



Cornerstone Montessori Elementary School Annual Report 2011-2012

Submitted to:

Volunteers of America and the Minnesota Department of Education October 1, 2012

by Liza Davis, Head of School, and Melissa Santrach, Board Chair

What I dislike most about school is that we can't come on the weekend.

– Katte, 1st Grade

Cornerstone Montessori Elementary School (CMES)

1611 Ames Avenue

St. Paul, MN 55106

<http://cornerstone-elementary.org/>

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Table of Contents

Table of Contents.....	2
Introduction.....	4
Statement of Purposes.....	5
Authorizer Information.....	7
School Governance.....	8
School Governance Model	
Site Operations Committees	
2011-2012 School Year Charter Public School Board	
Policy Additions and Changes Adopted in FY 2011-2012	
Board-Approved Plans	
VOA Site Visit Report Highlights	
Board Training	
School Management.....	13
2011-12 School Management and Faculty Information	
School Management	
Administrative Professional Development	
Head of School Professional Background	
School Leader Review	
Staffing / Teaching Faculty Information.....	15
Teaching Staff Information	
Academic Professional Development	
Staff Turnover and Staff Longevity	
School Admissions and Enrollment.....	17
Cornerstone Montessori Elementary School Enrollment Policy	
Acceleration & Retention Policy	
Enrollment Process	
Student Background and Demographics	
Student Attrition.....	20
Student Enrollment and Attrition Rates	
Academic Performance.....	21
Learning Program Description	
NWEA Test Results	
Accountability Plan Data	
AYP Goal	
MCA-II Goal Series	
NWEA Goal Series	
Mission Specific Academic Goals	
Attendance Rate	
Rationale for New/Continuing Goals	
School Climate.....	30
Parent Involvement and Satisfaction	

Finances	31
Internal Controls and Board Oversight	
Innovative Practices and Implementation	32
Curriculum - AMI-Certified Montessori Approach	
Special Education Services	
English Language Learners (ELL)	
Student Highlights	
Staff Highlights	
Operational Performance	35
Running at Full Capacity	
Facilities	
New Classroom	
Greenhouse	
Program Challenges / Future Plans	36
Record-Keeping System	
Accountability Committee	
Strategic Plan	
Conclusion	37
Appendices	38
Appendix A: VOA Accountability and Oversight System	
Appendix B: Non-Profit Status Information	
Appendix C: CMES 2011-12 Organizational Chart	
Appendix D: CMES 2011-12 Application Form	
Appendix E: CMES 2011-12 Student Enrollment Form	
Appendix F: CMES School Satisfaction Survey Spring 2012	
Appendix G: CMES By-Laws	
Appendix H: 2011-12 Financial Statements and Revised Budget	

Introduction

What I like about Cornerstone is that we don't get in big trouble. Instead, we problem solve. Each person gets to tell their version of what happened and then we find a solution together. It makes me feel comfortable.

– Aniya, 2nd grade

Aniya touches upon one of the core elements of AMI-certified Montessori instruction – building an authentic learning community in which children not only develop academic skills but social ones.

In 2010, a group of parents who had experienced Montessori education through private schools connected with a number of individuals affiliated with the Montessori Training Center of Minnesota (MTCM) and got together to write an application to create a K-6 charter school sharing some of the space of MTCM's private pre-school.

In January of 2011, Cornerstone Montessori Elementary School (CMES) was recognized as a Minnesota Charter School authorized by Volunteers of America (VOA). CMES opened in the fall of 2011 serving children in grades K-2, and we will add a grade each successive year until serving children in grades K-6. Because of a recognized need for an authentic, AMI-recognized Montessori elementary program on St. Paul's East Side, we founded CMES.

In founding this school, CMES developed a mission and a vision to support child learning in an AMI-certified Montessori environment.

MISSION

Cornerstone Montessori Elementary School's mission is to support children from culturally and economically diverse backgrounds living in or near St. Paul's East Side through a rigorous and high-impact Montessori program that empowers them to make positive decisions, develop self-discipline, and create a true sense of responsibility for themselves and others in their community.

VISION

The vision of Cornerstone Montessori Elementary School is a world-class, cross-cultural elementary learning community featuring the powerful and highly differentiated Montessori curriculum, which comprehensively prepares children to achieve at high levels and to excel as leaders in the 21st century. It will provide the highest quality education to all children, regardless of their socio-economic or cultural backgrounds.

Our mission and vision guided the application process as well as our first year of operation as we navigated through unanticipated challenges that each new school faces. For the 2011-2012 school year, CMES served children ages 5-7 in Kindergarten and Elementary Montessori Environments in a 10-month program starting after Labor Day and ending in early June. All children must attend all-day, even for Kindergarten.

To note -- CMES is an active 501(c)(3) nonprofit trust institution as noted in the Charities section of Attorney General Lori Swanson's website (*See Appendix B.*).

Statement of Purposes

This is the Annual Report for Cornerstone Montessori Elementary School (CMES) and, as part of our first section, as outlined in law (*Minnesota Statutes 2011, 124D.10, subd. 1*) and directed by our authorizer Volunteers of America (VOA), we begin with a statement of purposes.

To wit:

- 1) CMES will improve pupil learning and child achievement;

CMES will do so by implementing an Association Montessori Internationale (AMI)-recognized program that individualizes learning for each child while also helping all children learn to work together respectfully and productively in the learning environment.

- 2) CMES will increase learning opportunities for pupils;

CMES will do so by first and foremost offering a public, AMI-recognized Montessori option on the East Side of St. Paul. Heretofore, Montessori education was usually available primarily in private schools with a few public schools sprinkled in, severely limiting the option for less affluent families.

Secondly, though no less importantly, CMES will provide numerous opportunities for learning with the context of the AMI Montessori environment. The classroom design by its very nature encourages and nurtures choice and the natural development of academic and social skills. Moving away from seat time, bells, and teacher-directed learning, CMES prides itself on truly and naturally individualizing learning for each child.

- 3) CMES will encourage the use of different and innovative teaching methods;

Though Montessori education took shape in 1909 with AMI forming in 1929 to protect the integrity of Dr. Montessori's work, AMI-certified Montessori instruction is **the** innovative approach for the 21st century. In stark contrast to factory-style schools with an increasing emphasis on drill and grill approaches to improve test scores, authentic Montessori offers a viable and innovative alternative.

More specifically (and this is illustrated throughout this report) – Dr. Montessori literally wrote the book (wrote many books) about differentiating instruction. Each child moves at his or her own pace in his or her own manner. The learning environment allows for this multiplicity of children's approaches to the materials.

- 4) CMES will measure learning outcomes and create different and innovative forms of measuring outcomes;

Using first (for children K-2) the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) tests in mathematics and reading to establish baseline data and areas in need of remediation or exceptional challenge, CMES will extend its individualization of instruction by looking at standardized test data as a way to focus and inspire learning. Then, as children enter 3rd grade, they will have the opportunity to take state MCA tests as an additional way to measure progress and direct learning. Lastly, and though not complete, CMES is in the process of developing an independent and standardized assessment tool to gauge learning and growth within the AMI-certified Montessori classroom.

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

CMES staff members have a unique opportunity to blend AMI-certified training with Minnesota state standards and expectations. As they weave these two approaches together to maximize child success, each educator will explore new territory from at least two unique perspectives. Using both as a foundation for making wise decisions about the school environment and curriculum will be paramount to making CMES an outstanding place of learning for all children.

Per state guidelines (*Minnesota Statutes, 2011, 124D.10, subd. 14*), this report begins with a background about who CMES is, who authorizes us, and who attends CMES. Then we move onto how CMES operates. We look at finances, committees, board makeup, and licensure. The last section looks at the work we do with children grades K-2: their performance, our innovative programs, and our future plans to maintain and sustain CMES far into the future.

Authorizer Information

Volunteers of America (VOA) is CMES's authorizer and has been since inception. VOA is committed to uplifting all lives, its mission (according to its website, voamn.org) to help people "gain self-reliance, dignity, and hope".

In addition to providing numerous services to those in need since 1896, VOA also "offers authorization to Minnesota charter schools ... [that] provide successful learning opportunities to children in small, educationally creative settings. Authorization includes strong oversight, accountability and resources to help charter schools succeed."

CMES is proud to be associated with an organization of such integrity and determination to support underserved communities.

Main Contact: Stephanie Olsen, Senior Manager of the Charter School Authorizing Program
Address: VOA-MN Education Center, 924 – 19th Avenue South, Minneapolis, MN 55404
Cell: 612-270-1998
E-Mail: solsen@voamn.org.

For a description of VOA's oversight as well as reporting/accountability requirements for Cornerstone Montessori Elementary, see Appendix A.



School Governance

School Governance Model

We have bi-weekly all lead teacher meetings which alternate with level meetings. As a small staff, all teachers are involved in all topics; we do not have different committees for different purposes.

CMES staff, Board of Directors, and Head of School work together to create a program that supports the growth and achievement of all children enrolled at CMES. The Board of Directors, whose responsibilities include hiring and reviewing the performance of the Head of School, oversees the school. The Board entrusts the operations and management of the school to the Head of School and supervises the Head of School in this role. The staff collaborates on the program with the Head of School, who approves all programmatic decisions and presents them to the Board. The Director of Business Operations in managing the finances of the school in conjunction with the consulting financial management firm supports the Head of School. The Head of School and the Director of Business Operations report to the Finance Committee, which prepares and presents information to the Board of Directors for approval and oversight.

See Appendix G for a copy of the Cornerstone Montessori Elementary School By-Laws.

Site Operations Committees

Board Level

Finance: Liza Davis (ex officio), Liz Coenen, Chris Bewell, Melissa Santrach, Brenda Kes (of Beltz, Kes, Darling, and Associates – our financial management firm (BKDA))

Governance: Patty Bachmeier, Jane Reilly, Chris Bewell, Liz Coenen, Melissa Santrach

Accountability Committee: Liza Davis, Melissa Santrach, Liesl Taylor, Kevin Ward

Head of School Evaluation Subcommittee: Melissa Santrach, Molly O'Shaughnessy (MTCM), Kevin Ward

School Level

Parent Involvement Committee (Part of Title I): Sara Papacek (Children's House Guide), Liza Davis (Head of School), Soly Samaniego (Children's House Assistant), Corazon Parra (Parent), Nesret Theba (Parent), Jed Lundeen (Parent), Monica Morrocco (Parent), Chris Bewell (Director of Business Operations)

Reading Well by 3rd Grade Literacy Plan Committee/Child Study Team: Sylvie Grahon (Lower Elementary Teacher), Liesl Taylor (Lower Elementary Teacher), Sara Papacek (Children's House Guide), Kristen Campbell (Children's House Guide), Liza Davis (Head of School), Cynthia Crooks (EL Teacher), Andrea Wood (Special Education Teacher)

2011-2012 School Year Charter Public School Board

This table contains information for ALL board members.

2011-12 Election Date: May 15, 2012

2012-13 Anticipated Election Month: May, 2013

Name	Board Position	Group Affiliation (if teacher, file folder #)	Skills	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Member Meeting Attendance Rate
Melissa Santrach	Board Chair	Community Member	Previous Montessori Board Chair	Founding member	12/15/09	6/30/2014	651-303-3796	melissasantrach@cornerstone-elementary.org	12/12
Benedict Moudry	Vice Chair	Community Member	Licensed teacher Great River Montessori	Founding member	12/15/09	6/30/2014	612-269-2495	benedictmoudry@cornerstone-elementary.org	8/12
Jane Reilly	Secretary	Community Member	Children in a Montessori school	8/16/2011	8/16/11	6/30/2013	651-216-4014	janereilly@cornerstone-elementary.org	11/11
Elizabeth Coenen	Treasurer	Community Member	Runs non-profit organization	7/13/2010	7/13/10	6/30/2014	651-493-7194	elizabethcoenen@cornerstone-elementary.org	10/12
Patricia Bachmeier	Trustee	Community Member	AMI-certified Montessori teacher	9/14/2010	9/14/10	6/30/2014	651-295-7951	patriciabachmeier@cornerstone-elementary.org	12/12
Tatiana Leiva	Trustee	Parent	ELL licensed teacher	Founding member	12/15/09	6/30/2012	651-291-0642	tatianaleiva@cornerstone-elementary.org	6/12
Liesl Taylor	Trustee	Teacher – file folder # 424839	AMI-certified Montessori teacher	5/17/2011	7/1/11	6/30/2013	952-221-2696	liesltaylor@cornerstone-elementary.org	11/12
Kevin Ward	Trustee	Community Member	Licensed teacher and administrator in a charter school	7/13/2010	7/13/10	6/30/2014	651-646-9496	kevinward@cornerstone-elementary.org	11/12
Liza Davis	Ex-Officio	Head of School	AMI-certified teacher	NA	2/1/11	NA	651-774-5000	lizadavis@cornerstone-elementary.org	10/12

Policy Additions and Changes Adopted in FY 2011-2012

100 Series

103 Whistleblower Policy (12/20/2011)

400 Series – Employee/Personnel

402 Disability Nondiscrimination-employees (7/19/2011)

402.1 Section 504/ADA Grievance Procedures (7/19/2011)

406 Public and Private Personnel Data (7/19/2011)

413 Harassment (6/19/2012)

500 Series – Students

506 Behavior and Dismissal (7/19/2011)

509 Enrollment (10/18/2011)

514 Bullying Prohibition (7/19/2011)

515 Protection and Privacy of Pupil Records (12/20/2011)

522 Student Sex Nondiscrimination (10/18/2011)

524 Internet Acceptable Use and Safety Policy (6/19/2012)

526 Hazing Prohibition (10/18/2011)

600 Series

609 Religious Accommodation Policy (12/20/2011)

612.1 Development of Parental Involvement Policies for Title 1 Programs (7/19/2011)

691 Inclusive Education Program (10/18/2011)

700 Series – Non-Instructional Operations

709 Bus Transportation and Safety (7/19/2011)

Board-Approved Plans

Reading Well By 3rd Grade Literacy Plan (6/19/2011)

CMES Technology Plan (6/19/2011)

VOA Site Visit Report Highlights

On April 27, 2012, VOA visited CMES to conduct its annual site visit. In one area of the goals co-developed by CMES and VOA, we asked the question: is the organization effective and well run? VOA's observation and subsequent analysis indicates that it is.

Legal Compliance: Though VOA could not at the time award a score on the rubric, it did note that all of the board members had been trained and had documentation on file for training.

School Board Effectiveness: Again, though VOA could not award a score, it noted that the Board had conducted a self-survey to assist the board in maximizing efficiency and better supporting the staff of CMES.

Organizational Effectiveness: VOA did evaluate CMES in this area, indicating that staff, parents, and community members enthusiastically participate in developing the school into a strong learning community.

Board Training

All members of the Cornerstone Montessori Elementary School board of directors have completed the mandatory training requirements for Governance, Employment Matters, and Financial Matters.

Beyond the mandatory training requirements, however, are many opportunities for continued professional development, particularly in the area of board governance. To this end, Cornerstone's board of directors conducts an annual board retreat that provides an opportunity for board members to pursue topics and discussions that are particularly relevant for the time.

The 2011 Board Retreat was held on November 12, and featured a presentation by Scott Flemming, Board Chair of Global Academy. Scott's presentation was titled, "Transitioning from a Founding Board to a Governing Board," and highlighted the differences between a board that "rows" and a board that "steers." Board members discussed their changing roles and responsibilities and ways in which they can most effectively support and guide the school in achieving its vision.

Not only is it state law to report about our Board members' training during the course of the year, it is also good practice for the Board to continually seek out and receive critical training to assist in the running and oversight of the school. What follows is a list of professional development trainings for each of our Board members.

Patricia Bachmeier

- Board Governance and Oversight of Employment Matters - December 18, 2010 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - December 18, 2010 - (Mark Beltz & Chuck Herdegen)

Liz Coenen

- Board Governance and Oversight of Employment Matters - December 18, 2010 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - December 18, 2010 - (Mark Beltz & Chuck Herdegen)
- National Charter School Conference - Minneapolis, MN - June 19-22, 2012

Tatiana Leiva

- Charter School Board Training - Governance and Employment Law - March 12, 2011 - (Center for Business Excellence, University of St. Thomas)
- Charter School Board Training - Finance - March 12, 2011 - (Center for Business Excellence, University of St. Thomas)

Benedict Moudry

- Board Governance and Oversight of Employment Matters - December 18, 2010 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - December 18, 2010 - (Mark Beltz & Chuck Herdegen)

Jane Reilly

- Board Governance and Oversight of Employment Matters - October 29, 2011 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - October 29, 2011 - (Mark Beltz & Chuck Herdegen)
- National Charter School Conference - Minneapolis, MN - June 19-22, 2012

Melissa Santrach

- Board Governance and Oversight of Employment Matters - December 18, 2010 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - December 18, 2010 - (Mark Beltz & Chuck Herdegen)
- National Charter School Conference - Minneapolis, MN - June 19-22, 2012

Liesl Taylor

- Charter School Board Training - Governance and Employment Law - June 16, 2010 - (Center for Business Excellence, University of St. Thomas)
- Charter School Board Training - Finance - June 16, 2010 - (Center for Business Excellence, University of St. Thomas)

Kevin Ward

- Board Governance and Oversight of Employment Matters - December 18, 2010 - (Amy Mace & Eric Quiring of Ratwik, Roszak & Maloney, PA)
- Oversight of Financial Matters - December 18, 2010 - (Mark Beltz & Chuck Herdegen)

School Management

2011-12 School Management and Faculty Information

This table contains information for ALL members of the school management/ administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.).

Name	File Folder Number	Assignment	Years Employed by the School	Left During 11/12	Not Returning 12/13
Christine Bewell		Director of Business Operations	1		
Elizabeth Davis		Head of School	1		
Tiffany Heaver		Educational Assistant	1		
Angela Kaufman		Special Education Assistant	1		x (services not required)
Hli Gy Clare Kue	437132	Educational Assistant	1		x
Solanye Samaniego		Educational Assistant	1		x

School Management

The school is led by the Head of School who is hired and held accountable for the success of the school by the Board of Directors. The Head of School reports to the Board of Directors monthly and is reviewed annually by the Head of School Review sub-committee of the Accountability Committee.

The Head of School oversees all aspects of the school, manages all staff and, specifically, is the pedagogical leader of the school. The Director of Business Operations manages many operational aspects of the school (i.e. the lunch program, busing, MDE MARSS reports, etc.). In the classroom environments the teachers are supported in their work and guided by the Head of School. The Head of School observes in the classroom and meets with teachers on a weekly basis to discuss lessons and student progress. The teachers are responsible, with the support of assistants, for supporting the growth and development of each Cornerstone student.

See Appendix C for the 2011-12 CMES Organizational Chart that describes the structure of the CMES management team.

Administrative Professional Development

Liza Davis, our Head of School:

- Attended all of the staff professional development activities noted above
- VOA School Workshop and Elevate360 Training - March 28, 2012
- National Charter School Conference - Minneapolis, MN - June 19-22, 2012

Chris Bewell, our Director of Business Operations, professional development activities are as follows:

- MARSS Workshop - October 24, 2012
- Participated in MDE monthly webinars for SERVS Financial Training and ESEA Title Program
- PowerUp! to School Wellness and the New School Meal Standards Symposium - March 13, 2012 - MDE Food and Nutrition Services workshop
- VOA School Workshop and Elevate360 Training - March 28, 2012

- iPad Essentials for School Leaders - The Principal Center online workshop - April 5, 12 & 19, 2012
- McKinney-Vento Homeless Liaison Training - May 9, 2012
- National Charter School Conference - Minneapolis, MN - June 19-22, 2012

Head of School Professional Background

Liza Davis has been the Head of School at Cornerstone Montessori School since 2009 and Cornerstone Montessori Elementary School since the school was recognized as a public charter school in 2011. Prior to coming to Cornerstone, Ms. Davis was part of the founding team of a Montessori school in Germany where she served as the head of pedagogy and was an AMI Montessori trained primary guide at schools in the U.S. and abroad for eight years. Ms. Davis has also served on school boards and has supported other schools through mentoring and parent workshops. Ms. Davis earned her AMI Primary (ages 3-6) diploma in 2001 and her B.A. from St. Olaf College.

School Leader Review

To complete both formative and summative evaluations of our Head of School, our Board developed a process to do so, while also communicating and supporting the MTCM in doing likewise as we share the same person as Head of School for both the private and the charter components of Cornerstone.

Our Board directed our Accountability Committee to form a Head of School Evaluation Subcommittee. This subcommittee consisted of CMES Board Chair Melissa Santrach, Executive Director of MTCM Molly O'Shaughnessy, and Board member Kevin Ward.

This committee met several times throughout the year with and without Head of School Liza Davis to do the following:

- Review and refine the Head of School rubric developed during the hiring process
- Review and add to the Head of School's professional development plan
- Organize, receive, and analyze data collection from the CMES community on the Head of School's performance
- Evaluate the performance of the Head of School based on the aforementioned rubric and data collection as well as informal observation
- Make recommendations to the CMES Board about whether or not to continue the employment of the Head of School for the 2012-2013 school year (we did recommend to continue Liza Davis' employment, and the Board unanimously agreed)
- Negotiate terms of the next year's contract with the Head of School with support and guidance from the Board

Staffing / Teaching Faculty Information

Teaching Staff Information

Four of the six teachers at CMES are licensed in their area of instruction, and two teachers are working towards completing licensure: Kristen Campbell completing her work in 2013 and Sara Papacek in 2014. Both of those staff members nevertheless have AMI certification as well as community expert waivers approved by the Minnesota Department of Education.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 11/12	Not Returning 12/13
Kristen Campbell	997894	Kindergarten teacher	1		
Cynthia Crooks	267424	ELL teacher	1		
Sara Papacek	997893	Kindergarten teacher	1		
Sylvie Grahon	459649	Lower Elementary teacher	1		
Liesl Taylor	424839	Lower Elementary teacher	1		
Andrea Wood	407859	Special Education teacher	1		

Academic Professional Development

Staff:

August 2011: NWEA introduction by Suzi Splinter. What is NWEA, How will Cornerstone conduct NWEA, How to use NWEA to support lesson planning.

August 27th: Opening staff meeting--program description, pedagogical theory, health and safety, food service to meet MDE standards

August 29th: CPR, First Aid, Blood Borne Pathogens

August 30th: Special Education Training (What is Special Ed? How to conduct Child Find?)--Sandy Strand ISES

October 20: Staff In-Service--How to Support Behavior Challenges. Interventions for RtI (led by Andrea Wood). and Difficult Conversations--how to have them.

Feb 17-21, 2012: AMI Trained Lead Teachers Participated in AMI Refresher Course. Level discussion and an Administrators Course.

April 6: Reducing Bias in Special Education/Cultural Competency Training in a.m.; Reading Well by 3rd Grade discussion in pm

Additional Staff Development Training by Individual:

Kristen Campbell:

- Enrolled Hamline University Masters in Education-Elementary Licensure

Sara Papacek:

- Enrolled Augsburg College Masters in Education--Elementary Licensure

Andrea Wood:

- ISES trainings for Special Education
- Charter School Law conference in August
- 3rd party billing conference (3 parts)
- Orton-Gillingham training.

Sylvie Grahah:

- Completing her 3rd year of AMI Elementary training
- Special support from Director of Training (3 observations with dialogue and goal setting)
- 2 child teaching sessions of 2 weeks long each with master teachers at Lake Country School and East Dallas Community School.

Clare Kue:

- Completing her 3rd year of AMI Elementary training
- Special support from Director of Training (3 observations with dialogue and goal setting)
- 2 child teaching sessions of 2 weeks long each with master teachers

Staff Turnover and Staff Longevity

This year we had four licensed staff members, two with waivers. All six of these teachers plan to return. The two Educational Assistant (EA) staff members who are not returning will begin classroom teaching at area Montessori schools. So, for licensed staff, our retention is at 100%; for overall staff, our retention rate is 83% (or 10/12).

School Admissions and Enrollment

The East Side community of St. Paul eagerly awaited the opening of CMES (as evidenced by long waitlists), and the community's enthusiasm continues to grow. More children wish to attend, and it is our intention to provide high quality AMI instruction to families of the East Side. Included below are the admissions policies in the Board manual.

Also included in this section is the demographic information about the children who attended CMES this past year. We have as many males as females (50%-50% in the past year) and approximately one out of every three children is Hispanic and nearly one out of every three children is African-American. Seventy-one percent of CMES children qualify for free and reduced lunch, 12% of children receive special education services at CMES, and 40% of children qualify for limited English proficiency services (LEP). CMES children reside in St. Paul more than anywhere else (81% with 7% coming from Maplewood/Oakdale/North St. Paul).

Cornerstone Montessori Elementary School Enrollment Policy

Under Minnesota law, Cornerstone's enrollment process starts with an enrollment period. The enrollment period will be November 1 – December 1. Notice of this enrollment period will be made public through postings in community centers and newsletters targeting the Phalen Village community and the school's website.

The enrollment model for each grade will be approved by the Board of Directors prior to the start of the Open Enrollment period. This enrollment model will accommodate slight over-enrollment to account for likely child attrition.

Enrollment Preference: As required in Minnesota Statutes, section 124D.10, Cornerstone Montessori Elementary School must offer preferential enrollment to siblings of children currently enrolled at Cornerstone Montessori Elementary School. As allowed for in Minnesota Statutes, section 124D.10, Cornerstone Montessori offers preferential enrollment to children of school employees. **Cornerstone Montessori Elementary School may not and will not give preference to children of the private pre-school Cornerstone Montessori School. Any family from Cornerstone Montessori School who wants their child to attend Cornerstone Montessori Elementary School must participate in the enrollment and lottery process.** Cornerstone Montessori Elementary School is a public school and as such, the enrollment process may not consider eligibility based on intellectual ability, aptitude, measurement of achievement, or any other specific characteristic of children whose enrollment form is received in a timely manner.

Enrollment Process: Current children of Cornerstone Montessori Elementary School are considered enrolled for the purpose of determining the number of openings for the following year. On the first day of the Open Enrollment period, the number of openings in each grade level will be determined and the Open Enrollment process will begin. Prospective new children must submit enrollment applications by the Open Enrollment deadline.

If openings still exist in any grade after the Open Enrollment deadline, enrollment applications received after the deadline will result in admission on a first-received, first-enrolled basis. In the event post-deadline enrollment results in a full class and later enrollment applications are received, those children will be placed on a waiting list in the order in which the applications were received.

Lottery Process: If more enrollment applications are received during the open enrollment period than available openings in any grade, a public lottery for those openings in those grades must be held. Each of the grades is subject to the lottery process.

The lottery, if necessary, will be conducted on December 10. If December 10 falls on a weekend or holiday, the lottery will be held on the next business day following the weekend or holiday.

The lottery will be conducted by a third-party, unrelated to school staff, board, or applicants. It will occur in a public meeting with adequate notice. The children who are not chosen will be placed on a waiting list in the order their names are drawn.

Upon admission, Cornerstone may require additional information about enrolling children including information on special education needs, health care summaries, family background, and family routines and habits.

Kindergarten Enrollment: Prospective children entering kindergarten must be five years of age on or before September 1 of the school year for which they are applying.

Non-Discrimination Statement: No child may or will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, or intellectual or physical ability. Cornerstone Montessori Elementary School is a tuition-free school. Students from all backgrounds are encouraged to apply.

Board Approved October 18, 2011

Revised August 28, 2012

Acceleration & Retention Policy

Cornerstone Montessori Elementary School accepts children into grade levels based on their age as on or before September 1 of the school year with 5 years being the age for acceptance into Kindergarten. Cornerstone will provide each child with an educational environment that provides optimal challenge and meets the child's developmental needs. Due to the nature of the Montessori environment, and the training of the teacher, which covers multiple ages, and the multi-age classrooms, lessons can often be remediated or accelerated to meet the needs of each child.

Cornerstone staff members—teachers and administrators—will continually and consistently assess the needs and development of each child to determine the best environment for each child. Decisions to advance or retain a child will be made by the Head of School in conjunction with the child's parents and will be based on staff experience and assessment of the needs of the child.

Board Approved May 17, 2011

Please see Appendix D for a copy of the CMES Application Form and Appendix E for a copy of the Student Enrollment Form.

Enrollment Process

When a child is admitted to Cornerstone Montessori Elementary School the family is notified and is required to complete the Student Enrollment Form and return it to the school by the two-week deadline. Once CMES receives the Student Enrollment Form an enrollment packet is given to the family for completion. The enrollment packet includes the following forms: Health Information, Emergency Information, Home Language Questionnaire, Computer and Internet Usage Contract, General Permission Slip, Parent Permission for Child Pickup, Parent Directory Permission, Family and Cultural Information, and Immunization Records.

Student Background and Demographics

2011-12 School Year	October	%	June	%
Total # of Students	60	-	58	-
Females	32	53.33	29	50.00
Males	28	46.67	29	50.00
American Indian	4	6.67	3	5.17
Asian	10	16.67	9	15.52
Black	18	30.00	17	29.31
Hispanic	21	35.00	21	36.21
White	7	11.67	8	13.79
Free & Reduced	42	70.00	41	70.69
Special Ed (incl. 504)	2	3.33	7	12.07
LEP	23	38.33	23	39.66

Resident District	2011-2012	
	#	%
Minneapolis	3	5
North St. Paul/Maplewood/Oakdale	4	7
Washington County/Woodbury	2	3
St. Paul	47	81
Anoka-Hennepin	1	2
Inver Grove Heights	1	2

As demonstrated in these two tables, CMES works mostly with children living in St. Paul who qualify for free and reduced lunch and identify either as Hispanic or African-American. In the past, children fitting this profile would not have had access to AMI-certified Montessori instruction; this data reminds us that we are making progress towards fulfilling our mission.

Student Attrition

We began the school year with 19 children on the waitlist for Kindergarten. That said, we still had four children and their families move from St. Paul and leave CMES; two children switched to Saint Paul Public Schools; and one family decided to homeschool their child. We had 60 children total by October of 2011, two more than our projected budget of 58, and we saw four more enrollments after October 1. However, with the movements and decisions of families, we drifted back to 58 by the time the school year ended. Our Average Daily Membership (ADM) for the 2011-12 school year was 58.57. Over the course of the year, we served a total of 65 children, meaning that 11% were not retained, putting our retention rate at 89%. For the 2012-13 school year, we see waitlists continue to grow for Kindergarten and 1st grade, a sure sign that word has spread about CMES's impact on young people's lives.

Student Enrollment and Attrition Rates

This table identifies the number of children enrolled at the school during the 2011-2012 school year and estimated 2012-2013 enrollment. Data based on October 1 Average Daily Membership (ADM).

School Year	Total	K	1	2	3	4	5	6	Attrition/Retention Rates
2011-2012	58	21	22	15					89%
2012-2013 est.	84	20	25	23	16				90%

Our goal for the first year was to maintain an enrollment of 58 in the K-2 program, and our ADM shows we slightly exceeded this goal.



Academic Program / School Performance

As established with VOA before the school opened, our goals for academic success are clearly articulated, challenging, and critical to CMES's long-term success in supporting children on the East Side of St. Paul.

This year, our first, provided an opportunity to compile baseline data to refine our goals but not our expectations – namely, that each child will catch up to and exceed grade-level performance as measured by state, NWEA, and Montessori-based assessments. In the first year, we implemented an authentic Montessori program and supported a student body, most of whom were new to Montessori and thus needed to adapt to the expectations of a Montessori environment (freedoms such as that to move, to choose work and with whom you work, and to follow your interest with the expectation of responsibilities that go along with each of these freedoms).

Throughout the year we saw children slowly adapt to the environment and to grow in their capacity to make responsible work choices that demonstrated academic growth in each child. For example, we saw a child who was unable to write a sentence in the beginning of the year write a long report about the life cycle and needs of a frog by the end of the year and present this at the school Learning Fair and a board meeting. In the first year, we saw the beginnings of a strong foundation, which we expect to grow over the next couple of years.

Learning Program Description

AMI stands for Association Montessori Internationale, founded in 1929 by Dr. Maria Montessori to maintain the integrity of her work and her vision of education for children. Montessori as a name is not trademarked. In the Twin Cities alone, a sample Google search produces ten schools with Montessori in the title. However, that does not guarantee the rigorous commitment to Dr. Montessori's vision and principles in educating young people. CMES only hires teachers who have been AMI certified, and CMES's director Liza Davis is also AMI certified and has been a classroom teacher. This level of rigor and consistency guarantees for families a high quality education celebrated world round as authentic Montessori.

Founded in 1907, by Dr. Maria Montessori (1870-1952), Montessori pedagogy educates children for life. Children have the freedom to explore and to develop their potential as they work with didactic materials, either independently or in groups, in a prepared environment. The Montessori Method is based in the concept of respect—for self, others and the environment. The Montessori rooms are prepared to meet the developmental needs of the age-span served within the environment.

The materials and furniture are designed for the child's physical needs (size and proportion) and psychological needs (areas of interest or skill development). Each prepared environment includes a full-range of Montessori materials, a trained Montessori guide/teacher and a trained assistant. The materials are designed to assist growth in practical life, sensorial, mathematics, language arts, music, art, science, history, and geography. The work the child performs with the materials is intended to develop mental and manual dexterity. While working with the materials, the child develops concentration, self-confidence, respect, an understanding of order, and a joy of learning.

We believe that the child and his or her needs are the central and commanding focus of the learning process. It is the role of the teacher to observe, to know and to defend the child as he or she proceeds through the stages of development.

We see in each child the future of our society, of our nation and of our planet. The child in the process of fundamental development has unlimited possibilities and the future rests on our ability to cultivate and nurture these potentials.

We believe that the learning process is governed by certain basic human tendencies or needs:

- The need to communicate, to use language
- The tendency for order: the need to organize, classify, and interpret reality
- The need for independence and activity, the drive to work constructively and purposefully
- The need for social relationships

In a Montessori school, the outdoor environment is considered an extension of the indoor environment. While there is a scheduled time for large motor activities that encourage collaborative group play and allow children to gain an understanding of the rules and movements associated with a variety of sports, the space is not only used during recess. The outdoor environment is also a “work space” that can be used during the Montessori work-cycle. Throughout the day and with the accompaniment of an adult, children may work on materials, garden, or simply explore the natural landscape of our outdoor space. We also offer the children a multi-purpose room to refine their large motor skills when weather prohibits us from going outside.

The Montessori teacher facilitates activities within the environment while modeling respectful behavior. The teacher is not the center of the learning process, but rather helps guide each child while also respecting his/her choices. The teachers help the children reach their full potential by guiding them towards materials that meet their developmental needs and current interests. Individual and group lessons are varied and designed to meet each child’s learning style and pace. The teacher observes the children often and plans lessons based on his/her observations of the needs and interests of an individual or group.

Within the multi-age community, older children often serve as teachers and mentors for the younger children. These children share their experiences by helping others. This process not only helps create a sense of community and interdependence, but also reinforces previous learning for the older children. Self-direction encourages trust, acceptance, and non-competitiveness. The materials, teacher and children’s community come together to assist the child in developing a strong self-image and sense of self-esteem, which is critical when building an attitude of learning and exploration to last a lifetime.

Children’s House (Kindergarten)

Kindergarten is part of our Children’s House program, which in partnership with Cornerstone Montessori School –a private, preschool– serves children from the ages of 33 months to six years. Cornerstone’s two Children’s House environments will have up to 30 children when at full capacity with 10 children enrolled in Kindergarten at CMES and the other children enrolled in the private preschool program. Each environment has an AMI-trained guide/teacher along with an AMI-trained assistant and an aide. Either the trained assistant or the aide is a native Spanish-speaker.

This program is an all-day program. We offer a nutritious catered lunch, which the children enjoy as a community. For much of the children’s day they may choose work within the environment. There is also group time for music, stories, movement, and games. Children have time to play outside at least once a day. There is also the opportunity to use an indoor large motor space.

Children are free to choose work from the beautiful and well-defined areas of the environment. The adults in the environment serve as Guides who show the children how to use the concrete materials. Working with the materials not only helps develop coordination, concentration, independence, and a sense of order; it also helps the child become more disciplined and accomplished. Children in a Montessori environment usually have healthy self-esteem because they are helped to do things themselves. The children have ownership of the environment and take good care of it, returning materials with care.

The Children's House environment unifies the social, physical, and intellectual functioning of the child. We provide children with an early and general foundation that includes a positive attitude toward school, inner security, a sense of order, pride in the environment, curiosity, concentration, self-discipline, and a sense of responsibility for the self and for the group. Thus, through interacting with the Montessori environment, the child constructs him or herself in a positive manner. This benefits the child in school and in life.

Instruction occurs one-on-one and in small groups conducted at the child's pace. Montessori materials are organized in a logical, sequential nature, providing a structure that guides a child's discovery. A series of presentations, activities, and developmentally appropriate materials are designed to enable the child to master specific skills. Each series of presentations and materials is grouped by broader content areas that complement and interrelate with one another.

The Children's House environment is divided into four distinct areas:

Practical life: among other life skills, children learn how to wash, cook, sweep, plant and sew.

Sensorial: children learn through sight, touch, sound, taste, and smell using binomial cubes, geometric shapes, constructive triangles, tasting bottles, and other materials that enable the child to classify, clarify, and comprehend the world.

Language: children are introduced to nomenclature and vocabulary through spoken language games. They are also introduced to the 26 letters of the English alphabet and their associated sounds. With the help of a movable alphabet, children are able to write words, sentences, and stories. Reading quickly follows with materials that help explore grammar and the structure of language.

Math: children are taken from the concrete to the abstract through manipulation, experimentation, and invention by using math materials.

Elementary (Ages 6-12)

From age six through age 12—the elementary school years—the child is driven by a natural curiosity and tendency to explore the expansive interconnectedness within and across disciplines such as the arts, math, and social studies. Dr. Montessori used the term “cosmic education” to refer to this stage of education best fitting this period of child development. The Great Lessons are at the center of Montessori elementary education. These lessons are stories that explore the beginnings of the universe, the formation of the stars and planets, the progress of plant and animal life, the arrival of humans and language, and the origins of mathematics, geometry, and the sciences. From these stories the child develops sensitivity to the way things live, to the interdependence of life, and to the fundamental needs of human beings. Timelines, charts, and research cards of human needs help the child in independent study and inspire more research in geology, sciences, biology, geography, and history. Montessori elementary children use their imagination and reasoning minds to explore all the parts of the universe. They may be engaged in a variety of learning activities at the same time.

At the center of the Montessori elementary classroom is the well-trained Montessori teacher. This professional is an “enlightened generalist” with knowledge deep enough to know details that add to the Great Lessons and connect the details into a big picture across the disciplines. The teacher's role is to be the storyteller of our history and our world, as we understand it, to inspire the children and then to guide them in acquiring the skills to pursue their interests and to explore the relationships among the different subject matters. This teacher is also trained in areas of child development. Because the Montessori child spends three years in the same classroom environment, the elementary teacher can be keenly tuned in to the unique personality of each child. This sensitivity permits the teacher to guide each child into areas of natural interest. The teacher or guide is in communication with the child and the family to help the child maximize his or her educational opportunities.

Much of the work of the elementary child is collaborative. The child learns in partnership with others through small group lessons and projects. At different times, each child is both a teacher and a learner. Because each child spends three years in the same classroom environment, the children have the freedom to explore subject areas as they become interested in them. The teachers, through the use of daily observation notes, lesson planning, and assessments, track each child's use of materials and progress within a subject matter. The teacher uses the child's interest to guide him or her to an exploration of all subject areas. The subjects that are covered in the Montessori classroom include mathematics, geometry, language, geography, science, art, and music.

Living in the world for the elementary child also involves working actively to make it a better place. Care of one's environment is built into the Montessori curriculum. In the environment children are responsible for keeping the environment clean, caring for the animals, and providing for the needs of guests. CMES children will take responsibility for recycling programs in their classroom environments, will help maintain the grounds and the garden, as well as help the school be more energy efficient.

The Montessori curriculum is developed and reviewed by an international committee and not set according to US academic standards. As a consequence, there are elements in the Montessori curriculum, such as finding the cube root of a 9-digit number, that are not part of our state or national standards; also there are elements of our Minnesota state standards, such as the study of simple machines, that are not covered by the basic Montessori curriculum. However, there are specific provisions made in the training of Montessori teachers to ensure that the state standards are met in the Montessori classroom. CMES staff will continually evaluate state standards and Montessori curriculum to ensure that children who graduate from a level (at Kindergarten, third and sixth grades) have met the state required standards.

One of the guiding principles of Montessori education is the development of the whole person, with particular emphasis on the development of reason and the will, along with a lifelong love of learning. For this reason, children in a Montessori environment are expected to work at their own pace and have a major role in setting their own work schedule rather than just doing specific assignments given by the teacher. This vast amount of freedom given to the children is tempered by three very important limits: the public school curriculum, the daily work journal used by each child to track his/her progress, and frequent individual meetings between the child and the teacher. The trained Montessori teacher is expected to help each child progress through the state public school curriculum and this is available in the classroom for the children to refer to in planning their studies. As part of each child's assessment (including standardized assessments, Montessori records, the child's work journal, and Montessori teacher's observation notes) the Montessori teacher reviews with the child where the child is at in terms of development within the Montessori curriculum and state standards and sets goals with the child for further development. There is also a consideration given to the developmental level of the child; that is, more of the responsibility for covering the state curriculum falls on the teacher's shoulders in the early grades with the child taking more direct responsibility as she/he matures.

NWEA Test Results

In looking for an independent standardized assessment, CMES chose NWEA (Northwest Education Association) and its MAP (Measures of Academic Progress) test. This computer-based test, administered two times a year, adjusts as a child answers each question – a correct answer produces a more challenging subsequent answer, an incorrect one provides a less challenging follow-up. All the while, the computer is diagnosing the child's strengths and areas in need of improvement/remediation.

It should be noted with such a small sample size that one or two test scores can dramatically impact the mean of the test results. For example, for Kindergarten, the fall mathematics RIT scores ranged from 126 to 158, spring

126 to 174. The larger the numbers of test-takers, the more that outliers (like 126 and 158 in the fall) do not tremendously impact the mean.

Mathematics

2011-12	# Tested	Fall	%ile	Spring	%ile
K	20	141.1	41	152.4	30
1	20	164.2	54	173.4	32
2	14	171.0	29	181.9	21

Though the Kindergarteners and 1st graders started off near the 50th percentile in NWEA performance, the spring results saw declines for all three groups.

We believe this dip can be attributed to our being in our first year. Staff members are learning how to mix AMI-Montessori pedagogical and curricular approaches with state and national norms for educational growth as measured by NWEA. It makes more sense to look at MAP data over a three-year span, analyzing three years of commitment to supporting child learning as measured by this assessment, the state MCA tests, and a separate, Montessori-focused assessment.

Professional Development plans include having the Head of School attend a 2-day NWEA training in summer 2012 and focus professional development training for staff on using and interpreting NWEA data within the Montessori context; specific attention will be given to understanding academic language expected by NWEA and compared to Montessori language used in the environments. In addition, observations during the test-taking period have lead to an overhaul of administering procedures for NWEA MAP testing. For example, children were given the test in small groups while other children were in the classroom; it was noted that the children testing voiced that they wished to get back to the classroom and therefore rushed through the tests.

Reading

2011-12	# Tested	Fall	%ile	Spring	%ile
K	20	142.5	48	149.9	26
1	20	161.1	52	171.2	34
2	14	168.4	30	181.0	28

The results prove to be similar to those in math except that the kindergarteners showed a more dramatic drop in reading than in math and that second graders showed a smaller drop in reading than in math.

In the case of both math and reading, what will be especially intriguing will be the fall test results to compare against fall 2011 for individual children and to assess their growth there. Is the decline against national norms sustained; will we see more than sixteen of fifty-four CMES children meeting growth projection?

The drops demand close inspection, rigorous professional development, and above all, patience: we need to see how these children do over time before drawing broader conclusions. That said, CMES staff is working hard this summer and into 2012-13 to better acquaint itself with how NWEA MAP functions, how to access results, and how to better utilize NWEA MAP vocabulary with children and their families.

Accountability Plan Data

AYP Goal

Indicator	4	3	2	1
Adequate Yearly Progress The school is making adequate yearly academic progress (AYP), as measured by the Minnesota Department of Education's system of accountability.	Met AYP across all subgroups for at least the last two school years	Met AYP across all subgroups for the last school year	Did not meet AYP across all subgroups for the last school year	Did not meet AYP across all subgroups for the last two school years or more

Because AYP is no longer the lingua franca of accountability in Minnesota, CMES awaits its Multiple Measures Rating (MMR) from the Department of Education, a rating that cannot be tabulated until the spring of 2013, after our third graders have taken the Minnesota Comprehensive Assessment (MCA) tests in math and reading.

MCA-II Goal Series

Our progress cannot be assessed in this area until CMES children take the MCA II tests, which will be offered to third graders in the spring of 2013.

NWEA Goal Series

National Median

The expectation is at least 50% of CMES children in each grade should perform at or above the national median for both NWEA MAP Reading and Math assessments.

Reading	# Tested	# Students at or above median	% per grade level	VOA Rubric indicator
K	20	6	30	1
1	20	9	45	2
2	14	5	36	1
Total	54	20	37	1

Mathematics	# Tested	# Students at or above median	% per grade level	VOA Rubric indicator
K	20	7	35	1
1	20	6	30	1
2	14	4	29	1
Total	54	17	32	1

Indicator	4	3	2	1
NWEA MAP in Reading Percent at or above the national median	More than 65%	50-65%	40-49%	Less than 40%
NWEA MAP in Math Percent at or above the national median	More than 65%	50-65%	40-49%	Less than 40%

RIT Growth

Reading	# Tested	# Students meeting growth projection	% per grade level	VOA Rubric indicator
K	20	5	25	1
1	20	4	20	1
2	14	7	50	3
Total	54	16	30	1

Mathematics	# Tested	# Students meeting growth projection	% per grade level	VOA Rubric indicator
K	20	5	25	1
1	20	2	10	1
2	14	4	29	1
Total	54	11	20	1

Indicator	4	3	2	1
NWEA MAP in Reading Percent meeting RIT growth goal	More than 65% (ranked in first quartile)	50-65% (ranked in second quartile)	40-49% (ranked in third quartile)	Less than 40% (ranked in fourth quartile)
NWEA MAP in Math Percent meeting RIT growth goal	More than 65% (ranked in first quartile)	50-65% (ranked in second quartile)	40-49% (ranked in third quartile)	Less than 40% (ranked in fourth quartile)

Mission Specific Academic Goals

CMES staff utilized an observation tool to measure the development and growth of executive function skills in children grades 1-2. Executive function skills help people adapt and change to address problems or different situations. A person with strong executive functions is more capable of initiating and completing tasks and persevering when facing challenges. The development of such capacities in children will allow them to be more successful in academics and in life, which is aligned with the mission of Cornerstone Elementary.

Utilizing daily observation and an observation form to record observable behaviors, Cornerstone recorded behaviors recognized on the Executive Function Assessment Tool (included below) three times this past year. A team of experienced Montessori teachers and Dr. Steven J. Hughes, Assistant Professor of Pediatrics and Neurology at the University of Minnesota Medical School, developed the descriptions and list of executive functions that Cornerstone Elementary is using. The observed behaviors were rated an N.O. (1) if it was never observed, O (2) if it has been observed, but not regularly. Behaviors will be scored C.O. (3) for skills at or above the number determined by staff. Since the majority of children were new to Montessori it was determined that a behavior would not be scored C.O. (3) unless it was observed and recorded more than 5 times in an assessment period. On successive years, the school anticipates the children demonstrating executive functions more consistently as a whole and thus the number of times a behavior will be expected to be observed to be at the level expected to see in their peers will be raised. At the end of the assessment period, each function will then be given a rating in the range of 1-3 based on the average score for the behaviors ($\text{=total score/number of behaviors}$) for that function.

During the 2011-12 school year, data was collected in the mid September-October, mid-January-February, and mid-April through May. In our first year, our goals are set conservatively considering: 1) many elementary children were new to Montessori and may not have had much opportunity in previous environments to develop these skills and 2) since we did not have normed data on these skills, we weren't certain how the tool will work and may need to refine the tool over time.

Our goals were separated into two categories—proficiency and improvement. In the course of the year, 37 children were assessed at least 2 times. 81% of children demonstrated growth in at least two areas of executive function. The average documented growth was in four areas of executive function. While the children showed growth, proficiency in a category was not demonstrated. The lack of proficiency level but high level of growth is demonstrative of the ways the children spent much of their time in the first year learning how to operate responsibly in an environment founded on the balance of freedom and discipline.

Upon review by the staff and administration, this may be due in part to inefficiencies with the documentation process, which were caused by technology systems not working properly. While it was anticipated in making goals that assistants would be able to help observe and record behaviors, staff time and energy focused on direct work supporting the children developing their academic and social-emotional selves.

In preparing for next year, staff anticipates utilizing the new record keeping system being created in summer of 2012 to more thoroughly document behaviors. Again, staff will meet following baseline and winter assessments to discuss and make plans to support children in continued growth towards proficiency in each of the executive function domains.

Development of Executive Functions – Improvement

Indicator	4	3	2	1
Development of Executive Functions-Improvement Percent of children showing improvement (improvement in score of behaviors observed in an overall category)	Greater than 71% of children showing improvement in at least two areas of executive function	At least 70% of children showing improvement in at least two areas of executive function	85-100% of children showing improvement in at least one area of executive function	Less than 85% of children showing improvement in at least one area of executive function

Development of Executive Functions – Proficiency

Indicator	4	3	2	1
Development of Executive Functions-Proficiency Percent of children showing proficiency (majority of behaviors for a category of function are observed consistently)	At least 80% of children proficient in at two areas of executive function	80% of children proficient in at least one area or 60% in two areas of executive function	60-80% of children proficient in at least one area of executive function	Less than 60% of children proficient in at least one area of executive function

Attendance Rate

CMES School will meet or exceed its attendance rate goal for Adequate Yearly Progress.

Indicator	4	3	2	1
Attendance rate for the school year ((ADA/ADM) * 100).	More than 90% AND improves by at least 1% over the previous year	More than 90% OR improves by at least 1% over the previous year	85-90%	Less than 85%

Our Average Daily Attendance (ADA) was 55.67, Average Daily Membership (ADM) 58.57, giving CMES a 95% attendance rate. We are proud of such a high attendance rate in the first year of operation and hope to increase it by at least one percent even as we add more children.

Rationale for New/Continuing Goals

CMES plans to adhere to the goals co-developed by VOA. Beyond the rubric outlined with VOA, we add only these following goals with accompanying rubrics to measure those goals.

School Climate

Parent Involvement and Satisfaction

CMES made available a school satisfaction survey for families in spring 2012. Of 47 families that could have responded, 17 did, a 36% response rate. To increase response rate in 2012-2013 we will conduct phone interviews to compile data about the school. Overall, we need to continue to improve communication between the school and the families through consistent, clear updates in multiple languages.

Even with a low response rate, the surveys nevertheless reflected a mostly positive attitude towards CMES and its efforts. One hundred percent of the 36% of families surveyed agreed or strongly agreed that their child was supported well at CMES. Ninety-four percent of families surveyed agreed or strongly agreed that they would recommend CMES to family and friends. Eighty-six percent were satisfied or strongly satisfied with communication from the school. Eight-eight percent of families either agreed or strongly agreed that their child was safe at CMES. Lastly, and most importantly of all, 100% of all families who responded to the survey agreed or strongly agreed that they feel welcome when they enter the school. As a school in its first year of operation, we are immensely proud of those numbers!

Review Appendix F for the School Satisfaction Survey for Spring 2012 for the actual results.



Finances

Thanks to both BKDA (a financial management firm contracted with CMES) and to our monthly-meeting finance committee, the School's finances are strong and we have built a good foundation to move forward. Due to the conscientious approach of our Finance Committee Chair Liz Coenen, Board Chair Melissa Santrach, Director of Business Operations Chris Bewell, and Head of School Liza Davis (all of them working in concert with BKDA), CMES has wisely plotted a course to achieve a 20-30% fund balance within five years and has made significant progress in achieving that goal.

Internal Controls and Board Oversight

CMES utilizes BKDA as a team to support separation of duties. The Director of Business Operations manages financial requests with oversight from the Head of School. The Board of Directors and the Finance Committee set the yearly school budget and hold monthly meetings to monitor the school finances.

See Appendix H for the 2011-12 Financial Statements and Revised Budget.



Innovative Practices and Implementation

Curriculum - AMI-Certified Montessori Approach

I like that we get to choose our own work and at our own pace. It makes me feel relaxed.

– Isabella, Grade 1

Innovative practice is AMI in the public sector. The innovation is utilizing the multi-tiered hands on and authentic AMI Montessori approach in the public sector.

The broader educational community is recognizing many of Dr. Montessori's methods today as innovative best practices. Acknowledging, "developmentally appropriate" as an ideal learning environment, child-centered practices are being merged into many traditional systems. At Cornerstone, the innovative practices of Montessori are time tested, but remain innovative. Some examples include recognizing the importance of offering learning opportunities at a child's individual level--differentiated learning, and offering children choice as a means to assist in the development of executive function strategies and engagement.

In the Montessori environments at Cornerstone, the child is a central agent in the process of learning. A trained AMI teacher collaborates with the child's natural desire to learn, working at the periphery and allowing the child to guide discovery and learning through carefully designed classroom materials. The curriculum and environment harness the combined forces of the child's intellectual curiosity, physical stamina, and moral awakening.

Special Education Services

Seven children of 58 (12%, somewhat below St. Paul Public School's nearly 20% in the 2010-2011 school year) qualify either for special education services or a 504 plan to provide appropriate accommodations to maximize learning.

We have a special education director, through ISES, who is Sandy Strand. We are working with Sandy to establish a Total Special Education System (TSES). The special education director meets weekly with the Head of School and Special Education teacher. We have contracted with a school psychologist, occupational therapist, and speech therapist to meet the needs of the children and our obligations. All meetings have been held in a timely manner and met the requirements for compliance. We have not yet had an audit but will have a paperwork audit in the 2012-2013 school year.

English Language Learners (ELL)

CMES has met requirements by Minnesota Department of Education (MDE) to provide English language support to children identified by the Home Language Questionnaire as English Learners. Forty percent of CMES' population was identified as English Learners, speaking at home Spanish, Hindi, Oromo, and Hmong.

CMES employed Cynthia Crooks as the ELL teacher beginning in October of 2011. The school began looking for a part-time ELL teacher in March of 2011 but did not find someone who met the qualifications, was committed to the mission of the school, and was able to work part-time until Ms. Crooks applied in September.

Once employed, Ms. Crooks administered the baseline ELL test provided through WIDA. Once baselines were determined, children were either provided group instruction a couple times a week (for those who were determined to be more advanced with English) or individual lessons (for those who needed the most support in building vocabulary and understanding).

Ms. Crooks met with teachers in their morning planning periods to address ways to tailor individual lessons to individual needs. Most support went to the area of literacy as the children are all in grades K-2 and this is the area that needed to be addressed for all children.

She monitored each child's progress and met with the Head of School bi-weekly to discuss lessons and the ELL program at CMES.

In March, the children took the ACCESS assessment, which measures listening, reading, speaking and writing. Scores range from 1-6. 1=Entering, 2=Beginning, 3=Developing, 4=Expanding, 5=Bridging, 6=Reaching.

Summary:

- 23 children took ACCESS for ELLs.

Overall scores

- 7 children scored between 1-1.9
- 4 children scored between 2-2.9
- 5 children between 3-3.9
- 6 children between 4-4.9
- 1 child between 5-6

Many of the children are still in the emergent stage according to ACCESS, but CMES staff also noted that there was continued growth in the spring, which may not be reflected in ACCESS. Progress reports sent home to parents in the summer summarized ACCESS reports and each child's progress while also providing suggestions of ways parents can support children's work at home throughout the summer months.

Student Highlights

Children from Elementary South became very interested in purchasing some red wiggler worms for composting purposes. After researching about the worms and the requirements for purchase (including cost), the children approached the Head of School with a written request for funds. She responded by stating that, while she supported their interest, she was unable to provide financial support and encouraged them to think of a way to fund their interest. They did! They came up with the idea of selling banana bread, which they baked from scratch with donated items, to the trainees at MTCM. To do this, they first had to present their idea formally to the trainees. Then they organized an ordering process, organized committees for baking, and then sold the bread and managed the money. They raised almost twice the amount of money (\$48) needed to purchase the red wiggler worms.

Another highlight! After researching mummies, Caleb Costello (2nd grade) and Vincent Nelson (1st grade) wrote individual reports on mummies and then created dioramas about ancient Egypt. Exemplifying the Montessori philosophy in following their own interests, the boys then created mini-mummies. Not only did they have to research about how to make a mummy, they had to create a list of supplies and needs. They then

delivered their report to the Children's Houses and displayed their artwork and reports for other members of the community to see.

Staff Highlights

It may be rather ordinary for a school to trumpet how extraordinary its staff is, however it should not go unrecognized how amazing CMES staff is. Working in new and re-purposed spaces to create specific and intricate Montessori environments, our staff worked tirelessly over the summer of 2011 to make sure that our school was ready for children on day one. What follows are some more specific highlights about the people with whom we are fortunate to work.

While completing coursework for her Association Montessori Internationale diploma, Sylvie Grahان held two child internships. Ms. Grahان took the opportunity to spend one of her internships at East Dallas Community School in Texas. EDCS is a charter elementary school and is nationally recognized as a leader in providing AMI Montessori to an urban diverse community. This is a rare opportunity for a CMES teacher to learn from a school and staff, which has been and continues to demonstrate the capacity to support children from diverse backgrounds in an authentic Montessori elementary environment.

Another staff member -- Liesl Taylor, the level lead for CMES' lower elementary program -- supported Sylvie Grahان in her first year as a Montessori teacher and led the entire Cornerstone staff in developing an understanding of the elementary child. Ms. Taylor did this while leading an environment serving 22 lower elementary children and without an assistant.

The two kindergarten/Children's House teachers, Sara Papacek and Kristen Campbell lead the process in having both rooms recognized by AMI (equivalent to certification). A consultant spent a day observing in the environments and evaluating the environments to ensure they met AMI standards. Both rooms were recognized as meeting AMI standards and were noted to be some of the most beautifully prepared and thought out environments the experienced consultant has seen.

Chris Bewell, our Director of Business Operations, has been tapped by Charter School Partners (CSP) to assist in numerous charter school startups. Ms. Bewell is seen now as a startup guru, and we are proud to claim her as one of us.

Operational Performance

Running at Full Capacity

Our Average Daily Membership (ADM) for the 2011-12 school year was 58.9. Over the course of the year, we served a total of 65 children, meaning that 11% were not retained thus putting our retention rate at 89%.

Facilities

CMES continues to rent from the Montessori Training Center of Minnesota (MTCM). Through thoughtful reflection and negotiation, CMES has been able to share space and other resources without distracting CMES from its overall mission and vision.

For the 2011-2012 academic year, CMES leased 4502 square feet of classroom and program space from MTCM, which is a separate non-profit organization, also located at 1611 Ames Avenue in St. Paul. As the school continues to grow, additional space becomes necessary. MTCM, being a strong supporter of CMES, has chosen to undertake a building project that would provide an opportunity for the charter school to remain in its current location which, by all accounts, has proven to be an ideal environment to support children's learning.

For the 2012-2013 academic year, CMES plans to lease an additional 1500 square feet from MTCM, giving it a total of 6002 square feet of classroom and program space. New for 2012-2013 will be an elementary classroom, additional meeting space, restrooms, and a greenhouse that will be shared by CMES and MTCM's programs.

New Classroom

In summer of 2012, a new custom classroom will be constructed just to the south of the current lower elementary space. The facility was designed in conjunction with the CMES staff and will be an additional 1500 square feet of instructional space. The space will also feature a room within a room, which will be an additional small workspace for Special Education and English Language Learner services and can also be used as a conference room. In the summer of 2013, two similar spaces will be constructed on the same site to allow for growth into two upper elementary classrooms. The additional classroom will free up lunchroom and activity room space that was repurposed last year as a classroom.

Greenhouse

An important part of the Montessori curriculum includes the study of biology. In the Summer of 2012, the MTCM will also be constructing a four season greenhouse -- 50% of which will be leased to CMES to support the children's work in the area of biology, economics (growing plants for sale), and practical life. During the summer and early fall, staff will work with experts in the field to design a program which can be implemented over the next few years and which is intended to be an extension of work happening in the indoor classroom environment.

Program Challenges / Future Plans

Record-Keeping System

In spring of 2012, CMES contracted with Style Fish Inc. to create and implement a record keeping system to better support the school in tracking individual student growth. The record keeping system will enable staff to record presentations and work the children are doing as well as observation notes, assessment data (NWEA and Developmental Reading Assessment), and WIDA ACCESS levels (for English Learners). In addition, the Montessori presentations or lessons, which are aligned to state standards, will be attached to state standards in the system allowing for reports to be generated regarding individual and group progress toward standards. The system is anticipated to launch in September of 2012. Staff will work with administration and Style Fish to adapt the system as necessary to ensure the system records and generates information in a useful and encompassing manner.

Accountability Committee

As the VOA Site Visit Report indicated, more structured expectations about reporting on the school's academic progress are in order. To that end, our Accountability Committee will work with our Head of School to hold her and CMES accountable on a month-by-month basis. The Accountability Committee will direct, define, and refine the structure and character of the Head of School's monthly reports to the Board.

Strategic Plan

We have had preliminary discussions regarding strategic planning in the Governance Committee, as many of the committee's members have experience in doing this for other schools and nonprofits. We have also informally reviewed the strategic plans of some other area schools to get ideas on how to structure this activity for CMES.

Our initial strategic plan has been effectively articulated in our charter application and authorizer contract. We continue to pursue our growth model of full enrollment by our fifth year of operation, a steady growth of our fund balance (to reach a fund balance of at least 20% by the fifth year of operation), and increased academic success as demonstrated by a variety of accountability measures.

As we continue to grow as a school and as a community, however, there will be unforeseen challenges and opportunities that arise. In order to retain our focus on our school's vision, it is prudent to undertake a formal strategic planning activity beginning no later than the fall of 2013. This activity will help ensure that the school continues to uphold its mission and vision as we lay the groundwork for the next stage of CMES' organizational evolution.

Conclusion



Amazing – to think that in January of 2011 CMES existed only on some pieces of paper. When the first school year ended in June of 2012, fifty-eight children reluctantly left for the summer. Thanks to the coordinated and passionate efforts of the CMES staff, our children and their families thrived in many ways, finding an educational environment that welcomed them and supported them in their unique ways of learning.

Truth be told, we have only begun. Whether improving communication with parents or improving results on the NWEA MAP tests, CMES dedicates itself to continual and thoughtful improvement and innovation. We are excited to see where our journey leads us next – 3rd graders starting next year, a greenhouse and classroom space added to the grounds, so many children returning now comfortable with the AMI-certified Montessori approach. We see great possibilities in the future of CMES, and we look forward to sharing them with you in our 2012-2013 Annual Report.

Appendices

Appendix A – VOA Accountability and Oversight System



Accountability and Oversight System

Introduction

Volunteers of America of Minnesota (VOA) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document is based on clear reporting by the schools and oversight by the authorizer. Through a combination of site visits, board meeting packets, annual reports, and Annual School Evaluations, VOA will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

VOA uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability Plan and self-reporting on the results of its respective outcomes. Reporting on school outcomes will take place annually (October 1), with contents listed in the Annual Reporting Format section. VOA will use the Annual School Evaluation Rubric to assess schools in a consistent manner, while still factoring in the schools' respective mission-specific goals through the Accountability Plan. VOA will report its findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

One of the most important ways VOA gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. VOA conducts three different types of site visits: Formal, End of Term, and Monitoring. The Formal and End of Term site visits will follow a more structured protocol, and will produce written and oral feedback to the school staff and board. VOA will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

Volunteers of America of Minnesota Accountability Plan

Charter schools were created to provide educators the freedom to create an innovative Learning Program in exchange for greater accountability regarding student progress and school administration. VOA holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, operations, and legal compliance. The charter school Accountability Plan is a clear articulation of the school's goals with respect to these critical areas of importance, organized as three critical questions (see below). Each area may have multiple indicators of success and the charter school's performance on each indicator will be scored as:

- **4-** Exceeds standard;
- **3-** Meets standard;

- 2- Approaching standard;
- 1- Does not meet standard.

Each Accountability Plan will contain clear definitions of what constitutes a score of 1-4 for each goal. Charter schools authorized by VOA will include an Accountability Plan Performance Report in their Annual Report detailing the level of achievement attained in each goal area. Elements of a well-designed accountability plan include:

- Multiple indicators;
- Balanced report of overall achievement and overall growth;
- Follow-up measures of graduates for long-term goals;
- Balance of one-time measures with multiple assessments throughout the year;
- Balance of external and internal measures of school's performance;
- Subgroup performance analyzed;
- Broad stakeholder input (students, staff, parents, board, authorizer, staff).

Three essential questions drive VOA's accountability of charter schools:

1. Is the school's Learning Program a success?

Academic Performance- The intent of the Academic Performance section is to provide a multi-faceted understanding of student performance at the charter school. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable. These goals provide the central focus for the charter school leadership, staff, and families. School performance will be benchmarked against district, state, and comparison schools (chosen by VOA and the school for similar demographics). Academic performance is based on the following:

1. NWEA Measures of Academic Progress testing- growth and grade level performance
2. Statewide testing and AYP- proficiency and growth measures
3. School-specific goals
4. Annual Measureable Achievement Objectives for English Language Learning (Title III) students
5. Special Education compliance
6. Attendance
7. Additional goals if schools serve special-needs populations

2. Is the school financially viable?

Fiscal Management- *Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA's duty to ensure that the schools are responsible stewards of public funds. VOA's financial expectations include the following:*

1. The school maintains a balanced budget.
2. The school's financial audit will be submitted to the state by December 31st.
3. The school will have a clean financial audit (i.e. no major findings).
4. The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
5. The school will provide VOA with monthly financials at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow sheet, and 3) check register.
6. The school will develop and maintain a targeted fund balance determined by the school board for a projected period of years.
7. The school board has a finance committee that meets monthly to review financials.
8. All board members exhibit working knowledge of financial oversight.

3. Is the organization effective and well run?

Governance - Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities. VOA’s governance expectations include the following:

1. The Board of Directors will comply with Minnesota law regarding board training requirements and board governance structure.
2. The Board of Directors will institute a review process, including timelines and written criteria, for the school leader.
3. The Board of Directors will maintain a quorum for all board meetings.
4. A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Sponsor at least three days prior to each board meeting.
5. The Board of Directors will comply with Minnesota Open Meeting Law (Minn. Stat. 471.705).
6. The Board of Directors will institute an orientation process for bringing on new members.
7. The Board of Directors will complete a self evaluation by March of each year.
8. The Board of Directors will maintain a balance of skills and expertise among members at all times (i.e. business, marketing, legal, accounting, fundraising, human resources, education, etc.).
9. The Board of Directors will maintain a “Board Binder” at all times which includes meetings minutes, board documents (bylaws, articles of incorporation, etc.), and financial statements.

Operations- Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school’s goals. VOA’s operations expectations include:

1. The school will maintain a high level of parent, teacher and student satisfaction.
2. The school will exhibit strong academic and organizational leadership.
3. The school will employ highly qualified, appropriately licensed teachers.
4. All staff will complete criminal background checks.
5. The school will meet and maintain its enrollment and mobility rate goals.
6. The school will maintain a safe facility that is conducive to learning.
7. The school will institute a fair and open enrollment process that complies with Minnesota law.

Legal and Contractual Compliance- Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. As such, VOA expects rigorous compliance with legal and contractual obligations.

Each Annual Report shall specifically state the school’s performance in relation to legal and contractual compliance. Additionally, the school shall maintain a compliance folder on site that includes evidence of compliance for the following:

1. Minnesota Open Meetings Law (Minn. Stat. 471.705)
2. Public Employment Relations Act (Minn. Stat. 179A)
3. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
4. Student immunization records (Minn. Stat. 121A.15)
5. Minnesota Human Rights Act (Chapter 63)
6. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
7. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
8. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)

9. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
10. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
11. Teacher licensure (Minn. Stat. 122A.18 subd. 1)
12. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
13. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
14. Revenue for a charter school (Minn. Stat. 124D.11)
15. PERA and TRA (Minn. Stat. 353, 354, and 354a)
16. Applicable state and local health and safety requirements
17. Minnesota Charter School Law (Minn. Stat. 124D.10)
18. Conformance of the school's governance structure pursuant to Section 4 of the contract
19. Ongoing presence of management and financial controls required by Section 8 of the contract
20. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract

Reporting

State law requires charter schools to submit annual reports to the Minnesota Department of Education and its authorizer by October 1st of each year. These reports are designed to ensure prudent authorizer oversight without overburdening school leaders and to provide important information to school stakeholders.

VOA's response to school reports may contain praise, minor constructive criticism, or a formal notice of intervention, as laid out in the Range of Interventions. Official interventions require a prescribed response from the school's Board of Directors.

Site Visits

One of the most important ways VOA gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. VOA conducts three different types of site visits: Formal, End of Term, and Monitoring.

Formal Site Visit- Conducted in the fall of each year to gauge the school's progress toward meeting academic, financial, governance, and operational goals. Formal Site Visits are typically conducted by a single VOA staff member who interviews key stakeholders, conducts classroom observations, and attends a board meeting. Written feedback is provided to the Board of Directors and School leadership.

End Of Term Site Visit- These visits are similar to Formal Site Visits but are conducted by a team of reviewers three to four months prior to the end of the school's contract term. This visit takes place after a school has submitted an Application for Contract Renewal and is focused on the school's performance over the entire term of the contract. Written feedback is provided to the Board of Directors and School leadership in the form of the school's End of Term Evaluation which is used to determine contract renewal.

Monitoring Site Visit- VOA may conduct monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be impromptu or without notice. The frequency, duration, and intensity of these visits depend greatly on the school's standing with VOA.

School Evaluation Rubric

Each VOA-authorized charter school will self-report on its goals and outcomes in the *Annual Report*. Based on this document, site visits, and regular contact with the school, VOA will annually complete the School Evaluation Rubric to assess the school's status regarding academic success, fiscal viability, and organizational effectiveness. The four-point rating system used in the rubric allows VOA to summarize each school's level of achievement and their progress toward meeting the outcomes delineated in the Accountability Plan.

The combination of annual reporting and rubric scoring provides an accessible oversight mechanism for the authorizer, schools, and other organizations. VOA has aligned these materials to each other as closely as possible to reduce redundancy and allow for more efficient completion by the both the schools and VOA.

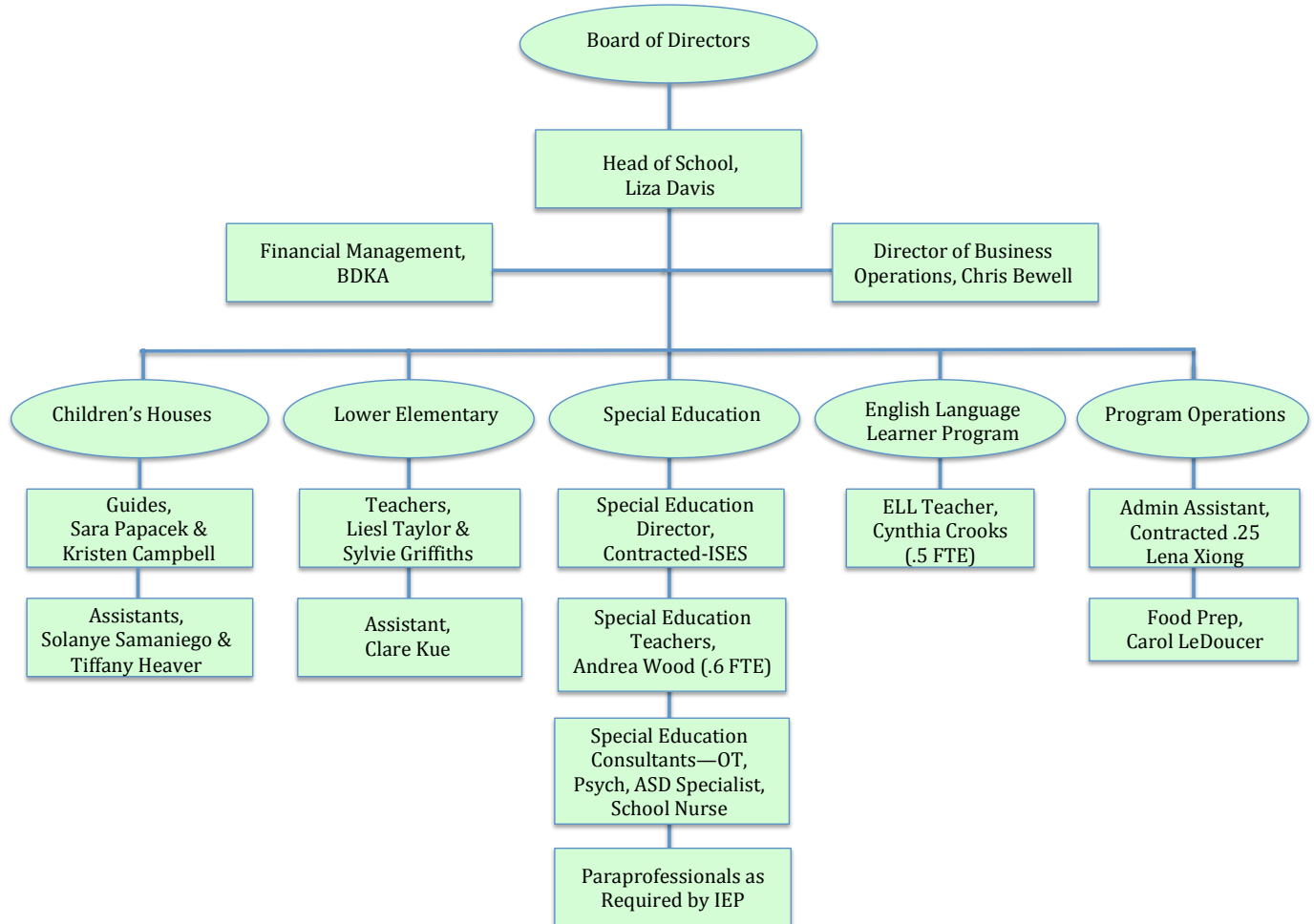
Appendix B – Non Profit Status

Organization Name	CORNERSTONE MONTESSORI ELEMENTARY SCHOOL
Organization Type	TRUST
Contact Person	ATTN LIZA DAVIS
Address	1611 AMES AVE
City	SAINT PAUL
State	MN
Zip Code	55106-2903
IRS Code 501(c)	03
Purpose or Description	To support children from culturally and economically diverse backgrounds living in or near St. Paul's East Side through a rigorous and high-impact Montessori program that empowers them to make positive decisions.
Phone Number	(651) 774-5000
Status	ACTIVE
Extension	None

Taken from: <http://www.ag.state.mn.us/charities/SearchResults.asp?FederalID=271556815>

Appendix C – CMES 2011-12 Organizational Chart

Cornerstone Montessori Elementary School Org Chart—Positions as of 2011-2012 School Year



Appendix D – 2011-12 Application Form

Cornerstone Montessori Elementary School Application Form for the 2011-2012 School Year Enrolling grades K-2 for the 2011-2012 School Year

Cornerstone Montessori Elementary School will accept applications for enrollment for the following academic year, from **January 1, 2011 to February 1, 2011**. If you wish to enroll your child at Cornerstone Montessori Elementary School, please fill out the information and return it to:

Cornerstone Montessori Elementary School
1611 Ames Avenue
Saint Paul, MN 55106

For more information, please contact the school at 651.774.5000

Student Information (Please print clearly)

Last Name: _____ First Name: _____ Birth
date: _____
Street Address: _____
City/State/Zip: _____

2012-2013 Grade (please circle one): K 1 2

Parent/Guardian Information (Please print clearly)

Mother/Guardian: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ Email Address: _____

Father/Guardian: _____
Home Phone: _____ Work Phone: _____
Cell Phone: _____ Email Address: _____

I hereby verify that the above information is true and correct to the best of my knowledge.

Signature of parent/guardian: _____

Date: _____

No child will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, immigrant (legal or non) status, or intellectual or physical ability. Cornerstone Montessori Elementary School is a charter public school and is tuition-free. Students from all backgrounds are encouraged to apply.

If more people apply than the number of spaces available for a given grade, program, or facility, Cornerstone Montessori Elementary School will conduct a public lottery to determine admittance to the school. Based on the lottery, some applicants will be put on a waiting list. The only preference we give in admitting children is for children who are siblings of current Cornerstone Montessori Elementary School children or children of Cornerstone Montessori Elementary School teachers. In order to get this preference, parents MUST submit an application before the end of the open enrollment period. The lottery will be held on February 15, 2011, at 5:00 p.m. at Roosevelt Homes Community Center located at 1575 Ames Avenue, St. Paul, MN 55106.

(CMES Office Use Only)

Date Received: _____ Notice of Enrollment Sent on Date: _____

Appendix E – 2011-12 Student Enrollment Form

Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651-209-0846

Student Enrollment Form 2011-12

Student Name (first, middle, last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2011) _____

Home Address _____

City _____ State _____ Zip _____

Home Phone _____

Country of Birth _____ Home Primary Language _____

Mother/Guardian Name (first, last) _____

Home Address _____

City _____ State _____ Zip _____

Phones: Home _____ Cell _____ Work _____

e-mail _____

Father/Guardian Name (first, last) _____

Home Address _____

City _____ State _____ Zip _____

Phones: Home _____ Cell _____ Work _____

e-mail _____

Siblings

Name _____ Age _____ School Attending _____

Name _____ Age _____ School Attending _____

Name _____ Age _____ School Attending _____

Name _____ Age _____ School Attending _____

The U.S. Department of Education requires the following two-part question regarding race and ethnicity. Please complete both Part A and Part B.

Part A. **Is this child Hispanic/Latino?** *(Choose only one)*

☐ **No, not Hispanic/Latino**

☐ **Yes, Hispanic/ Latino**

(A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.)

The above part of the question is about ethnicity, not race. **No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your child's race to be.**

Part B. **What is the child's race?** *(Choose one or more)*

☐ **American Indian or Alaska Native**

(A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)

☐ **Asian**

(A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.)

☐ **Black or African American**

(A person having origins in any of the black racial groups of Africa.)

☐ **Native Hawaiian or Other Pacific Islander**

(A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)

☐ **White**

(A person having origins in any of the original peoples of Europe, the Middle East or North Africa)

Did your child receive special services or participate in special programs at a previous school? ____ Yes ____ No

Does your child have an IEP? ____ Yes ____ No

Does your child receive any other community services? ____ Yes ____ No

Provider _____ Phone _____

Are there any custody related issues? ____ Yes ____ No

Other Comments:

Appendix F – CMES School Satisfaction Survey Spring 2012

Cornerstone Montessori Elementary School Parent Survey Spring 2012 RESULTS

17 responses in. only sent one survey per family.

When survey was published we had 58 children from 47 families.

17/47 families responding = 36% Response Rate

Overall Satisfaction

1. My child is supported well at Cornerstone Montessori School.

- 65% Strongly Agree
- 35% Agree
- ____ Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

2. I am satisfied with the school's lunch program.

- 53% Strongly Agree
- 29% Agree
- 18% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

- It's a little expensive.
- Add condiments like salt and pepper, ranch dip, and ketchup.

3. I would recommend Cornerstone to my family or friends.

- 71% Strongly Agree
- 23% Agree
- 6% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

- I'm happy to tell my family and friends.

Communication Between Home and School

1. I feel comfortable bringing my concerns to the school's administrators.

- ☐ 59% Strongly Agree
- ☐ 35% Agree
- ☐ ____ Agree Somewhat
- ☐ ____ Disagree Somewhat
- ☐ 6% Disagree
- ☐ ____ Strongly Disagree
- ☐ ____ Does Not Apply

Comments:

2. I am satisfied with the communication I receive from the school.

- ☐ 56% Strongly Agree
- ☐ 30% Agree
- ☐ 6% Agree Somewhat
- ☐ 6% Disagree Somewhat
- ☐ ____ Disagree
- ☐ ____ Strongly Disagree
- ☐ ____ Does Not Apply

Comments:

3. I feel comfortable talking to my child's guide.

- ☐ 76% Strongly Agree
- ☐ 24% Agree
- ☐ ____ Agree Somewhat
- ☐ ____ Disagree Somewhat
- ☐ ____ Disagree
- ☐ ____ Strongly Disagree
- ☐ ____ Does Not Apply

Comments:

4. Did the school host workshops or courses that helped you understand and work with your child?

- ☐ 71% Yes
- ☐ 6% No
- ☐ 23% I do not know

5. Approximately how many workshops or courses did Cornerstone provide for parents on parenting skills (i.e. discipline, child development, etc) this year?

- ☐ 6% None
- ☐ ____ 1-2
- ☐ 26% 3-4
- ☐ 12% 5-6
- ☐ 6% 7 or more
- ☐ 50% I don't know

Comments:

- ☐ Not here all year

6. How many workshops or parenting courses did you or your family attend this year?

- ☐ 42% None
- ☐ 24% 1-2

- 18% 3-4
- 6% 5-6
- ____ 7 or more
- ____ I don't know

7. If you DID attend workshops/courses this year, did they provide you with useful information?

- 78% Yes, Always
- 22% Usually
- ____ Not usually
- ____ Never

8. If you DID NOT attend some or any workshops/courses at Cornerstone this year, please specify why. Choose all that apply.

- 30% I was not provided with enough information or notice
- 40% Workshop(s) not held at convenient times
- 10% No child care available
- ____ Workshop information provided is difficult for parents to understand
- ____ I was not interested in workshop topic(s)
- ____ Workshop(s) not provided in language I understood easily
- 20% Other—please specify: _____

- My schedule is very busy and things came up at home each time.

9. This year when you visited Cornerstone...

	All of the time	Most of the time	Some of the time	None of the time
Was the reception staff friendly and helpful?	88%	12%		
Were the teachers easy to talk to?	88%	12%		
Were the administrators easy to talk to?	82%	12%	6%	
Did you feel comfortable interacting with parents of cultural and ethnic backgrounds different from yours?	69%	25%	6%	
Did you feel welcomed?	82%	18%		
Were written communications from the school available in a language you understood?	53%	6%	41%	

10. How many parent-teacher conferences did you attend this year?

- 6% None
- 12% - 1
- 82% - 2 or more
- None: not here all year

11. This year, were you contacted by Cornerstone staff regarding... (choose all that apply)

- 71% Your child's academic successes
- 29% Your child's academic struggles
- 65% Your child's positive social behavior
- 24% Your child's challenging social behavior
- 12% No reason, just to make contact
- 6% Other—please specify

12. Were you asked this year about your interests, talents, or availability for volunteering at Cornerstone?

- 67% Yes
- 33% No

13. If you volunteered this year, please indicate how often for each activity:

	Never	1 time	2-3 times	4 or more times
Helping for community gatherings	74%	13%	13%	
Sharing a talent or custom from your culture	75%	25%		
Organizing a school event	75%	25%		
Other, please specify	11%	33%	22%%	33%

14. If you did not volunteer this year, please indicate why. Choose all that apply.

- 10% I was never been asked
- 20% I didn't know who to contact or how to get involved
- ____ I didn't feel I had the skills to volunteer
- 40% I had a conflict with my work schedule
- ____ I didn't feel comfortable
- ____ I wasn't interested
- 30% Other—please specify: Need sign language interpreter.

Safe and Secure School Environment

1. My child is safe at Cornerstone Montessori School.

- 50% Strongly Agree
- 38% Agree
- 12% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

- Child was hurt at school: bitten by other child and ran into kite string which caused burn on him.

2. I feel welcome when I visit Cornerstone Montessori School.

- 59% Strongly Agree
- 41% Agree
- ____ Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

3. The school is clean and neat.

- 59% Strongly Agree
- 41% Agree
- ____ Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

4. Children demonstrated age-appropriate, respectful behavior at school

- 38% Strongly Agree
- 56% Agree
- 6% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

Quality of Educational Programs/Student Academic Progress

1. My child's teacher is well qualified.

- 56% Strongly Agree
- 38% Agree
- 6% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree

- ____ Does Not Apply

Comments:

- She is not only well qualified, but extremely attentive, warm and supportive.
- Don't know, but she seems to do well.

2. I am satisfied with how the school supports my child's development regarding reading.

- 47% Strongly Agree
- 47% Agree
- 6% Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments:

- We would like to see more challenging books in the classroom's library.
- Not sure what he is doing because doesn't talk about it. It would be great if he can bring some work home.

3. I am satisfied with how the school supports my child's development regarding math skills.

- 59% Strongly Agree
- 41% Agree
- ____ Agree Somewhat
- ____ Disagree Somewhat
- ____ Disagree
- ____ Strongly Disagree
- ____ Does Not Apply

Comments

Appendix G – CMES By-Laws

**AMENDED AND RESTATED
BY-LAWS
OF
CORNERSTONE MONTESSORI ELEMENTARY SCHOOL
(Effective October 12, 2010)**

ARTICLE I – NAME AND OFFICE

- 1.1 NAME.** As registered with the State of Minnesota through its Articles of Incorporation, the name of the School shall be Cornerstone Montessori Elementary School.
- 1.2 OFFICE.** The registered office shall be as stated in the Articles of Incorporation. The Corporation may have such other offices within the State of Minnesota as the board of directors may determine or as the affairs of the corporation may require. The registered office may be, but need not be, identical with the principal office in the State of Minnesota.

ARTICLE II - PURPOSE AND AFFILIATION

- 2.1 PURPOSE.** The purposes for which the School is organized are stated in its Articles of Incorporation.
- 2.2 AFFILIATION.** The School is founded on the principles and pedagogy of the Association Montessori Internationale (AMI), the organization founded by Maria Montessori in 1929. As such, the school will strive to hire AMI-trained teachers whenever possible.

ARTICLE III - MINNESOTA LAW COMPLIANCE

- 3.1 COMPLIANCE.** The governance of the Corporation will at all times be in accord with the provisions of MN Stat. §317A (Nonprofit Corporations), MN Stat. §124D.10 (Charter Schools), §124D.11 (Revenue for a Charter School), MN Stat. §13D.01 et.seq (Minnesota Open Meeting Law), MN Stat. §13.01 (Minnesota Government Data Practices Act), and such other provisions of Minnesota laws therein referenced.

ARTICLE IV - MEMBERSHIP

- 4.1 MEMBERSHIP.** The school shall have no members.

ARTICLE V - BOARD OF DIRECTORS

- 5.1 GENERAL POWERS.** The affairs of the Corporation shall be managed by its Board of Directors. Except as limited by the Articles of Incorporation, these Bylaws, MN Stat. §124D.10, and by law, the Board of Directors shall have the power and authority to do all acts and perform all functions that the Corporation may do or perform.
- 5.2 DIRECTOR RESPONSIBILITIES.** Board members are expected to be good stewards of the Corporation, attend all board meetings, actively participate in Board activities, attend Department of Education-approved training as may be required from time to time, and comply with all state and federal laws that pertain to Minnesota Charter schools.

5.3 NUMBER AND COMPOSITION. At all times, the Board of Directors shall consist of at least five (5) but no more than fifteen (15) nonrelated members and include: (i) at least one licensed teacher employed at the school or a licensed teacher providing instruction under a contract between the School and a cooperative; (ii) the parent or legal guardian of a student enrolled in the charter school; and (iii) an interested community member who is not employed by the charter school and does not have a child enrolled in the school. The Board will also consist of at least one (1) AMI-trained individual, to serve in any capacity. The chief financial officer and the chief administrator shall be ex-officio nonvoting board members. Director seats shall be designated as seats A, B, C, etc. initially to be drawn by lot. At the date of these by-laws, the Board of Directors is a “non- teacher majority,” and board membership shall be in accord with the provisions of MN Stat. 124D.10 Subd. 4(g).

5.4 TERMS

5.4.1 FOUNDING BOARD MEMBERS. The Founding Board members shall consist of those individuals named in the Articles of Incorporation, and shall serve a two-year term. New terms will begin on July 1 and end June 30, coinciding with the corporation's fiscal year. Any vacancies created during that time and any newly created directorships shall be filled by a majority vote of the Board of Directors. Founding Board members will serve until a timely election for members of the ongoing charter school board of directors is held, before the school completes its third year of operation.

5.4.2 ONGOING BOARD MEMBERS. The ongoing board of directors will be elected before the School completes its third year of operation. At the Annual Meeting in the third year of the School's operation, or such earlier date as the Board may determine, one third of the directors (e.g., Directors A, B, and C) will be elected to a one (1) year term; one third of the directors will be elected to a two (2) year term; and one third of the directors will be elected to a three (3) year term. Additionally, the statutory designated teacher, parent, and community member directors shall at this time be elected to three year terms. Thereafter, directors shall hold office for a three (3) year term or until a successor has been duly elected and qualified, or until the director dies, resigns, is removed or the term otherwise expires as provided by law or by the Bylaws of this Corporation. Board members are eligible for re-election for up to three (3) consecutive terms.

5.5 NOMINATION PROCESS. Beginning 60 days in advance of the Corporation's annual meeting, the Board of Directors will solicit nominations for all of the Directorate positions that will be filled at the next annual meeting. The Board of Directors will compile the list of nominees and notify the eligible voters of the nominees for each position 30 days before the date of the annual meeting.

5.6 ELECTIONS. The election of the board of Directors shall be in compliance with Section 124D.10 subd. 4(c) of the Minnesota Statutes.

5.7 QUORUM AND ADJOURNED MEETING. A duly called meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If, however, such quorum shall not be present at any such meeting, the director or directors present thereat shall have the power to adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum shall be present. Notwithstanding the foregoing, if a quorum is present when a duly called meeting is convened, and later enough directors withdraw from the meeting so that less than a quorum remains, the directors remaining may continue to transact business until adjournment.

5.8 PRESENCE AT MEETINGS. Unless at some date permitted by Minnesota law, members of the Board of Directors or of any committee, as applicable, may participate, but not be deemed present or vote, in a meeting of the Board of Directors or any committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can simultaneously hear each other. Such participation at a meeting shall constitute presence in person at the meeting.

- 5.9 VOTING.** Each member of the Board of Directors shall have the power to exercise one (1) vote on all matters to be decided by resolution of the Board. The affirmative vote of a majority of a quorum of Board members shall constitute a duly authorized action of the Board.
- 5.10 RESIGNATION AND REMOVAL.** Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Corporation. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of a majority of all remaining directors of the Corporation. The Board may, but shall not be required, adopt a policy defining "cause" for the purposes of these By-laws.
- 5.11 VACANCIES.** Unless otherwise provided by Minnesota Statutes, Section 317A.227, vacancies of the Board of Directors caused by death, disqualification, resignation, disability, removal or such other cause shall be filled by appointment of a new director by the affirmative vote of a majority of the remaining directors, even if less than a quorum. A director filling a vacancy shall hold office until the end of the term for the seat which that Director holds or the next annual election of directors, whichever first occurs.
- 5.12 COMPENSATION.** Directors, as such, shall not receive stated salaries for their services. Directors may be reimbursed for reasonable out-of-pocket expenses, as the Board of Directors from time to time determines to be directly in furtherance of the purposes and in the best interests of the School.
- 5.13 DIRECTOR CONFLICTS OF INTEREST.** Directors must comply with MN Stat 124D.10 regarding conflict of interest. In addition, all directors are expected to fully disclose all conflicts or potential conflicts of interest and refrain from voting on any such matter.

ARTICLE VI - MEETINGS

- 6.1 MEETINGS.** Meetings are to be scheduled and conducted in accord with the Minnesota Open Meeting Law and Roberts Rules of Order. Regular meetings of the Board shall be held not less than once each month during the academic year at a time and place to be set by the Board, with notice of the time and date published in accordance with Minnesota Open Meeting Law, MN Stat. 13D.01 et. seq. Summer meetings may be held at the discretion of the Board of Directors. Notification of such meetings shall be in accordance with Minnesota Open Meeting Law.
- 6.2 SPECIAL AND EMERGENCY MEETINGS.** As permitted by Minnesota law, special and emergency meetings of the Board of Directors may be called. Notification of such meeting shall be in accordance with Minnesota Open Meeting Law. Such notice shall contain the date, time, place, and purpose of the meeting.
- 6.3 ANNUAL MEETING.** The Annual Meeting of the Board of Directors shall be held in May for the purpose of presenting reports by the Board President, Treasurer, and Head of School on the activities and financial condition of the school. Elections for open seats on the Board of Directors will also take place in accordance with Section 124D.10 subd. 4(d) of the Minnesota Statutes.
- 6.4 MEETING NOTICE.** Regular meetings of the Board shall be held once each month during the academic year at a time and place to be set by the Board, with notice of the time and date provided to the directors and all constituents in accordance with Minnesota Open Meeting Law.

ARTICLE VII - COMMITTEES OF THE BOARD

- 7.1 COMMITTEE FORMATION.** The Board of Directors may, by resolution passed by a majority of the

Board of Directors, designate, define the authority of, set the number and determine the identity of, members of one or more committees. The Board may, by similar vote, designate alternate or replacement members of any committee. Committee members need not be members of the Board of Directors. The Board Chair shall be an ex-officio member of all committees, unless the Board Chair serves as a member of such committee.

7.2 AUTHORITY OF COMMITTEES. Each committee shall be under the direction and control of the Board and shall keep regular minutes of its proceedings. Committee actions shall have no effect unless approved by the Board.

7.3 PROCEDURES FOR CONDUCTING MEETINGS. Committee meetings shall be conducted in accord with the provisions of the Minnesota Open Meeting Law. Committee activities shall be conducted such that they will advance the best interest of the School. The meetings of all committees shall be open to attendance by all directors, but such directors may not vote unless they are members of that committee.

ARTICLE VIII - OFFICERS

8.1 OFFICERS. The officers of the School shall be elected by the Board for one (1) year terms, and shall consist of a Board Chair, Vice Chair, Treasurer, and Secretary who must be concomitantly serving on the Board of Directors. The Board may appoint such additional officers who need not be members of the Board of Directors including, but not limited to, designating as officers the chief administrator and the chief financial officer of the School, who are serving as ex-officio members of the Board of Directors, with such duties as it deems advisable. Any officer may be removed at any time prior to the expiration of his or her term by affirmative vote of a majority of the Board. Duties of the officers shall be as follows:

8.2 BOARD CHAIR. The Board Chair shall act as the chairman of the Board of Directors and exercise the functions of the office of the president of the Corporation. The Board Chair, when present, shall preside at all meetings of the board; see that orders and resolutions of the board are carried into effect; sign and deliver in the name of the School deeds, mortgages, bonds, contracts, or other instruments pertaining to the business of the School, except in cases in which the authority to sign and deliver is required by law to be exercised by another person or is expressly delegated by the School's organizational documents or by the board to another officer or agent of the School; maintain records of and, when necessary, certify proceedings of the Board; and perform other duties prescribed by the board or by Minnesota Statutes, Section 317A.305, subd. 2.

8.3 VICE CHAIR. The Vice Chair shall act in the capacity of the Chair whenever the Chair is absent or unable to attend to the School's business. The Vice Chair shall perform other such duties prescribed by the board from time to time or by Minnesota Statutes, Section 317A.305, subd. 2.

8.4 SECRETARY. The Secretary shall keep the minutes of all Board Meetings; in the absence of the Secretary, another Board member will act as secretary. In addition, the Secretary will see that all notices are duly given regarding Board meetings, be custodian of all documents and records belonging to the Corporation, and perform such other duties as may be prescribed by the Board of Directors or the Board Chair from time to time.

8.5 TREASURER. The Treasurer shall keep accurate financial records for the School. The Treasurer shall endorse and deposit money, drafts, and checks in the name of the School; disburse the funds of the School as ordered by the Board, making proper vouchers therefore; and perform any other such duties as may from time to time be prescribed by the Board of Directors or by the Board Chair. The Treasurer may, with board approval, delegate the day-to-day financial operations of the School to another person. Monthly, or upon board request, the Treasurer shall provide the Board with an account of transactions and of the

financial condition of the School. The Treasurer shall also serve as the Chair of the Finance Committee.

ARTICLE IX - DISTRIBUTION OF ASSETS

- 9.1 RIGHT TO CEASE OPERATIONS AND DISTRIBUTE ASSETS.** By a two-thirds (2/3) vote of all directors, the Board of Directors may resolve that the Corporation cease operations and voluntarily dissolve. Such resolution shall set forth the proposed dissolution and direct designated officers of the Corporation to perform all acts necessary to affect dissolution. If such cessation and distribution is called for, the Board of Directors shall set a date for commencement of the distribution.
- 9.2 CESSATION AND DISTRIBUTION.** When cessation of operations and distribution of assets has been called for, the Board of Directors and the designated officers shall cause the Corporation to discontinue its regular business activities and operations as soon as practicable, and shall liquidate and distribute all the Corporation's assets to other entities in accordance with Minnesota Statutes, Section 317A.735 and in accordance with the Articles of Incorporation. Notice of intent to dissolve shall be filed with the Secretary of State, pursuant to Minnesota Statutes, Section 317A.723.

ARTICLE X - INDEMNIFICATION

- 10.1 INDEMNIFICATION.** Each director, officer, and employee of the School, past or present, and each person who serves or may have served at the request of the School as an appointed representative, shall be indemnified by the School, for actions taken and decisions made by such persons on behalf of this School, in accordance with, and to the fullest extent permitted by MN Stat. 317A.521.
- 10.2 LIMITATION ON INDEMNIFICATION.** The School shall not be obligated to indemnify any other person or entity, except to the extent such obligation shall be specifically approved by resolution of the Board of Directors.
- 10.3 INSURANCE.** In accordance with MN 124D.10 subd. 25(c), the School shall obtain shall obtain at least the amount of and types of insurance up to the applicable tort liability limits under MN Stat. 466. A copy of the insurance policy must be submitted to the School's authorizer and the commissioner before starting operations. Changes in the School's insurance carrier or policy must be submitted to the authorizer and commissioner within 20 business days of the change.

ARTICLE XI - FINANCIAL MATTERS

- 11.1 FISCAL YEAR.** The fiscal year of the Corporation shall be from July 1 of one calendar year to June 30 of the following calendar year.
- 11.2 ACCOUNTING SYSTEM.** The Board of Directors shall cause to be established and maintained, in accordance with generally accepted accounting principles applied on a consistent basis, an appropriate accounting and financial reporting system for the School.
- 11.3 ANNUAL AUDIT.** The Board of Directors shall engage an independent auditor to annually audit the records and books of the School. The Secretary and Treasurer shall submit all records and books of the School for examination by the auditor as requested. Pursuant to MN Stat.124D.10 Subd. 6a, the School will submit an audit report to the commissioner and its authorizer by December 31 each year.
- 11.4 DOCUMENTS KEPT AT REGISTERED OFFICE.** The Board of Directors shall cause to be kept at the registered office of this Corporation all records required by the Minnesota Open Meeting Law and originals or copies of:

- 11.4.1** Records of all proceedings of the Board of Directors and all committees;
- 11.4.2** Records of all votes and actions of the members;
- 11.4.3** All financial statements of this Corporation; and
- 11.4.4** Articles of Incorporation and Bylaws of this Corporation and all amendments and restatements thereof.

ARTICLE XII - AMENDMENTS

Subject to the provisions of MN Stat.317A.181, Subd. 2(b), these bylaws may be amended in whole or in part by an affirmative vote of a majority of the directors then seated.

CERTIFICATE

The undersigned Secretary of Cornerstone Montessori Elementary School, a Minnesota nonprofit corporation, does hereby certify that these Amended and Restated By-Laws were adopted and approved by a majority vote of the Board of Directors this 12 day of October 2010.

Margo Roberts, Secretary

Appendix H - 2011-12 Financial Statements and Revised Budget

Cornerstone Montessori Elementary School

Operating Revenue and Operating Expenses

July 1, 2011 - June 30, 2012

Annual Organization Revenue & Expense	Description	2011-2012 Revised Budget	2011-2012 Actual FYE
Annual Revenue			
Local Grant Revenue	Walton	\$110,629	\$62,779
Government Grants Revenue	Federal Grants	310,087	299,409
Earned Income Revenue	Local	10,840	19,592
State Aid payments	State Aid	551,874	549,576
Total Organization Annual Revenue		\$983,430	\$931,356
Annual Expenses			
Administration		\$51,116	\$41,115
District Support Services		201,800	182,154
Instructional Program Services		391,225	365,304
Instructional Support Services		47,224	48,003
Pupil Support Services		107,836	116,717
Buildings & Equipment		131,978	113,815
Fiscal and Other Fixed Costs Programs		14,327	16,726
Total Organization Annual Expenses		\$945,506	\$883,833
Revenue Less Expense becomes Fund Balance		\$37,924	\$47,523
Percent Fund Balance to Expenditures		4.0%	5.4%

* This financial report is intended to display the revenue and expenses during the fiscal year.

Please note these are preliminary numbers. Cornerstone Montessori Elementary School has an annual audit of its financial statements. A final version of the 2011-12 audit will be made available in December 2012.