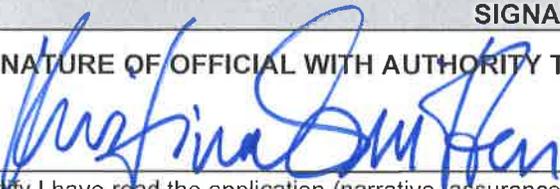


**COMPETITIVE – 859 – FEDERAL – STATE FISCAL YEAR 2017  
 CHARTER SCHOOLS PROGRAM START-UP GRANT OPPORTUNITY  
 APPLICATION**

APPLICANT INFORMATION			
<b>Legal Name of Applicant (Charter School District/Organization)</b>		Marine Area Community School	
REQUIRED ID NUMBERS AND LOCATION INFORMATION			
<b>SWIFT Vendor Number</b>	0000968906	<b>DUNS Number</b>	In Progress
<b>MDE Organization Site (Charter School) Number</b>		4254	
<b>Total Grant Funds Requested (maximum \$200,000)</b>		\$200,000 Planning \$200,000 Implementation 1	
OFFICIAL WITH AUTHORITY INFORMATION			
<b>Name of official with authority to sign</b>		Kristina Smitten	
<b>Title</b>		Board Chair	
<b>Address</b>		2333 Jackson Circle	
<b>City, Zip code + 4</b>		Marine on St Croix, MN 55047	
<b>Phone Number</b>		651-246-9443	
<b>Email</b>		ksmitten@marineareaschool.org	
SIGNATURE(S)			
<b>SIGNATURE OF OFFICIAL WITH AUTHORITY TO SIGN:</b>			
		DATE SIGNED <u>3/17/2017</u>	
<p>I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein including additional state, local, federal regulations and policies governing the funding that apply to my agency.</p>			
GRANT PROGRAM CONTACT INFORMATION			
<b>Name</b>	Kristina Smitten		
<b>Title</b>	Board Chair		
<b>Organization</b>	Marine Area Community School		
<b>Address</b>	2333 Jackson Circle		
<b>City, ZIP</b>	Marine on St Croix, MN 55047		
<b>Phone</b>	651-246-9443		
<b>Email</b>	ksmitten@marineareaschool.org		

<b>BUSINESS MANAGER/ACCOUNTING CONTACT INFORMATION</b>	
<b>Name</b>	Kristina Smitten
<b>Title</b>	Board Chair
<b>Organization</b>	Marine Area Community School
<b>Address</b>	2333 Jackson Circle
<b>City, ZIP</b>	Marine on St Croix, MN 55047
<b>Phone</b>	651-246-9443
<b>Email</b>	ksmitten@marineareaschool.org

**Applications must be received by (not postmarked) by 3:30 p.m.  
Central Time on Wednesday January 25, 2017.**

## **ASSURANCES – MUST BE SUBMITTED WITH YOUR APPLICATION**

By signing the coversheet, the applicant certifies they have read all application documents including any revised documents and agrees to comply with the approved application, budget and assurances herein and all other applicable federal, state and local laws, ordinances, rules and regulations, public policies.

### **1. Survival of Terms**

The following clauses survive the expiration or cancellation of this award: 4) State and Federal Audits; 5) Liability; 6) Ownership of Materials and Intellectual Property Rights; 7) Publicity; 8) Government Data Practices; 9) Data Disclosure; and 12) Governing Law, Jurisdiction and Venue.

### **2. Use of Funds**

The use of funds shall be limited to that portion identified in the application materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the state) or for payments to vendors displaying exhibits for their profit. Funds may not be used to pay for or support other projects that are not identified in this application. Funds may not be used for the benefit of state employees, which includes, but is not limited to, reimbursement for any of their expenditures, including travel expenses, alcohol purchases, costs of registration fees for training sessions or educational courses presented or arranged, payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the state within the times required by it. The state shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner. The grantee must promptly return to the state any unexpended funds that have not been accounted for in an accepted financial report to the State due at grant closeout.

B. The grantee shall present reports to the Commissioner of the Department of Education (COMMISSIONER) or state's Authorized Representative. At the COMMISSIONER'S discretion,

the reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the project and to respond to questions.

C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Minnesota Management & Budget (MMB), and grantee will only be reimbursed for travel and subsistence outside the state of Minnesota if it has received prior written approval for such out-of-state travel from the State. Exceptions to these travel rates are those that may be negotiated with the University of Minnesota. The current Commissioner's Plan can be viewed at (<http://www.mmd.admin.state.mn.us/commissionersplan.htm>) or [Access this link to obtain current maximum expense reimbursement rates](#)

### **3. Equipment**

Upon termination of the award, the state shall have the right to require transfer or return of any equipment purchased during the award grant period using these grant funds.

### **4. Financial and Administrative Provisions**

#### ***A. Allowability of Costs.***

The allowability of costs for federal funding incurred under this award shall be determined in accordance with the procedures and principles given in the federal Office of Management and Budget (OMB) circulars relocated to 2 CFR, Part 200 and in the approved budget.

For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the state unless approved in writing by the state. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs which shall be noted in the award.

Purchases of food for meetings, gifts and entertainment are not allowable. Refer to the applicable federal uniform guidance for cost principle information.

A meeting or conference hosted by a grantee and charged to the grant must not be promoted as a U S Department of Education conference.

**Records.** The grantee shall maintain books, records, documents and other evidence pertaining to the costs and expenses of implementing this application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services and other costs and expenses of whatever nature. The grantee shall use generally accepted accounting principles. The grantee shall preserve all financial and cost reports, books of account and supporting documents and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved by the grantee for a period of six years subject to the following criteria:

- 1) The six-year retention period shall commence from the date of submission of the final expenditure report.
- 2) If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
- 3) The grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

### ***B. Examination.***

The state or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the award. The grantee shall make available at its office and at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

### ***C. State and Federal Audits.***

Under Minnesota Statutes, section 16B.98, Subdivision 8, the grantee's books, records, document, and accounting procedures and practices relevant to this grant are subject to examination by the state and/or the state auditor or legislative auditor, as appropriate, for a minimum of six years from the end of this grant agreement, receipt and approval of all final reports, or the required period of time to satisfy all state retention requirements, whichever is later. If federal funding, all grantees are subject to retention requirements related to audits.

If the grantee (in federal OMB Circular language known as "subrecipient") receives federal assistance from the state of Minnesota, it will comply with the applicable single audit requirements. The grantee will provide copies of the single audit reporting package upon request.

## **5. Liability**

Grantee agrees to indemnify and save and hold the state, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the state arising from the performance of the award by grantees, agents or employees. This clause shall not be construed to bar any legal remedies grantee may have for the state's failure to fulfill its obligations pursuant to the award and subsequent awards.

## **6. Ownership of Materials and Intellectual Property Rights**

### **A. Intellectual Property Rights.**

The state shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks and service marks in the works and documents

created and paid for under the award. Works means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the grantee, its employees, agents and subcontractors, either individually or jointly with others in the performance of this award. Works includes "Documents." Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks or other materials, whether in tangible or electronic forms, prepared by the grantee, its employees, agents or subcontractors in the performance of this award. The documents will be the exclusive property of the state and all such documents must be immediately returned to the state by the grantee upon completion or cancellation of the award. To the extent possible, those works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire." The grantee assigns all right, title and interest it may have in the works and the documents to the state. The grantee, at the request of the state, shall execute all papers and perform all other acts necessary to transfer or record the state's ownership interest in the works and documents.

**B. Obligations:**

***Notification***

Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the state's authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.

***C. Representation***

The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the state, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the state, at the grantee's expense, from any action or claim brought against the state to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others. The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee's or the state's opinion is likely to arise, the grantee, must at the state's discretion, either procure for the state the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the state will be in addition and not exclusive of other remedies provided by law.

## 7. Publicity

Any publicity given to the program, publications or services provided resulting from the award, including, but not limited to, notices, website publications, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subrecipients, **shall publicly identify the state as the sponsoring agency and identify the source of funding**. The publicity described may only be released with the prior approval of the state's authorized representative.

The applicant/awardee must **not** claim that the state **or** the federal Department of Education **endorses** its products or services.

*Example: The contents of this publication, film or conference do not necessarily represent the policy of the federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.*

See the sample statement below for citing the funding source below.

*This training is funded, in part, with a grant from the Minnesota Department of Education using federal funds, CFDA 84.282A – Charter Schools Program, Title V, Part B.*

## 8. Government Data Practices and Disclosure of Breach in Security

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the state under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of Minnesota Statutes, section 13.08 apply to the release of the data referred to in this paragraph by either the grantee or the state.

If the grantee receives a request to release the data referred to in this paragraph, the grantee must immediately notify the state. The state will give the grantee instructions concerning the release of the data to the requesting party before the data is released.

Effective August 1, 2014, the 2014 Laws of Minnesota, Charter 284, amends Minnesota Statutes, section 13.055, to apply to all government entities in Minnesota, not just state agencies. This applies to all school districts and charter schools. Government entities must notify individual data subjects when nonpublic data about them has been the subject of a breach of security of the data.

## 9. Data Disclosure

Under Minnesota Statutes, section 270C.65, and other applicable laws, the grantee consents to disclosure of its SWIFT Vendor ID Number, Social Security number, DUNS number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the state, to federal and state tax agencies and state personnel involved in the payment of state obligations. These numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent

state tax liabilities, if any.

## **10. Worker's Compensation**

Grantee certifies that it is in compliance with Minnesota Statutes, section 176.181, subdivision 2, pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered state employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the state's obligation or responsibility. (Exemption/Waiver as allowed under law.)

## **11. Antitrust**

Grantee hereby assigns to the state of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the state of Minnesota.

## **12. Governing Law, Jurisdiction and Venue**

Minnesota law, without regard to its choice-of-law and provisions, governs the award. Venue for all legal proceedings arising out of the award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

## **13. Lobbying**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 2 CFR, Part 200, the grantee when signing the application, certifies that:

- A. No federally appropriated funds have been paid or will be paid, by or on behalf of organization, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal award, and the extension, continuation, renewal, amendment or modification of any federal award.
- B. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal award, the grantee shall complete and submit a Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- C. The grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### **14. Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR 180.200 or amendments thereto, for prospective participants in primary covered transactions. The grantee, when signing this application, certifies that it and its principals:

- 1) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency;
- 2) Have not within a three-year period preceding this application or award been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
- 3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and,
- 4) Have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

#### **15. Drug-Free Workplace (Awardees Other Than Individuals)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR, Part 200,

A. The grantee certifies that it will continue to provide a drug-free workplace by:

- 1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- 2) Establishing an on-going drug-free awareness program to inform employees about:
  - (a) The dangers of drug abuse in the workplace;
  - (b) The grantee's policy of maintaining a drug-free workplace;
  - (c) Any available drug counseling, rehabilitation and employee assistance programs; and
  - (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- 3) Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);
- 4) Notifying the employee in the statement required by paragraph (1) that, as a condition of

employment under the award, the employee will:

(a) Abide by the terms of the statement; and,

(b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;

6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:

(a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or,

(b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;

7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

## **16. Transferability**

The grantee shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under the award without the prior written consent of the state. It is understood, however, that grantee remains solely responsible to the state for providing the products and services described.

## **17. Time**

The grantee must comply with the time requirements described in the application and award, in the performance of this award and if inform the grantor of any potential long term delays or changes affecting those timelines.

## **18. Nondiscrimination**

The grantee will comply with nondiscrimination statutes

- A. Grantees will follow the Civil Rights Act of 1964 and amendments thereto which prohibits discrimination on the basis of race, color, or national origin
- B. Section 504 of the Rehabilitation Act of 1973, and amendments which prohibits discrimination on the basis of disability
- C. Title IX of the Education Amendments of 1972 which prohibits discrimination on

the basis of sex in education programs

- D. Age Discrimination in Employment Act of 1975 and amendments.
- E. In addition, per federal CFR 200.415, Agreement of Applicant, which states that prior to the Commissioner's issuance of any commitment or other loan approval, shall agree, by signing the application, (in a form prescribed by the Commissioner), that there shall be no discrimination against anyone who is employed in carrying out work receiving assistance pursuant to this chapter, or against an applicant for such employment, because of race, color, religion, sex, handicap, age or national origin.

## **19. Pre-Award Work and Pre-Award Costs**

The grantee understands that no work should begin and no pre-award costs would be covered under this award until all required signatures have been obtained; an Official Grant Award Notification (OGAN) has been issued or other award documentation has been received and the grantee is notified to begin work by the state's program authorized representative or their designee. If an exception to this is determined necessary by MDE, the grantee would be informed in writing or email by the state's program authorized representative or designee.

## **20. Grantee's Grant Program Authorized Representative**

The applicant's Program Authorized Representative will be named on the OGAN or other award information. If the Program Authorized Representative or official with authority to sign changes at any time during the grant award period, the applicant/grantee must immediately notify the state.

## **21. Delinquent State or Federal Debt**

As an applicant, you are not delinquent on the repayment of any federal debt. If delinquent in state debt, payments shall not be made by the state agency to the vendor until the commissioner notifies the agency the vendor is no longer a delinquent taxpayer or as otherwise indicated under Minnesota Statutes, section 270C.65, Subdivision 3.

## **22. Cancellation With or Without Cause**

An award contract may be cancelled by the state at any time, with or without cause, upon thirty (30) days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.

## **23. Cancellation Due to Discontinued or Insufficient Funding**

It is expressly understood and agreed that in the event the funding to the state from Federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant

shall immediately be terminated upon written notice by the state to the grantee. The state is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The state will not be assessed any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The state must provide the grantee notice within a reasonable time of the state receiving notice.

#### **24. Cancellation Due to Failure to Comply**

The state may cancel an award contract immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The state may take action to protect the interests of the state of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

#### **25. Salaries – Supplanting**

Grant funds shall not be used to supplant salaries and wages normally budgeted for an employee of the applicant/agency. Total time for each staff position paid through various funding streams financed in part or whole with grant funds shall not exceed one Full Time Equivalent (FTE) except in certain situations. The grantee may allow staff to work on extended day assignments such as after school programs, special education services or other projects, if necessary, or allowable under funding. The grantee must be prepared to disclose all required supporting documentation for salaries paid for their employees.

#### **26. Conflict of Interest**

In accordance with the Minnesota Office of Grants Management Policy 08-01, the grantee will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or present the appearance of personal or organizational conflicts of interest, or personal gain.

#### **27. Voter Registration Services**

The commissioner or chief administrator officer of each state agency or community-based public agency or nonprofit corporation that contracts with the state agency to carry out obligations of the state agency shall provide voter registration services for employees and the public. Refer to Minnesota Statutes, section 201.162, Duties of State Agencies for the complete statute.

#### **28. Contracting – Nongovernmental Entities**

Nongovernmental entities must follow state procurement practices for contracting and bidding.

Refer to state Office of Grants Management Policies for best practices. Support documentation of procurement processes must be retained. Refer to Minnesota Statutes, section 16C.06, Subdivision 1 regarding the threshold of \$25,000 for public notice. Other purchasing thresholds are in the policy here: [Department of Administration's purchasing policies](#).

Support documentation for procurement processes must be retained.

## **29. Amendments**

Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award, or their successors in office.

## **30. Publications on MDE Website**

When a grant includes the production of a report or other publication and this publication may be posted on the MDE Website, that document must adhere to all MDE Communication's policies, available upon request from the Communication's Division.

## **31. Return Unexpended Funds**

The grantee must promptly return to the state any unexpended funds that have not been accounted for in a financial report or supporting documentation at grant closeout.

## **32. FERPA**

The grantee shall comply with any and all provisions of the Family Educational Rights to Privacy Act of 1974.

## **33. Text Messaging While Driving**

Federal grant recipients, subrecipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving", October 1, 2009.

## **34. Cash Management Improvement Act of 1990**

The grantee assures that if the award involves federal funding the reimbursement of expenditures is in compliance with all program provisions, relevant provisions of the Cash Management Improvement Act of 1990 (Public Law 101-453) as amended by the CMIA of 1992 (Public Law 102-589), codified at 31 U.S.C. 6501 and 31 U.S.C. 6503; all current Office of Management and Budget circulars and cost principles, with the current Federal Education Department General Uniform Administrative Regulations, Part 200 or other applicable code of federal regulations applicable to this federal reimbursement request.

### **35. Official Grant Award Notification**

Grantees must follow the reporting requirements and terms outlined in the Official Grant Award Notification (OGAN) or other award documentation.

### **36. Resource Conservation and Recovery Act of 1976**

Grantee if a political subdivision of the state and funded with federal dollars, will consider the federal Resource Conservation and Recovery Act of 1976 in all procurement transactions. The objectives of the Resource Conservation and Recovery Act (RCRA) are to protect human health and the environment from the potential hazards of waste disposal, to conserve energy and natural resources, to reduce the amount of waste generated, and to ensure that wastes are managed in an environmentally sound manner.

### **37. Internal Control Processes**

Non-federal entities with federal grants must implement internal control processes as referenced in CFR 200.61 and 200.62.

### **38. Other Administrative Assurances**

- A. Grantees funded with federal funding must follow 200.308, Revision of Budget and Program or as approved in the Official Grant Award Notification (OGAN).
- B. Non-federal entities with federal grants will take reasonable measures to safeguard protected personally identifiable information as well as any information that the federal awarding agency or pass-through designates as sensitive. Refer to federal regulation 200.303, Protected Personally Identifiable Information means as individual's first name or first initial and last name in combination with any one or more types of information such as social security number, credit card numbers, place of birth.
- C. The non-federal entity using federal funding when contracting must take all necessary affirmative steps to assure that minority businesses, women's business enterprises and labor surplus area firms are used when possible. Refer to 200.321 for more information.
- D. Grantee and their subrecipients of federal grant funds will adopt the requirements in the Code of Federal Regulations at 2, CFR 175.15 (b) pertaining to Trafficking in Persons. These requirements are incorporated into this grant award. A grant may be terminated for any violation of these provisions by the grantee, its employees or its subrecipients.
- E. Grantees and subcontractors receiving grants exceeding \$100,000 must comply with all applicable standards, orders, or requirements under Section 306 of the Clean Air Act, Section 508 of the Clean Water Act and Environmental Protection Agency regulations (40 CFR, part 15).
- F. The non-federal entity or applicant for a federal award must disclose, in a timely manner, in writing to the federal awarding agency or pass-through entity all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Failure to make required disclosures can result in any of the remedies described

in 200.338 Remedies for noncompliance, including suspension and debarment.

G. If the initiative is federally funded with an award from the federal Office of Education, grantees must follow all other applicable uniform guidance under 2 CFR, Part 200 as applicable.

H. Grantees will provide information to MDE, upon request and in a timely fashion to accommodate MDE's reporting under the Federal Funding Accountability and Transparency Act.

## **Program Specific Assurances/Provisions**

### **39. Operating Statute**

Charter Schools must operate in accordance with Minnesota Statutes, section 124.E

### **40. Creation and Operation**

The public charter school is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

### **41. Educational Programs**

A public charter school a) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency  
b) provides a program of elementary or secondary education, or both;

### **42. Nonsectarian**

A public charter school is nonsectarian in its programs, admissions policies, employment practices and all other operations, and is not affiliated with a sectarian school or religious institution;

### **43. Tuition**

A public charter school does not charge tuition.

### **44. Lottery**

A public charter school is a school to which parents choose to send their children, and that admits students on the basis of an annual lottery, if more students apply for admission than can be accommodated.

### **45. Safety Requirements**

A public charter school meets all applicable, state, federal and local health and safety requirements.

### **46. Additional Public Charter School Provisions**

A. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state;

- B. Operates in accordance with state law; and
- C. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
- D. The charter school will annually provide the U.S. Secretary of Education and the Minnesota Department of Education (MDE) such information as may be *required to* determine if the charter school is making satisfactory progress toward achieving the goals and objectives of this project. This includes participation in any federal or state funded charter school evaluations or studies and compliance with all requests for information.
- E. The charter school will cooperate with the U.S. Secretary of Education and MDE in evaluating Minnesota's Federal CSP Grant Project.
- F. The charter school will comply with all terms and conditions of the current and amended editions of *General Overview for CSP Grantees*, MDE's policy guidance for this grant project.
- G. School developers, board members and personnel will fully and appropriately participate in all mandatory MDE training sessions and meetings.
- H. The charter school must maintain an active board of directors in accordance with Minnesota Statutes, section 124E.07, Subdivision 1.
- I. In compliance with Minnesota Statutes, section 123B.03, the charter school's board ("school hiring authority") will conduct criminal history background checks on individuals offered employment or service opportunities at the school.
- J. In compliance with Minnesota Statutes, section 125B.05, Subdivision 3, the charter school will use only state-approved accounting and reporting software.
- K. In compliance with Minnesota Statutes, section 363A.08, the charter school will use and maintain open and fair employment practices.
- L. The charter school will comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) and Generally Accepted Accounting Practices (GAAP).
- M. The charter school employs or contracts with a Special Education Director and will maintain this position at all times.
- N. The charter school will publish an annual report as provided in Minnesota Statutes, section 124E.16, Subdivision 2.
- O. Equipment, non-consumable supplies and other non-consumable items purchased under the federal award are intended for approved purposes identified under the grant. If a charter school closes or is no longer able to utilize purchased items of value, they must be distributed to other charter schools, for similar purposes, at the discretion of the state. The charter schools will maintain and submit property

inventory records of all equipment, assets and non-consumable items purchased with federal CSP grant funds.

- P. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. A person may not participate in a project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private or financial gain for that person or for others. Grantees must have a conflict of interest policy in place and adhere to that policy throughout the grant period.
- Q. The charter school, when using federal funds to enter into a contract for equipment or services, will comply with the procurement standards set forth in the U.S. Department of Education’s regulations which require federal grant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer, or agent of the charter school may participate in the selection, award, or administration of any contract supported by federal funds if a real or apparent conflict of interest exists.
- R. If grant funds are used for activities not indicated in the application without prior approval, grant funds may need to be returned or canceled. All budgetary and program activity modifications must be approved by MDE in writing before they are allowable.
- S. The applicant understands ongoing use of CSP funds is contingent upon compliance with state and federal requirements applicable to a public charter school. Only costs related to the start-up and initial implementation of a new charter school are allowable. A charter school may not encumber or obligate CSP funds before a charter contract is executed or after a charter contract has expired or been terminated.
- T. The charter school will comply with all required state and federal assurances. *Continued funding is contingent upon evidence of compliance with project requirements and continued availability of federal funds.*
- U. The charter school assures that federal charter school grant fund will not be used to make direct or indirect payments to a charter management organization, its contractors, employees or board members (*Charter Schools Program, Title V, Part B of the ESEA Nonregulatory Guidance 2014*).

#### **47. Fiscal Provisions**

- A. The grantee may expend grant funds in a manner that exceeds approved line item amounts by a total of up to 10 percent of the project period grant award without pre-approval from MDE (according to budget guidance – some exceptions apply).
- B. Total line item deviations exceeding 10 percent of the total project period award must be

approved by MDE in writing prior to expenditure or legal obligation of those funds.

- C. Expenditure of grant funds for un-approved costs is not allowable.
- D. CSP grantees must maintain compliance with state and federal laws and up-to-date in submitting all state-required reports (audit, UFARS, MARSS, STAR, annual report, etc.) before funds will be released under this award.
  - a. If an applicant for a federal CSP grant alleges that MDE violated a state or federal statute or regulation with respect to MDE's application decision, the applicant may request a hearing before MDE in accordance with 34 CFR Section 76.401. The hearing must be requested within thirty days of MDE's application decision.
  - b. If funded, the charter school will not merge with another charter school until five years after the school's federal CSP grant project concludes.

## AUTHORIZER DECLARATION OF SUPPORT FORM

Minnesota Guild, the approved authorizer of Marine Area Community School (4254-07) verifies the following:

- BB This new charter school is in good standing and is currently meeting preoperational expectations;
- BB This new charter school is on track to open as planned and described in this grant application;
- BB The accountability goals included in this grant application match the goals included in the charter contract;
- BB If concerns arise about this charter school's progress towards opening as described/planned, the authorizer will contact the MDE Charter Center immediately;
- BB This grant application is aligned with this new charter school's application, new school affidavit, and charter contract; and
- BB This authorizer supports this new charter school's request for federal funds.

Name of Authorizer Liaison: Bradley B. Blue

Title: Director

Signature: Brad Blue Date: 01.20.2017

# CHARTER SCHOOL INFORMATION FORM

## Competitive – 859 - Federal – State Fiscal Year 2017 Charter Schools Program - Start-Up Grant Opportunity

Click on grey form fields to enter requested information.

NAME OF NEW CHARTER SCHOOL: MARINE AREA COMMUNITY SCHOOL

NAME OF AUTHORIZER: MINNESOTA GUILD

**Name and Title of Primary School Contact** KRISTINA SMITTEN

**Contact Information:** 2333 JACKSON CIRCLE, MARINE ON ST CROIX, MN 55047

651-246-9443 KSMITTEN@MARINEAREASCHOOL.ORG

**Name and Title of Authorizer Liaison** DR. BRAD BLUE

**Contact Information** PO BOX 68152, MINNEAPOLIS, MN 55418-4714

**Grade Levels (Elementary and/or Secondary) School will Serve when Fully Enrolled:**  
K-6

**Number of K-12 Students School will Serve when Fully Enrolled:** 175

**Proposed Opening Date (First Day of Operation):** AUGUST 28, 2017

**Charter School Location (City):** MARINE ON ST CROIX, MN 55047

### **Which Federal CSP Preference Priorities are addressed in this proposal?**

*Select all (one or more) that apply. Applications will be evaluated based on the priorities indicated below. Priorities not selected will not impact the score of that section, provided that at least one federal CSP priority is addressed.*

Replicating High-Performing Models

Improving Achievement and High School Graduation Rates

Promoting Diversity

Improving Productivity

### **Which State Education Priorities are addressed in this proposal?**

*Select all (one or more) that apply. Proposals will be evaluated based on the priorities indicated below. Priorities not selected will not impact the rating of that section, provided that at least one state priority is addressed.*

Reading Well by Third Grade

Raise the Bar – Close the Gap

Meeting High Standards Across Content Areas

High School Graduation, College and Career Ready

Support Teaching for Better Schools

# CHARTER SCHOOL BOARD MEMBER/DEVELOPER CONTACT INFORMATION

## Competitive – 859 - Federal – State Fiscal Year 2017 Charter Schools Program (CSP) - Start-Up Grant Opportunity

NAME OF AUTHORIZER: **MINNESOTA GUILD**

NAME OF NEW CHARTER SCHOOL: **MARINE AREA COMMUNITY SCHOOL**

Provide information for all individuals directly and significantly involved in the development of this new charter school and/or federal CSP grant application.<sup>1</sup>

Name	Phone Number	Email Address	School Board Member (check if board member or intending to serve as a board member) <sup>2</sup>	Minnesota Teacher License File Folder # and Expiration Date (if applicable) <sup>3</sup>	Involved with Federal CSP Grant Application (check if applicable) <sup>4</sup>
Jon Dettmann	612-987-2526	jdettmann@marineareaschool.org	X		X
Lisa Dochniak	651-271-2874	ldochniak@marineareaschool.org	X	#331091 exp 07/2018	X
Glen Mills	651-433-5879	gmills@marineareaschool.org	X		X
Kristina Smitten	651-246-9443	ksmitten@marineareaschool.org	X		X
Lisa White	651-433-4168	lwhite@marineareaschool.org	X		X

Include only charter school board members, primary developers and founders, grant writers, school administrators, etc.; please do **not** include the school’s authorizer liaison or persons merely consulted in the development of the new school on this list.

<sup>2</sup> Minnesota Statutes, section 124E.06, Subdivision 4 stipulates that: *A charter school board of directors must be composed of at least five members who are not related parties.*

<sup>3</sup> Minnesota Statutes, section 124E.06, Subdivision 1 (a) stipulates that: *An authorizer...may charter a licensed teacher under section 122A.18, Subdivision 1, or a group of individuals that includes one or more licensed teachers under section 122A.18, Subdivision 1, to operate a school subject to the commissioner’s approval of the authorizer’s affidavit under paragraph (b).*

<sup>4</sup> 34 CFR 74.43 prohibits contractors that develop or draft specifications, requirements, statements of work, invitations for bids or requests for federal grant proposals from competing for procurements financed under a successful application award.

# **WORK PLAN NARRATIVE AND FEDERAL PREFERENCE PRIORITIES**

**Competitive – 859 - Federal – State Fiscal Year 2017**

## **Charter Schools Program (CSP) – Start Up Grant Opportunity**

Please use Arial 11-point font and double-space text when entering responses in Work Plan Narrative template below. Please do not exceed 38 total pages.

NAME OF CHARTER SCHOOL: MARINE AREA COMMUNITY SCHOOL

NAME OF AUTHORIZER: MINNESOTA GUILD

### **EXECUTIVE SUMMARY (Limit two pages)**

The small town of Marine on St. Croix, Minnesota, was settled in 1838 as the site of the first commercial sawmill on the St. Croix River. Presently a town of almost 700 residents, Marine on St. Croix cultivates strong civic involvement and community volunteerism. Parents and citizens in Marine on St. Croix and the surrounding area have demonstrated their commitment to honoring a 160-year tradition of education through a community school that provides children with a solid foundation for learning, interwoven with the talents of community members, the town's deep historic and cultural roots, and the natural surroundings of the St. Croix River Valley. The need for a new school was demonstrated through 55 responses to an initial survey, a high level of participation by parents and community members in the planning stage of the school, and the receipt of 200 applications for enrollment. Additionally, beginning in fall 2017, the nearest elementary school will be 12 miles away (an estimated 45-minute bus ride), increasing the need for the school. Marine Area Community School (the School) will be located at 14189 Ostlund Trail North, Marine on St. Croix, MN.

**Mission:** Marine Area Community School will utilize the natural resources, history, arts, and civic stewardship of the community as a premise for the study of language arts, mathematics, science, social studies, physical education, and the arts. This place-based learning environment will be student-centered, teacher-powered, and supported by the local community.

**Vision:** At Marine Area Community School, our community is our curriculum. Surrounded by William O'Brien State Park and the St. Croix National Scenic Riverway, supported by a civically active, multi-generational community, and inspired by local artists, craftsmen, ecologists, historians, and community members, the School will provide its students with a strong foundation for civic engagement, responsible leadership, and lifelong learning.

The School will open in August 2017 with 140 students in kindergarten through sixth grade. At capacity, the School will educate 175 students. The School will primarily serve the communities of Marine on St. Croix, May Township, Stillwater Township, Stillwater, Scandia, and Hugo, but welcomes all students.

Marine Area Community School will fulfill the primary purpose of charter schools in Minnesota: to improve **all** pupil learning and **all** student achievement (Minnesota Statutes §124E). Our goals align with the World's Best Workforce bill passed in 2013 and Governor Dayton's 7-Point Plan for Excellence in Education. The School will provide improved learning opportunities and actively support student achievement for all students, meet or exceed the outcomes adopted by the state commissioner of education, encourage the use of different and innovative teaching methods, and create new professional growth opportunities by empowering teachers to design curricula that utilizes place-based education, making full use of the area's natural resources, artisan talents, historical opportunities, and other community assets. The School will exceed the academic performance of existing public schools in the targeted service area, measured through accountability goals tied to growth and proficiency.

The teachers at the School will ensure that students meet accountability goals by designing a meaningful and relevant curriculum that will utilize a place-based educational philosophy. An instructional approach of project-based learning will embrace the natural resources, history, arts, and civic stewardship of the community. By experiencing a broad spectrum of opportunities for stewardship, the students will benefit socially, physically, and emotionally. The educational

philosophy is centered around an engaged student population that experiences a curriculum enriched by civic-based contextualized learning that utilizes community as the basis for the study of language arts, mathematics, science, social studies, physical education, art, and other content areas.

### **EDUCATIONAL PROGRAM** (Limit ten pages)

Marine Area Community School will increase learning opportunities for all students by deeply integrating local natural resources, historical, community, and arts resources into the curriculum and learning environment. The School will embrace teacher-powered curriculum decisions and strive for innovative teaching methods that align with proven best practices. The School will develop and follow a scope and sequence that correlates with the Minnesota Academic Standards of literacy, the arts, math, the sciences, and social studies, and builds on student prior knowledge.

**School Environment:** The School will provide a single-class-per-grade configuration in grades K-6, which is unique in this area. The small school size and a classroom structure that encourages close interpersonal connections, relationships among students, families, and teachers, and community collaboration will provide an engaging and productive environment for contextualized learning. The planned school location is nestled in Wilder Forest, which encompasses 900 acres of hardwood forests, lakes, wetlands, prairies, 12 miles of hiking and cross-country ski trails, and a wildlife sanctuary accessible by trail. The school grounds provide a large grassed area and extensive wooded areas for exercise, exploration, and play. Wilder Forest is located six miles from the historic town of Marine on St. Croix, which in turn is located in a national park: the St. Croix National Scenic Riverway.

The School will create a place-based learning environment, by incorporating the community, natural resources, arts, and history of the local area, and will use the interdisciplinary approach of project-based learning to engage all students in real-world problem solving and exploration.

For an explanation of place-based education and project-based learning, please refer to pages 37 and 39, respectively.

Research shows that time spent outdoors benefits cognitive abilities of people of all ages. Richard Louv's *Last Child in the Woods* cites a growing body of research indicating that regular and authentic experiences in nature are essential for healthy childhood development and for the physical and emotional health of children and adults. Nature can improve creativity by up to 50 percent, and forest walks can decrease stress hormones by as much as 16 percent, allowing the brain to disengage and restore its capacity for directional attention. (Williams, F. "This is Your Brain on Nature." *National Geographic*. January, 2017.)

**Instructional Design and Development:** The instructional design used across the school will be based on the Meta Analysis Database of Marzano Research, [www.marzanoresearch.com](http://www.marzanoresearch.com). These are strategies that have been shown via multiple research studies to have the greatest positive impact on student achievement and engagement. Strategies such as *Setting Goals and Objectives, Complex Cognitive Tasks, Cooperative Learning, Engagement Strategies, and Feedback* will guide and support the mission/vision of the school. Because we believe that high quality assessment practices augment exemplary curriculum and guide instruction to promote learning, the school will use diagnostic, formative, and summative assessments. The School will provide job-embedded professional development initiatives that will sufficiently prepare the teaching team to deliver the school's unique program to the targeted population. Please refer to page 43 for an explanation of the School's plans for professional development. Teacher evaluation and performance is detailed on page 44.

The selection of research-based curriculum materials that align with state standards and utilize a research-based place-based education model will ensure academic growth and student achievement. The content of the curriculum, in respect to benchmarks modified for seasonal learning patterns, will be guided by the Minnesota State Standards and enhanced to meet the

academic rigor necessary to the development of lifelong learners. Civic-based contextualized learning activities that both incorporate the use of the latest technology and interact with the authentic audience of the community will be implemented at every layer of instruction.

Some students will progress at a slower rate academically, and some at a faster rate. An RTI model will identify where students need intervention or referral, and opportunities will exist for more rigorous exploration into content areas for accelerated learners. In order to offer differentiation, teachers will understand the state standards one grade below and two grades above the grade that they are instructing, and best practices to address the needs of students performing in each of these areas. Teachers will develop curriculum maps collectively to ensure cross-grade understanding of skills and standards.

A mentorship program will be utilized throughout the School, where sixth- and fifth-grade students will be paired with kindergarten- and first-grade students, respectively. This mentorship program will teach leadership skills to the older students and give younger students a sense of belonging and familiarity.

**Curriculum:** As a teacher-powered school, the teaching team will be responsible for collectively selecting and integrating the curriculum. Once hired, the teachers will select and approve the curriculum from the list below, or comparable curriculum that meets standards:

- Literacy: Harcourt Journeys; Holt; Writer's Workshop; Reader's Workshop
- Math: Everyday Math; Houghton Mifflin Math Expressions; Holt
- Science: Full Option Science System (FOSS), Engineering Is Elementary (EIE)
- Social Studies: Core Knowledge; MN Historical Society; Northern Lights

**Social Studies:** The resources of the local community beg for in-depth study of the area's history, citizenship, and governmental structures. Students will study how the geography and natural resources of the area contributed to the establishment of the town where their school community thrives. They will explore the lumber industry to determine its industrial, economic,

and environmental impact on the community, state, and nation. Younger students will become curators of artifacts and storytellers, while students in older grades engage as writers as they connect with the historical elements of the town and seek to assist the Marine Restoration Society by creating inscriptions and postings for historical markers in the town. Students will formulate an understanding of the parallels between growth and development of our town, nation, and world, and how being an informed citizen shapes decisions locally and globally. In the early grades, classrooms will provide a basis for understanding the democratic process, which will evolve into representation and leadership opportunities at school board and community meetings in older grades.

Every student will participate in community service activities either within the School or as part of broader community experiences. This may include efforts to restore the forest, care for the facility, help at school events, participate on committees, engage in event programming at the Marine Village Hall, volunteer at the community library, and assist with other programmed events within the surrounding community, such as preservation of the historic Mill Site, Stone House Museum, or help with the Fireman's Ball. "Young people are most likely to become civically engaged when they are in settings, such as faith-based institutions, workplaces, schools, and community organizations, where they become knowledgeable about issues and about how to take action on them, where they are asked by someone to join an organization or attend a meeting, or where normative pressures encourage them to participate in civic affairs." (*Voice and Equality: Civic Voluntarism in American Politics*, Sidney Verba, Kay Lehman Schlozman, Henry E. Brady. Harvard University Press, 1995.)

**Literacy: Reading:** Students in grades K-6 will engage daily in Reader's Workshop based on the work of Lucy Calkins (Teachers College Reading and Writing Project) to gain knowledge and skills to become independent readers and will be encouraged to read and listen to a variety of literature and informational texts. Research supports teaching students to develop a

repertoire of strategies that proficient readers draw upon when they are reading to successfully navigate the text and that teachers model a gradual release of control when introducing new strategies. In the article “Interactive Read-Alouds—An Avenue for Enhancing Children’s Language for Thinking and Understanding,” the author reviews the research supporting interactive read aloud and concludes, “...there is little doubt about the value of well-planned, engaging interactive read-alouds as one of the key avenues for supporting young children’s language for thinking and understanding” (Sandra Lennox. *Early Childhood Education Journal*, September 2013, vol. 41, no. 5, pg. 387). Teachers will use whole group instruction and quality literature to model comprehension skills and thought processes involved in reading and Guided Reading in small groups to support students as they develop independent reading skills. A small, flexible group structure will allow students time to practice specific skill sets with the teacher while peers work on development of independent strategies. Studies have compared reading growth of students in classrooms whose primary focus is phonics, and students in classrooms who are engaged in authentic reading and writing. These studies concluded that students in the classrooms who were engaged in authentic activities (including phonics and phonemic awareness) made more progress. “The children who reflected upon and discussed the value, application, and utility of phonemic awareness for the activity of reading at an explicit level performed significantly better on a transfer measure of reading achievement than the skill and drill experimental group.” (“Explicit Versus Implicit Instruction in Phonemic Awareness,” Anne E. Cunningham. *Journal of Experimental Child Psychology*, December 1990, vol. 50, no. 3, pgs. 429–44.) Rich literature based on classics, varied genres, non-fiction texts, and author studies will teach children to be discerning and reflective readers. Skill-based resources such as Words Their Way, Read Naturally, and Zoo Phonics or similar programs will provide phonics and fluency skill instruction and practice. Classroom libraries will contain a wide range of fiction

and nonfiction titles for both Guided Reading instruction and independent reading by the students.

**Literacy: Writing:** Writer's Workshop will provide an authentic writing experience for students beginning in kindergarten and will continuously emphasize a reading and writing connection. On a daily basis, students will draw from mentor texts and life experiences to develop personal narratives, share expertise, and express themselves poetically. Through the process of planting a seed idea and developing it, children will produce thorough written work at their individual level in carefully designed writing units including but not limited to: narrative, poetry, expert topics, pattern books, research, biography, and opinion. They will progress as writers building on prior experience, knowledge, and skills to produce multiple published pieces in a school year. Written work will be given an audience in various forms: Authors' Tea, historical markers in the community, letters to the editor, Story Walk in school hallway, digital publications, and entrance in local writing contests. Connecting to the craft and structure when looking at mentor texts and developing a useful writer's notebook will secure students in their ability to explore life as a writer. The works of local writers will also be accessible and provide a useful resource for student writers.

**Science:** The "Environmental Education" position statement by the the National Science Teachers Association "...strongly supports environmental education as a way to instill environmental literacy. Central to environmental literacy is the ability of students to master critical-thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the planet, making it an essential component of a comprehensive science education program." ([www.nsta.org/about/positions/environmental.aspx](http://www.nsta.org/about/positions/environmental.aspx).) The School will integrate environmental education into its curriculum by partnering with neighboring William O'Brien State Park and the St. Croix National Scenic Riverway, utilizing the outreach and field trip offerings of neighboring Warner Nature Center, and maximizing

the use of the outdoor classroom and play space. The school grounds will be used as an outdoor classroom and playground during school and outside of school hours. Students and their families will be encouraged to learn about the inhabitants (plant and animal) of the forest and perform community service in the form of tree plantings, buckthorn removal, and path clearing and improvement to sustain a positive environment. Lakes on the property will provide an excellent opportunity to apply sciences, math, and the arts while learning about water quality and lake ecology through the study of aquatic and terrestrial species. A partnership will be sought with the neighboring Minnesota Food Association to teach the importance of food choices and farming, and how those choices affect health, environment, and community. A garden will be part of an outdoor science lab for children to plant, maintain, observe, and utilize.

**Math:** The most relevant structure for math instruction in primary grades includes use of manipulatives and hands on modeling to move students' understanding between abstract and concrete. Students are engaged in meaningful exploration and application that supports an in-depth understanding of patterns and relationships (algebra), number sense (numbers and operations), and a developmentally appropriate understanding of measurement and data collection (geometry and measurement and data analysis). A spiral approach to mastery of learning targets (such as the Everyday Math curriculum) allows students to revisit concepts and build on prior knowledge and new experiences to solidify a foundation for perceptual understanding and future math success. Jessica Shumway's *Number Sense Routines* (Stenhouse, 2011) and the work done by Christina Tondevold will pave the way for teachers to support students' capacity to think, reason, and deepen their understanding of mathematical ideas. As students advance, manipulatives and application become more relevant and promote high level thinking and reflection on concepts learned. Teaching children to bridge between concrete/representational to the abstract/algorithmic structure of

traditional math at the high school level is also proven worthwhile in grades four, five, and six.

**Arts: Visual Arts, Music, Dance, Theater:** Many studies link participation in arts activities to student academic success. Particularly relevant, the 2006 Solomon R. Guggenheim Museum study “Teaching Literacy Through Art” cites improvements in a range of literacy skills among students who took part in a program in which the Guggenheim sends artists into schools. The study found that students in the program performed better in six categories of literacy and critical thinking skills, including thorough description, hypothesizing, and reasoning. (“Teaching Literacy Through Art,” Randi Korn and Assoc. Solomon R. Guggenheim *Museum Visitor Studies, Evaluation & Audience Research*, 2007.)

The Marine on St. Croix area is well-known as a home to many varied artists, writers, potters, sculptors, musicians, and artisans. The School will leverage the proximity of this talent to enrich the experiences of its students, and staff will work to develop a scope and sequence of skills to assure a cohesive and relevant arts experience for each child using The Center for Educator Development in Fine Arts along with state standards as a resource for development of the sequence.

As a capstone of their experiences at the School, the sixth-grade students will produce and perform a play in spring, with the fifth grade providing supporting music and choral elements. The sixth-grade play is a long-standing tradition in Marine on St. Croix (over 45 years) and has tremendous community support

**The Proposed Typical Day:** The day starts with outdoor supervision and a morning meeting in the classroom for community building. Students will then move into a literacy block of reading, writing, and developing literacy skills. After recess and lunch, students continue their studies in mathematics. Time is then spent with specialists in music, art, and physical education (on a rotating schedule once every three days) before their teacher returns for the afternoon spent in

project-based learning. Social studies and science are incorporated into project-based learning, rotating between subjects as students progress through units of study. During the day, many classes will be held in the school forest outdoor classroom. Large blocks for each subject are specifically designed with enough time for interacting with the community (e.g., presentations by community experts, visits to a local museum or state park). Once hired, the teaching team will have the responsibility to set the school schedule. The School will meet or exceed the state requirements for the number of hours devoted to core academic subjects in each grade.

The School will meet or exceed state requirements for minimal instructional hours as detailed by Minnesota Statute 124E.03, Subd.6 and 120A.41. Based on a preliminary calendar, it is estimated that students will receive 989 hours of instruction and 172 days of instruction.

**Special Education:** The School will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act and offer a full continuum of services for special education and related services, depending on the unique needs of each student. A three-tiered Response to Intervention (RTI) model will be used to ensure the needs of students are addressed, using measures of progress and proven interventions suited to help the child learn. Teachers will collect data on the efficacy of the interventions. If the student does not respond to the initial interventions, more focused interventions will be used to help the child master the skills. If the interventions do not result in the desired progress, a formal referral for a special education evaluation may follow.

The Child Find process will be used to identify students who exhibit academic and/or social behaviors indicating a need beyond the interventions that general education can provide. A team consisting of regular ed and special ed teachers, school nurse, school psychologist, and parents of the student will develop strategies for academic and/or behavioral goals. Interventions created will be adhered to with fidelity and a timeline will be set for when success or need for strategy change will be reviewed.

Students with an existing Individualized Education Plan (IEP) will receive services as outlined in their plan using resources within the School. The School will be responsible to provide all special education services. While promoting an inclusion model, the school staff will provide services based on the student's IEP goals and objectives, in the least restrictive environment for each student. Methods of providing individualized special education instruction for the identified pupils will include direct services in small groups, through co-teaching, in a one-to-one manner, in the mainstream classroom, and/or in a resource room. The School will also offer indirect services as appropriate.

Some services and staff will be hired contractually. The School will contract with an agency providing and supporting special education services. Those hired on contract will meet all licensure requirements and participate in localized professional development. The School will hire a special education teacher(s) under the guidance of the contracted special education service provider.

**Equity and Inclusion:** According to the Minnesota Department of Education, the fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate. The School will address the challenges to academic achievement for students in racial and ethnic groups and/or with disabilities through the use of project-based learning (PBL). A recent study found that a group of racial and ethnic minority students receiving instruction in mathematics and reading through PBL performed at a higher achievement level than a group of non-PBL students with the same racial and ethnic composition. ("The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign," Bernadine Cervantes, Lynn Hemmer, and Kamiar Kouzekanani. *NCPEA Education Leadership Review of Doctoral Research*, October 2015, vol. 2, no. 2.) The School will utilize this cross-curricular model of instruction to ensure the success of all students.

## Daily Schedule

9:15 - 9:30	Outdoor Supervision
9:30 - 9:45	Morning Meeting
9:45 - 11:30	Literacy Block: Reading, Writing, and Skills
11:30 - 12:15	Lunch and Recess
12:15 - 1:15	Mathematics
1:15 - 2:05	Specialists: Music, Art, and Physical Education, rotating every three days.
2:05 - 3:45	Social Studies and Science incorporated into Project-Based Learning. Alternating weeks based on unit study.
3:45 - 4:00	Community Closure

## Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 - 9:30	Outdoor Supervision				
9:30 - 9:45	Morning Meeting				
9:45 - 11:30	Literacy Block				
11:30 - 12:15	Lunch and Recess				
12:15 - 1:15	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:15 - 2:05	Music	Art	Phys Ed	Music	Art
2:05 - 3:45	Social Studies and Science incorporated into PBL. Alternating weeks based on unit study.	Social Studies and Science incorporated into PBL. Alternating weeks based on unit study.	Social Studies and Science incorporated into PBL. Alternating weeks based on unit study.	Social Studies and Science incorporated into PBL. Alternating weeks based on unit study.	Social Studies and Science incorporated into PBL. Alternating weeks based on unit study.
3:45 - 4:00	Community	Community	Community	Community	Community

	Closure	Closure	Closure	Closure	Closure
--	---------	---------	---------	---------	---------

**Marine Area Community School 2017-2018 Calendar**

**July 2017**

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17+	18+	19+	20+	21+	22
23	24	25	26	27	28	29
30	31	+Professional Development				

**August 2017**

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14+	15+	16+	17+	18+	19
20	21+	22+	23+	24+	25+	26
27	28*	29	30	31		
+Prof. Development		*First Day of School				

**September 2017**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**October 2017**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23+	24^	25	26	27	28
29	30	31				
+Prof. Development		^Conference Prep/PD				

**November 2017**

Su	M	T	W	Th	F	Sa
			1	2*	3√	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
*End of Quarter 1			√Grading Day			

**December 2017**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**January 2018**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15√	16+	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
*End of Quarter 2		√Grading Day +Prof. Development				

**February 2018**

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19^	20	21	22	23	24
25	26	27	28			
^Conference Prep/PD						

**March 2018**

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15*	16√	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
*End of Quarter 3		√Grading Day				

**April 2018**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					29

**May 2018**

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14+	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31*		
+Prof Development		*Last Day of School				

**June 2018**

Su	M	T	W	Th	F	Sa
					1√	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
√Grading Day						

 No School

## **ACCOUNTABILITY GOALS, PART 1 (Limit four pages)**

### **Accountability Goal 1: Mathematics Growth**

Marine Area Community School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.

### **Accountability Goal 2: Reading Growth**

Marine Area Community School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.

### **Accountability Goal 3: Academic and Achievement-Proficiency, Reading**

In cross-cohort performance, Marine Area Community School students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools.  
Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

### **Accountability Goal 4: Academic Achievement-Proficiency, Mathematics**

In cross-cohort performance, Marine Area Community School students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools.  
Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

### **Accountability Goal 5: Academic Achievement-Proficiency, Science**

In cross-cohort performance, Marine Area Community School students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools.  
Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

### **Accountability Goal 6: Teacher Satisfaction and Confidence**

Annually, 90 percent of teachers will post that they agree or strongly agree that the School fosters a professional environment that encourages innovation and creativity through

professional autonomy and collaboration for the benefit of improved student achievement.

## **ACCOUNTABILITY GOALS, PART 2**

The School will strive to ensure that student performance will lead them to a path of college and career readiness as part of the World's Best Workforce initiative. Teachers will establish a solid and consistent system of collecting and analyzing student data to reflect state accountability goals, including Read Well by Third Grade (described on page 42). The School will address the goal to close all racial and economic achievement gaps through the use of project-based learning (described on pages 32 and 39). The teaching team will be accountable for achieving the accountability goals of the School. Assessment tools will be used throughout the year to measure student progress and proficiency, the progress of the School toward the fulfillment of accountability goals, and teacher satisfaction. Assessment data will guide best practices for future and ongoing professional development. School assessment tools will be both qualitative and quantitative in nature.

The teachers will use ongoing formative assessments to check for understanding *during* (e.g. raised hands, answer written on white board, response using technology) and *following* a lesson (e.g. exit tickets and technology such as Socrative) to collect, analyze, and interpret specific areas of learning and development for individual students. Teachers will design interventions and enhancements to increase students' learning and development from the information gathered. The data will guide the development of flexible groups and will provide an opportunity for students to track their growth from the feedback.

Quarterly reports for each student will be compiled by teachers and shared with parents. The teachers and parents of each student will use the quarterly reports to collaborate on the student's progress and address any necessary intervention. Curriculum unit assessments will be used to measure each student's progress and proficiency, and will provide the teaching team with feedback on the strength of the curriculum and effectiveness of teaching methods.

Formative assessments aligned to state standards, such as those offered by AIMSweb and NWEA, will be administered twice per year to inform the teaching team on student progress toward proficiency. Annual MCA assessment results will be used to inform the School and its authorizer on accountability goals. The teaching team will use the results of all assessments and feedback to gauge the strength of the curriculum, the effectiveness of teaching methods, and the necessity for changes to improve student achievement.

Beginning in the 2017-2018 school year, the teaching team at the School will be surveyed bi-annually each November and June regarding teacher satisfaction and confidence. The board of directors will be responsible for developing and conducting the surveys. Data from the surveys will be available to the authorizer by December 1 and July 1 of each year. The teaching team will use the data to inform and direct future professional development needs, and address additional issues.

### **FEDERAL CSP PREFERENCE PRIORITIES** (Limit five pages)

**Improving Productivity:** The School will improve productivity by increasing learning opportunities for pupils through the implementation of a place-based learning program, encouraging the use of different and innovative teaching methods through the implementation of project-based learning and the integration of technology in teaching and learning, and by creating new professional opportunities for teachers by giving them the responsibility for the learning program through the implementation of a teacher-powered school.

*Place-Based Education:* The School will increase learning opportunities for pupils through the implementation of place-based education and use of community resources to enhance learning. Community resources (local history, arts, natural resources, and civics) will be integrated into the content areas (math, arts, health and physical education, reading, language arts, science, and social studies) to create a place-based learning environment focused on addressing Minnesota state standards in an authentic manner. Examples of these efforts include using

math and science skills to build and place birdhouses in the forest area behind the school and regular visits to the local Stonehouse Museum to explore artifacts that directly impacted the history of our town and state.

In 2010, the Place-Based Education Evaluation Collaborative stated in *The Benefits of Place-based Education* that "...place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social and economic vitality." Furthermore, research has shown that this format of place- and community-based education has many benefits to student learning. Four years of individual and cross-program evaluations of six place-based education programs representing more than 75 schools (rural, suburban, and urban) in five states showed that place-based education can positively affect the following areas: foster lifelong civic engagement within the local community; professionalism and collaboration; increased integration of localized curriculum; actively shape and become embedded in a school's culture and identity; help boost student academic achievement. (*Place- and Community-Based Education in Schools*, Gregory A. Smith and David Sobel. Routledge, 2010.)

The implementation of a place-based learning model will allow the School to leverage the wealth of community resources and local partnerships to increase efficiency in the use of time, staff, money, and other resources. The U.S. Department of Education has found that "...better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites" (see [www.ed.gov/oii-news/better-use-community-resources](http://www.ed.gov/oii-news/better-use-community-resources)). An extensive list of volunteer community resources has been compiled and will continue to be built upon by parents, community members, the school administrator, and teaching team and staff. The teaching team will be responsible for determining how to best use these community resources and for implementing the resources into the curriculum.

*Project-Based Learning:* The School will encourage the use of different and innovative teaching methods including project-based learning and will consistently use technology to support and extend student learning. Project-based learning (PBL) is an effective way to engage *all* students in the learning process as they embark on real-world exploration and problem solving. Multiple research on PBL suggests students engaged in a project-based approach developed greater content knowledge, engagement in the learning process, and demonstrated greater reasoning skills than students experiencing more traditional forms of instruction. (“Project-Based Instruction,” Nell K. Duke. *American Educator*, Fall 2016, pg 7.)

For this interdisciplinary approach to learning to be most effective, devoting a time of day (after lunch *or* during a normally scheduled content area such as science or social studies, depending on the topic) and varied learning spaces (indoor such as a makerspace equipped with simple and elaborate tools to promote cross-disciplinary, experimental creations and outdoor spaces such forests, gardens, and historical buildings) foster authenticity and immediate application in an environment with a wealth of opportunity for learning. The teacher’s goal is to motivate students toward 21st century skills like critical thinking, creativity, and collaboration along with the basic skills of research, reading, and writing for a specific purpose. Project-based approaches are well suited to demonstrating achievement of standards; students researching with a purpose at any age interact with informational texts and resources to gather content and present and support their findings in a digital format, which meets research standards and curriculum requirements.

The use of technology in classrooms often includes teacher-created presentations (PowerPoint, videos, smartboard technology), teaching aids (digital manipulatives), and online sources (learning platforms, Skype, blogs) connecting students locally and globally. The importance of blending e-learning and computer game-based learning with traditional learning needs to be intentional to be effective, and teachers will need time and collaboration to explore

the most appropriate and effective tools. A regularly scheduled unconference format for teachers to share and explore interests and findings in uses of technology in the classroom will greatly impact professional growth for the presenter and participant. Teachers and students will collectively conclude where technology best serves their needs, and students will learn to take a productive approach to technology use.

According to the U.S. Department of Education, online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning, reducing costs associated with instructional materials or program delivery, and better utilizing teacher time

([www.ed.gov/oii-news/use-technology-teaching-and-learning](http://www.ed.gov/oii-news/use-technology-teaching-and-learning)). The teaching team will choose technology for the School and implement that technology into the teaching and learning program based on the ability to fulfil the above educational productivity goals.

*Teacher-Powered School:* The School will create new professional opportunities for teachers through the creation of a teacher-powered school, where teachers are responsible for the learning program and have the collective autonomy to make decisions influencing school success. As noted by Kim Farris-Berg and Edward J. Dirkswager in *Trusting Teachers with School Success* (Rowman and Littlefield Education, 2013), when teachers are able to be the decision-makers in their school, they create a learning environment that replicates the characteristics of high-performing models. Farris-Berg and Dirkswager found that teachers who design and implement curriculum accept ownership and accountability and embrace a shared purpose. They are innovative, make efficient use of resources, collaborate to effectively lead, engage and motivate, and redefine success by using additional methods of assessment.

The teaching team will have the responsibility to develop, implement, and evaluate the learning program, identify needed professional development, set the school schedule and

teacher hours, evaluate colleagues, determine and broaden assessments, and promote positive discipline.

The teaching team will be responsible for collectively selecting and integrating the curriculum into the place-based education model of the School and will develop a scaffolded curriculum where students will build on prior learning experiences to meet standards, such as identifying characteristics of living things (grade K), observing and noting changes as living things grow (grade 2), and controlling variables to note how environment impacts growth (grade 5). Since the model for the school is a single classroom at each grade, teachers will work face to face on a regular basis during common planning times with grades above and below to establish this continuum of learning. The school staff will work together as a whole to delineate progression of skills based on standards expectations at each grade and will gain indepth knowledge of content at each grade in order to effectively build on prior knowledge. Virtual collaboration using a common workspace (such as Google Docs) to develop a working document for teachers to reference when and how students are accessing knowledge of content and skills continuously evolve.

Consistent with the teacher-powered school model utilized at the Minnesota New Country School Elementary, a teacher-powered school in Henderson, Minnesota, the teaching team and school administrator will share the responsibility to hire according to set staff pattern, nurture and capitalize on leadership and strengths of every member of the school community, and continue to employ colleagues based on their willingness and ability to participate positively in the classroom and the school community. Together they will define performance standards (and a basis for termination of staff, with the exception of the school administrator) based on levels of performance in these areas: planning and preparation, classroom environment, instruction, professional responsibilities. They will determine school-level policy, set the budget, determine compensation, and address issues in direct and respectful ways. The teaching team and school

administrator will attend professional development on teacher-powered schools at Avalon School before the opening of the School, to gain a better understanding of this school governance and management model. The staff and community will work together to design and implement enrichments for students, such as art, field trips, music, Spanish, cooking, etc., structure the annual calendar of events, and keep the campus well-maintained while serving everyone's needs.

### **STATE EDUCATION PRIORITIES** (Limit three pages)

To address state priorities, the staff will receive in-depth training on School goals and assessments and will understand Minnesota's Multiple Measurements Ratings system. They will use data obtained from assessments to drive curricular and instructional decisions in the classroom, explore and share instructional strategies within the professional learning community within the staff, and choose professional development to increase success in reaching School goals. The MMR system will provide useful feedback to staff in setting new goals.

**Read Well by Third Grade:** By the end of the 2017-2018 school year, 80 percent of third grade students enrolled will demonstrate proficiency in reading as indicated by MCA assessment tests. By the end of the federal CSP grant project and beyond, 85 percent of third grade students enrolled will demonstrate reading proficiency level as indicated on MCA assessment tests each year.

To ensure reading proficiency for all students, faculty at the School will be intentional in their instructional approach by using curriculum aligned to the Minnesota State Standards, assessing students formatively and summatively twice per year using proven tools such as the AIMSweb progress monitoring system and the Northwest Evaluation Association (NWEA) assessment and will differentiate instruction to support individual achievement.

Beginning in kindergarten, students will engage in reading in authentic situations daily. Students will read with the teacher at their current instructional level, and they will be supported

in their acquisition of independent reading skills with the support of volunteers and a reading buddy from an older grade. A system of checking out books at the child's independent reading level from the leveled library collection will support the connection between reading at school and home.

Teachers will set high but realistic expectations for reading achievement and will teach students to self regulate and recognize progress toward achieving reading goals. During literacy instruction, teachers will use texts from an extensive classroom collection that explicitly connects across curriculum areas and integrates reading and writing into other subject areas providing students with opportunities to use the skills they are learning.

**Support Teaching for Better Schools:** The School plans to establish a robust professional development system and evaluate teacher performance. As a teacher-powered school, the teaching team will have the responsibility to identify needed professional development and evaluate colleagues.

During the planning phase, the teaching team will receive 15 days of professional development that will address state and federal mandates and focus on areas specific to the School mission and vision. Professional development may address, but is not limited to, place-based education, project-based learning, teacher-powered schools, Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom, differentiated instruction, use of data, social skills, organizational strategies, and working with parents. After implementing these new strategies over time, there will be an additional 24 hours of follow-up staff development allotted to discuss what is working and plan next steps. Additionally, monthly staff meetings will include follow-up on previously presented professional development. Teachers who have training or experience in focus areas may be used as facilitators. A coaching/mentoring plan will be utilized to support both new and experienced teachers.

In order to increase awareness of local curriculum opportunities, the definition of teacher preparation activities will be expansive and responsive to community opportunities. The teaching team will organize professional development in collaboration with local civic organizations, such as the city council, planning commission, Marine Civic Club, Marine Film Society, etc. Teachers will develop instructional units around available civic engagement opportunities.

Peer observations and teacher self-reviews will be used in combination to create an ongoing growth and development plan for each teacher. All teachers will be expected to create SMART goals and reflect on professional growth three times per year. The teaching team will ensure that all plans and goals are aligned with best practices and the School's mission and vision. Observations and professional growth plans will be submitted to the board. Teacher observations, evaluations, and satisfaction surveys will help to guide best practices for future and ongoing professional development.

The School will use a 360-degree peer-evaluation process to provide feedback on teacher performance and to inform professional development. The evaluation survey and feedback process will be developed by the teacher team, with guidance from a contracted facilitator, and adopted by the board of directors.

With strong support, teachers will be expected to grow professionally and utilize 21st-century learning best practices to provide innovation and understanding of learning strategies such as Project Based Learning, Technology Integration, and Assessment for Understanding.

## **GOVERNANCE AND MANAGEMENT** (Limit seven pages)

The founding board of directors of the School is well-positioned to develop, plan, and implement a new high-performing charter school. In addition to the founding board's strong base of experience, nearly 50 identified community members with much experience in finance, law, education, transportation, real estate, marketing and outreach, fundraising, and facilities

management are assisting in the planning phase of the School. The members are:

**Jon Dettmann** is an attorney with Faegre Baker Daniels in Minneapolis and brings legal compliance experience to the board, as well as environmental experience through presentations on several environmental issues ranging from the BP Oil Spill to Climate Change. Jon has served on the Will Steger Foundation Board of Directors since 2010. Between 2003 and 2011, Jon served on the Wilderness Watch, Inc. Board of Directors. He has been actively involved in the education of his daughters, has worked as an advocate at their elementary school, and has participated in many conversations with the local district school board.

**Lisa Dochniak** is a licensed teacher and has been teaching elementary school students at Randolph Heights School (part of the St. Paul Public School system) for 25 years. She spent her first ten years at Randolph Heights as a fifth-grade teacher and is in her fifteenth year as a kindergarten teacher. She holds an undergraduate degree in elementary education from University of Wisconsin-River Falls and a Master's Degree in Curriculum and Instruction from Saint Mary's University-Minnesota. Lisa has served her colleagues as an elementary math lead responsible for monthly professional development training, has served on committees focused on family engagement and promotion of school community, and has consistently acted as PTA liaison. She has hosted and trained numerous preservice teachers and has effectively recruited and trained volunteers to support the learning environment. She has experience writing SCIP goals, analyzing standardized test data, developing extended day activities to increase student achievement, and has knowledge of budgeting criteria within a school. She is also active in developing and implementing fundraisers promoting reading and has developed engaging curriculum to teach concepts outlined in the Core Knowledge sequence. Lisa's children, now in college, both attended elementary school in Marine on St. Croix.

**Glen Mills** is employed by the Minnesota Senate as an electronics technician and brings technology expertise to the board. He has extensive experience in the management of public

funds and community leadership, and has been involved with the local public school system his entire life. He and his children attended elementary school in Marine on St. Croix. He served on the Marine City Council from 1998 to 2000 and has been the mayor of Marine on St. Croix since 2001. He has served as coordinator on collaborative projects between the Stillwater Area Public School Board, City of Marine on St. Croix, and Washington County.

**Kristina Smitten** is a development manager for Hillcrest Development, LLLP, and is on a team responsible for the redevelopment (planning, acquisition, construction, leasing, operations) of underutilized properties into vibrant commercial and industrial sites. She will oversee the real estate and facilities activities of the School. She has been acknowledged by the City of Marine for her civic volunteerism and was the Citizen of the Year in 2014. She has had extensive involvement with school-related activities: steering committee member of Our Schools Our Valley (the advocacy group to pass the 2013 levy for Stillwater Area Public Schools), appointed to help develop the Bridge to Excellence (the Stillwater Area Public Schools strategic plan), and served as a parent liaison for the district's Curriculum Advisory Committee. Professionally, she has served on the founding board of a successful nonprofit organization, and other boards and public advisory committees, and has extensive experience securing (\$20M+ in awards) and managing county, state, and federal grants. She has three children currently attending Stillwater Area Public Schools.

**Lisa White** served as co-chair of fundraising activities for the Marine Elementary School PTO for many years and gained much experience in marketing and outreach, fundraising, community engagement, and parent involvement. As the PTO board treasurer for six years, she managed and maintained a budget surplus, led the raising of \$20,000 annually for the benefit of the school, presided over bimonthly meetings, and organized and implemented free school-community events to foster strong relationships between families. She frequently volunteers in the classroom, and is the parent of one current and two graduated Stillwater Area

Public School students. She is the co-owner and business manager of BobWhite Studio, LLC, with expertise in business management, finance, marketing, and development.

The board will ensure effective, accountable and representative governance over the school's operations by having a clear understanding of the roles and responsibilities of a charter school board. The board of directors holds ultimate responsibility for the School, including student performance, evaluation, governance, finance, administration, and operations. The board's responsibilities fall into the following categories. Learning Program: Define roles, responsibilities, and accountability of the teaching team, develop and conduct surveys on teacher satisfaction and confidence, assure that the learning program is true to the mission and vision of the School. Decision-Making: Monitor appropriate involvement by board in policy decisions; visioning and strategic planning; hold the teaching team accountable for academic performance; hold the teaching team, school administrator, and financial services consultant accountable for policy compliance and proper implementation of all applicable laws and contracts. Policies: Develop and adopt written policies and periodically review them. Human Resources: Set and review human resources policies, hire and evaluate the school administrator, hire the initial members of the teaching team and school staff. Financial: Hire and contract for financial management and accounting services, review and approve annual budget, review financial reports, ensure proper financial controls, and hire and manage outside auditors for annual audit. Legal: Exercise fiduciary duty, assure that legal status and school compliance are maintained, review financial and business dealings and exercise proper judgement in self-dealing transactions, ensure no conflicts of interest.

The governing board provides strong financial and policy oversight. All members of the founding board have received training in charter school finance and human resources, and will receive training in governance by May 2017. All board members have attended a charter school finance training, and some board members bring background specific to school finance. Lisa

Dochniak has experience and knowledge of staffing allocations based on per pupil funding formula administered by the state and the staffing and the often tough school budget decisions that follow. She also has experience writing grants and organizing fundraising efforts for specific causes within the school. She has determined and collected appropriate funds for field trips and other classroom experiences and has utilized an accountability system for such funds. Lisa White, as the treasurer of the Marine School Association (MSA) for six years, worked directly with the Marine Elementary School principal and administrative assistant on finances for the school. Lisa was responsible for developing an annual budget for the MSA that supported many efforts of the school, including classroom, library, technology, sports, medical, and administrative needs, and science, arts and literacy programming. Kristina Smitten was a steering committee member for District 834 to successfully pass a levy supporting Stillwater Area Public Schools. She was directly involved with review of the amount of funds needed and how they were proposed to be utilized within the District 834 budget, as well as communication to the voters. The board reviewed the expertise of members and voted to appoint Jon Dettmann as the board member liaison to the finance committee. Members of the finance committee individually have more than 20 years of experience in lead accounting roles. Holding CMA and CPA certificates, experience auditing nonprofits and municipalities, and responsibilities for local government financial reporting and investment management were some of the reasons members were selected for the committee.

The founding board members all have a solid understanding of the design and operation of a school, and many have significant nonprofit board experience, including founding members of organizations. However, the founding board is aware of the need to identify gaps in expertise related to starting and overseeing a new school. To that end, the board has submitted requests for proposals for contracted financial management and accounting services specializing in charter schools. The finance committee, consisting of board member Jon Dettmann and two

other community members with financial expertise, is currently reviewing the proposals and will make a recommendation to the board at its January 2017 meeting. The financial services consultant will report directly to the board, and will be expected to attend board meetings, work with the school administrator and teaching team on the budget, assist the board with ensuring fiscal viability through long-range planning, assist in the development of cash flow models, and monitor the School's fund balance. The financial services consultant will work with the school administrator to ensure accurate compliance and reporting and on the management and administration of the School's federal CSP grant.

The board will submit requests for proposals for contracted legal help in March 2017. The legal firm will report directly to the board and school administrator. Their expertise will be used for facilities lease negotiations and agreements, policy oversight, and other legal decisions and ramifications.

Throughout the process of requesting proposals and hiring consultants, the School will seek bids from several organizations and will select vendors using a fair and open process. All members of the founding board intend to serve until the election of the operational board is held, according to the bylaws. The operational board will be comprised of at least five members, but not more than eleven, and include at least one licensed teacher employed by the School, one parent of a student at the School, and one community member residing in Marine on St. Croix (who is neither a parent of a student at the School nor a licensed teacher employed at the School). Board candidates with expertise in K-12 education, legal compliance, real estate and facilities, school financial management and accounting, fundraising and development, community engagement, and parent involvement will be encouraged to seek election to the board. It is expected that elections will be held in December 2017, with the operational board seated in January 2018. If at least two members of the founding board are not elected to the operational board, two members of the founding board will serve as ex-officio, non-voting

members. The operational board will appoint a student of the School to the board, in a non-voting seat by January 2018.

Well-qualified individuals will be recruited to serve on the school's operational board. Recruitment for the operational board is currently occurring and will continue into the first months of the implementation phase. Recruitment is being executed through one-on-one conversations with parents and community members, advertisements on the School website and Facebook page, announcements at School board meetings, published newspaper articles, and presentations to local groups and the parent/teacher organization. Recruitment of potential board members from the teaching team and staff at the School will occur after hiring is complete. Members of the board have no affiliation with other founders or with current or potential consultants or vendors. Once the school opens, should there be a conflict of interest, the board will work with legal representation to ensure all conflicts are resolved. The board of directors will employ an open process and open sharing of decisions on policy and practice. The founding board has adopted bylaws, a conflict of interest policy, and an enrollment policy.

**Leadership Team Selection:** The founding board has developed a job description for the school administrator. Job descriptions for the teaching team and additional school staff are currently being developed. The founding board intends to post job openings for the school administrator, teaching team, and additional school staff in February 2017 and make job offers between March and June. The school administrator will begin work in March. The teaching team and additional staff will begin work at the beginning of July. The founding board has enlisted the help of a consultant who specializes in hiring teachers and staff for charter schools. The consultant assisted in the creation of the job descriptions, will help to distribute job postings via traditional channels, and will assist in the interview process. Recruitment and hiring will be conducted using a fair and open process that follows all pertinent federal and Minnesota laws. In addition to the founding board and consultant, three community members with a strong

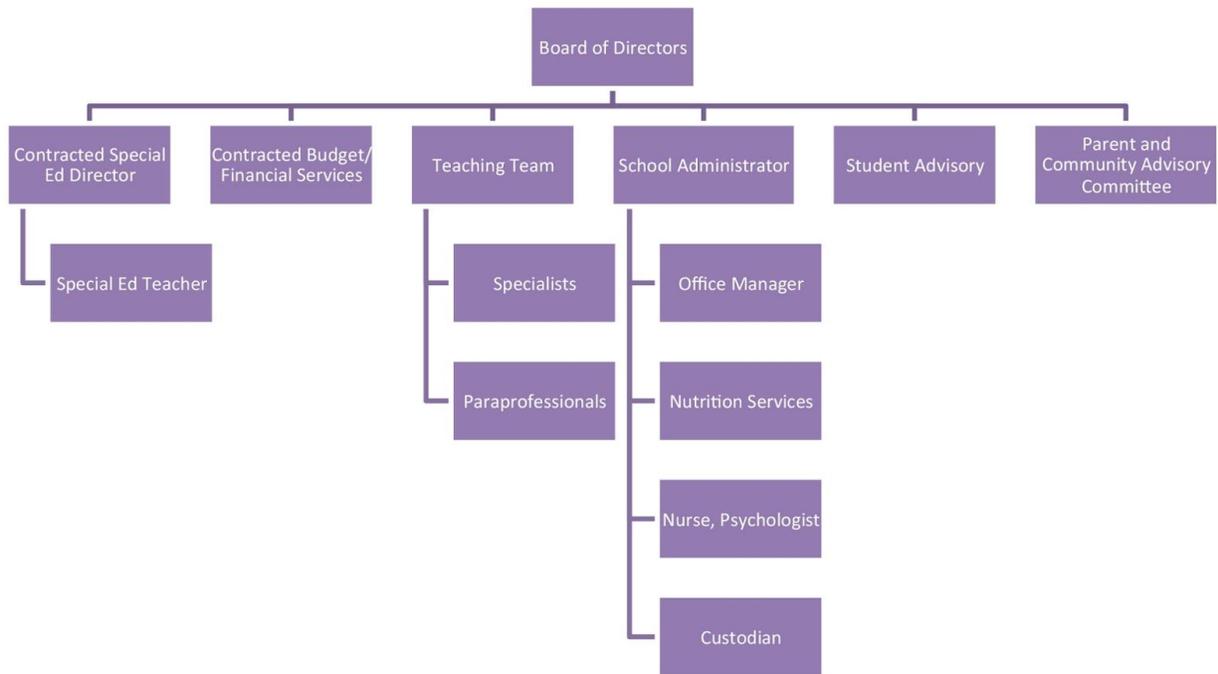
background in recruitment, interviewing, and hiring will assist in the process. Various marketing and recruiting strategies will be implemented, including postings on the School website, posting positions on local and statewide hiring sites (both general job sites and those targeting educators), and announcing positions in local newspapers. The School will make every effort to recruit from groups that have been traditionally underrepresented based on race, color, national origin, gender, age or disability, by reaching out to college education program leaders for candidate recommendations. To that end, the School has posted job openings on the African American Leadership Forum job listing site and on the Teach for America People and Opportunities Hub. In addition, the School has contacted the following organizations for their guidance on the best places to post job openings that will reach traditionally underrepresented groups, including the Council for Minnesotans of African Heritage, Council of American Islamic Relations, Comunidades Latinas Unidas en Servicio, Minnesota Council on Latino Affairs, Indian Affairs Council, Minnesota Indian Education Association, the Hmong American Partnership, the Hmong Cultural Center, and the Center for Urban and Regional Affairs office at the University of Minnesota. No responses have been received, but the School will continue to reach out to these organizations for their guidance. The School has also posted to the Minnesota Elementary School Principals' Association, St. Cloud (Ed Post), MN Assoc of Charter Schools, the University of Minnesota, Hamline, College of St Catherine's, Augsburg, Bethel, University of Wisconsin at River Falls, Indeed, SEEK / MPCA, Pollen, Facebook (both free and paid postings), and on the School website.

Lisa Dochniak has expressed an interest in gaining employment at the School. If she makes the decision to apply for a position at the School, she will vacate her position on the board, and another highly qualified person with a Minnesota teaching license will be seated in her place. No preferential treatment will be implied or given to anyone seeking employment at the School. Expected roles during the start-up phase are as follows: **Jon Dettmann** will ensure legal

compliance, work with a community team on branding, work with a community team on financial matters, and advise and provide feedback throughout. **Lisa Dochniak** will oversee all aspects of the teaching and learning program, special education, goals and student performance, and evaluation plan. **Glen Mills** will provide updates to members of the community, facilitate lines of communication between the School and City of Marine on St. Croix, and advise on the management of public funds. **Kristina Smitten** and **Lisa White** will coordinate and oversee all aspects of the School start-up, including, but not limited to, grant management, facilities, fundraising, parent involvement, transportation, nutrition, and marketing and outreach.

The **school administrator** reports directly to the board and will be responsible for the day-to-day management of the School. The responsibilities of this position include management of the CSP grant, work with the financial services consultant, compliance and reporting, facility management, technology, transportation, marketing/outreach, parent volunteer management, and support teaching team members, including but not limited to organizing and facilitating professional development. The responsibilities of the **teaching team** and the shared responsibilities of the **school administrator/teaching team** are detailed on pages 40-42. The **student advisory** provides an opportunity for student leaders to bring suggestions and feedback to the board. They will work cooperatively with the teaching team to inform service learning projects and oversee student evaluation and feedback. The student advisory will be comprised of interested students and be led by a teacher. The **parent and community advisory** provides feedback to the board regarding satisfaction of the educational program and its implementation. It also informs the board, teaching team, and school administrator of community assets and opportunities that could become part of the learning program.

## MARINE AREA COMMUNITY SCHOOL ORGANIZATIONAL CHART



### **PARENT AND COMMUNITY ENGAGEMENT** (Limit two pages)

Parents and community members have been involved in the planning and the program design of the School and will continue to be involved during the implementation phase.

Parent and community involvement began in the spring of 2015 when a group of citizens began the planning process to open a charter school. In doing so, they created a plan for input and engagement. Parent and community engagement strategies include:

- Two community meetings were held (one at the Town Hall, one at the local church) to share information regarding the mission and vision of the School and to receive feedback from parents, guardians, and the broader community of Marine on St. Croix.
- An online survey was developed and emailed to over 100 parents and guardians of local elementary-aged children. The survey asked level of interest in a new education programming model delivered in a charter school setting and for a ranking of programming/curriculum emphasis from eight options. The survey was in-depth and had

a high response rate of 57 percent, with 91 percent of respondents favoring a place-based educational model in a charter school. The survey and first community meeting provided foundational guidance to the planning team.

- A website has been developed that provides board meeting notices and minutes, a FAQs section, a place to request more information, ask a question, sign-up for notices and newsletters, and apply to the School, and provides access to other school information and documents. The School Facebook page is frequently updated with notices and information.
- Established planning committees for finance, marketing and outreach, facilities, transportation, special education, nutrition services, and staff hiring that will continue into implementation and include parent and community members in leadership roles.
- A community financial appeal was mailed to local and nearby residences. A total of 87 responses have been received to date contributing just over \$20,000.
- A list of 50 community member volunteers with expertise in areas such as law, education, marketing, science, finance, etc. These volunteers will contribute to the planning, program design, and implementation of the School either by committee or by providing individual technical assistance and guidance.
- An email distribution list of nearly 400 individuals receives regular communications including board meeting notices, newsletters, and other school-related announcements.
- Board meetings consistently have more than two dozen parent and community member attendees.

As described in the Governance section, parent and community involvement will continue to be integral to the implementation phase of the School through board positions, formal committees, involvement in student learning experiences (local artists, authors, filmmakers, explorers, scientists, historians), and by providing feedback through evaluations.

The School's vision and strategy for meaningful parent/community support and engagement will further the School's mission and program by engaging with the human resources of the local community and their knowledge of the natural resources, history, arts, and civic involvement. At Marine Area Community School, our community is our curriculum.

### **MARKETING AND OUTREACH** (Limit three pages including Enrollment Table)

The School benefits from widespread community support, a remarkable depth of knowledge and skills, and strong volunteer commitment for all aspects of school planning and implementation. The volunteer marketing committee includes parents, community members, and a board member, and has developed a detailed marketing and outreach plan. Marketing efforts for the School target Minnesota families within a 25-mile radius of Marine on St. Croix, including communities of Marine on St. Croix, Scandia, Forest Lake, Hugo, Grant, White Bear Lake, Mahtomedi, and Stillwater; however, any Minnesota students are welcome. The target audience is families with pre- and elementary-school children. Because so much of an elementary school referral network is word-of-mouth, we will also target secondary audiences such as community volunteers, family assistance professionals, and thought leaders.

Guided by the School's published enrollment policy, the School announced its open enrollment period and conducted its first lottery on August 29, 2016. At present, 201 students have applied to the School. In April 2017 students from the open enrollment and waitlist, in that order, will be invited to enroll until class sizes have been filled. Given the fact that current applications exceed enrollment target by 42 percent, the School is confident that established targets will be met. Nonetheless, if enrollment is lower than expected, the marketing committee will intensify its efforts within the community, and seek additional advice from the authorizer and community members with expertise in marketing and outreach.

Although the School has received a comfortable number of applications for opening, the marketing committee will continue to promote the School in the following ways:

- Promote the newly board adopted brand and identity of the School through press releases to news outlets, announcement on social media, and a brand launch event.
- Frequently update a dedicated school website (launched in January 2016).
- Use the School Facebook page, boosted posts, targeted advertising, and shared posts on appropriate pages and in groups to communicate about events and news.
- Continue to send school news and event press releases to and create display ads for appropriate area print newspapers and online media, such as the *Country Messenger*, *Stillwater Gazette*, *Forest Lake Times*, *St. Paul Pioneer Press*, *Stillwater Patch*, *The Stillwater Current*, and other news sources and community bulletin boards.
- Use a database of almost 400 email addresses for announcements and newsletters.
- Mail postcards to families in targeted areas using rented or purchased lists.
- Employ additional community presentations and updates to Marine's city council, area churches, preschools, senior living centers, local civic clubs, 4-H clubs, and other local community clubs to increase word-of-mouth outreach.
- Print posters, flyers, and brochures to be placed on bulletin boards and circulated in key places such as preschools, churches, community centers, coffee shops, grocery stores, playgrounds, libraries, community centers, food shelves, and via Realtors.

**Hard-to-reach Populations:** According to the 2010 census, Washington County is 85 percent Caucasian, 4 percent African-American, 5 percent Asian, and 4 percent Hispanic. Because the School will be inclusive, and diverse racial and ethnic groups are growing at a faster rate, the School has made a special effort to communicate with traditionally hard-to-reach populations, including students with special needs and English language learners, by:

- Identifying economically disadvantaged groups in our demographic area and ensuring posters, flyers, and/or postcards reach those groups.

- Obtaining Spanish translations of key messages on printed materials, placing bilingual posters in key areas, and adding translation capability to our website. (Spanish is the second-most prevalent language in our demographic area.)
- Providing information to area family assistance operations, such as Valley Outreach, Family Means, local Head Start, Washington County Community Services and Help Me Grow, Family Pathways in Forest Lake, and Solid Ground in White Bear Lake, for their dissemination.
- Communicating the School's unique offerings and highlighted how the School fills a widening educational gap with its small overall school size, passionate community support, teacher-designed model, and natural setting with emphasis on place-based, project-based learning.

**Lottery:** The School's lottery process is fair and equitable. Open enrollment was announced on the School's website and Facebook page, to the School email list, in the local newspaper, and via the methods described for Hard-to-Reach Populations above. During open enrollment, 128 completed applications were received and a lottery was conducted for ranked placement, as class sizes had not yet been established by the board. Students who missed the open enrollment deadline continue to apply; these students are placed on a waiting list in the order received. All students who applied during the open enrollment period will be enrolled unless the number of applications exceeds the capacity of a class, grade level, or school. In accordance with Minnesota State Statute 124E.11, the School will give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents, and will give preference for enrolling children of the School's staff before accepting other pupils by lot.

The School will not discriminate against a student during the admissions process on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability intellectual ability, prior measures of achievement

or aptitude, athletic ability, or for any other basis that would be unlawful for a charter school.

**ENROLLMENT TABLE**

<b>Year of Operation</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Year 1	20	20	20	20	20	20	20							140
Year 2	22	22	22	22	22	22	22							154
Year 3	25	25	25	25	25	25	25							175
Year 4	25	25	25	25	25	25	25							175
Year 5	25	25	25	25	25	25	25							175

**AUTHORIZER** (Limit three pages)

The Minnesota Department of Education (MDE) approved the Minnesota Guild of Public Charter Schools (Guild) on 30 November 2011 as a single-purpose authorizer. As such, the Guild is solely dedicated to the work of authorizing high-quality chartered schools and monitoring for contractual compliances before making renewal or non-renewal determination.

The administrative relationship between the Guild and Marine Area Community School is consistent with the authorizing provisions of Minnesota Statute §124E and the contract agreement between the Guild and Marine Area Community School. In Minnesota, chartered schools have complete autonomy from district boards and also considerable autonomy from the authorizer. The Guild values and espouses the autonomy granted by the Minnesota Legislature to the non-districted sector of public education. In order to respect that autonomy, the Guild places high value on the arduous effort required by applicants to receive approval to charter. Equally, the Guild’s detailed oversight protocols ensure that the public investment is valued and honored.

The Guild’s Authorizer Approved Application and operation policies and practices are based on NACSA’s Principles and Standards for Quality Charter School Authorizing. The Guild application and review process is rigorous and requires a high level of detail as well as demonstrable evidence that the chartering board has the capacity and requisite competencies to

accomplish the work. The Marine Area Community School has demonstrated effectiveness in the critical matters of strong governance, school operations, financial management, and exceptional learning programs in their previous work, individually and collectively.

The Guild has designed its processes to hold schools to a high degree of accountability in exchange for autonomy and flexibility. The provisions of the contract describe the accountability in considerable detail, focusing on five principles:

1. Mission and goals of the school model, program model and implementation of state standards with focus on the primary purpose: to improve **all** pupil learning and **all** student achievement. The additional purposes in Statute must support the primary purpose.
2. Governance of the school, including strong bylaws, which clearly spell out the responsibilities of the board including setting the policy direction for the school, expectations for the school leadership with performance reviews, setting the budget including regular reviews of budgets, etc.
3. Student learning and other performance indicators must address the primary purpose. The Guild contract requires that student growth and achievement are measured reiteratively and reported to the school community, the authorizer, and MDE.
4. Financial management and performance indicators that detail the fiscal health of Marine Area Community School such as fund balance, annual approved budget, a history of audits, monthly financial statements (including cash flow).
5. School operations indicators such as licensure, compliance with law, health and safety, compliance with non-sectarian provisions, etc.

The Guild collects and reviews accountability data reiteratively, including academic growth and achievement, financial reports including cash flow, and operational metrics. Data is collected monthly (through a cloud-based portal, EpiCenter), during board meetings, site visits,

and for the purpose of reporting to stakeholders including the school community and the Department of Education. Data drives the Guild's decision in special reference to intervention(s) as well as in making contractual renewal or non-renewal decisions.

## **BUDGET**

*Please complete excel budget document including cost justifications. Expenditures related to food purchases beyond necessary meals if in approved travel status, gifts and entertainment are not allowable.*

## **WAIVER REQUESTS (Optional, no page limit):**

No waivers are requested.