academic level. Differentiation is also

used to identify and support students with learning gaps from their prior educational experiences.

The curriculum used in each core subject is chosen to be the best educational approach for that subject based on research. Our school uses curriculum that is naturally unbiased toward race. For example, traditional math instruction, in which students are expected to sit quietly and complete practice problems, has been found to be inherently biased against cultures that are non-white. Many students from a variety of cultures do not learn as well in a highly structured classroom. Our math classes are taught using integrated math that encourages group discussion and a variety of approaches to solve problems. Science classes are taught using hands-on methods and tend to be very active, supporting students with disabilities as well as students from a variety of backgrounds, including those of low socio-economic status and students of color. English is taught more explicitly, as research shows that explicit instruction is the best method for teaching reading. The books and stories used in English are chosen to represent a large variety of cultures, representing many of our students and exposing them to cultures and ideas that are different from their own. This is why our teachers are encouraged to use a variety of instructional methods.

Our small group of teachers is encouraged to be highly collaborative. Team teaching has been used often and is relatively easy for us to implement when teachers propose a new idea for a cross-curricular elective. Our Career Readiness and Freshman Seminar classes are taught collaboratively as well. Seniors and Freshmen work together on many aspects of the two classes, including community service projects and yearbook. Staff communicate and collaborate often in unstructured ways to form a tight-knit community. Teachers frequently mention that they feel supported and enjoy working at our school. The biggest challenge we face in retaining quality and ethnically diverse teachers is our budget and the applicants who apply.

# STUDENT AND PARENT SATISFACTION

Each year, parents and students complete School Satisfaction Surveys. Parents are invited to complete the survey during Spring Parent/Teacher Conferences. Students normally complete a survey at the end of the year, but this year we had the opportunity to survey students with the help of the COMPASS Southeast Service Cooperative. They completed a student voice survey in which all students were interviewed to really understand how students feel about the school.

## 2024-25 PARENT SATISFACTION SURVEY

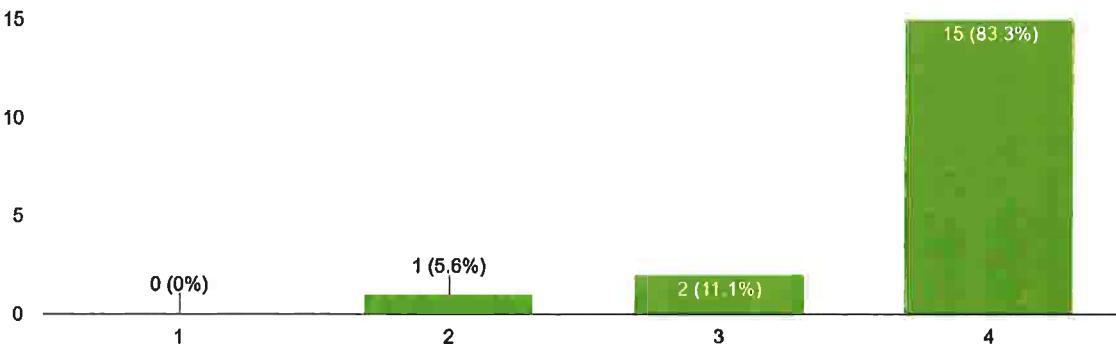
- ◆ 94.4% (17/18) of parents say that this school is a good place for their child to learn (3 or 4 on a 4-point scale)
- ◆ 88.8% of parents say that they feel like their child is safe at this school (16/18)

Most parents who completed the survey are satisfied with their student's academic progress (3 or 4 on a 4-point scale). Only 2 out of 18 (11.1%) responded less than satisfactory (1 or 2 on a 4 point scale).

## SPRING 2024-25 PARENT SURVEY

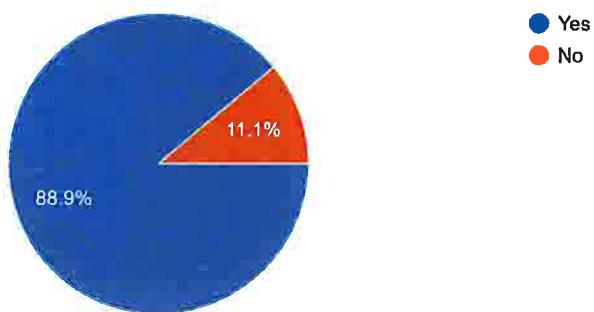
Overall, do you feel that Discovery Public School of Faribault is a good place for your child to receive an education?

18 responses



Do you feel that Discovery is a safe place for your child to attend school?

18 responses

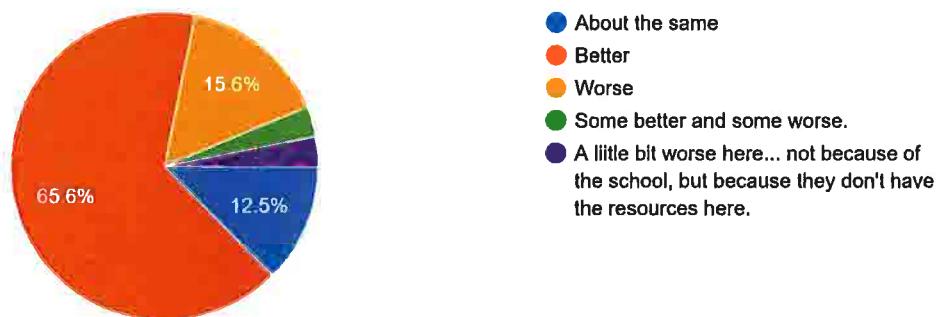


## 2024-25 STUDENT VOICE SURVEY

In February of 2025, students were interviewed for the Student Voice Survey. Students were asked about how their experience at Discovery Public School compares to previous schools, how comfortable they feel at our school, and how we can improve. Overall, most felt that Discovery was a great learning experience.

How does your learning experience at DPS compare to your previous school?

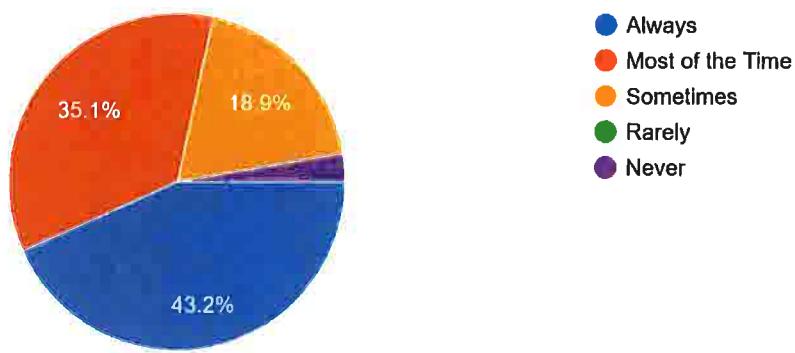
32 responses



Students were also asked about how comfortable they felt being themselves at Discovery.

Do you feel comfortable being yourself at school? At DPS, are your personal differences honored? (race, gender, culture, physical appearance...)

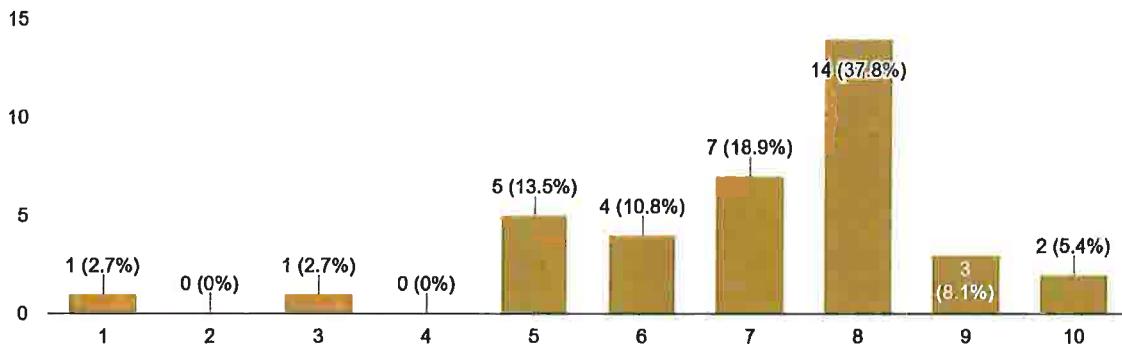
37 responses



When asked how they would rate Discovery overall, student responses were mostly positive.

1. Let's start with Discovery overall—on a scale of 1-10, how do you feel about being a student here? What would make that number go up by 2 points?

37 responses



The results of the follow up question, "What would make that number go up by 2 points," were helpful in thinking about how our school could improve the learning experience for students.

**Strengths:**

- Safe to Be Themselves** – Some students feel **comfortable expressing their identity**, noting that being "weird" is accepted and that they generally feel good at school.
- Positive Teacher & Classroom Experiences** – Certain subjects or teachers help students feel more comfortable and engaged.

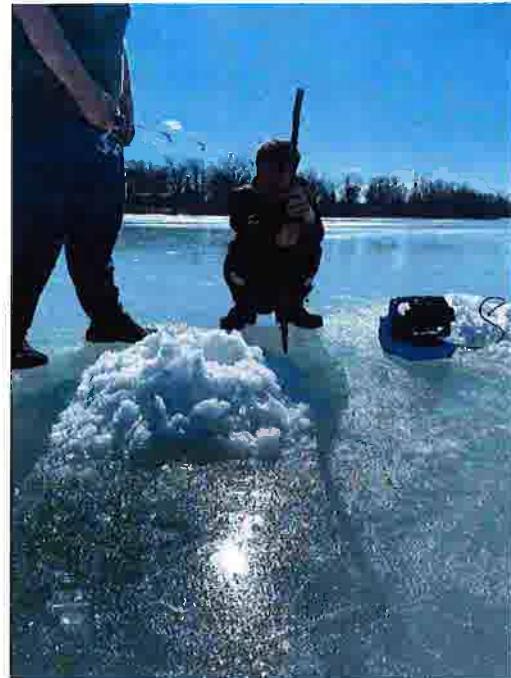
**Opportunities for Growth:**

- ◆ **Peer Interactions & Social Climate** – Several students **struggle with unkind behavior from peers**, describing **meanness and mischief** across grade levels. Some suggested **more 1:1 conversations with adults** to help address conflicts.
- ◆ **Teacher-Student Interactions** – A few students mentioned feeling **singled out by teachers**, including comments on **appearance or identity**.
- ◆ **Different Comfort Levels in Different Settings** – Some students are more **outgoing at home but reserved at school**, suggesting that their sense of belonging varies **by environment, time of day, or social group**.

Overall, while many students feel comfortable, **peer behavior and teacher interactions** significantly shape their sense of belonging. Strengthening **positive relationships, inclusivity, and supportive conversations** can enhance students' comfort and connection to the school.

# 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. This year students planted a school garden in the spring. Juniors and seniors wrote emails to their representatives as part of an action project on environmental issues.

Students made maple syrup as part of their Biology class. Students enjoyed learning about the process of tapping the maple trees in front of our building, collecting the sap, and cooking it down to make syrup. They also learned about ice fishing through a partnership with the MN Department of Natural Resources.

All of our students participated in the Trout in the Classroom program this year. The chemistry class was in charge of preparing the aquarium for the trout eggs that we received in January. Students in other classes helped with hatching and raising the trout until they were large enough to release. The entire school then delivered the trout to Whitewater State Park in April to release the trout into an established trout stream. We plan to continue this program for as long as we can.

Students spent many hours exploring the Straight River Trail. 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 and freshmen are expected to participate in our Adopt-a-Highway program as part of their Career Readiness and Freshman Seminar classes. 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.

# GOVERNANCE AND MANAGEMENT

## SCHOOL BOARD MEMBERSHIP

The primary 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 Creative Planning 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 FY25

Name	Position	Affiliation	Most Current Date Elected	Most Current Date Seated	Term End Date	Email Address
Russ Kennedy	Chairperson	Community Member	May 15, 2025	July 1, 2025	June 30, 2028	cenneidighinc@gmail.com
Jim Severson	Vice Chair	Community Member	May 2024	June 20, 2024	Resigned February 20, 2025	jseverson@isd4081.org
Sam Macklay	Secretary/Treasurer	Community Member	May 16, 2024	June 20, 2024	June 30, 2027	smacklay@msn.com
Sharon Hansen	Vice Chair	Teacher #466610	May 16, 2024	June 20, 2024	June 30, 2027	shansen@isd4081.org
Cody Hanson	Member	Teacher #468908	May 18, 2023	June 15, 2023	June 30, 2026	chanson@isd4081.org
Brooke Rindahl	Member	Parent	Appointed February 20, 2025	March 20, 2025	June 30, 2027	rindahl.brooke@gmail.com
Ally Luthe	Member	Teacher #508014	May 15, 2025	July 1, 2025	June 30, 2028	aluthe@isd4081.org

Sarah Hammer	Member	Parent	May 18, 2023	June 15, 2023	June 30, 2026	sarah.hammer71@gmail.com
Dan Weisser	Ex-Officio	Ex-Officio (Director)	N/A	N/A	N/A	dweisser@isd4081.org

## 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 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 FY25.

### INITIAL BOARD MEMBER 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
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
Brooke Rindahl	3/20/2025	3/10/2025	3/10/2025	3/10/2025
Sarah Hammer	6/2022	8/2/2022	8/2/2022	8/2/2022
Ally Luthe	4/2024	7/12/2024	7/12/2024	7/12/2024

## ANNUAL BOARD TRAINING FOR FY24

Training Title/Presenter/Date	Russ	Kennedy	Jim	Severson	Sam	Macklay	Sarah	Hammer	Sharon	Hansen	Cody	Hanson	Brooke	Rindahl	Ally Luthe	Dan	Weisser
<b>OW Sounding Board – “What the Board Needs to Know About Academics” July 18, 2024</b>	Y	N	N		Y		Y		Y		N/A		N		Y		
<b>OW Sounding Board: MN Government Data Practices Act. August 15, 2024</b>	Y	N	N		Y		Y		Y		N/A		Y		Y		
<b>OW Sounding Board: “Financial Oversight” September 19, 2024</b>	Y	N	Y		N		Y		Y		N/A		Y		Y		
<b>The Financial Audit Presentation October 24, 2024</b>	Y	N	Y		N		Y		Y		N/A		Y		Y		
<b>OW Sounding Board - Disseminating Information About the School January 16, 2025</b>	Y	N	N		Y		Y		Y		N/A		Y		Y		
<b>OW Sounding Board – “Public Comment” February 20, 2025</b>	Y	N/A	N		N		Y		Y		N/A		Y		Y		
<b>Finance – Budget Overview April 17, 2025</b>	N	N/A	Y		N		Y		Y		Y		Y		Y		

## **BOARD EVALUATION**

The board completed our annual board evaluation on July 17, 2025. Overall, the board is doing a good job fulfilling its role at Discovery Public School of Faribault. Results are summarized by category.

### **2.1 Board Composition and Capacity**

The board meets all compliance requirements and effectiveness practices in this area, although regular attendance could be improved. The board could also develop a more robust plan for individual board member training.

### **2.2 Board Decision-Making and Oversight**

Overall the board is compliant with the requirements in this area and is completing the effectiveness practices. They could develop a clearer plan for policy review and be sure to review Exhibit S periodically.

### **2.3 School Leader Management and Accountability**

The board meets compliance requirements and effectiveness practices in this area, but recognizes that they could develop a better evaluation for director evaluation that places more emphasis on our contractual goals with our authorizer.

### **Financial Performance**

The board's financial performance is compliant and effective. The board's biggest challenge financially is accurately predicting enrollment within 5%.

## **MANAGEMENT**

Discovery Public School of Faribault is managed by an Executive Director, Dan Weisser and an Instructional Leader, Sharon Hansen. Our management team has remained stable over the past six years. Our school board oversees the director's progress annually at our annual meeting. Our instructional leader is evaluated by our director.

The biggest challenge we faced this year was student behavior issues. We did our best to address these issues with understanding. The ninth-grade students seemed to have fewer behavior problems compared to other grade levels. We hope that is a direct result of the social-emotional curriculum that is included in the Freshman Seminar class.

## ADMINISTRATION IN FY25

Leader	Title	Roles/Responsibilities	Qualifications
Dan Weisser	Executive Director	<p>Communicate with school board and attend all meetings</p> <p>Manages all personnel, including conducting teacher evaluations and regular staff meetings</p> <p>Oversees all school finances</p> <p>Communicates with parents and community</p>	<p>Licensed teacher</p> <p>12 years experience as assistant director, plus instructional leader experience</p> <p>6 years experience in director role</p>
Sharon Hansen	Instructional Leader	<p>Conducts informal teacher observations</p> <p>Oversees curriculum mapping for all classes</p> <p>Conducts PLC meetings with staff</p> <p>Mentors teachers</p>	<p>Licensed teacher</p> <p>6 years experience in instructional leader role</p>

## DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

### *Dan Weisser, Executive Director*

#### Professional Development Goals/Areas of Focus for 2024-25:

As Director at DPS, I plan to continue to try and build more connections between the school and the community. The school has a good relationship with South Central College and we take field trips there. We also regularly take students to the Straight River trail to clean up trash. DPS will continue to Coop with Bethlehem Academy for Sports. I will also be coaching football at Bethlehem Academy during the 2025 football season while we continue to Coop with them. For the past few years we also partnered with River Bend Nature Center to create a Haunted Trail Community event. We are planning to continue this event moving forward.

This has led to other activities and community involvement with the Nature Center as well as South Central College. We plan to continue working with these organizations and possibly add others if the opportunity arises.

## Activities Completed

Date	Presenter	Title	Clock Hours
8/20/24	DPS Training (Sharon Hansen)	Executive Functions: Strategies to Improve Student's Academic Performance"	2 hours
9/18/24	OW training	"Building Your School Budget"	1.5 hours
9/18/24	OW training	"What Boards Need to Know About Employment Policies and Practices"	1 hour
9/18/24	OW training	"Data Practices Law"	1 hour
9/18/24	OW training	"What Boards Need to Know About Public School Funding and Financial Management"	1.5 hours
9/17/24	OW training	"What Boards Need to Know About Their Roles and Responsibilities"	1 hour
9/17/24	OW training	"What Boards Need to Know About the Charter School Contract"	1 hour
9/17/24	OW training	"What Boards Need to Know About Open Meeting Law"	1 hour
9/27/24	DPS Training (Sharon Hansen)	"Addressing Challenging Behaviors: Understanding the Acting Out Cycle"	2 hours
2/7/25	DPS Training (Sharon Hansen)	"Getting Started with MAP Growth: Class Profile Report"	1 hour
2/7/25	DPS Training (Sarah Mikkelsen Zeigler)	"Student Voice and Agency: Data Analysis"	1 hour
4/18/25	MN Charter Board Training	"Approve and Publish an Annual Report"	1 hour
4/18/25	MN Charter Board Training	"Conduct an Annual Public Meeting"	1 hour
4/18/25	MN Charter Board Training	"Follow the Bylaws"	1 hour
4/18/25	MN Charter Board Training	"Retain and Maintain Records"	1 hour
4/18/25	MN Charter Board Training	"Adopt a Budget"	1 hour
4/28/25	MN Charter Board Training	"Safeguard Student Data"	1 hour
4/28/25	MN Charter Board Training	"Adopt a Strategic Plan"	1 hour

<b>4/28/25</b>	MN Charter Board Training	“Maximize Revenue with Reimbursements”	1 hour
<b>5/6/25</b>	MN Charter Board Training	“Take Minutes”	1 hour
<b>5/6/25</b>	MN Charter Board Training	“Close a Board Meeting”	1 hour
<b>5/8/25</b>	MN Charter Board Training	“Negotiate the Charter Contract”	1 hour
<b>5/8/25</b>	MN Charter Board Training	“Conduct Open Meetings”	1 hour
<b>5/8/25</b>	MN Charter Board Training	“Prevent Audit Findings in Internal Controls”	1 hour
<b>5/8/25</b>	MN Charter Board Training	“Safeguard Personnel Data”	1 hour
<b>5/8/25</b>	MN Charter Board Training	“Prevent Audit Findings for Misstatements”	1 hour
<b>6/25/25</b>	MDE	2025 COMPASS Summer Institute - Day 1	5 hours
<b>6/26/25</b>	MDE	2025 COMPASS Summer Institute - Day 2	5 hours

# STAFFING AND LICENSURE

In addition to the Director, Discovery employs five general education teachers, one full time special education teacher, three paraprofessionals, and an office manager. This allows Discovery to achieve 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.

## 2024-25 LICENSED TEACHING STAFF

Name	File Folder #	Assignment	Years Employed	Returning for 2025-26?
Sharon Hansen	466610	Instructional Leader/ Math Teacher	8	Yes
Cody Hanson	468908	Physical Education/ Health/Art	8	Yes
Alexandra Luthe	508014	Social Studies Teacher/ Senior Adviser	7	No
Garret Bitker	372807	Science Teacher	3	Yes
Pamela Hanson	364758	English Teacher	6	No
Maria Palmer	513737	Special Education Teacher	5	No
Percentage of Licensed Teachers from 2024-25 not returning in 2025-26 (non-returning teachers/total teachers from 2023-24 x 100)				50.0%

## 2024-25 TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development Activity/ Presenter	Date
School Health and Safety Training/ Navigate Care Consulting	August 19, 2024
Mandated Reporter Training/ MDE	August 19, 2024
“Executive Functions: Strategies to Improve Student’s Academic Performance”/ Sharon Hansen	August 20, 2024
Addressing Challenging Behaviors: Understanding the Acting Out Cycle	September 27, 2024
Getting Started with MAP Growth Data: Class Profile Report/ Sharon Hansen	February 7, 2025
Student Voice and Agency: Data Analysis/ Sarah Mikkelsen Zeigler	February 7, 2025

## TEACHER RETENTION

The teacher turnover rate has been very low, especially through the pandemic. We have a team of teachers and paraprofessionals that work well together and work well with our students. Unfortunately, at the end of this year we had three teachers not returning for 2025-26. We look forward to building relationships with new teachers next year.

## 2024-25 NON-LICENSED STAFF

Name	Assignment	Years Employed	Returning for 2025-26?
Karen Natole	Office Manager	11	Yes
Sonia Flores	Paraprofessional	11	Yes
Yvonne Ackmann	Paraprofessional	13	Yes
Madison VanErp	Paraprofessional	4	Yes

# OPERATIONAL PERFORMANCE

Overall operations at the school are performing well. The school continues to work with Faribault Public Schools for lunch and breakfast. 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. The handbook also includes the school's background check policies for staff, board members, and volunteers.

The school disseminates information about our offerings and enrollment procedures on our school website. Materials in Spanish are provided to our current Spanish speaking families. Materials are available in languages other than English upon request. The school employs a Spanish Liaison for translation services to Spanish. We hire translators of other languages as needed. Our director shares information about our school at a local food shelf, and flyers are distributed at a local supermarket and River Bend Nature Center. The director also speaks with the administration at the ALC and Rice County Social Services to support the enrollment of at risk students.

# FINANCES

For questions regarding school finances and for complete financials for 2024-25 and/or an organizational budget for 2025-26, contact:

Name: Adam Hewitt

Position: Outsourced Controller

Contact info: adam.hewitt@creativeplanning.com

Phone: 952-250-8524

Email: adam.hewitt@creativeplanning.com

*Creative Planning* provides accounting services for *Discovery Public School of Faribault*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2025.

## FY25 FINANCES

	Fund 1	Fund 2	Total all funds
<b>Total Revenues</b>	958,148.15	21,978.04	\$980,126.19
<b>Total Expenditures</b>	1,022,006.67	21,960.56	\$1,043,967.23
<b>Net Income</b>	-63,858.52	17.48	(\$63,841.04)
<b>Total Fund Balance</b>	149,462	17.48	\$148,479.48

## OVERVIEW

DPS had a revised budget with a projected deficit of approximately \$53,811 for FY25. Unaudited numbers show a deficit of approximately \$63,841, slightly worse than projections. DPS had stable enrollment, ending FY25 with an ADM of approximately 46 compared to last year at about 50.

## REVENUES

State funding for FY25 was 2.0% over the prior year. FY26 is projected to be 2.74%. State funding continues to be a primary source of funding for the district. Other allocations include Federal Title and Special Education grant awards.

## **EXPENSES**

Payroll, benefits, and special education continue to be the largest expenses that the school has incurred this year and projects to continue into future years. Facility expenses remain a large portion as well, but revenues received from the State in the form of Lease Aid reduces this expense by 90%.

DPS did participate in the Food Service program in FY25, requiring a transfer from the general fund in the amount of \$1,887.

## **NET SURPLUS OR DEFICIT AND FUND BALANCE**

The projected net deficit is approximately \$63,841 for FY25. The projected balance out through FY26 shows a fund balance percentage less than 20%. Some ongoing concerns for FY26 are that inflation and costs are continuing to increase. Staffing demands are putting pressure on wage growth. Salary growth by teachers across the state may increase faster than state aid projections, which will make it challenging for a small school like DPS to offer competitive wages and employ highly qualified teachers.

## **COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS ANNUAL BUDGET**

The school allocated \$4000 from General Education toward their Comprehensive Achievement and Civic Readiness plan. Most of this money was spent on stipends for the teachers of Freshman Seminar and Career Readiness to provide more support to students outside of class to set goals, track progress, and encourage them to succeed. A small portion was spent on supporting students with workbooks and planners, and to provide transportation to college visits and community service activities.

# FUTURE PLANS

Going forward, Discovery Public School of Faribault will continue to improve our school culture and the academic proficiency of our students. We have made great progress in developing our educational program, and students typically show growth in academic achievement. We plan to add a homeroom period next year in response to student survey data. This period will give students the opportunity to build stronger relationships with staff, provide a short mental break in the morning, and give students time to complete unfinished class work.

The addition of our Freshman Seminar class to target our ninth-grade students as they enter high school has also been a success. This class includes social-emotional learning, 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 plan to continue this class given the apparent success after our first three years of implementation.



Going forward we plan to maintain a 1 to 1 ratio of students to Chromebooks, which gives us the ability to have all students using technology at the same time.

We also have plans to increase our social media presence to encourage more students to enroll at Discovery. We are highlighting student success and activities as frequently as possible to show the community that we are improving and providing a much needed alternative for education in Faribault.

