

# Marine Village School Charter School Application

## Authors

Susan Loomis

Brian Mader

Win Miller

Jenn Cress

David Dochniak

## Submitted to

Minnesota Office of Charter Authorizing

January 15, 2021

## **I. Executive Summary**

A public school has been an integral part of Marine on St Croix since the 1850s. Current members of the community have expressed a strong desire for a school in Marine repeatedly at recent public meetings. This strong support convinced the Marine City Council to take action to purchase the empty existing school building in April of 2019. Demand for a school is evidenced by the fact that there is less than half the elementary school capacity in the Northern part of ISD 834, than there was four years ago.

Our mission is to provide a nurturing and inclusive environment that fosters academic success in a traditional classroom setting, respect for our natural surroundings, a strong sense of community, and an appreciation for the value of community service. An elementary school that draws on the deep cultural and historic strengths of the community will be the catalyst that paves the way for student engagement and success.

Our goal is to provide a well-rounded student curriculum that focuses on traditional academics but also integrates technology with environmental studies, local and world history, and hands-on projects through the mentorship of local artisans and historians. We believe that this will result in both quantitative and qualitative skillsets.

We plan to increase learning opportunities for all pupils by: employing the use of new and innovative teaching methods; measuring learning outcomes and creating different and innovative forms of measuring outcomes; establishing new forms of accountability for our school; creating new professional opportunities for our teachers and fulfilling all of the purposes defined in Minnesota State Statute Chapter 124 E Charter Schools.

The location of the school will be in the existing school building at 550 Pine Street, Marine on St Croix MN 55047.

Initially, we will serve a maximum of 150 pupils in kindergarten through grade five as follows: 25 pupils per grade (one classroom per grade), and one teacher for each grade level. We have developed a backup plan in case our forecast proves optimistic; the Alternate Scenario shows us starting with 80 students in Grade K-3 and working our way to maximum over a five-year period.

Should our forecast of enrollment prove optimistic, we have developed an alternative scenario with grades K-3 in the first year, and growing from there.

At full capacity we will have the ability to serve a maximum of 225 students in pre-kindergarten through grade eight.

To achieve our goal of advancing excellence and equity in education for all children. we propose to use the Core Knowledge Sequence curriculum which outlines the specific content and skills to be taught in language arts, history, geography, science, visual arts, and music. In addition to this curriculum, we plan to incorporate Spanish language courses for all students.

Our primary Goals are:

- To be chartered by May 1, 2021.
- To have a lease with the City by December 31, 2021
- To receive a Charter School Program Grant by June 30, 2021.
- To hire an Executive Director by July 2021
- To begin operation in the 2022-2023 school year.
- To show improvement in all pupil learning and student achievement over a multi-year period.
- To operate successfully within State Statute 124 E Charter Schools.
- To develop, implement and follow all policies defined
- Many more goals are embedded in the body of this document.

## **II. School Foundation**

Our mission is to provide a nurturing and inclusive learning environment that fosters academic success in a traditional yet dynamic setting. Students will be provided with necessary tools which will promote a love of learning, respect for our environment, a sense of wonder and responsibility for our community.

Our four areas of competency will be:

Academics

Ecology

Community

Service

We will provide students a traditional and rigorous academic experience, with dedicated teachers and staff, that balances the arts and outdoors disciplines that promote character development and emotional well-being. We have high expectations for all students and will use the Core Knowledge curriculum.

Ecology examines the relationship between plants, animals and their living environment. We have the advantage of the DNR Designated School Forest on the school property, as well as William

O'Brien State Park and the St. Croix Wild and Scenic Riverway, both within a one-mile radius. This makes our focus on the environment perfect for hands-on student projects.

Establishing connections with members in the Marine Community will teach our students the importance of relationships and will provide opportunities to become engaged with multiple disciplines and occupations that reflect our areas of competency. Examples may include learning sessions with local artists, musicians, naturalists or librarians.

We will seek partnerships with the following and more:

- Marine Mills Folk School
  - Marine Library Association
  - Stone House Museum
  - Marine-Carnelian Watershed District
  - William O'Brien State Park
  - National Park Service
  - Science Museum St. Croix Research Station
  - Marine Restoration Society
- City of Marine on St Croix

Community service and civic engagement are vital to a meaningful educational experience and we endeavor to teach our students to participate compassionately with our greater community. Each class will have a minimum of one community service commitment during the school year. Projects may include cleaning the banks of the Millstream or St. Croix River while doing stream ecology research, assisting at the local library, performing concerts for the public, and similar activities.

Co-located in the existing building is the Marine Mills Folk School (<https://marinemillsfolkschool.org/>), whose mission is to teach and preserve traditional skills. It currently holds classes on evenings and weekends. Each grade during the year will have a minimum of one project with the Folk School. "Making Your Own Canoe Paddle" is one of the most popular classes at the Folk School and a proposed student project is for each 5<sup>th</sup> grade student to make their own wooden canoe paddle that they would use on a field trip to canoe down the nearby St. Croix River while learning about both history and the environment of the river. Along with woodworking, other examples of Folk School classes include weaving, knitting, artisan bread baking, beekeeping, indoor gardening and photography.

The Marine Village School is pursuing the strategy laid out by the community four years ago when the City decided to purchase the abandoned School Building at 550 Pine Street. The purchase was completed in March 2019 which now allows us to move ahead and create a school for the building.

The statutory purpose of the Marine Village School is to 1) increase learning opportunities for all students, 2) encourage the use of different and innovative teaching methods, 3) measure learning outcomes and create different and innovative forms of measuring outcomes, 4) establish new forms of accountability for schools, and 5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

The need for a school is evident since there is only one elementary school in the North half of ISD 834, down from two just three years ago. Please see Section VII for a full discussion of the numbers of students in the surrounding areas.

Community meetings were held in January of 2016 and December 2016 at which the community demonstrated strong support for a school in Marine on St Croix. Based on that level of support the City Council pursued purchasing the empty elementary school building. In April, 2016, the City Council appointed a Properties committee to review City ordinances, investigate options and report regularly. Another community meeting was held in the Spring of 2019, where the City Council laid out the costs and options of purchasing the school. After a full hearing, the Council voted to approve the purchase, and received a standing ovation from the community.

The Marine Village School founding board held a community meeting on Saturday, January 25, 2020 at 10:30 am in the Marine Village Hall. About 70 people attended, and twenty signed up to volunteer as supporters.

The Board held virtual meetings on Saturday, December 19, 2020 and on Saturday, January 9, 2021 with 44 people in total attendance.

The community of Marine is committed to its Public Facilities. In 2011 the Washington County Library Board announced the closing of the Marine Library. A group of Marine citizens worked with the City of Marine and Washington County to find a solution to keep a library open in the village. After much collaboration the Marine Community Library was formed and it serves today as an independent library in the City of Marine.

The students at Marine Village School will be educated through a collaborative effort among faculty, staff, parents, and the community. Marine Village School is uniquely located near state and national parks, and is an integral part of the community, which creates a myriad of outdoor and community learning opportunities. Our small school size, traditional classroom structure, and classroom collaborations encourage a supportive environment for all of our students. The students of Marine Village School will graduate with a strong foundation for lifelong learning and responsible leadership.

The Marine Village School is differentiated from neighboring schools because we have a traditional school building, single class per grade, before and after school care for students, after school activities, Spanish language for all students, partnership with the Marine Mills Folk School, STEAM Lab, and a state-of-the-art security system.

### **III. Learning Program**

The Marine Village School plans to follow a traditional model blended with 21st century components. This will include:

- Strong fundamental skills
- Integrated Technology
- STEAM lab
- Social emotional learning
- Daily music, physical education and second language
- Fine arts
- Outdoor education
- Community partnerships
- Service
- Longer day

The Marine Village School will develop a site team to make all final curriculum and instruction decisions prior to the opening of the school.

The proposed curriculum and instruction plan will include research-based curriculum (outlined below) along with research-based teaching practices.

#### **Reading**

The Marine Village School will give students a strong foundation in reading. Emphasis will be placed on skill development and steady growth from a beginning reading level based on phonemic awareness, phonics and word recognition in Kindergarten to more complex interactions with texts at higher grades to assure comprehension and readiness for college and career. Children will have access to books at their

independent and instructional reading level both in the content area they are learning and topics of interest and will learn strategies to independently engage with various texts.

The Marine Village School teachers will use Reading, Writing and Speaking instructional strategies outlined in the Frameworks by both Charlotte Danielson and Robert J. Marzano. These include:

- Identifying standards
- Selecting texts for skills and content
- Identifying vocabulary support
- Developing a performance task
- Bridging prior knowledge and create interest
- Mapping standards to literacy skills
- Pre-determining scaffolds
- Implementing collaborative work
- Developing assessments
- Creating questions for reflection

Reading and Language Arts Curriculum K-5: Journeys along with K-5 Non-fiction and Fiction reading libraries

Middle School Curriculum: Core Knowledge

Using the latest research on what makes literacy instruction effective, *Journeys* was designed to be a system that reliably turns students into confident readers and writers. An impressive collection of scientific studies shows how well it works.

Houghton Mifflin Harcourt™ Journeys is a core reading program for grades K–6. In the program, students develop reading comprehension skills as well as skills with critical thinking, writing, speaking, listening, and research. Journeys uses digital tools and results-driven instruction to build better readers, and to scaffold and differentiate to meet all students’ needs. Houghton Mifflin Harcourt Journeys has long been a leader with demonstrated efficacy. Increased research into how learning occurs and how technology supports learning has revealed new understandings of how students learn and how teachers can support learning. For Houghton Mifflin Harcourt this deeper understanding presented a call and a challenge to build upon

the strengths and the efficacy of Journeys, and create an even more effective program. Journeys © 2017 is designed to provide universal access to rigorous, standards-based learning.

## Writing

A connection between reading and writing will be emphasized as well as writing as a form of inquiry and an outlet for sharing personal narratives. The process of writing will evolve from the earliest stages of drawing and making lists as forms of written expression to development of structures writing beginning with a plan and moving toward a published piece demonstrating awareness of English language structure and editing skills. Students will engage in research and will publish for audiences with in the school and the community, perhaps the local newspaper.

Writing Curriculum: The students at Marine Village School will engage in daily Writers' Workshop. This student-centered framework for teaching writing is based on the idea that students learn to write best when they write frequently, for extended periods of time, on topics of their own choosing. To develop skills as a writer, students need three things: ownership of their own writing, guidance from an experienced writer, and support from a community of fellow learners. The writing workshop framework meets these needs and streamlines instruction in order to meet the most important objective: giving kids time to write. The workshop setting supports children in taking their writing seriously and viewing themselves as writers. The four main components of writing workshop are the mini-lesson, status of the class, writing/conferring time, and sharing. Lucy Calkins writing rubrics will be used to assess writing.

## Math

The Marine Village School will give students a strong foundation in math. Fundamental skills of number sense and operational procedures to solve problems will be developed through guided practice in the discovery of patterns and relationships. They will explore patterns as they appear in nature and create patterns to share through the arts. Students will gain knowledge of geometry and algebra concepts beginning with the identification of shapes and patterns in Kindergarten to the use of measurement as a problem-solving tool by grade 5. They will learn to gather and make use of data to make informed decisions in the school and community such as surveying an audience for a specific purpose.

Five research based math strategies teachers will use are proven effective with Singapore Math include:

- Asking open-ended questions
- Using manipulatives
- Getting students to think about their thinking (metacognition)



- Adopting a holistic approach to teaching using hands-on activities to integrate multiple strategies to teach math concepts and thinking skills
- Personalizing the student’s learning experience

#### Math Curriculum K-8: Math in Focus (Singapore Math)

Math in Focus: Singapore Math® by Marshall Cavendish® places problem-solving at the heart of mathematics and is known for its consistent and deliberate use of visual models across grade levels, which results in the ability of students to apply mathematics competently and confidently to both routine and novel mathematical situations. The program follows the pedagogical framework developed by the Singapore Ministry of Education emphasizing concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The principles underlying the program are drawn from a solid base of foundational research that has identified effective approaches to mathematics teaching.

#### Science

The youngest learners will begin their science and inquiry experience by learning to observe living and non-living things through senses and describe physical properties. Students will progress as learners to pose questions and investigate the physical world and how the environment impacts survival. They will grow to understand how engineering design is part of a problem solving process and will assess human impact on Earth changes. Exploring the St. Croix River Valley and noting evidence of glaciers will guide students into further understanding of geology specific to Minnesota.

#### Science Curriculum K-8: FOSS

Research shows that an instructional model that delivers fewer science concepts in greater depth produces much better learning than one in which many topics are briefly visited. **FOSS Next Generation** is designed to help your students, over the years, develop more sophisticated ways to think about the core ideas of science. Modules are truly connected and build upon one another within and across each strand, progressively moving students toward the big ideas of science.

#### Social Studies

Understanding physical place in the world and on a historical timeline as the youngest grades will allow students to build on this knowledge and understand historical perspectives. Students may discover their ancestry within the area of the two with the support from the local museum and present their findings to the community. They will have a basis of understanding of the purpose of government and how acting on

civic responsibility impacts the community. The impact of geography and economics on the historic development of a place is essential to understanding the people and cultures before us.

#### Social Studies Curriculum: Core Knowledge K-8

The Core Knowledge sequence is a solid, specific, sequenced, shared curriculum that emphasizes what students need to know to become well-rounded learners. "Core Knowledge is an attempt to define, in a coherent and sequential way, a body of widely used knowledge taken for granted by competent writers and speakers in the United States. Because this knowledge is taken for granted rather than being explained when it is used, it forms a necessary foundation for the higher-order reading, writing and thinking skills that children need for academic and vocational success."--E.D.Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. At the Marine Village School, the Core Knowledge sequence will be taught in the areas of American and world history, geography, visual arts and music. The sequence is a result of a long process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education. All of the Core Knowledge curriculum is aligned with the Minnesota State Standards.

Character Education Curriculum: The Second Step Program is instrumental in strengthening the social-emotional skills of kids around the world and helping them reach their full potential. Grounded in extensive research, the evidence-based Second Step Program carries a reputation for results.

#### Fine Arts

Students will learn the foundations of art with respect to dance, music, visual art, media arts and theater and will be able to represent the various Art forms through their own expression based on foundational knowledge. They will annually perform or produce art that visually depicts personal reflection and expression. All ages will participate in vocal music sessions and an annual performance for an audience in preparation for a culmination of Art forms in their 5th grade year. Skills related to visual and poetry will be taught at all grade levels with encouragement to enter contests and enter the annual Arts and Academics Fair.

The school will partner with the Marine Folk School to offer additional learning opportunities for the students in the areas of cooking, crafts, fiber arts, outdoor skills, visual arts and woodworking.

#### Physical Education

All students will have the opportunity to develop intrinsic enjoyment from physical movement and identify health benefits derived from physical activity. They will practice locomotor and nonlocomotor skills with increased complexity as they mature and experience a wide range of games to apply movement strategies and learn behavioral skills. During their elementary school years, students will work toward increasing and documenting their personal best level of fitness and explore varied activities within the surrounding area of the school such as running, skiing, team sports, climbing, racquet sports and ice skating which will encourage them to partake in life-long activities. Students will also learn the basics of healthy eating and explore nutritional aspects of foods to become good decision makers at all grade levels.

The goal of our physical education program is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. We will make sure our students learn the skills necessary to participate in a variety of physical activities; know the implications and the benefits of involvement in various types of physical activities, participate regularly in physical activity; are physically fit and value physical activity and its contributions to a healthful lifestyle.

The Marine Village School will be using research based curriculum aligned to Minnesota's student academic achievement standards.

The Marine Village School will follow this process for reviewing curriculum and instruction, and student achievement; striving for the World's Best Workforce:

- Determine school performance measures by looking at the size of the achievement gap, student performance on MCAs, while looking at graduation rates and career and college readiness.
- The school board will adopt a comprehensive, long-term strategic plan to support teaching and learning plans and budgets that will include goals and benchmarks for instruction, a process to assess and evaluate each student's progress toward meeting state and local standards, an early admission process along with assessment for gifted and talented. Additionally a system will be developed to review and evaluate the effectiveness of all instruction and curriculum, strategies developed to improve instruction, curriculum and student achievement including EL, and a process to examine the equitable distribution of teachers while examining education effectiveness practices that supports teacher quality and performance. An annual budget will be developed to implement the Marine Village School's plan.
- The school board shall establish a diverse advisory committee comprised of teachers, parents, support staff, students, and other community residents to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- Will establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement.
- Will create a report for the commissioner and hold an annual public meeting to report, review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review the school's success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.
- Periodic surveys will be administered to families (in native languages if needed) to measure connection and satisfaction levels. Survey results will be included in the annual report.

The Marine Village School will use the MDE's Special Education Primer for Charter Schools as a Guide and write a Total Special Education System (TSES) plan outlined in Minnesota Rules 3525.1100. The TSES plan development will provide a mechanism for the school to ensure it has a comprehensive system in place to provide students with disabilities with a free and appropriate public education. The school will also annually submit a statement of assurances related to special education programs and fiscal requirements in order to apply for state and federal funds under IDEA. This will ensure that each of its students with an IEP receives all special education supports identified in the student's IEP. The range of services and equipment may include related services, e.g., occupational and physical therapy, orientation and mobility training, transportation, or assistive technology.

The Marine Village School will provide a continuum of services and ensure that each student is in the least restrictive environment at all times. Special education teachers will share IEP goals with paraprofessionals and general education teachers as well as team plan and team teach when appropriate. All IEP goals will be set (with family and school team) and monitored annually. New IEPs will be written every three years or more frequently if needed. Additionally, special education and general education teachers will coauthor progress reports and hold parent/teacher conferences together.

Marine Village School will seek to employ dual certified K-5/special education teachers when possible and hire the appropriate number of special education teachers and paraprofessionals for the caseload. The school will also contract with related services staff (e.g., director, nurse, speech/language pathologist, occupational therapist, physical therapist, social worker, school psychologist, behavioral specialist)

The [Individuals with Disabilities Education Act](#) includes the Child Find mandate. Child Find requires the school to identify, locate and evaluate all children with disabilities, regardless of the severity of their

disabilities. This obligation to identify all children who may need special education services exists even if this school is not providing special education services to the child.

The Marine Village School will put together a Child Find Team of teachers and contracted related service members. This team will follow the process outlined below and have independent education evaluations conducted by qualified examiners not employed by the school when necessary.

The first step in the Child Find Process is a referral, usually by an educator or a parent. The second step is the Child Find program which has seven main elements:

- Definition of Target Population
- Public Awareness
- Referral and Intake
- Screening and Identification
- Eligibility Determination
- Tracking
- Interagency Coordination

The Marine Village School's comprehensive equity and inclusion plan demonstrates an understanding of the challenges to academic achievement for students in racial and ethnic groups and/or disabilities. This plan includes:

- Recruiting and retaining diverse faculty and staff
- Building partnerships with diverse communities
- Recruiting students to increase the diversity of the student body
- Reducing and eliminating the student success gap
- Increasing the diversity of the school's consultants
- Increasing the diversity of the school's vendors and suppliers

The Marine Village School will provide a well-rounded education so all students will participate in many different learning experiences in a wide range of disciplines—including language arts, mathematics, science, social studies, world language, physical education, the arts and many other fields—as a regular part of their school day, week and year.

The Marine Village School will follow MDE's guidelines for English learner identification using the Minnesota Standardized English Learner Procedures Identifying Students as English Learners Using the WIDA Online or Paper Screener. English learners are first identified for potential services based on language indicators marked on the the Minnesota Language Survey. This process is done upon initial enrollment. EL staff will screen students using the WIDA online and paper screener who have a primary language other than English to determine eligibility. EL staff will also identify SLIFE (students with limited, interrupted, formal education) students. Students are then placed in the program based on a qualifying score. SIOP training will be provided for all teachers working with EL students.

The Marine Village School plans to deliver language instruction that works to meet the needs of linguistically diverse students. English learner staff will work to provide a responsive approach to language learning while addressing the content area needs of their students. Students with more basic levels of English will receive more intense support and English instruction while students with more advanced levels of English receive more targeted support and academic language instruction. Students that qualify for special education may receive EL services in conjunction with the services required by their IEP. In addition to EL instruction, EL students will receive general education from teachers using SIOP strategies. Appropriate programs will be purchased if necessary.

All EL students will be accessed each spring using the ACCESS. Students will continue in the program until they meet the ACCESS exit criteria of 4.5 overall composite score or higher and 3.5 or higher in three of the four domains (listening, speaking, reading and writing.) Parents and teachers will be provided with student ACCESS scores. The school does not anticipate serving a large number of EL students, but will follow MDE requirements that if the school has 20 or more English learners, it will be held accountable for their progress, and if the school serves 10 or more EL students, it will be required to report progress.

Monitoring will take place regularly using FastBridge and Fountis and Pinnell scores along and the WIDA rubric to assess speaking levels.

The Marine Village School will seek to hire at least one K-5 teacher who holds a certificate in gifted instruction. Additionally, all teachers will be trained to identify common characteristics exhibited by gifted children to make sure each student's individual needs are met to ensure academic success and personal development. These characteristics include a student who:

- Is curious and motivated
- Asks many questions
- Has a good memory
- Quickly retains information

- Masters reading skills early
- Demonstrates strong math skills
- Thinks independently
- Expresses unique, original opinions
- Possesses higher level thinking skills (analysis, synthesis, evaluation) and problem-solving skills
- Has a strong sense of justice and like to debate current issues and real-life problems

Teachers will be trained to differentiate instruction in the classroom to meet the needs of gifted learners. Tests specifically designed for the gifted population will be used if necessary (eg. *Test of Mathematical Abilities for Gifted Students of Screen Assessments for Gifted Elementary Students (SAGGES).*)

The Marine Village School will provide a MTSS (outlined below) as well as train teachers to differentiate instruction. Additional general education paraprofessionals will be employed to provide supplemental support for students performing below grade level/are at-risk but do not qualify for special education or other services.

The school will use a Multi-tiered System of Supports (MTSS) in Academics which relies on multiple tiers of instruction that work together as a safety net to prevent school failure. The critical features of this school-wide framework include:

- Assessments: A system of assessments to screen, monitor the progress of and provide summative data about students.
- High-quality, evidence-based instruction for students that may happen at multiple levels.
- Core instruction: All students receive core instruction as part of the general curriculum. It must be standards based, of high quality and delivered with fidelity to increase the likelihood that the majority of students in a class are making progress and can become proficient in grade-level standards by the end of the school year.
- Tier 2 or supplemental interventions: a second level of supports for students who are not on track to be proficient.
- Data-based decision making: School leaders and teachers use data obtained through the MTSS framework process to improve organizational supports and instruction and to make decisions about students at risk of not meeting grade-level expectations.

The Marine Village School will recruit and welcome a diverse student body, staff, families and communities. The school will provide professional development for staff. Families will receive written and oral translation when applicable.

The Marine Village School will provide both a before and after school program to provide additional learning opportunities for students while meeting the student care needs of working families. This will be a collaborative, fee-based program that will offer homework help/tutoring, snack, outside recreational time as well as additional opportunities to partner with the Marine Folk School.

Marine Village School teachers will receive training on the history, community and ecology of Marine on the St. Croix along with an introduction to the Marine Folk School and other community partnerships.

The Marine Village School has put some money in the budget for PD and plans to apply for a CSP start up grant in the spring of 2021 to pay for additional professional development.

The Marine Village School will provide instruction each year for at least the number of hours required by Section 120A.41. At this time, for the 2022-2023 school year students will receive at least 1,100 hours of instruction and at least 160 days of instruction. The school day will be 7.0 hours in duration. The first day of school will be the Tuesday after Labor Day and last day of classes and planned holidays will match the Stillwater Area Public Schools' calendar. It is estimated that the school will provide 188 teacher contract days and 168 student contact days.

The Marine Village School will meet or exceed the state requirements for the number of hours devoted to core academic subjects in each grade. The schedule may look as follows:

Morning Meeting (all school or classroom) 20 min

Reading: 60 min

Writing: 40 min

Math:60 min

Science: 40 min

Social Studies: 40 min

Physical Education/Health: 30 min

Fine Arts: 30 min

Social Emotional/Breaks: 15 min

Additional Recess: 15 min



Lunch: 30 min

Recess: 30 min

Spanish: 30 min

Total: 7.0 hours

The school day will be 7.0 hours in length and will look something like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Reading	Reading	Reading	Reading	Reading
PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
Math	Math	Math	Math	Math
Science	Science	Science	Science	Science
Recess	Recess	Recess	Recess	Recess
Lunch	Lunch	Lunch	Lunch	Lunch
Social Emotional	Social Emotional	Social Emotional	Social Emotional	Social Emotional
Spanish	Spanish	Spanish	Spanish	Spanish
Recess	Recess	Recess	Recess	Recess
Writing	Writing	Writing	Writing	Writing
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

A draft proposed 2022-2023 calendar is included. The Marine Village Charter School plans to align its calendar closely with the Stillwater Area School District's calendar, but it has not been released yet. This proposed calendar has 166 student contact days and 188 contract days for teachers. This will allow 22 days for teacher professional development and preparation time.

With a 7.0-hour instructional day, students will receive more than 1,100 hours of instruction (even allowing for snow/cold days off from school) and teachers will have 176 additional contract hours where at least 100 will be devoted to professional development. Each school week one additional hour of PD will be provided for the teachers for an additional 36 hours. The total teacher PD will be 136 hours.

The Professional Development Schedule:

Marine History: 2 hours

School Mission and Vision: 6 hours

Responsive Classroom: 16 hours

School Climate and Culture: 6 hours

Marine Folk School and Community Partnerships: 2 hours

Reading and Writing Curriculum and Strategies: 16 hours

Math Curriculum and Strategies: 16 hours

Differentiation and Gifted and Talented: 6 hours

Student Data Use: 8 hours

Science: 8 hours

Social Studies: 8 hours

Second Step: 4 hours

Required Training from School Nurse: 4 hours

Special Education: 4 hours

Diversity: 2 hours

School database and student records/report cards: 4 hours

Teacher choice: 20 hours

SLOP Training: if needed

Marine Village School

## VI. Accountability, Goals and Outcomes

The Marine Village School will hold monthly parent meetings prior to the start of school in order to help families prepare their children for school. All incoming kindergarten students will be screened to ensure readiness. The school plans to have a partnership with the Marine preschool as well.

The Marine Village School will adopt a K-3 Literacy Plan with a goal by year 3 that 100% of all students will be reading at grade level by third grade. All K-3 teachers will be highly trained in reading instruction and all families will be notified of all FastBridge scores, goals and concerns. Joint meetings with school and family will occur to plan to address learning gaps.

The Marine Village School will have 100% of students meeting or exceeding one-year growth targets on FastBridge. Differentiation, intervention and family collaboration will take place to ensure individual growth.

Our goal in preparing students for college and career readiness and post-secondary success is to make sure students are working at or above grade level on the Minnesota Academic Standards. We prepare students by giving them a rigorous academic experience balanced with the arts and outdoors discipline that promotes character development and emotional well-being.

This comprehensive system uses five indicators: academic achievement (calculated and reported separately for math and reading), progress toward English language proficiency, academic progress (calculated and reported separately for math and reading), graduation rates (calculated and reported separately for four-year and seven-year rates), and consistent attendance.

Attendance: The Marine Village School's goal is to maintain 95% daily attendance. The school will work closely with families and transportation to ensure this. The school will also work towards 100% attendance at parent/teacher conferences.

Academic Achievement Math: The Marine Village Math Goal is for every student to make one or more year's growth during each academic school year. All students will take FastBridge Math four times each year. The fall assessment will be used as a baseline and individual student goals will be set using the baseline data. Future academic years' fall FastBridge data will be used to set individual goals for each year.

The first year taking the MCAs, the third, fourth and fifth graders will set the baseline Math MCA data. Every two years we will expect the baseline data to grow at least 5 points in each area applicable:

- Exceeds the Achievement Standards
- Meets the Achievement Standards

- Partially Meets the Achievement Standards

Academic Achievement Reading: The Marine Village Reading Goal is for every student to make one or more year's growth during each academic school year. All students will take FastBridge Reading four times each year. The fall assessment will be used as a baseline and individual student goals will be set using the baseline data. Future academic years' fall FastBridge data will be used to set individual goals for each year.

The first year taking the Reading MCAs, the third, fourth and fifth graders will set the baseline Reading MCA data. Every two years we will expect the baseline data to grow at least 5 points in each area applicable:

- Exceeds the Achievement Standards
- Meets the Achievement Standards
- Partially Meets the Achievement Standards

Progress toward English language proficiency, academic progress in Math: The Marine Village Math Goal is for every EL student to make one or more year's growth during each academic school year. All students will take FastBridge Math four times each year. The fall assessment will be used as a baseline and individual student goals will be set using the baseline data. Future academic years' fall FastBridge data will be used to set individual goals for each year.

The first year taking the MCAs, the third, fourth and fifth graders will set the baseline Math MCA data. Every two years we will expect the baseline data to grow at least 5 points in each area applicable:

- Exceeds the Achievement Standards
- Meets the Achievement Standards
- Partially Meets the Achievement Standards

Progress toward English language proficiency, academic progress in Reading: The Marine Village Reading Goal is for every EL student to make one or more year's growth during each academic school year. All students will take FastBridge Reading four times each year. The fall assessment will be used as a baseline and individual student goals will be set using the baseline data. Future academic years' fall FastBridge data will be used to set individual goals for each year.

The first year taking the Reading MCAs, the third, fourth and fifth graders will set the baseline Reading MCA data. Every two years we will expect the baseline data to grow at least 5 points in each area applicable:

- Exceeds the Achievement Standards

- Meets the Achievement Standards
- Partially Meets the Achievement Standards

The Marine Village School School's 2022-2023 fifth graders will graduate from high school in 2029. Beginning in 2029, the school will track high school graduation rates of student alumni.

The Marine Village School will have high standards and strive for academic excellence. In order to do this, focus must be placed on using assessment data to drive instruction. The 3-5 grade students will take the MCAs and all students will take FastBridge four times each year. Fountas and Pinnell will be used to track reading levels and summative and formative assessments will be administered at the teachers' discretion.

Assessment data is approached as a tool to help students reach their academic goals. Individual student proficiency is the ultimate goal while individual student growth will be closely monitored by annual goal setting and quarterly monitoring. Student growth and success will be celebrated!

The assessments that will be used are less time-consuming than others like NWEA, so more time can be used teaching, not assessing. The data collected will be used to inform and differentiate instruction.

The Marine Village School will ensure that the Executive Director will be an instructional leader with knowledge and extensive experience using FastBridge, MCAs and Fountas and Pinnell. The director will be the leader in the collection and dissemination of the data and hold monthly data meetings with each teacher to review and plan.

Leaders and teachers will receive professional development in analysis, interpretation and utilization of student data. If the director is not capable of conducting this training, a consultant will be hired. Monthly data meetings will be held.

The Marine Village School will use the assessment data to ensure that the curriculum is meeting the needs of the students. Analysis will be done to see if additional staff, professional development, resources and/or educational opportunities will benefit the school.

## **V. Governance, Management, and Sustainability Plan**

The primary purpose of the Marine Village School is to 1) increase learning opportunities for all students, 2) encourage the use of different and innovative teaching methods, 3) measure learning outcomes and create different and innovative forms of measuring outcomes, 4) establish new forms of accountability for

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

The Founding Board of the Marine Village School was formed by a group of people interested in seeing a school continue in Marine. Current legal status is that a small group of people are planning a new charter school as an incorporated nonprofit corporation under the laws of the State of Minnesota, and have received nonprofit status from the IRS.

Board Chair Win Miller is a 39-year resident of Marine, and served 10 years on the Planning Commission and 12 years on the City Council, two years as Mayor. Win serves on for profit and nonprofit boards at this time, and has helped start two other successful nonprofit enterprises. Win's father-in-law, wife and two children are graduates of Marine Elementary School. Win has expertise in strategic planning, budgeting, finance, operations, marketing and management for private sector firms, non-profit firms, and City government.

Director Susan Loomis is a licensed teacher, with over twenty years' experience in Charter School operations, curricula, and management. She currently works for NEO, a charter school authorizer. Susan Loomis has a BS in Education from the University of Wisconsin at Madison and a MAEd from Hamline University. Susan has been a MN charter school teacher, director and board member and has 20+ years' experience starting and supporting charter schools. Susan is married with four children, three of whom attended Marine Elementary.

Director Brian Mader, PhD., is a scientist at 3M Company in the 3M Environmental Laboratory. He has six patents pending, has written and presented many professional papers, received numerous awards, and manages a Research Department at 3M.

Director Dave Dochniak is a thirty year teacher, and teaches Education courses at the graduate level. His two children attended Marine Elementary,

Director Jenn Cress is a professional photo journalist, website developer and social media expert. Her child attended Marine Elementary.

There are no related parties serving on the board.

As a Founding Board we will be engaged in all aspects of the school until we have staff hired and fully functioning. Our goal is to open for Fall 2022, and to maintain some Board involvement in school operations for at least the first year of operation, if necessary. With a skilled Executive Director, we will gradually reduce our day-to-day involvement. At the beginning of the first school year (JULY 2022) we will add three new Board members: one teacher, one parent, and one community member.

Our Board is responsible for establishing the first budget, and will be closely involved in all following budgets, as resource allocation is among our most important roles. The board will also oversee curriculum and operations, and manage the performance of the Executive Director, who directs staff and curriculum. Depending on licensure and skill sets, individual professional development plans will be created for the Executive Director and teachers as appropriate.

We have set up a nonprofit corporation with articles of incorporation and bylaws. The bylaws include specific information on number and selection of directors; Directors will have three-year terms, staggered so that some Directors are up for reelection or replacement every year. This will ensure that members of the founding Board carry through as a newly elected Board evolves. We expect eventually to have a balanced Board consisting of three parents, three teachers, and three community members. While the Founding Board has been meeting as often as necessary, we expect monthly meetings once the school is operational.

Also included in the bylaws are specific roles for officers: Chair, Chair Elect, Treasurer, and Secretary. These officers shall be elected annually by the full Board.

The bylaws define standing committees; at this time, we anticipate an Executive Committee, Academic Excellence committee, Budget and Finance committee, and Facilities committee, but additional committees may be added in the future. We will also make use of ad hoc committees as appropriate.

Attached is a Board Calendar as an example of what we will use to keep track of responsibilities. We will work with our legal and financial experts to craft a calendar specifically for the Marine Village School.

Our Board, with its variety of experience, will be able to handle the complex tasks of managing the school in full compliance with all laws and regulations. As we proceed, we will add non-Board members to committees, including staff, community members and parents. We believe inclusion of all stakeholders is critical for fulfilling our long-term mission.

“There is a hierarchy of legal authority within which board policies fit. This hierarchy can be described in the following way:

1. Applicable federal and state laws, including Internal Revenue Service regulations.
2. Charter school contract with the authorized chartering body.
3. Articles of incorporation for the charter school.
4. Bylaws of the charter school.
5. Standing policies of the board of the charter school.

6. Other one-time, short-term policies found in the charter school board minutes.
7. Personnel policies and procedures.
8. Administrative decisions made by staff based on, and/or consistent with, the above.

No action or policy decision at any one level within this hierarchy may violate the rules set in the levels above it.” From: <http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>

We will develop onboarding documents and training for new Board members, which includes job descriptions.

The Founding board is responsible for all facets of planning and implementation of academics, operations, facilities, and financial matters until such time as we hire an Executive Director for the school, which will be our first hire. At that point the Board will work closely with the Executive Director to define responsibilities; transfer of responsibilities will occur over a period of months. Hiring a capable Executive Director is among our most important tasks, for success of the school will be dependent on a talented school leader. This leader must be aligned with our overarching goals of academic rigor and community engagement.

We also intend to hire an Office Manager with extensive experience in the MARSS student reporting system required by the Minnesota Education Department.

Academic success and Finance will be our first planning priorities, as the first is most important to the long-term success of the school, and the second is essential in the short-term to pay our way before we receive grants, which we will apply for as soon as we are authorized.

We will issue an RFP to hire a financial consultant to help us set up financial operations and prepare our first budget as well as work with us through the building and opening process. We will also prepare the early policies on Procurement in preparation for purchasing and building the program. We have contracted with an attorney to establish Articles of Incorporation, Bylaws, and other founding items. For special Education, we will have a SPED Director who will be a consultant selected through an RFP, as required by law. We will have a designated SPED teacher full time on staff, and will hold child find meetings weekly to identify special needs children.

Our facility is predetermined, as the City of Marine is willing to lease us the school building at 550 Pine Street in Marine. This building was opened in 1961 and used as a school until 2017. It was designed and constructed for one room per grade, K to 6. It has additional rooms for a library and a maker space room. It also has a gymnasium, kitchen and a security system. In addition, the school grounds provide a large grassed area for exercise, exploration and play.



Performance measurement is a key tool for the Board to use in communicating strategic and short-term goals, ensuring adherence to school policies, and furthering the purposes of the school. Overall school performance measures will be developed with the Executive Director. Each employee of the school will develop performance measures with the Executive Director; all performance measures are subject to approval by the Board. The Board will review performance to these measures on a quarterly basis.

These performance measures shall evaluate 1) the school’s mission and vision; 2) the execution of charter goals and commitments to MOChA; 3) student achievement, student engagement, and connection; 4) teachers, and 5) our success at partnering with other organizations.

The board will also establish and review employment policies and practices, including Hiring, Compensation, Non-Discrimination, Discipline and Termination. We have a list of essential policies recommended by the Minnesota Association of Charter Schools which will serve as the basis of our policies. We have been trained on Federal and Minnesota Employment Rights; we are committed to fulfilling our obligations under the law.

We will use best practices in hiring our Executive Director. We will establish qualifications in at least the following areas: 1) instruction and assessment, 2) Human Resource and personnel management, 3) Financial management, 4) Legal and Compliance management, 5) Effective communication, and 6) Board, authorizer and community relationships.

We will develop an Employee/Personnel Handbook in concert with professional partners. The Employee Handbook will be reviewed, updated as necessary, and approved by the Board each year.

Marine Village School-- Board Training Schedule

	Government	Employment	Finance	SPED
Win Miller	11/26/19	1/7/20	12/3/19	12/17/19
Jenn Cress	Ongoing	Ongoing	Ongoing	Ongoing
Brian Maeder	11/26/19	1/7/20	12/3/19	12/17/19
Susan Loomis	11/26/19	Previous	12/3/19	Previous
David Dochniak	Ongoing	Ongoing	Ongoing	Ongoing

Win Miller, Susan Loomis and Brian Mader received training in the areas of Governance, Employment, Finance, and SPED from Nancy Dana, Consultant, during November to January, 2020. Director Susan Loomis missed two of the trainings, but with her extensive background in Charter Schools, she has received the training previously. Directors Dochniak and Cress are currently taking training on line.

The Board of Directors will be responsible for all aspects of the startup process until the school opens. There are a multitude of duties that will need to be addressed, a preliminary list includes:

1. Apply for the CSP grant and other grants
2. Identify Board Job descriptions and responsibilities, members and officers
3. Develop Board committees: Governance, Finance, Academic , preopening: marketing / enrollment
4. Affirm mission and vision, include in advertising
5. Establish Conflict of Interest policy and assurance statements
6. Develop Board meeting schedule post on website.... (build website ?? ! )
7. Secure Board Liability insurance
8. Comply with Open Mtg law... publish agendas and minutes on line
9. File articles of Incorporation with Secretary of State
10. Plan regular meetings with authorizer, set schedule pre opening
11. Seek RFP to determine Financial Advisor team, set up monthly budget and financial reviews
12. Start creating required policies that impact hiring and personnel
13. Establish central office area for secure records , enrollment records, student data
14. Create central file for legal documents: contracts, bylaws, articles of incorporation, tax forms audits, etc.
15. Build a Board manual
16. Maintain website
17. Identify community events to be sure to have a presence
18. Develop intake procedure for students: application, registration, enrollment and lottery policy
19. Open checking account, apply for a line of credit
20. Review lease agreement for lease aid
21. Create and put into action Marketing plan
22. Develop job position description for Head of School ( ED/ Principal...)
23. Review Health Insurance options and plans
24. Review and identify student data reporting systems
25. Establish direct deposit with MDE
26. Review and Secure food and nutrition program
27. Determine staffing needs and create job descriptions
28. Design benefit packages for personnel
29. Create employee/ staff handbook
30. Review and determine transportation options
31. Arrange for facilities management and cleaning
32. Develop scope and sequence and learning objectives
33. Identify instructional strategies
34. Develop Student/ Family Handbook
35. Other duties as they are discovered!

There are three options for transportation

Option 1: Contract with Stillwater School District 834

Although transportation could be contracted with the Stillwater School District 834, bussing is subject to their schedule. In a preliminary inquiry with the district, the start time for the school would be about 10:00 am and the dismissal time around 4:30 pm. These times are not consistent with other school times in the area and would conflict with families' schedules concerning after school activities and the founding board does not believe the District 834 school bus schedule is the best option for the students and families of the Marine Village School.

#### Option 2: Partner with River Grove Charter School

River Grove is located approximately 5 miles from Marine Village School and operates 4 buses. Some of the bus drivers are residents of Marine. The buses are not filled to capacity and represent one of the biggest operating costs for River Grove. In addition, the Marine Village School has room for bus storage that could be shared with River Grove which could reduce the drive time of some River Grove bus drivers. We believe this partnership would be of mutual financial interest to the two schools and most importantly beneficial to the students and families of both schools especially if some families have students at each school. In addition, River Grove is able to provide transportation to students living in Stillwater. At this time there have not been discussions with River Grove about this option but once Marine Village School is approved a meeting will be scheduled. If an agreement were made, this option would quickly enable the Marine Village School to provide transportation with the goal of finalizing an agreement by July 1st of the school first year of operation.

#### Option 3: Purchase and operate 4 buses.

In this option Marine Village School would own and operate 4 buses and have school start and end times of about 8:30 and 3:30 pm, respectively. Historically these times have been shown to be best for students and families but could be adjusted based on their feedback. In addition this option would easily enable Marine Village School to provide field trips throughout our community enabling alignment with the mission and values of the school. The option also enables the Marine Village School to provide transportation to students outside the district for example adjacent districts (Stillwater District 834, Mahtomedi District 832, and Forest Lake District 831. Importantly operating our own buses would enable after school programming that would be particularly attractive to families, something not currently available in North Washington County and Marine. The plan for providing transportation is as follows: A community member or staff would be the point person for coordination of transportation. Ideally one of the bus drivers would be this person. This would be mutually beneficial as it provides the school with a person with subject matter expertise in transportation and is attractive in the recruitment of a driver as they would receive extra hours that help bridge the time between pick up and drop off. There are several costs that will be considered (1) Procurement of buses (2) Operation and maintenance, (3) Insurance, and (4)

Software for scheduling and parent notifications. Based on previous analysis from 2018 it is estimated that it would cost \$350,000 for four buses with a down payment of approximately \$30,000. The buses would be financed over a 3 to 5 year period. Software would cost around \$5000 per year. We have contact information for at least three businesses in our area that sell or lease Minnesota approved buses (Thomas Bus through Daimler, Telin Transportation Group, and Hoglund Bus and Truck). Procurement of the buses would be done with careful coordination with the school's accounting services provider. The Marine Village School facility currently has room for bus storage however the founding board will reach out to City of Marine regarding bus storage and fueling options. For example purchasing diesel fuel in bulk would save money for both the City of Marine and the Marine Village School. From past experience procurement of buses can be done within 6 months and would be soon after the school receives its District number. The intention is to have 4 buses available by July 1<sup>st</sup> of the school's first year of operation with training of drivers to follow in July and August.

### **Parent, Family, and Community Engagement**

The community of Marine on St Croix has a long history of supporting education and operating a school in the community dating back more than 165 years. The historic Marine School was originally District 3 in the state of Minnesota. In the 1950's, Marine Schools merged with the Stillwater Area Schools, which later became the current ISD 834.

The existing school building, located in the upper Village of Marine on St Croix, was constructed in 1960/61, expanded in the 1960's and again in the 1970's and remodeled into its current configuration in 2005.

The elementary school has long been a central and core part of the fabric and foundation of the City.

In recent years, there have been active and ongoing discussions about the importance of maintaining an elementary school in the community. This work was led by a committee of City Council, Planning Commission and community members who determined that continuing a school in the City was crucial to the long-term economic viability of the community. In 2017 a survey showed that 90 percent of Marine Elementary School parents felt that the school's strongest asset is the small school environment.

The City Committee's work led to several public meetings. The first "all town" meeting was held in the Village Hall on December 17, 2016. Nearly 100 community members, including parents of PreK and elementary aged children, attended and with near unanimity supported having a school within the City and supporting the City's purchase of the existing building.

After more than two years of efforts, the City of Marine was able to negotiate the purchase of the school and on October 13 and October 17 of 2018, the City held public meetings to announce details of the purchase and confirm that members of the community still supported a school. The community responded over-whelmingly that a school was still wanted in the City.

The City finalized the purchase of the school building and grounds on April 8, 2019. On April 27, 2019, the City held another community meeting to explore uses for the newly purchased building. Although no elementary school tenant was immediately identified to lease the building, the community once again expressed full support that an elementary school was its first choice as a tenant.

With a mandate from the community to have a school, a group of Marine citizens interested in forming a charter school held numerous small meetings over the summer and into the fall of 2019. In September, those meetings culminated in the formation of the founding board of Marine Village School.

Because there have been many changes in K-6th grade schools in northern Washington County over the last several years, the founding board of Marine Village School strongly believes there is a need for a small, traditional style school with a focus on academic excellence. The Marine Village School will expand educational choices offered to families in the Marine area and surrounding communities.

The founding board held a community meeting on January 25, 2020 at the Marine Village Hall attended by about 70 people, 20 of whom signed up as supporters. During COVID, we recently had two meetings: first on Saturday, December 9, 2020, and again on Saturday, January 9, 2021 attended by 45 people.

### **Marketing, Outreach, Enrollment, and Admissions**

There is considerable data to base our enrollment projections. The Marine and Withrow Elementary schools were the two closest schools to Marine (Withrow located 8 miles west of Marine). Using data from School District 834, and shown in the tables below, in the years prior to the closure of the elementary schools in Marine and Withrow, the average total K-6 enrollment was 140 and 159 students for Marine and Withrow, respectively, or about 300 students total. As shown in the enrollment data from the 2015-2016 school year, 89 students attended Marine and Withrow from other schools in district 834 (most likely from the four Stillwater elementary schools) demonstrating that some families were willing to have their children travel from Stillwater to Marine and Withrow. There continues to be financial challenges, turmoil related to missed commitments on past levies, and challenges to serving growth in Southern District 834 that will motivate some Stillwater and other Northern District 834 families to look for alternatives. There

are currently three elementary schools located 12 miles from Marine in Stillwater (Lily Lake, Rutherford, Stonebridge) that as shown in Table VII-3 for the 2019-2020 school year have a total of 1477 K-5 students. As shown in Table VII-4, for these schools 40% of the K-5 students leave their school boundary for another school and 29% leave District #834. This helps demonstrate the willingness of District #834 families to attend schools outside their boundary. River Grove Elementary began operation in 2017-2018 and operates in May Township (5 miles from Marine). In its first year of operation, River Grove enrollment was about 162 students, or about 46% of the enrollment of what Marine and Withrow had in 2015-2016. By difference approximately 54% of the past enrollment (equivalent to about 200 students) chose to go elsewhere and demonstrates the continued need for more elementary school alternatives to what is currently available.

To estimate future enrollment at Marine Village School it is useful to start with the historical K-6 enrollment for Marine Elementary that ranged from 126 to 156. It is important to note that during this time there were significant enrollment headwinds due to turmoil in School District 834 regarding staffing levels and the future of Marine Elementary. In fact 41 students left the Marine Elementary School boundaries for schools outside the district. Considering this and that Marine Village School would be a K-5 school, it is estimated that as many as 170 K-5 students could possibly attend Marine Village Elementary. This estimate does not consider any future marketing to the Stillwater and Northern District 834 K-5 families. This value is in alignment with the 2015-2016 listed capacity of 175 for the school.

To help gauge community interest a survey was prepared and distributed via the mail, email and social media in Scandia, May Township, and Marine as well as to local Pre-K schools, the results are as follows:

Twenty-seven parents responded representing 48 children indicated they would consider sending their children to Marine Village School when it opens. We believe our survey results are low because during the pandemic most people are not focused one-and-a-half years into the future, but are more thinking about getting through the next few months.

Our enrollment projections are provided in Table VII-5 and described here. The proximity of Marine Village School to Red Bridge Preschool will help the immediate recruitment of Kindergarten students. Red Bridge has about 20 to 30 preschool students. We recognize that having 1<sup>st</sup>- through 5<sup>th</sup>-grade students transfer from existing schools to Marine Village School is a challenge, however there is at least a pool of 250 Northern District 834 K-5 students, including the three Stillwater Elementary Schools within 12 miles of Marine, the pool of student is as large as 1477 K-5 students, some of which could be attracted to Marine Village School because of its clear differentiation in the marketplace. We feel this data is conservative as it

Marine Village School

does not consider recruitment from the nearby Scandia and Forest Lake Elementary schools that are also within 12 miles of the Marine Village School

Table VII-1 District 834 Elementary School Enrollment 2009 through 2016

ENROLLMENT GRADES K-6 |

School	2009-10	2010-11	2011-12	2012-13	2013-14	2014-151	2015-162	Percent comparison from 2009
Afton-Lakeland	499	478	485	494	515	501	506	101%
Andersen	348	328	339	342	342	357	355	102%
Lake Elmo	752	778	698	704	717	723	763	101%
Lily Lake	563	553	532	497	511	492	446	79%
Marine	126	137	142	134	134	153	156	124%
Oak Park	411	435	475	484	469	487	457	111%
Rutherford	746	766	697	660	640	595	580	78%
Stonebridge	454	484	484	491	488	478	453	100%
Valley Crossing	289	295	321	314	315	300	282	98%
Withrow	147	133	142	156	160	181	194	132%
<b>Total</b>	<b>4,335</b>	<b>4,387</b>	<b>4,315</b>	<b>4,276</b>	<b>4,291</b>	<b>4,267</b>	<b>4,192</b>	<b>97%</b>



Table VII-2 District 834 2015 Enrollment Data for Marine and Withrow

**Marine Elementary**

Entering From Neighborhood #	Students
WI-4	3
WI-6	1
WI-7	2
WI-8A	1
SB-11	6
SB-12B	1
RU-13B	1
RU-14A	4
LL-21	5
OP-22	10
OP-24	1
LE-31 B	2
Homeless	1
Total Entering from within District	38
Entering from Out of District	27
Total Attending from within Boundaries	90
Marine Enrollment	155

Leaving to School	Students
LL	2
OP	3
RU	4
SB	3
WI	9
<b>Total</b>	<b>21</b>
Out of District	41
<b>Total Leaving</b>	<b>62</b>
<b>Total Students in Boundaries</b>	<b>152</b>

**Withrow Elementary**

Entering From Neighborhood #	Students
MA-3	6
MA-9	3
SB-10 A	3
SB-10 B	3
SB-11	1
SB-12 A	11
SB-12 B	4
RU-13 A	1
RU 14 A	5
RU 15	1
RU 16 C	1
LL-19	2
LL-21	3
LE-29 B	1
OP-23	2
OP-24	4
Total Entering from within District	51
Entering from Out of District	23
Total Attending from within Boundaries	120
Withrow Enrollment	194

Leaving to School	Students
LE	1
LL	2
MA	7
OP	2
RU	5
SB	6
VC	0
<b>Total</b>	<b>23</b>
Out of District	63
<b>Total Leaving</b>	<b>86</b>
<b>Total Students in Boundaries</b>	<b>206</b>

Table VII-3 2019-2020 District 834 Enrollment Data from 5-2-2020 STILLWATER AREA PUBLIC SCHOOLS  
 ISD#834 ENROLLMENT PROJECTIONS

**LILY LAKE ELEMENTARY SCHOOL**

ENROLLMENT HISTORY						
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	58	58	75	79	83	84
1	63	52	59	88	77	84
2	60	61	57	78	95	73
3	78	58	65	71	73	90
4	70	76	56	87	69	74
5	76	71	78	75	88	72
6	87	70	66	0	0	0
Total	492	446	456	478	485	477

**RUTHERFORD ELEMENTARY SCHOOL**

ENROLLMENT HISTORY						
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	66	72	88	76	83	75
1	76	76	75	104	80	90
2	83	80	84	101	106	85
3	90	84	87	107	107	110
4	97	82	87	108	106	98
5	90	99	84	116	117	109
6	93	87	104	0	0	0
Total	598	580	609	612	599	567

**STONEBRIDGE ELEMENTARY SCHOOL**

ENROLLMENT HISTORY						
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	64	57	59	65	69	70
1	68	64	63	73	69	69
2	69	69	73	70	77	72
3	68	70	72	89	71	77
4	70	63	73	79	83	62
5	69	58	63	82	86	83
6	70	72	66	0	0	0
Total	478	453	469	458	455	433

Table VII-4 2019-2020 District 834 Enrollment Data for Schools within 12 miles of Marine Village School

**Lily Lake**

Entering From Neighborhood #	Students
SB-3	1
RU-4	3
RU-6	4
SB-10 B	3
SB-11	13
SB-12 A	6
SB-12 B	6
RU-14 A	1
SB-14 B	3
RU-17	1
RU-18	12
AN-24	11
AN-26 A	1
AN-26 B	2
AL-27 A	2
LE-29 B	3
LE-31 B	2
BV-34	1
AL-35	2
AL-37	1
HL	1
<b>Total Entering from within District</b>	<b>79</b>
Entering from Out of District	20
<b>Total Attending from within Boundaries</b>	<b>378</b>
<b>Lily Lake Enrollment</b>	<b>477</b>

Leaving to School	Students
AL	1
AN	12
LE	16
RU	26
SB	26
Gate 4/5	5
<b>Total</b>	<b>86</b>
Out of District	166
<b>Total Leaving</b>	<b>252</b>
<b>Total Students in Boundaries</b>	<b>630</b>

Entering From Neighborhood #	Students
SB-8 A	2
SB-9	3
SB-10 B	1
SB-11	4
SB-12 A	12
SB-12 B	10
SB-14 B	7
LL-19	3
LL-20	12
LL-21	3
LL-22	8
AN-24	2
LE-28 B	2
LE-29 B	1
LE-31 B	2
BV-32 C	1
HL	1
Total Entering from within District	74
Entering from Out of District	17
Total Attending from within Boundaries	476
Rutherford Enrollment	567

Leaving to School	Students
AL	1
AN	1
LE	14
LL	21
SB	6
Gate 4/5	19
<b>Total</b>	<b>62</b>
Out of District	222
<b>Total Leaving</b>	<b>284</b>
<b>Total Students in Boundaries</b>	<b>760</b>

**Stonebridge**

Entering From Neighborhood #	Students
RU-5	1
RU-6	1
RU-7	1
RU-13 A	1
RU-16 C	1
RU-18	1
LL-19	4
LL-20	6
LL-21	6
LL-22	9
LL-23	1
AN-26 B	1
AL-27 A	1
AL-36	2
HL	1
Total Entering from within District	37
Entering from Out of District	6
Total Attending from within Boundaries	390
Stonebridge Enrollment	433

Leaving to School	Students
AN	2
BV	2
LE	16
LL	32
RU	39
Gate 4/5	5
<b>Total</b>	<b>96</b>
Out of District	227
<b>Total Leaving</b>	<b>323</b>
<b>Total Students in Boundaries</b>	<b>713</b>

Table VII-5 Enrollment Projections

Grades	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pre K						20
K	25	25	25	25	25	25
1	25	25	25	25	25	25
2	20	25	25	25	25	25
3	20	22	25	25	25	25
4	20	22	23	25	25	25
5	20	22	23	25	25	25
6						25
7						20
8						20
<b>Total</b>	<b>130</b>	<b>141</b>	<b>146</b>	<b>150</b>	<b>150</b>	<b>235</b>

Although the Board believes there is demand for the school, we must be prepared for a lower student population than we expect. Therefore we have developed an alternative plan and budget for lower enrollment figures. The budget for this alternative scenario—lower enrollment is attached.

In this alternative plan we will slowly build enrollment to the higher grades over a three year period. See Table VII-6 Alternative Scenario Enrollment Projections, and Alternative Budget Scenario discussion on page 41..

**Table VII-6 Enrollment Projections—Alternate Scenario**

<b>Grades</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pre K						20
K	25	25	25	25	25	25
1	25	25	25	25	25	25
2	20	25	25	25	25	25
3	16	22	25	25	25	25
4	0	16	22	25	25	25
5	0	0	19	22	25	25
<b>6</b>						<b>25</b>
<b>7</b>						<b>20</b>
<b>8</b>						<b>20</b>
<b>Total</b>	<b>86</b>	<b>111</b>	<b>141</b>	<b>147</b>	<b>150</b>	<b>235</b>

Marketing efforts for the School will target families within a 25-mile radius of Marine on St. Croix. These communities include: Marine on St. Croix, Stillwater, Scandia, Forest Lake, Hugo, Centerville, White Bear Lake, Mahtomedi, Oakdale, Lake Elmo, and Bayport. Wisconsin communities include Osceola and St. Croix Falls.

Marketing materials will be developed and mailed to preschools and prospective families. Along with mailings, flyers will be posted in public spaces, ads will run in local publications, lawn signs will be made and placed throughout Marine on St. Croix and neighboring communities including Stillwater. These materials will be used in future marketing outlined below:

- A school website has been set up at [www.MarineVillageSchool.org](http://www.MarineVillageSchool.org)
- Mailings to families with children aged Prek to 5th grade in the proposed targeted areas
- Email blasts to mailing list
- Post on online community/parent bulletin boards
- Use social media: Facebook, Instagram and Twitter
- Press releases to local newspapers
- Newspaper ads in key demographic areas advertising open houses
- Posters, flyers and postcards in libraries, coffee shops, grocery stores, playgrounds, preschools, community centers, ECFE, food shelves, especially in lower income areas where families may have less access to online resources. We will provide and highlight listings of information available by phone, or at community events
- Attend local farmer's markets (Scandia, Marine on St. Croix, Stillwater) and events such as Stillwater Summer Tuesdays
- Personal 1:1 campaign to increase word-of-mouth outreach
- Where possible, marketing materials will be provided to area realtors to share with prospective buyers in the area

Outreach to educationally and economically disadvantaged and hard-to-reach populations, including students with special needs and English learners strategies include:

- Target posters and postcards in economically disadvantaged areas
- Contact Hmong and Latino community leaders to help with target marketing and PR materials

- Spanish translations of key messages and bilingual posters in key areas
- Outreach to WIC and Head Start Programs in surrounding areas
- Attend community events such as farmer's markets, festivals in economically disadvantaged areas

Since the school is located in northern Washington County, It is unlikely that people will drive more than a half hour to attend the school. This effectively eliminates communities such as Minneapolis and St Paul where there are larger minority populations. According to the 2010 census, Washington county is 85 percent Caucasian, 4 percent African-American, 5 percent Asian, and 4 percent Hispanic.

Each school year, The Board will establish the open enrollment period that applies to the following school year's admission. This information will be sent to enrolled families, staff and to the surrounding communities. This information will also be posted on the School's website.

Enrollment preference will be given to a sibling of an enrolled student and to a foster child of that student's parents. The School will give preference for enrolling children of the School's staff before accepting other students by lot.

All eligible students that complete and submit the application by the application deadline for the upcoming school calendar year will be eligible to attend the School. All applications will be date and time stamped. If an eligible student misses the application deadline and a spot is available at the appropriate grade level, the student will immediately be eligible to attend the School.

If the number of applications received during the open enrollment period exceeds the number of available seats in any grade, a lottery will be conducted to determine the students admitted and the students that will be put on a waiting list. Students are admitted to the School in the order they are drawn in the lottery. All lotteries will be conducted through a method of random selection.

### **Budget and Financial Oversight**

The preoperational financial plan will reflect a lean start up with resources allocated toward the initiatives that the Board of Directors feels will best position the School prior to the first day of school.

Preoperational staffing will likely be a start-up Executive Director in a salaried position. Other contractual support will be provided in accounting, marketing, human resources and legal as necessary.



We will raise funds through donations by the community until we receive grant monies, hopefully from the Charter School Program and others. We will also apply for a line of credit from our local community bank.

All school funds will be expended for a public purpose.

Financial oversight standard operating policies and procedures will be developed during the start up year in concert with our financial advisor.

Policies such as the cash disbursement policy, funds balance policy, depository policy, and others impact both governance and operations of the School. These policies will help guide the School leadership in regards to financial goals, compliance, and oversight of the School operations.

The Standard Operating Procedures manual will be essential to 1) documenting the various business procedures and 2) documenting the internal controls that are critical to ensuring public funds are properly managed. This living document will be developed with the support of the School's financial advisors, and will be reviewed in the annual audit.

Over the course of developing the financial policies/procedures, the mission, vision and beliefs of the program will always be held central during the process to ensure the alignment of financial resources to the program values.

The School's finances will be managed with a multi-layered approach to execution, review, and governance. The School Administrator will collaborate with the financial advisor for day-to-day operational items. The School will develop a functioning finance committee to review details of the School's finances. Additionally, the monthly board meetings will include a full financial report provided by the financial advisor.

The School's financial leadership will request and review at least three audit proposals from well-respected firms that provide audit services to charters. After reviewing the proposals and determining the best fit for the School the financial leadership of the School will work with the audit firm to plan and execute the annual audit.

The School annual audit includes review of state and federal compliance items. As such, the financial structure and related controls will be tested on an ongoing basis. Any deficiency identified within the School's internal controls or operations will be revised and the Board will ensure any corrections are implemented.

A strong relationship between the School and the audit firm will be critical in ensuring an effective and efficient audit that will yield guidance on the School policies and procedures.

As the School's accounting/finance structure takes form, the necessary processes, policies, and related internal controls will be developed to ensure the public funds are managed and disbursed in a legal and appropriate manner, always for a public purpose.

The primary tools the School will use to monitor solvency and sustainability will be the monthly financial statements and the short term/long range budget models, which includes a monthly cash flow model. The combination of strong monthly financial reporting and continual budget review/management will help ensure that the School is clear on where the status quo stands and what adjustment the School's operations will have to make to achieve sustainability.

The School's accounting guidance is mandated by the Governmental Accounting Standards Board (GASB) as well as UFARS requirements. As such, the generally accepted accounting practices will be deployed to ensure that all applicable accounting processes are secure and in compliance with the GASB standards.

The School's office team and financial advisor will ensure that all the necessary data management programs are up to date with correct info. The School will be primarily responsible for ensuring that the MARSS data reflects the actual enrollment and rolling ADM. The School will also be primarily responsible for submitting the food service reimbursements on the CLICS system to generate the reimbursement related to the food service activity.

The School's financial advisor will manage UFARS, EDRS, SERVS, and will aid in the completion of the semiannual STAR reporting. Through the communication structure that will be developed between the financial advisory firm and the School leadership we can have high confidence that the respective systems will be well maintained with accurate information.

In establishing our initial budget model, we have assumed one teacher per grade, two para-professionals for the school, one SPED teacher, one-half Phy Ed teacher, one-half STEAM teacher, an Executive Director and an Office Manager. We assume the most expensive transportation model, purchasing and managing our own buses. We also assume we will receive a Charter School Program Grant of \$600,000.

To take account of the possibility that our forecasted demand is optimistic, we have developed an alternate scenario budget. Student headcounts for the Alternative Scenario are attached as Table VII-6. In our Alternate Scenario Budget, we assume starting with grades K-3 and adding a grade each year thereafter. Our Executive Director will teach the 3<sup>rd</sup> grade in year 1, and we will add two teachers in year 2; and one teacher in year 3. We also assume our Office Manager will work 30 hours per week for the first year, and we will have no para professionals for the first year, with one in year 2, and 2 in year 3. We have a special ed teacher beginning in year 1, but have reduced contracted SPED support to \$35,000 per year.

**MARINE VILLAGE SCHOOL PRESCHOOL PROGRAM**

**I. Executive Summary**

**A. A brief explanation of the proposed program(s), including the need of and demand.**

**B. How the program(s) fulfills Statutory purpose(s)**

**C. Age(s) and the total number of students to be served**

**A. MARINE VILLAGE Elementary is seeking to include a prekindergarten instructional program for four-year-old children to prepare them for entry into kindergarten the following year. Additionally, MARINE VILLAGE is seeking approval for Early Childhood Health and Development Screening**

Parents are attracted to the culture and community established within Marine, and have expressed a strong desire to have a preschool located close to the Elementary school in order to begin Kindergarten readiness. MARINE VILLAGE has a solid foundation of family connections within this community and anticipates easily filling a classroom of preschool students as well as each classroom per grade level offered. The Red Bridge Preschool, currently located in the Christ Lutheran Church, is the only preschool program available within the community. This program supports 3 – 5-year-old children, but does not offer the rigorous curriculum we anticipate providing. Further, the Red Bridge program is at capacity.

Our intention is to collaborate with the existing program to further support 4-year-old children in Kindergarten readiness at the MARINE VILLAGE preschool, and offer additional spaces as the popular and exclusive Red Bridge program continues at capacity.

<b>Grades</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

Pre K						20
K	25	25	25	25	25	25
1	25	25	25	25	25	25
2	20	25	25	25	25	25
3	20	22	25	25	25	25
4	20	22	23	25	25	25
5	20	22	23	25	25	25
6						25
7						20
8						20
<b>Total</b>	<b>130</b>	<b>141</b>	<b>146</b>	<b>150</b>	<b>150</b>	<b>235</b>

The school is currently creating a marketing and enrollment plan for the full program. This marketing will support the need and requests within the community to establish the school within Marine’s city limits.

**MARINE VILLAGE SCHOOL** is committed to educating all students at rigorous levels. All students will be enrolled and welcomed, regardless of disabilities or learning differences, and will provide a continuum of services to meet all students’ needs and honor family requests.

The early years are critical, formative, and predictive. This will begin in the preschool, 4-year-old program. **MARINE VILLAGE SCHOOL** will create a welcome, engaging and language rich environment that

attends to the individual penchants and needs of each student. MARINE VILLAGE preschool will provide students with opportunities and academic support to develop oral language skills and a strong foundation in literacy so that they can succeed in school.

Research finds that oral language skills, especially vocabulary acquisition, are critical to children's ability to read, their understanding of academic content, their comprehension, and their overall success both in school and out of school. In Hart and Risley's landmark research (1995), it was found that by age three, children whose parents were professionals had vocabularies of about 1,100 words while children whose parents were on welfare had vocabularies of about 525 words. Oral language skills are critical to a child's ability to make meaning of what they are reading. A common barrier to comprehension in reading is that children may lack the prior experience and background knowledge that oral language development provides. Expressive vocabulary knowledge, listening comprehension, and syntactic skills are directly linked to reading and writing proficiency (Kinsella, 2006). There is emerging consensus among leading researchers that there is a need for focused efforts to enhance vocabulary in education (Beck & McKeown, 2007). Oral language development helps children practice words and communications skills that are fundamental to reading and literacy growth. MARINE VILLAGE will be focused on this exact kind of oral language development from preschool through grade 5.

Stillwater area schools are known for a tradition of excellence, but have recently made decisions to not provide programs specifically within the Marine, Withrow, Lindstrom areas. The district encompasses 18 communities including: Afton, Bayport, Baytown Township, Grant, a portion of Hugo, Lake Elmo, Lakeland, Lakeland Shores, Lake St. Croix Beach, Marine on St Croix, May Township, Oak Park Heights, St Mary's Point, Stillwater, Stillwater Township, West Lakeland Township, Withrow, and a portion of Woodbury. The preschool and Early Learning programs for 4 year olds are located at Afton-Lakeland, Andersen, Brookview, Lake Elmo, Lily Lake, Rutherford, and Stonebridge. None of these programs are geographically convenient to those living within the city of Marine.



**MARINE VILLAGE SCHOOL will comply with Minnesota Statute for Preschool screening and admissions.**

**We are excited to return to the community of Marine the quality of education that was recently denied to them by offering a program of excellence through the chartering process.**

## **II. Comprehensive Child Assessment**

**A. MARINE VILLAGE School has selected the High Scope assessment tool to use when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.**

**High Scope, approved by Parent Aware, has two comprehensive assessment tools:**

**Child Observation Record (COR) Advantage measures the developmental levels of children, from infancy through kindergarten, and assesses their learning in eight content areas. The preschool content areas are: approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology, and social studies.**

**Child Observation Record (COR) for Kindergarten measures kindergarten readiness at entry and achievement of national standards throughout the kindergarten year in five content areas. Those areas include literacy and language; mathematics; health and physical development; approaches to learning, and social and emotional development.**

**Because both instruments reflect best practices in the classroom and basic child development principles and research, they are suitable for use in all developmentally based programs, not just those using the High Scope Curriculum.**

**MARINE VILLAGE School will also be using the Teaching Strategies Gold Assessments. The GOLD program emphasizes using everyday assessment in typical activities so that teachers can understand where each student's development level is on an individual basis. It is intended to avoid standardized teaching methods, which neglect each student's variations in educational progress. There are 38 objectives that the Teaching Strategies GOLD program outlines for assessing development and achieving broad educational goals. These include developing social, physical, linguistic and mathematical traits, among others.**

**B. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.**

**MARINE VILLAGE School will use intentional instruction practices aligned with the state early childhood standards and kindergarten standards which are based on early childhood research and professional practice focused on cognitive, social, emotional, and physical skills, including literacy skills that prepare students for kindergarten.**

**MDE has described the Early Childhood Indicators of Progress (ECIPs) are the standards Minnesota has adopted as a minimum measurement for learning in the early years, based on a shared set of expectations of what children can know and what they actually can do. The learning domains covered include physical and movement development; language, literacy, and communication; mathematics; scientific thinking; social systems: cognitive; approaches to learning; the arts; and social and emotional development. Play and exploration are the most meaningful ways young children acquire or practice skills and receive new knowledge. The ECIPs are the basis for pedagogy, curriculum, child assessment, teacher preparation curricula, and evaluations. It will be the tool most used in designing and planning the preschool program.**

**Parents are involved in every aspect of these assessments, starting with the early screening results and continuing throughout the preschool experience and entering Kindergarten.**

**The early screening results will identify not only areas of strength and growth but also the possibility of areas for further diagnosis or clinical review. Parents will immediately be involved in the discussions of developmental support as well as the need for further discussion if necessary, with their primary physician.**

**As growth assessments continue to be observed throughout the year parents will be included in the observation and charting process. Regular family conferences will continue to update the growth and learning development. Parents will also be included in the observation and assessment process during school day so that they can be more informed of expected growth patterns at home and how to best support the learning process. Partnership with families is essential during this time to maximize the child's growth potential and to capture data as needed to provide evidentiary evidence if there are concerns that need further professional input.**

**Beginning in January of the preschool year, the preschool teachers and kindergarten teaching teams will share a PLC (Professional Learning Community) time once a month where they will begin discussions specifically on the preschool class transition to kindergarten. At those meetings kindergarten readiness will be assessed for each child, as well as what additional preparation may be needed on an individual**



basis. As an Early Learning Team these teachers will work together on the best practices and preparation needed to assure success for each child. These plans will also be discussed and shared with the parents on a regular basis.

Getting children enrolled in early childhood education programs can help close the academic achievement gap early. In a full-day Pre-K program for example, many children by the end of the year are reading, not just recognizing letters or words. Numerous studies, as well as the U.S. Department of Education and the MN Department of Education, support the importance of early childhood education, especially for children living in poverty and eligible for English Language Learner services. Early childhood education for these children is critical in launching their academic career on a more level playing field with their English-speaking peers of higher socio-economic backgrounds. Without early childhood education, these students would lag behind their counterparts for years. Although Marine is not considered an undeserved geographic area, as a public school we are open to all children who wish to enroll. We are prepared to serve English Language learners as well as those who may be living in lower economic conditions. All children will be provided the same opportunities for a quality education.

### **III. Intentional Instructional Practice**

**A. Describe how program content and intentional instructional practices are**

**aligned with Minnesota's ECIPs.**

**B. Describe the curriculum used in the early learning program, such as High Scope Preschool Curriculum or Opening the World of Learning (OWL).**

**C. Indicate how the ECIPs are incorporated into the program based on the age of children participating in the early learning program.**

**D. Provide an overview of instructional practice to support children's early literacy**

**skills development.**

**A. As stated above, MARINE VILLAGE School will use intentional instruction practices aligned with the state early childhood standards and kindergarten standards which are based on early childhood research and professional practice focused on cognitive, social, emotional, and physical skills, including literacy skills that prepare students for kindergarten.**

**MDE has described the Early Childhood Indicators of Progress (ECIPs) are the standards Minnesota has adopted as a minimum measurement for learning in the early years, based on a shared set of**

expectations of what children can know and what they actually can do. The learning domains covered include physical and movement development; language, literacy, and communication; mathematics; scientific thinking; social systems: cognitive; approaches to learning; the arts; and social and emotional development. Play and exploration are the most meaningful ways young children acquire or practice skills and receive new knowledge. The ECIPs are the basis for pedagogy, curriculum, child assessment, teacher preparation curricula, and evaluations. It will be the tool most used in designing and planning the preschool program.

### Preschool curriculum

**B. The preschool program will use High Scope Curriculum for Preschool to prepare students for kindergarten. As they explain in their promotional materials: In Big Day for PreK, each day is organized around three Big Experiences—Whole-Group, Circle Time, and Story Time lessons—that provide an anchor for conversation, play, and learning. Carefully selected activities ground the entire class in a common Big Experience. Big Experiences provide integrated learning opportunities and introduce children to new vocabulary, concepts, and skills. Big Day for PreK provides intentional instruction in all learning domains: Social-Emotional Development, Oral Language and Vocabulary, Emergent Reading, Emergent Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology.**

Daily small-group instruction provides multiple opportunities for children to be actively involved in learning, developing skills with teacher modeling, guidance, immediate feedback, and support. Small Group lessons focus on the most predictive skills: phonological awareness, alphabet recognition, and mathematics.

Each week offers a new theme for activities at learning centers that extend the content from the Big Experiences. In Big Day for PreK, all Learning Centers are intentional, purposeful, and creative. Teachers are guided with suggested materials and training throughout the program.

These curricula are based on five fundamental principles that guide the creation of a developmentally appropriate environment for learning: positive interactions and relationships with adults provide a critical foundation for successful learning; social–emotional competence is a significant factor in school success; constructive and purposeful play supports essential learning; the physical environment affects the type and quality of learning interactions; and teacher–family-child partnerships promote development and learning. This activity-based teaching philosophy uses inspiring and fun learning materials, a physical learning space, and supports rigorous teacher training.

C. The ECIPs are incorporated into the program in all subject areas. As mentioned, the learning domains covered include physical and movement development; language, literacy, and communication; mathematics; scientific thinking; social systems: cognitive; approaches to learning; the arts; and social and emotional development. The following are three examples of one measurement, out of several, in three of the seven domains: Language, Mathematics, and Social /Emotional.

**Component LLC 1-2: Listening and Understanding; Receptive Language**

<b>Subcomponent</b>	<b>3-4 years</b>	<b>4-5 years, K-Readiness</b>	<b>K Alignment</b>
<b>L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)</b>	<b>L1.11</b> Responds to direct Questions and follows Simple directions	<b>L1.13</b> Follows directions that involve two or more steps  <b>L1.14</b> Responds to increasingly complex prepositional directions, such as beside, around and next to	<b>K 0.8.1.1.d</b> Follows basic oral direction  <b>K 0.8.1.1.a</b> Follows agreed upon rules for discussions  <b>K 0.8.1.1.d</b> Follows basic oral direction
	<b>L1.12</b> Points to or places objects before, after, above, and below based on verbal cues		
<b>L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas</b>	<b>L2.10</b> Continues conversations with comments or questions	<b>L2.11</b> Negotiates, shares, plans, and solves problems with others	<b>K 0.8.1.1.b</b> Continue a conversation through multiple exchanges
		<b>L2.12</b> Asks and answers questions to seek help or get information	<b>K 0.8.3.3</b> Ask and answer questions in order to seek help, get

			<b>information, or clarify something that is not understood</b>
--	--	--	---

**Component M1-6: Number Knowledge**

Subcomponent	3-4 year, K-Readiness	4-5, K-Readiness	K Alignment
<p><b>M1 Rote counting:</b></p> <p>The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</p>	<p><b>M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play</b></p> <p><b>M1.9 Orders a few objects by size with assistance</b></p> <p><b>M1.10 Recites number words in the correct sequence up to 10</b></p> <p><b>M1.11 Recognizes when others make errors in the number word sequence</b></p> <p><b>M1.12 Points to objects while reciting number word sequence</b></p>	<p><b>M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects</b></p> <p><b>M1.15 Recites number words aloud, backward, down from at least 10 without objects</b></p> <p><b>M1.16 Is able to name the next number word for numbers up to 9</b></p> <p><b>M1.17 Reads and writes numerals from 0 to 10, with some reversals possible</b></p>	<p><b>K.1.1.3 Count, with and without objects, forward and backward to at least 20</b></p> <p><b>K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31</b></p>

	<b>M1.13 Begins to write number-like forms</b>		
<b>M2 Meaningful Counting:</b>  The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”	<b>M2.2 Correctly uses 1:1 correspondence up to 4 items</b>	<b>M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four</b>	
<b>M3 Cardinality:</b> The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set	<b>M3.4 Gives exactly 4 consistently when asked</b>	<b>M3.5 Gives 5 or more items correctly and</b>	<b>1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.</b>

		<b>consistently when asked</b>	<b>K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures</b>
--	--	------------------------------------	---

<p><b>M4 Ordinality:</b> The child matches symbols (digits or numerals) to a position in a sequence</p>	<p><b>M4.2</b> Uses terms like first; most; last; before, to refer to ordinal position</p>	<p><b>M4.3</b> Recognizes that a number can be used to represent a position in a sequence</p>	<p><b>K1.1.1</b> Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence</p>
<p><b>M5 Comparing numbers and quantities:</b> The child uses organizing strategies to know how many objects they have</p>	<p><b>M5.6</b> Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities</p>	<p><b>M5.7</b> Verbally estimates quantities without counting, although inconsistently and allowing for mistakes</p>	
<p><b>M6 Relation and operations:</b> The child can create a set or subset based on a rule, can combine or separate sets, and</p>	<p><b>M6.2</b> States the number that comes next or before up to 5</p> <p><b>M6.3</b> Understands that a quantity changes</p>	<p><b>M6.4</b> States the number that comes next or before up to 10</p> <p><b>M6.5</b> Understands that the quantity of a set of (more than 4) objects has been changed</p> <p><b>M6.6</b> Without recounting, can add one more to a set, even</p>	<p><b>K.1.1.4</b> Find a number that is 1 more or 1 less than a given number.</p> <p><b>K1.1.1</b> Recognize that a number can be used to represent how many objects are in a set or to represent the</p>



<p>recognize the amount of items in a set does not change when the set arrangement changes</p>	<p>(increases or decreases) when a set of objects is added to/subtracted from (respectively)</p>	<p>when the set isn't visible after counting</p> <p>M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)</p> <p>M6.8 Uses simple physical</p>	<p>position of an object in a sequence.</p> <p>K1.2.2 Compose and decompose numbers up to 10 with objects and pictures.</p> <p>K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.</p>
--	--	--	--

**Component S1-3: Self and Emotional Awareness**

Subcomponent	3-4 years	4-5, K-Readiness
<p><b>SE 1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"</b></p>	<p><b>S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments</b></p> <p><b>S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support</b></p>	<p><b>S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas</b></p> <p><b>S1.11 Engages in increasingly independent and self-directed activities</b></p>

		<b>S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed</b>
<b>S2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world</b>	<b>S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations</b>	<b>S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</b>
<b>S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors</b>	<b>S3.7 Uses words to express emotions</b>  <b>S3.8 Recognizes and responds to others' emotional expression</b>	<b>S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions</b>  <b>S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors</b>

**D. An overview of instructional practices to support children’s early literacy skills include providing a rich environment of language, reading, and communication materials. Preschoolers show their rapidly expanding vocabulary in the ways they can respond to adult directions and engage in conversations. They express their wants and needs more clearly and in greater complexity as their understanding of grammar and syntax grows. They show enjoyment in being read to and may read the pictures or retell the stories in books they know well. They begin to make sense of letters and print as they play with reading and writing and engage in word play with the sounds of language as they develop phonological**

awareness. A literacy enriched classroom includes intentional exposure and availability of literacy items throughout all areas of the room in dramatic play, content specific center areas ( math, science, art, etc) Read aloud daily will include verbal and nonverbal cues to print including running finger over print, noting print features ( bold, capitalization, captions on pictures) explicit verbal narration about where the title of the book is located, the author, where a sentence begins and ends, what a chapter is and where it starts and ends. Explicit instruction in letter sounds and names includes visuals such as alphabet cards, name cards, reference words taped to objects, and alphabet books. Reading and writing materials are readily available and accessible to students including a wide range of books of fiction, non-fiction, poetry, digital, graphic design, photographs. Multi-culturally rich books will reflect and connect the

children's backgrounds and cultural experiences with their peers. Audio and digital devices will be available such as iPads, e-readers, books on CD or tape. Quiet, cozy and comfortable reading areas that can be used for independent reading time or adult-child story time are provided in each room.

Interactions with writing are a regular routine, and part of each day. This will include frequent opportunities for the student to write their name, interactive writing that involve dictation to an adult, making books, and scaffolded writing activities. The daily routine in a High Scope classroom is a consistent framework for a balanced yet directed learning experience, especially in literacy skills. Included in all of the preparations will be the planning of self- directed learning where the student is observed and assessed on progress, project based learning where the student is measured on completion of goals toward the project completion as well as working in teams for occasional group projects, learning centers where student growth is measured not only independently but also in group work, interactive and play-based learning which occur on a daily basis as part of the morning routine.

#### **IV. Kindergarten Transition**

- A. Describe the program plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten.**
- B. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.**

**C. If the program is free (i.e., not fee based), indicate if the school will provide enrollment preference to kindergarten for students participating in the early learning program as allowed in Minnesota Statutes §124E.11(c).**

**A. MARINE VILLAGE School will connect the PreK and kindergarten teachers in a monthly PLC group beginning in January of the preschool year, so the developmental conversations and training are discussed particularly to identify Kindergarten readiness concerns. The conversations shared will be a regular part of the monitoring of development growth of each student. Prior to the transition to kindergarten the team will share data in detail with the Kindergarten team. This data will also be shared with the parents near the end of the year as part of a goal setting session for Kindergarten. This session will include the PreK teacher, the parent, and the child.**

**Parents will be invited to the classroom on a regular basis, and three times a year will share activities with the preschool students in the partner kindergarten classroom. Parents will be acclimated to the school and the classrooms early in the program. Parent conferences will be held three times a year in the PreK classroom sharing learning data and growth plans. The final conference will include the student, parent, current PreK teacher, and Kindergarten teacher for the following fall. Prior to the end of the year the students will spend a day in the Kindergarten classroom with their K buddy, and acclimate themselves to the new room.**

**During the summer the parents and new kindergarten student will be invited to a picnic at school with the new Kindergarten teacher, including play time in the classroom or school playground.**

**During the first month of kindergarten the preschool teacher will have a weekly check in with their former student, and include a call home to the parent in their call list for the first weeks of school. This will occur wherever the student is enrolled for Kindergarten, MARINE VILLAGE School or another District.**

**Parent classes will be established in PreK, and parents will have monthly meetings at school. During this time, they will also become very familiar with the early childhood wing of the school, which includes the Kindergarten classroom. Parent partnership is essential to the success of the early childhood program. These efforts will be especially important if the family or child of the family is experiencing English Language as a second language ,or celebrates cultural recognition that is not as evident within the Marine community. We strive to provide a welcoming environment to all families and students, and will make every effort to break any perceived barriers of equity. All students and families are welcome and will be provided an equal opportunity for a quality education of high standards and expectations.**

**B. Families who decide not to continue with MARINE VILLAGE School for Kindergarten will be provided with information about other programs, both traditional districts of Stillwater and St Paul and the possible charters within the immediate geographic area or wherever the family indicates a desire to relocate.**

**C. The MARINE VILLAGE Preschool program will not be fee based. As allowed in statute, 124E.11(c), preference to Kindergarten enrollment will be given to those students who have completed the preschool in the prior year.**

**V. Community-Based Services.**

**A. Describe coordination efforts including referrals to community programs based on child needs, such as local public health organizations, social services, mental health services, or other early learning or childcare programs.**

**B. Describe how the program coordinates with community organizations and how those resources are shared with families.**

**A. MARINE VILLAGE SCHOOL will actively reach out to partners in the community. Especially important will be to collaborate with other early childhood/ parenting agencies such as the YMCA, the YWCA parenting programs, ECFE programs, and cultural family agencies within the Stillwater, Forest Lake, Scandia, and Lindstrom communities. MARINE VILLAGE SCHOOL will reach out to Concordia University in St Paul for the Inclusive Classroom and Early Childhood Program. Further connections with Think Small, Pacer, Frasier: Hands and Voices, and community development family agencies will be essential. Partnering with Washington county organizations such as Early Childhood Intervention will also be important to support community health specialists, referrals, housing support, and consultation as needed by the families.**

**B. As an approved early childhood screening agent, community resources will be essential in the referral process. Partnering with local clinics and social services will be supportive of the family needs. MARINE VILLAGE SCHOOL will guide families and serve as their advocate to gain access to services such as health, social services, children's mental health and additional early learning and childcare programs.**

These programs and community-based services will reflect the needs of the children participating in our programs.

**MARINE VILLAGE SCHOOL** is currently supporting a community food and nutrition program to be started by members of the community which aims to educate families on how to grow and provide (garden to table) healthy options for meals and snacks addressing family health and food concerns. It will be another partnership to provide this service as part of the Parent Education classes on a monthly basis including cooking classes and nutritional guidance. Child and Family wellness will be an on-going discussion. Food choices, gardening, and food preparation will also be an important educational opportunity as we address the differences in cultural and linguistic diversity and customs of our community.

All resources will be available and discussed as options within the parent/ family gatherings, student conferences, and school open house and recruitment efforts. They will also be made available during home visits, through our school-family liaisons, at the monthly parenting education programs, informal school events, and on the school website.

## **VI. Staff Ratios and Licensure.**

- A. Describe how the early learning program is provided and how ratios and group size are provided to ensure a high-quality early learning program.**
- B. For each prekindergarten and preschool instructional class, describe staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas. MDE may require the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired.**
- A. MARINE VILLAGE will ensure staff ratios of no more than one to ten children with a maximum class size of 20. This ratio is also required by Parent Aware and NAEYC (National Association for the Education of Young Children) Although NAEYC accreditation is not required, it will be the Gold Standard of approval that we will seek.**
- B. A teacher of early childhood education is authorized to design, implement, and evaluate developmentally appropriate learning experiences for young children from birth through grade 3 in a variety of early childhood settings and to collaborate with families, colleagues, and related service**

personnel to enhance the learning of all young children. At least one licensed B to grade 3 Early Childhood Education will be in the classroom. Additionally, there will be at least one highly qualified paraprofessional Educational Assistant in the classroom. Other staff will have strong early childhood experience, a minimum of 20 hours training on the ECIPs, curriculum and assessments. Appropriate ratios will be maintained at all times, including recess and playground times, specialist times, nap time, breakfast and lunch. It is anticipated that MARINE VILLAGE will also receive AmeriCorps Reading and Math associates, who will also provide additional support as well as adult supervision within the rooms. The school licensed Literacy Coach will also be involved in the PreK as well as K–5 classrooms. As special services may be identified, licensed individuals in the areas of Special Education will be contracted as needed to meet the needs of our students.

Licensed file folder numbers are not yet available as the program has not hired staff at this time. That information will be forwarded to MOChA and to MDE once staffing is complete.

## **VII. Teacher Content Knowledge.**

A. Describe licensed staff training/professional development specific to early learning curriculum, instructional practices and assessment that has been completed in the past five years. If this information is not available at the time of submission, please indicate anticipated teacher knowledge in early childhood curriculum content, assessment, and instruction. MDE may require the school to submit teacher knowledge in early childhood curriculum content, assessment, and instruction when staff is hired.

MARINE VILLAGE is committed to providing excellence in the teaching staff, which requires a commitment to support and training; staff development on a regular basis throughout the year as well as intensive training during the summer prior to opening in September 2021. Deep understanding of the model includes mastering the concepts of valid assessments and learning goals as well as complete comfort with the High Scope curriculum and ECIPs. Preschool teachers will have a broad knowledge and training on comprehensive early childhood development as well as in depth training on language and literacy development, instruction, assessment, intervention, and social and emotional development. The preschool team will have a comprehensive development plan for their own training in every aspect of the program. It will be as important that the paraprofessionals and support staff have comprehensive training to be an important member of the team. Included with this plan will be including the Kindergarten teachers so that the co-planning and strategic preparation for early childhood and kindergarten readiness can be successful.

Once staff have been hired and the professional development plan is established it will be forwarded to MOChA.

### **VIII. Completion of Early Childhood Screening.**

**A. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or**

**comparable screening from a health care provider (such as a Child and Teen Checkups through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.**

**B. Provide a plan for those children who do not successfully complete early childhood screening including how referrals will be made.**

**A. MARINE VILLAGE is requesting approval to provide early childhood screening with this application.**

**Minnesota statues 121A.16 to 121A.19 require that all children entering kindergarten have a screening completed within 90 days of enrollment in a PreK program, 30 days in Kindergarten.**

**MARINE VILLAGE will ensure and verify that every child has had a screening. If children request a screening before this approval, MARINE VILLAGE will assure that they are directed to their home district or Child and Teen Checkups through the local public health organizations within their home districts for the screening process. It will be required that these be taken care of during the spring and summer prior to enrollment in order to provide the most accurate information on developmental progress or medical needs. More specific information on the screening process can be found in the next section of this document.**

**B. Children who do not pass the screening will be referred to additional services for support. Depending on the reason for delay, social workers and medical advisors can provide the necessary support to assure the child is given the most appropriate services to meet the need. Discussion with the family will be important so that concerns are addressed openly and properly explained. It will be important to have interpreters available to support this process if necessary. Every effort will be made to include the child's primary physician or member of that clinic or professional office at the time of discussion for denial.**



Every effort will be given to support the family and child in providing them the support necessary to support a successful entry into PreK and Kindergarten.

#### **IX. Early Childhood Health and Developmental Screening**

If the school is planning to provide a screening program, describe the school's plan and capacity to provide the Early Childhood Screening program in accordance with Minnesota Statutes §121A.16 to 121A.19 and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.

The plan should include a description of how the school will meet MDE accountability requirements for data submission in accordance with Minnesota Statutes, section 121A.17. This includes the establishment of the MARSS Preschool Screening (PS) Record and the annual data submission to MDE Early Learning Services for children receiving the Early Childhood Screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization. The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met.

MARINE VILLAGE will assure that all children have completed health and developmental screening within the timeframes for preschool (within 90 days) and kindergarten (within 30 days) as required by law (121A.16 – 121A.19) and Minnesota Rules 3530.3000, 3530.3300, and 3530.3400.

MARINE VILLAGE believes in the critical nature of providing screening opportunities that are not only free to the families, but provide culturally and linguistically appropriate space for students to demonstrate their abilities, level of language proficiency, and identify any potential health challenges. We will provide the parent or guardian with clear written notice that the family may decline to answer questions or provide information about circumstances that might affect development and identification of risk factors that may influence learning. The notice will state "Early childhood developmental screening helps a school district identify children who may benefit from district and community resources available to help in their development. Early childhood developmental screening includes a vision screening that helps detect potential eye problems but is not a substitute for a comprehensive eye exam." The notice will clearly state that declining to answer questions or provide information does not prevent the child from being enrolled if all other screening components are met.

This process will be led by a team of individuals, trained by MDE prior to accepting any screenings, that is comprised of the licensed School Nurse, licensed PreK and K Teachers, the Special Education Director, the school Social Worker, a Parent Liaison, family interpreter if necessary, and the MAARS Preschool

**Data Coordinator. Assessment screeners will be proficient in the home language to support an understanding of the cultural background and linguistic expectations as well as allow for an open parent interview to provide insight into the social development. The Special Education team member will assist in the observation protocols for the student as well as observe the student interacting with the family.**

**Early childhood screenings will be conducted annually each summer in compliance with MDE and Minnesota Department of Health screening standards. The comprehensive health screening will include:**

- **The MAARS Preschool Screening Data Coordinator will identify if the student has already been given a student id number, (MARSS number) which would indicate the student had already completed a screening or had been registered in a previous school within the state.**
- **Height and weight, plotting for potential nutritional and growth concerns, and visually observe the child's physique.**
- **Vision screening for potential referral to medical physician for further testing in acuity, muscle balance, visual inspection, any needs would then be addressed for eyewear, crossed vision, lazy eye, etc.**
- **Hearing screening to check for potential hearing concerns, loss with possible refer to medical physician for further testing. Hearing is also indicative of speech concerns.**
- **Immunization records will be required to be current and referral to the family physician for completion if necessary.**
- **Health parental questionnaire will include when the last medical exam occurred and note any allergies or chronic diseases. Insurance concerns will be identified as well.**
- **Visual mouth inspection will indicate if the student has seen a dentist or needs to be referred for signs of dental concerns.**
- **Speech concerns will be identified in talking with the student to identify any concerns of word formation, lisps, and irregular use of speech patterns.**
- **Visual at play assessments will also identify if the child is engaged or displays any behavior concerns that might be present during the exam. This will also identify large and small muscle action and confidence.**

- **Cognitive assessments will determine the student's knowledge of colors, shapes, letters, patterns, symbols, and words. This will also assess thinking skills, language and communication abilities.**
- **Social and emotional development will be observed as well as discussed with the family.**

**Early childhood screening performs a dual role: it provides families with critical information to have medical referrals if needed for their child, that should be completed prior to school starting, as well as recommendations for social skills development during the remaining summer months.**

**MDE and MDH provide a full set of plans, support tools, recommendations for testing tools, communication pieces, and full training of the screening staff. Screenings will be referred to the student's home district if the MARINE VILLAGE team has not been trained prior to the first requests.**

**MAARS Preschool Screening Records and data are required to be submitted to the MDE Early Learning Services department on a regular basis. This data will be submitted directly from the school once the screenings are performed on site. Prior to that time the screening results will be required as part of the enrollment process, and copies of the results will be faxed to MDE upon completion of the process. This will not only meet the MDE requirement that screening has been completed, but also ensure that the appropriate amount of state aid is made available to the school program as a funding source.**

**Supporters of the Marine Village School**

<b>Name</b>	<b>Role</b>	<b>Phone</b>	<b>Email</b>	<b>Board ?</b>	<b>MN File?</b>
<b>Win Miller</b>	<b>Board Chair</b>	<b>651-431-8308</b>	<b>winmiller@gmail.com</b>	<b>Y</b>	<b>154053</b>
<b>Robin Brooksbank</b>	<b>FolkSchool Chair/Liaison</b>	<b>651-983-5244</b>	<b>rwbrooksbank@cs.com</b>	<b>N</b>	
<b>Nancy Miller</b>	<b>Community</b>	<b>612-850-1498</b>	<b>Nancy.b.miller@medtronic.com</b>	<b>N</b>	
<b>Lon Pardun</b>	<b>City Council</b>	<b>612-369-2810</b>	<b>lon.pardun@cityofmarine.org</b>	<b>N</b>	
<b>Kristina Smitten</b>	<b>Community</b>	<b>(651) 246-9443</b>	<b>ksmitten@smittengroup.com</b>	<b>N</b>	
<b>Bill Miller</b>	<b>Advisor/ City Council</b>	<b>651-210-8947</b>	<b>Miller200@midco.net</b>	<b>Advisor</b>	
<b>Leanna Miller</b>	<b>Community /Restoration Society</b>	<b>200Leanna@gmail.com</b>		<b>N</b>	
<b>Jonah Miller</b>	<b>Community</b>			<b>N</b>	
<b>Charlie Anderson</b>	<b>MOSC Council</b>			<b>N</b>	
<b>Gwen Roden</b>	<b>MOSC Council</b>			<b>N</b>	
<b>Gerry Mrlosa</b>	<b>Chair MOSC Planning Commission</b>			<b>N</b>	

<b>Jim Mahar</b>	<b>Chair MARLA</b>			<b>N</b>	
<b>Gale Knutson</b>	<b>Community</b>			<b>N</b>	
<b>Nanc Macleslie</b>	<b>Folk School Board</b>			<b>N</b>	
<b>Chris Mowery</b>	<b>Past MOSC Council</b>			<b>N</b>	
<b>Bob White</b>	<b>Community</b>			<b>N</b>	
<b>Lisa White</b>	<b>Community</b>			<b>N</b>	
<b>Joel Martin</b>	<b>Pastor CLC</b>			<b>N</b>	
<b>Jim Kent</b>	<b>Community Pst JM Board Chair</b>			<b>N</b>	
<b>Mary Burke</b>	<b>Past Marla Board Chair</b>			<b>N</b>	
<b>Ron Brenner</b>	<b>MOSC PC</b>			<b>N</b>	
<b>Linda Tibbets</b>	<b>Community</b>			<b>N</b>	
<b>Andrew Wilson</b>	<b>Community</b>			<b>N</b>	
<b>Jill Wilson</b>	<b>Community</b>			<b>N</b>	
<b>Gordy Skamser</b>	<b>Community</b>			<b>N</b>	
<b>Mo Skamser</b>	<b>Community</b>			<b>N</b>	
<b>Christine Dettmann</b>	<b>Community</b>			<b>N</b>	
<b>Nancy Cosgriff</b>	<b>Community</b>			<b>N</b>	

<b>Fran Miron</b>	<b>Washington Country Commission er</b>			<b>N</b>	
<b>Dan Willingbrin g</b>	<b>Past MOSC Council</b>			<b>N</b>	
<b>Mike Lammi</b>	<b>Past MOSC Council</b>			<b>N</b>	
<b>Mike Zajac</b>	<b>Past MOSC PC</b>			<b>N</b>	
<b>Meg Kavanaugh</b>	<b>Chair MOSC Restoration Society</b>			<b>N</b>	
<b>Andy Creager</b>	<b>Community</b>		<b>andycreager4@gmail.com</b>	<b>N</b>	
<b>Kim Creager</b>	<b>Community</b>	612-710-6182	creager.kimly@gmail.com	<b>N</b>	
<b>Mary Fernstrom</b>	<b>Community</b>	651-270-4618		<b>N</b>	
<b>Gerry Glomb</b>	<b>Community</b>		gglomb@starsvcs.com		
<b>John Goodfellow</b>	<b>Community</b>	206-730-9567	jwgoodfellow@msn.com		
<b>Jennifer Henry</b>	<b>Community</b>		henry.jennifer@gmail.com		
<b>Jarod Hoke</b>	<b>Community</b>	612-618-3773	jaredhoke@midco.net		
<b>Josie Holman</b>	<b>Community</b>		josieh@all-storage.com		

<b>Patrick Kenzie</b>	<b>Community</b>	651-433-5607		
<b>Mike Kraske</b>	<b>Community</b>		mbkraske@gmail.com	
<b>Pat Kraske</b>	<b>Community</b>			
<b>Joel Martin</b>	<b>Community</b>		pastorjoel@clcmarine.org	
<b>Ryan Mastel</b>	<b>Community</b>	847-915-5707		
<b>Jeremy McDearmom</b>	<b>Community</b>	657-675-6138		
<b>Katy McDearmom</b>	<b>Community</b>	657-675-6138		
<b>Tracy Mowery</b>			tracymowery@gmail.com	
<b>Pat Pardun</b>			pat@soundmindnow.com	
<b>Meryl Rose</b>			merylgoldinrose@gmail.com	
<b>Kirsten (Kitsi) Vadheim</b>		651-260-6560	klvadheim@hotmail.com	