



Cornerstone Montessori Elementary School

Annual Report

2012-2013

Cornerstone Montessori Elementary School
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Introduction

"I think I'd like to continue the newspaper in Upper Elementary next year...and we could come over and bring in the younger children, too, so we can stay connected on this."

– Isaac – 3rd Year

Isaac's thoughtful musing is rich with the essence of AMI-certified Montessori elementary education; his initiation and maintenance of a classroom newspaper, and of the team of children producing it, is the epitome of interest-driven, rigorous academic accomplishment *within the context of a peer community* where children are developing, through the intentional nature of their days, real-life social skills such as respectful communication, effective problem-solving, leadership, compassion, and tolerance.

In 2010, dedicated parents, in connection with the Montessori Center of Minnesota (MCM) wrote an application to create a K-6 charter. In January of 2011, Cornerstone Montessori Elementary School (CMES) was recognized as a Minnesota Charter School authorized by Volunteers of America (VOA) and opened in the fall of 2011, serving children in grades K-2. In the fall of 2012, CMES continued to grow, serving children in grades K-3. Now, at the close of the 2013 school year, Cornerstone is beginning to realize the mission and vision of the school as it was written in our founding days, and to see the affects of an authentic Montessori environment on our student and family population.

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.

In 2012-2013, CMES served children ages 5-9 in all-day Kindergarten and Elementary Montessori Environments in a 10-month program starting after Labor Day and ending in early June.

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 within 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 third 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 yet 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-3: 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 meetings with all the lead teachers; these meetings alternate with level meetings that include the full staff. 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 supports the Head of School in managing the finances of the school in conjunction with the consulting financial management firm. 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: Liz Coenen, chair; Chris Bewell; Liza Davis; Melissa Santrach; and Brenda Kes (of Beltz, Kes, Darling, and Associates – our financial management firm [BKDA])

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

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

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

Head of School Search Committee: Liz Coenen, chair; Chris Bewell; Kristen Campbell; Sylvie Gahan; Molly O'Shaughnessy; Sara Papacek; Laurie Pittman; Melissa Santrach; and Liesl Taylor,

School Level

Parent Involvement Committee (Part of Title I): Chris Bewell (Director of Business Operations), Nick Coenen (Parent), Liza Davis (Head of School), Krystal DeGraw (Special Education Teacher), Amber Hanson (Parent and CMES Board Liaison), Jessica Minino (Community Member), Monica Morrocco (Parent), Margo Roberts (Parent), Sheila Sitati (Parent), Nesret Theba (Parent), and Michelle Walker Davis (Community Member)

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

2012-2013 School Year Charter Public School Board

This table contains information for ALL board members.

2012-13 Election Date: May 21, 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	5/21/2013	12/15/09	6/30/2015	651-303-3796	melissasantrach@cornerstone-elementary.org	11/12
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	9/12
Jane Reilly	Secretary	Community Member	Children in a Montessori school	5/21/2013	8/16/11	6/30/2016	651-216-4014	janereilly@cornerstone-elementary.org	12/12
Elizabeth Coenen	Treasurer	Parent	Runs non-profit organization	5/21/2013	7/13/10	6/30/2015	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	11/12
Ambar Hansen	Trustee	Parent	Latino community expertise	8/28/2012	9/18/12	6/30/2014	612-636-8074	ambarhanson@cornerstone-elementary.org	8/10
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	Resigned 2/8/2013	651-646-9496	kevinward@cornerstone-elementary.org	6/7
Liza Davis	Ex-Officio	Head of School	AMI-certified teacher	NA	2/1/11	NA	651-774-5000	lizadavis@cornerstone-elementary.org	12/12

Policy Additions and Changes Adopted in FY 2012-2013

500 Series

533 Wellness (10/16/12)

VOA Site Visit Report Highlights

VOA provided the following feedback to the school following the October 11, 2012, Fall Site Visit.

Mission and Vision: CMES is off to a successful second year of operation. The school continues to be a very mission and student data-driven organization. The board and faculty demonstrate a strong passion for the community they serve and meeting the needs of each student and family.

Curriculum and Instruction: The school management and faculty continue to advance efforts to maintain the integrity of their Montessori program model while at the same time covering the state standards. Each teacher has annual personal goals and professional development is designed around observations and teacher professional goals, as well as the school's mission and vision.

Assessment: The school culture is one of reflection and analysis of multiple forms of student data. The school continues to research and identify ways to best incorporate the NWEA assessments into their program while concurrently remaining conscientious of the integrity of Montessori methods, which do not generally introduce technology into the classroom at this level.

School Culture: The school is housed in a model Montessori facility specifically designed for the school. Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations. Students were observed to have a strong interest in learning.

Special Populations: The staff confirmed the existence of ongoing and collaborative dialog between special education staff, classroom teachers and administration. There is also ongoing professional development between special education teachers and the special education paraprofessionals.

Academic Leadership: The Head of School is very knowledgeable of state and federal laws, as well as best practices in the Montessori method. The Head of School has a very established process to evaluate staff.

Management Effectiveness and Legal Compliance: It is clear from the school's strong record on state and federal reporting and compliance as well as the positive culture of the school, that Cornerstone administration and all faculty members have the capacity and drive needed to support the work to meet the mission of the school.

Board Training

The Board intends to continue to focus the theme of its Annual Retreat on the issues of poverty and how we can develop a better understanding of the very real challenges that many in our school community face on a day-to-day basis. Not only is this about *understanding* the challenges, the next phase of the workshop will be to develop actionable plans for how to *address* the issues of poverty in our community while providing meaningful and appropriate support to children and families. The Cornerstone staff has already established a set of action items that they will be working on over the course of the next school year, and some of those involve board member participation.

Ongoing training in financial matters will occur as part of the audit presentation in December. The auditor details every component of the financial reports and guides the board members in developing a deeper understanding of the financial condition of the school.

Proposed budget revisions are presented to the Board by BKDA. During these presentations, Brenda Kes goes over every component of the school's revenue and expenses, elaborating on any changes to state or federal law and their impact on the school's financial condition. These sessions are very dynamic and interactive, allowing for the active participation of each board member.

As a member of Charter School Partners, board members are invited to various seminars and presentations throughout the school year with other member charter schools. Notice of these events are passed along to board members.

Charter School Partners also offers various governance-oriented webinars in conjunction with The High Bar. These cover such topics as board structure, committee purpose, board meeting management, and goal setting.

Finally, four board members will be attending the Capstone Conference for Charter Schools on July 31, 2013. This conference covers the following topics:

- Academic Achievement and Family Involvement
- Finance, Governance, and Operations
- Charter School Fundraising

Patricia Bachmeier

- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hoogeveen, Clifton Larson Allen**
 - Details of financial condition of the school presented to board members
- **Bridges out of Poverty Workshop, March 9, 2013, Cornerstone Montessori**
 - Board and staff retreat presented by Jody Pfarr
 - Awareness of issues of poverty in our community
 - Understanding the "Hidden rules" that help individuals move gracefully between economic classes
 - Call to action!
- **Brenda Kes, Partner, BKDA (School Business Manager), May 21 and June 18, 2013, Cornerstone Montessori Board Meeting**
 - Presented review of 2012-2013 budget and discussed proposed 2013-2014 budgets
 - Provided detailed explanation of financial condition of the school to all board members

Liz Coenen

- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hoogeveen, Clifton Larson Allen**
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 - Presented review of 2012-2013 budget and discussed proposed 2013-2014 budgets
 - Provided detailed explanation of financial condition of the school to all board members
- **Health Care Summit, May 22, 2013, Presented by Onyx Benefit Advisors**
 - Review of details of Affordable Care Act that affect charter schools
 - Financial impact as well as administrative impact
 - Applicable laws and dates of required disclosures

Ambar Hanson

- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hoogeveen, Clifton Larson Allen**
 - Details of financial condition of the school presented to board members
- **Charter School Board Training: April 20, 2013, University of St. Thomas by certified trainers Ellen McVeigh & Linda Tacke**
 - Board Governance
 - Employment Law
 - Financial Matters
- **Brenda Kes, Partner, BKDA (School Business Manager), May 21 and June 18, 2013, Cornerstone Montessori Board Meeting**
 - Presented review of 2012-2013 budget and discussed proposed 2013-2014 budgets
 - Provided detailed explanation of financial condition of the school to all board members

Benedict Moudry

- **Bridges out of Poverty Workshop, March 9, 2013, Cornerstone Montessori**
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Jane Reilly

- **Best Practices for Governance, October 12, 2012, sponsored by Oak Hill Montessori**
 - 4-hour workshop focused on best practices for School Board Governance lead by Mark Frankl
- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hoogeveen, Clifton Larson Allen**
 - Details of financial condition of the school presented to board members
- **Bridges out of Poverty Workshop, March 9, 2013, Cornerstone Montessori**
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Melissa Santrach

- **Best Practices for Governance, October 12, 2012, sponsored by Oak Hill Montessori**
 - 4-hour workshop focused on best practices for School Board Governance lead by Mark Frankl
- **Charter School Replication December 4, 2012, Presented by Charter School Partners**
 - Rationale, timing, and sources of financial support for replication
 - Governance structures for replicated schools
 - Focus on organizational readiness to replicate, rather than external (political or funder) timelines
- **Charter School Board Training Focus Group, January 23, 2013, University of St. Thomas**
 - Brainstorming sessions on various types of training that would be meaningful and appropriate for new and veteran board members.
- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hooegeveen, Clifton Larson Allen**
 - Details of financial condition of the school presented to board members
- **Bridges out of Poverty Workshop, March 9, 2013, Cornerstone Montessori**
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 - Provided detailed explanation of financial condition of the school to all board members
- **Health Care Summit, May 22, 2013, Presented by Onyx Benefit Advisors**
 - Review of details of Affordable Care Act that affect charter schools
 - Financial impact as well as administrative impact
 - Applicable laws and dates of required disclosures
- **Board Governance: Finding, Recruiting, and Retaining Outstanding Members, May 23, 2013, Webinar presented by National Charter School Resource Center in conjunction with Charter School Partners and The High Bar**
 - Optimal size of charter school boards
 - Necessary skill sets and qualities
 - How to seek out diversity
 - Screening potential board members
 - How to retain trustees

Liesl Taylor

- **Presentation of CMES Audit Report, February 19, 2013, Dennis Hoogeveen, Clifton Larson Allen**
 - Details of financial condition of the school presented to board members
- **Bridges out of Poverty Workshop, March 9, 2013, Cornerstone Montessori**
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Kevin Ward

- Board resignation 2/8/2013



School Management

2012-13 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 who 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 12/13	Not Returning 13/14
Christine Bewell		Director of Business Operations	2		
Elizabeth Davis		Head of School	2		X
Tiffany Heaver		Educational Assistant	2		
Amy Rice		Educational Assistant	1		X
Mirae Nace		Special Education Assistant	1		
Lourdes Harris		Educational Assistant	1		X
Corinne Shields		Educational Assistant	1		
Angela Kaufman		Material Making Assistant	2		X (one year position)

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 2012-13 CMES Organizational Chart that describes the structure of the CMES management team.

Administrative Professional Development

Liza Davis, Head of School:

- Attended all of the staff professional development activities noted above
- Orton-Gillingham Training – Minneapolis, MN, August 2012
- CSP School Leaders Event – Minneapolis, MN, October 2, 2012
- CSP Legislative Luncheon – hosted by Cornerstone, January 16, 2013
- AMI/USA Primary Refresher Course – Tampa, FL, February 2013
- Participated in monthly superintendent calls with Education Commissioner

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

- Participated in MDE monthly webinars for SERVS Financial Training and ESEA Title Program
- CSP School Leaders Event – Minneapolis, MN, October 2, 2012
- Homeless Liaison Training – MDE – Roseville, MN, October 25, 2012
- ServSafe Training – St. Paul, MN, October 19, 2012
- ISES Business Management Training – Roseville, MN, November 5, 2012
- Bridges Out of Poverty Workshop – St. Paul, MN, November 16, 2012
- Farm to School Webinar, December 11, 2012
- DAC Webinar – MDE – Roseville, MN, January 8, 2013
- CSP Legislative Luncheon – hosted by Cornerstone, January 16, 2013
- AMI/USA Administrators Workshop – Tampa, FL, February 2013
- 2013 School Yard Gardens Conference – Arboretum, February 22, 2013
- ESPC (East Side Prosperity Campaign) Quarterly Meeting – St. Paul, MN, February 27, 2013
- Farm to Cafeteria Workshop – Bloomington, MN, February 28, 2013
- Direct Reporters Workshop – MDE – Roseville, MN, April 15, 2013
- 3rd Party Billing Workshop – ISES – Roseville, MN, April 29, 2013

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 trained Montessori 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 MCM 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 MCM Molly O'Shaughnessy, and Board members Kevin Ward (until his resignation) and Jane Reilly (replaced 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.
- 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 what qualities to look for when recruiting a new Head of School, based on recommendations from the Head of School evaluation committee.

Staffing / Teaching Faculty Information

Teaching Staff Information

Six of the seven teachers at CMES are licensed in their area of instruction, and one teacher is working towards licensure completion: Sara Papacek will be completing her work in 2014. Ms. Papacek nevertheless has AMI certification as well as a community expert waiver approved by the Minnesota Department of Education.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 12/13	Not Returning 13/14
Kristen Campbell	471882	Kindergarten teacher	2		
Cynthia Crooks	267424	ELL teacher	2		
Sara Papacek	997893	Kindergarten teacher	2		
Sylvie Grahlan	459649	Lower Elementary teacher	2		
Liesl Taylor	424839	Lower Elementary teacher	2		Change position
Andrea Wood	407859	Special Education teacher	2		
Krystal DeGraw	422946	Special Education teacher	1		X

Academic Professional Development

Staff:

August 27, 2012: Opening Staff Meeting Review of All Policies; Health and Safety Procedures, Mission and Vision, Blood Borne Pathogens, Food and Nutrition in Schools Training

August 29, 2012: Assessment Training/Review – NWEA MAP for Primary and MAP, Work Sampling (K Only) and Orton Gillingham as well as DRA for Reading Well by 3rd Grade

August 30, 2012: Implementation of Record Keeping System – expectations, operations

November 9, 2012: Using large motor activities to meet standards and support cooperative communities, including a lesson planning session

March 9, 2013: Cultural Competency with Jodi Pfarr of Aha! Process; Bridges Out of Poverty Training to look at mindset and framework for families living in different classes

May 10, 2013: Implementation of botany curriculum/greenhouse. Review policies and procedures and discussion of how to best support children and families in consideration of Bridges Out of Poverty training; ESL: Importance of and Struggles with Pronouns

All Staff Meetings (Monthly): All staff must attend – Standard Agenda

- Updates/important upcoming dates
- Policy/procedure review or changes
- Staff development topic (i.e., special education intervention training, assessment training or review, Montessori reading and topic, cultural competency training)
- Suggested topics from staff

Head Guide Meetings (Bi-Weekly): Head of School and all lead teachers expected to attend – Standard Agenda

- Immediate issues/concerns
- Classroom sharing – successes, challenges, assessments, progress towards goals
- Child study (reserve at least 20 minutes for this discussion, longer if needed) and intervention discussion

Level Meetings (bi-weekly at least, weekly as necessary): Lead teachers and assistants or aides as requested for each level, Head of School attends frequently and reviews reports – Standard Agenda

- Immediate issues/concerns
- Lesson planning discussion (informed by observation, children's work, assessments)
- Intervention discussion for children who may need additional support

Week End Reports: Done by all lead teachers and given to Head of School; done by Head of School and given to all staff

Additional Staff Development Training by Individual Staff Members:

Kristen Campbell:

- Received MN Teaching License December 21, 2012
- Enrolled in Hamline University Masters in Education
- AMI/USA Primary Refresher Course – Tampa, FL, February 2013

Sara Papacek:

- Enrolled in Augsburg College Masters in Education – Elementary Licensure
- AMI/USA Primary Refresher Course – Tampa, FL, February 2013

Andrea Wood:

- ISES trainings for Special Education
- Charter School Law Conference, August 2012

Krystal DeGraw

- Autism and Employment, AUSM and 3M, October 2012
- ISES trainings for Special Education
- MDE Record Review Compliance Training, MDE
- PACER trainings
- Crisis Prevention Intervention Training, District 916, March 2013
- MN RESET workshops
- Adverse Childhood Experiences Training, Young Education Professionals, DH, DHS, May 2013

Cynthia Crooks:

- 30-Hour Orton-Gillingham Training, MultiSensory Institute – Minneapolis, August 2013
- MinneTESOL (Minnesota Teachers of English to Speakers of Other Languages) fall conference

Liesl Taylor:

- Bridges Out of Poverty Workshop – St. Paul, MN, November 16, 2012
- AMI/USA Elementary Refresher Course – Tampa, FL, February 2013

Sylvie Grahm:

- Received AMI Elementary Training Diploma, August 2012
- Special support from Director of Elementary Training (2 scheduled observations with dialogue and goal setting); Plan suspended due to early maternity leave, January 2013

Staff Turnover and Staff Longevity

This year we had six licensed staff members, one with a waiver. Five of these teachers plan to return to the classroom, and one will return as Head of School. One Special Education teacher has accepted an administrator's position in another school district. The Head of School will leave Cornerstone to accept a position to become a Montessori Trainer. One of the Educational Assistant (EA) staff members not returning has accepted an EA position at the charter school where her children attend. The other EA who is not returning has moved out of the country. For licensed staff, our retention is 86% (or 6/7); for overall staff, our retention rate is 71% (or 10/14).



School Admissions and Enrollment

Enthusiasm continues to grow for CMES in St. Paul's East Side community. More children wish to attend than spaces available as evidenced by waitlists for each grade level. 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 approximately the same number of males as females (48%-52%) and approximately one out of every three children is Hispanic and nearly one out of every three children is African-American. Sixty-one percent of CMES children qualify for free and reduced lunch, 12% of children receive special education services at CMES, and 30% of children qualify for limited English proficiency services (LEP). Seventy-nine percent of children attending CMES reside in St. Paul, and 11% reside in the nearby cities of Maplewood, Oakdale and North St. Paul. (See page 22 for a full breakdown of student demographic information.)

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 Board of Directors, prior to the start of the Open Enrollment period, will approve the enrollment model for each grade. 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

2012-13 School Year	October	%	June	%
Total # of Students	82	-	81	-
Females	43	52.44	42	51.85
Males	39	47.56	39	48.15
American Indian	2	2.44	1	1.23
Asian	13	15.85	12	14.81
Black	22	26.83	23	28.40
Hispanic	25	30.49	25	30.86
White	20	24.39	20	24.69
Free & Reduced	50	60.98	49	60.49
Special Ed (incl. 504)	8	9.76	10	12.35
LEP	24	29.29	24	29.63

Resident District	2012-2013	
	#	%
Minneapolis	3	3.70
North St. Paul/Maplewood/Oakdale	6	7.40
Washington County/Woodbury	3	3.70
St. Paul	64	79.00
Anoka-Hennepin	1	1.24
Inver Grove Heights	1	1.24
Osseo Area Schools	1	1.24
Stillwater – Lake Elmo	1	1.24
West St. Paul/Mendota Heights/Eagan	1	1.24

As demonstrated in these two tables, CMES works predominantly 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 21 children on the kindergarten waitlist, 6 children on the first grade waitlist and 2 children on the third grade waitlist. We had 3 children and their families move from St. Paul and leave CMES during the school year. We began the school year with an enrollment of 82 children, and with the movements and decisions of families, total enrollment was 81 by the time the school year ended. Our Average Daily Membership (ADM) for the 2012-13 school year was 81.46. Over the course of the year, we served a total of 84 children, meaning that 4% were not retained, putting our retention rate at 96%. For the 2013-14 school year, we see waitlists continue to grow for kindergarten, first, second, and third grades, 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 2012-2013 school year and the estimated 2013-2014 enrollment. Data is 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	81	22	23	22	14				96%
2013-2014 est.	106	22	22	22	21	17	1	1	96%



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.

At the close of our second year, we are provided an opportunity to more clearly define areas in need of support and focus (discussed in program challenges), as we continue to pursue our goals and high 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 (such as the freedom to move about the school during open work periods, 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).

This year, our children grew in their capacity to make responsible, challenging work choices that demonstrated academic growth while at the same time they fostered an increasingly caring, conscientious and giving community. This combination is the foundation of authentic Montessori elementary education: challenging, integrated work within the context of community and with concern for the good of the world we are all a part of and must care for. For example, two young children were concerned about the careless use of pencils by some in the school. They researched the founder of the company responsible for making Ticonderoga pencils (history); they researched the process and the resources used, which required computer and phone conversation skills; they set up a meeting with the Director of Business Operations in the school to find out how much money the school spent on how many pencils and then did some complicated math to calculate the cost per pencil. They also conducted a study and challenged their peers to see how long a person could make a pencil last if they were sharpening and treating it carefully. Finally, they prepared a “big work,” mounted it on a display board, and presented their findings to each classroom in the school, sharing their concerns about saving trees and inspiring ideas about how the school could better spend money if we were more careful with our pencils. It is exciting to realize that these children were seven and eight years old; they did beautiful, meaningful work, but equally important is the strong sense of accomplishment and self-esteem that comes from their experience.

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 – or 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/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 used not only 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 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 space for large-motor activities.

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. Broader content areas that complement and interrelate with one another group each series of presentations and materials.

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 – often referred to as a guide. 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/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/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, and will help the school be more energy efficient.

The Montessori curriculum is developed and reviewed by an international committee and not set according to U.S. 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 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.

Assessment Test Results

CMES conducted NWEA (Northwest Education Association) and its MAP (Measures of Academic Progress) test for the second year in a row. MCA II tests were conducted for the first time, as it was the first year we have had third grade children.

It should be noted that with such small grade-level sizes, one or two test scores can dramatically impact the mean of the test results. For example, one child's score can swing a grade level four to seven percentage points.

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.

Math	# Tested	# at or above median	% per grade level	VOA Category
Kindergarten	21	10	48%	2
1	24	5	21%	1
2	22	8	36%	1
3	14	5	36%	1
Total	81	28	35%	1
Reading	# Tested	# at or above median	% per grade level	
Kindergarten	21	10	48%	2
1	24	4	17%	1
2	22	13	59%	3
3	14	6	43%	2
Total	81	33	41%	2

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	21	11	52%	3
1	24	4	17%	1
2	22	9	41%	2
3	14	3	21%	1
Total	81	27	33%	1

Mathematics	# Tested	# Students meeting growth projection	% per grade level	VOA Rubric indicator
K	21	9	43%	2
1	24	9	38%	1
2	22	7	32%	1
3	14	7	50%	3
Total	81	32	40%	2

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)

In both math and reading, growth was achieved with reading, on average, increasing by 4% points from year 1 to year 2 and math increasing 3% points from year 1 to year 2. In addition, the number of children meeting growth goals increased in all grades tested in 2011-2012.

After our first year, the kindergarten group was identified as a group to focus on particularly regarding staff development and working on adapting Montessori materials to align with NWEA MAP goals. In the kindergarten group, the group that is least familiar with computers and assessments, more time was given for skills practice tests prior to the spring assessment. At the kindergarten level, the average percentile rank improved 18 percentage points in math and 22 in reading. We are excited to see that these efforts seemed to greatly affect more positive outcomes. At all levels, staff identified key NWEA MAP vocabulary, which differs from Montessori vocabulary at times, and worked on addressing this vocabulary with children and families. Though we had older children grow by as much a 20 and 35 RIT points in reading, our efforts to support overall improvement in performance will have to be as pointed with the older groups of children next year, as it was with the kindergarten group this year. Cornerstone has made plans to do so.

CMES staff development, which focused on reading and interpretation of the assessment, intensified in year two and will continue to do so in year three, with expectations that this will continue to support growth towards school goals, grade-level goals, and goals for individual children. In addition, the adaptation of materials and

continued work on vocabulary will be further developed for all grades. It is expected that we will see similar results to what we saw for kindergarten children this year for children of all grades as this work by the CMES staff continues.

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

CMES awaits its Multiple Measures Rating (MMR) from the Department of Education.

MCA-II Goal Series

In considering MCA scores, it is hard not to be discouraged by the percentages. With regard to math scores – based on observations of children in Montessori programs, and our belief and support of a child's need to experience and understand in a concrete way before abstracting – we confidently anticipate a greater capacity to perform well when required to demonstrate math skills abstractly in year 4 and beyond, when a child has completed the three-year cycle of lower elementary. We also consider that because we tested a total of 13 children, each child equals 7 percentage points. Some of the children have high needs, and some of the children were absent, which caused percentages to fluctuate greatly. That being said, Cornerstone has made plans to address test-taking vocabulary and provide daily practice to support the development of strong skills for assessments next year.

With regard to reading scores, we have been able to learn that while children's decoding ability and fluency have increased dramatically in the classroom, the children in general are not demonstrating skills that show a greater depth of understanding – such as the ability to infer – on their assessments. In addition, it is possible that our decision to test on paper was in error: the children had become accustomed to taking NWEA assessments on the computer where there is less room for mistakes than in filling out paper answer sheets.

Cornerstone has reviewed the need to increase test-taking skills and to more directly support remediation in reading skills for some children, but we also feel confident that outside of these interventions, we will see natural increases in scores due to the fact that children are more developmentally ready and adept at abstracting ideas and demonstrating skills abstractly after their third year.

MCA II Math - 2012-2013 School Year – Meeting and Exceeding Standards				
Grade Level	# of Students Tested	% Meeting	% Partial Meeting	% Exceeding
Grade 3	13	15%	23%	0%

MCA II Reading - 2012-2013 School Year – Meeting and Exceeding Standards				
Grade Level	# of Students Tested	% Meeting	% Partial Meeting	% Exceeding
Grade 3	13	31%	31%	0%

Mission Specific Academic Goals

CMES staff utilized an observation tool to measure the development and growth of executive function skills in children grades 1–3. 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, a recognized pediatric neurologist, developed the descriptions and list of executive functions that Cornerstone Elementary is using. The observed behaviors were rated N.O. (1) if it was never observed or O. (2) if it was observed, but not regularly. Behaviors were 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 will be demonstrating executive functions more consistently as a whole and thus the number of times an expected behavior is observed will be raised to be at the level expected to see in their peers. 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 (= total score/number of behaviors) for that function.

During the 2012-2013 school year, data was collected in the mid September-October, mid January-February, and mid April-May. In our second year, our goals continued to be set conservatively for these reasons: 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 would work and realized we may need to refine the tool over time.

Our goals were separated into two categories: proficiency and improvement. In the course of the year, 80 children were assessed at least two times. Fifty-seven of our 81 children demonstrated growth in at least two areas of executive function. The average documented growth was in four areas of executive function. Children showed growth, however proficiency in a category was not demonstrated, which is expected in the first three years of establishing an elementary Montessori classroom. Children who have experienced adult-directed learning with little freedom to make independent choices in work and behavior spend much time initially, in a Montessori environment, developing their capacity to be responsible in a classroom founded on the balance of freedom and discipline. Children in their third year and those with greater Montessori experience demonstrated higher levels of proficiency. Cornerstone has a greater number of children enrolled who are relatively new to the Montessori environment, so it will likely take longer for these children to develop the skill sets.

In preparing for next year, staff continues to work on ways to prepare the environment to best support the growth of executive functions in Cornerstone children. In addition, record keeping will continue to be refined so as to thoroughly document behaviors. Again, staff will meet, following baseline and winter assessments, to discuss and make plans to support children in their continued growth towards proficiency in each of the executive function domains. In addition, staff will continue to work with parents through conferences and workshops to support them in providing opportunities for executive function growth and development at home (i.e., providing choices in the home, providing consistent sets of responsibilities and consequences, implementing a system for the child to track his/her household chores).

Gathering the executive function data has been the responsibility of assistants and teachers for the past two years. This has been burdensome on the teachers and assistants, who've tried to meet the need for documentation while focusing on presentations and making materials. In addition, we have found that, at times,

the negative behaviors are more readily observable while the quietness of expected behaviors can be occasionally overlooked. In recognition of this, the school is in discussions with Dr. Steven Hughes, pediatric neurologist, to find a tool that more objectively measures executive functions in way that is scientific, provides a comparison group (i.e., it is nationally normed), and has little impact on the work cycle.

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 76.81, Average Daily Membership (ADM) 81.46, giving CMES a 94% attendance rate. The AMI Montessori method challenges and excites children, inspiring them to be present for what each new day brings. Cornerstone children truly enjoy their school experience and are inspired to be present as evidenced by the attendance rate.

Rationale for New/Continuing Goals

CMES plans to adhere to the goals co-developed by VOA, but has made plans and set additional goals amongst staff and in collaboration with other programs to assure our children demonstrate their skills in accordance with our high goals and expectations as their time and experiences in Montessori classrooms increase.



School Climate

Parent Involvement and Satisfaction

CMES made available a school satisfaction survey for families in spring 2013, and we were happy to see our response rate increase from 36% last year to 54% this year. We have improved our communication in that we consistently provide all communication in a timely manner in both Spanish and English, and we have had a new sign, written in Spanish and English, installed in the front of the schoolyard. In addition, teachers and all staff have made every effort to be present in face-to-face conversations revolving around our every day lives, and not just around issues or academics. We believe these things have made families feel welcome, more likely to participate, and more comfortable in providing feedback about their experiences and wishes for the school.

Last year our questions on the survey dealt with more general topics of school satisfaction. This year our questions were much more specific and pointedly sought our families' opinions, thoughts, and suggestions around topics, issues, and events. The survey with families' answers and comments is included in the appendices. Daily, there are hugs and chatter, as well as compassion and support shown amongst parents, children, and staff at drop-off, pick-up, and at Cornerstone events. We are proud of the warm continuation of a wonderful, diverse community and wholeheartedly look to foster its continued growth in every way.

Review Appendix F for the School Satisfaction Survey for Spring 2013 for the actual results.

Finances

Thanks to both BKDA (a financial management firm contracted with CMES) and to our monthly finance committee meeting, 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

Cornerstone has a Finance Committee that consists of the Board Chair, the Board Treasurer, a contracted finance manager, and the school administration; the committee meets monthly to provide oversight of the school's finances. The Finance Committee reviews monthly financial statements prepared by the contracted finance manager. The financial statements are then submitted to the school Board members where they are reviewed and accepted at the monthly school Board meetings. CliftonLarsonAllen, Certified Public Accountants, prepares the school's annual audit.

Overview of Financial Health

The end-of-the-year fund balance as of June 30, 2013, was \$122,966 or 12.5%. This represents 4.74% more than budgeted. The financial goal of the school's finances is to continue to increase enrollment and to work toward a fund balance of 20% to 30%. A finance summary is presented at the end of this section. The accounting and payroll records of Cornerstone Montessori Elementary School (CMES) are performed by the Accounting Services of Beltz, Kes, Darling, & Associates (BKDA).

2011-12 School Audit

The school ended FY 2011-2012 year with a fund balance of \$52,994. This was \$10,397 better than the projected budget. Beltz, Kes, Darling and Associates, using Skyward School Finance Software, provided the accounting services. CliftonLarsonAllen, Certified Public Accountants, audited the school's financial records.

CliftonLarsonAllen conducted an independent audit of the financial statements, of the governmental activities, and of each major fund of CMES as of and for the year ended June 30, 2012. The financial statements were presented fairly and the auditor issued a "clean" audit report. The school had one legal compliance finding. The school was missing the proper declaration on the endorsement area on the back of a stock of checks. This problem has been resolved during the fiscal year 2012-13. Proper payment declaration was added to checks as needed to ensure that compliance with state statute is met. There were no other findings.

In accordance with Government Auditing Standards, CliftonLarsonAllen issued their report on November 30, 2012, and it was submitted to the Department of Education and Volunteers of America. CliftonLarsonAllen presented the 2012 Fiscal Year Audit at the February 19, 2013, School Board Meeting, and the audit was accepted.

See Appendix H for the 2012-13 Financial Statements, Balance Sheet, Income Statement for FY 2012-13 and Final Revised Budget.

Innovative Practices and Implementation

Curriculum - AMI-Certified Montessori Approach

“In this school, everyone is smart. I love my work. I love, love the nouns!”

~ Angela, 1st year, English Language Learner

Innovative practice is AMI 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. Now, more than ever, it is of particular importance for our student population to experience authentic Montessori education in the public sector. Whereas more privileged children come to school having already had a wealth of positive experiences and viewing themselves as capable learners and important people, *many children represented in our student population have experienced the contrary*. Due in part to limited opportunities, they are often the children who start academically behind expected grade levels and then continue to fall further behind each year.

In an authentic Montessori classroom, the child is a central agent in the process of learning. The whole child is nurtured. The multi-aged classroom is set up as a community of people who are living and working together. Amongst this three-year span in age, the grades are not defined. Children don’t see themselves, or each other, as “behind” or “smarter” or “in the slow group” because those distinctions aren’t made. Children learn that they are at school to work extremely hard *doing their own best work each day*. In addition, all presentations in a Montessori classroom are designed to appeal to the specific developmental needs and attributes of the child receiving the lesson. All learning at all times is differentiated. Scaffolding is beautifully and inherently present in the materials children use for their work. Because each child’s learning experience is tailored, children see that they are competent learners. Children are invigorated by the work they have completed and are inspired to explore increasingly greater academic challenges – and experience success in doing so.

Socially, children learn that all have strengths and all have struggles. Every child comes to realize, through repeated interactions and experiences with others in the community, that he or she has something important to offer. Setbacks and disappointments are dealt with as a community in a supportive, respectful, and nurturing way. As the community develops, children spontaneously address social issues right along side of academic concepts, and all interactions and choices are seen as opportunities to assist in the development of executive function strategies and engagement, which are skills that are now seen as increasingly important for each child’s future success.

Children being mentored and educated in an authentic Montessori classroom in these ways believe in themselves as capable people and as important members of society. Children who believe in themselves in these ways have an enormous capacity to excel academically and to thrive on the inspiring and rigorous academics AMI classrooms are known for.

In addition, the long-term goal of children leaving the program and taking their exceptional citizenship skills, sound self-esteem, and positive attitude towards learning has profound implications for their success in future educational settings and in society as a whole.

Special Education Services

Ten children of 81 (12%) 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. A Total Special Education System (TSES) was written and is now established at Cornerstone. The restrictive procedures and fiscal procedures plans were also written during the 2012-2013 school year. This was also the year we conducted a self-review of our compliance monitoring process.

Special Education and Administrative staff attended workshops regarding the Third Party Billing Process. Cornerstone began the setup process for Third Party Billing and will work toward completion in 2013-2014.

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. Thirty percent of CMES' population was identified as English Learners, speaking Spanish, Hindi, Oromo, or Hmong at home.

CMES continues to employ Cynthia Crooks as the ELL teacher. Ms. Crooks used the WIDA baseline assessments in the fall. 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). Some children were advanced enough to receive limited support with a focus being placed on writing due to a recognized need in this area.

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 for children in grades K-3, and writing for children in grade 3.

Ms. Crooks 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:

- 24 children took ACCESS for ELLs.

Overall scores

- 4 children scored between 1-1.9
- 5 children scored between 2-2.9
- 8 children scored between 3-3.9
- 4 children scored between 4-4.9
- 3 children scored 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 North enjoyed a very exciting October as they participated in moving their classroom from temporary space to their brand-new, beautiful classroom just south of the main building. In fact, the whole community came together and supported the move, becoming more closely connected over shared work and shared excitement. Of course, the children got a big kick out of the fact that "Elementary North" moved to a location south of "Elementary South" and their names no longer made any sense at all! The children in the new space named their classroom "Pond" as they now look right out over the wetlands on site. The children in the main building, through conversation and voting, decided upon the name "Garden" for their classroom, as it sits in such proximity to the gardens the elementary children care for. Children then wrote an article for their classroom newspaper explaining their reasoning for names that "mean something important, and last forever, and just make sense," to the parents!

Another highlight! After a presentation on similes, two second-year girls went off to work. They planned to "collect" similes. Their teacher observed them sit at a table and try to start. A few minutes later the children still hadn't written anything. The teacher turned her attention to other children and then observed shortly thereafter the two girls excitedly working in this way: the little girl with limited English would point or pick up an item in the classroom; her English speaking friend would describe it; both girls would then hurry excitedly over to their notebooks and write, for example, as pretty as our bell, as bubbly as soap, as soft as a bunny. The girls returned to this work repeatedly and tirelessly over the course of the year, filling two notebooks with similes and immensely growing the vocabulary of the child learning English!

Staff Highlights

At Cornerstone, we are all too often too eager to recognize our areas for growth. It is equally as important to recognize the extraordinary work of our staff. While our staff is relatively new, either to Montessori, to public school requirements, or to teaching all together, the staff has continuously demonstrated a tireless commitment to creating the highest quality environments for Cornerstone children and families. What follows are some more specific highlights about the people with whom we are fortunate to work.

Kristen Campbell and Sara Papacek, our two Kindergarten teachers, have been enrolled full time in school for the past two years while working full time. Ms. Campbell earned her MN State Teaching License in elementary education in January, and Ms. Papacek anticipates doing so by summer 2014. Ms. Campbell was able to complete her student teaching at Cornerstone with Hamline University professors visiting Cornerstone Elementary.

In February, we had an AMI consultant review Liesl Taylor's Lower Elementary environment. In assessing her environment to ensure it meets AMI/USA standards (including curriculum materials, application of pedagogy, and preparation of the environment), the consultant recommended that Ms. Taylor's room be recognized as meeting AMI standards. This recognition is the first step towards the elementary program being recognized as an AMI school and is a testament to Ms. Taylor's capacity to fully implement the Montessori method as adhered to by AMI.

Krystal DeGraw, a Special Education teacher who joined the staff in October of 2012, brought extensive experience and intervention support to the Cornerstone staff. In addition, Ms. DeGraw and Andrea Wood, our other Special Education teacher, worked in collaboration to complete the MDE Record Review and Compliance

Training. Through their work refining Cornerstone's special education program, we increased the quantity and quality of this program.

Chris Bewell, our Director of Business Operations, continues to be a go-to person for those involved in charter school startups. While we recognize that Ms. Bewell is a central factor to Cornerstone's strong operational foundation, we are proud she is recognized as such by the community as well.

Another staff member, Sylvie Grahana, prepared two environments this year having to move rooms in mid-October as the new modular classroom was finished. Ms. Grahana demonstrated her patience while handling the mid-year move with grace. When Ms. Grahana went on early maternity leave, Cornerstone welcomed three new staff in to support Elementary Pond (Ms. Grahana's classroom): John Albright, Zoe St. Mane, and occasional volunteer Candy Schnepf. The tenacity, commitment, and overall joy brought to the elementary program by these two subs and one volunteer cannot be understated. Bringing with them over 50 years of Montessori experience, the contributions they made to the children of Cornerstone cannot be overstated and we are thankful for their contributions.

2012-13 Awards

Cornerstone Montessori Elementary School received a 2013 Finance Award from the Minnesota Department of Education.

Cornerstone Montessori Elementary School received a 2012 Governance Award from Volunteers of America.

Service Learning

Heartbreakingly, the children were devastated this year when they heard the tragic news of the shootings at Sandy Hook Elementary. They came to school needing time to gather and talk about their fears and shock. This was allowed, but then the teacher guided the conversation towards the children thinking about all the helpers who were supporting the people at Sandy Hook. This led to further conversation, and research by some of the children, about the helpers who are all over the world; the children learned about the United Nations through their research. One group of children said they wanted to grow into the people who were the helpers and asked to find out what kids can do with regards to the work of the United Nations. They justified a computer search to their teacher and typed in, “what can kids do to help,” quickly finding “Children Helping Children.” There were many aspects to the ensuing work, including writing, editing, conversing with adults, trying again and again, and calculating amounts. In the end, the children planned, advertised, and hosted, in conjunction with the Parent Involvement Committee, a successful pajamas, reading, and pancake breakfast event, during which they collected donations for their chosen project, Books for Africa!

Children experience service learning with in our own school community as well, when they volunteer to support classroom communities with younger children. One such example is eight-year-old Katie volunteering to support toddlers with their arrival routine each morning before she enters her own classroom.

On the receiving end, Cornerstone children accepted with excited eyes and grateful hearts, fleecy hats for each child handmade by the older students from Spectrum High School, a charter school also authorized by VOA! Recess was much more fun with warm ears, and the sight of 60 bright, fuzzy, warm heads bopping off to recess brought the staff to tears more than once.



Operational Performance

Running at Full Capacity

Our Average Daily Membership (ADM) for the 2012-2013 school year was 81.46. Over the course of the year, we served a total of 83 children, meaning that 10% were not retained thus putting our retention rate at 90%.

Facilities

CMES continues to rent from the Montessori Center of Minnesota (MCM). 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 2012-2013 academic year, CMES leased 6002 square feet of classroom and program space from MCM, which is a separate non-profit organization, also located at 1611 Ames Avenue in St. Paul. Most excitingly, MCM expanded in 2012-2013 to include additional classroom space solely to support the continued growth of CMES.

In October 2012, elementary children were able to witness their new classroom being delivered and put into place via crane! A short two weeks later, the children were silent as they walked into their classroom for the first time. Parents and children then spent the weekend setting up the environment so it would be ready for Monday without any disruption to daily work of the children.

The addition of the modular classroom also allowed the multipurpose room to be used for its intended purposes once again. Lunch became a full elementary community experience as all 62 elementary children and all elementary teachers share a community family-style lunch. The multipurpose room was also used by children for large-motor activities when rain or cold weather limited outside time while also providing opportunity for movement breaks for children who had sensory or extra movement needs during the morning work cycle.

An important part of the Montessori curriculum includes the study of biology. In January, Cornerstone welcomed another new building to the campus with the addition of 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. In spring of 2013, staff attended worked with Minnesota Arboretum staff to develop a plan for beginning the greenhouse to support work within the classroom environment as well. A generous donation of \$2000 to begin furnishing the greenhouse will be utilized carefully so as to best get the program off the ground.

New Classroom

In August of 2013, another new custom classroom has been constructed just to the east of the first new modular classroom. The facility was designed in conjunction with the CMES staff and refined based on experiences with the first modular classroom. The space will provide an additional 1400 square feet of instructional space for upper elementary children.

Program Challenges

As we look back over the year, we are thrilled to see that our mission of providing high-quality, rigorous, authentic Montessori education in the public setting is being realized. We see it in the effusive delight with which the children approach their work; we see it in their compassionate actions towards others, we see it in their conscientious problem-solving sessions, and we see it in their thoughtful approach to all aspects of their day. Our program challenges continue to be around the issues of record keeping (finding a reliable, teacher friendly way to quantify the areas of enormous growth and development we do see) and accountability to the standards (preparing the children to successfully demonstrate their knowledge around Minnesota academic standards using required, standardized tests). Cornerstone has also been challenged by especially rapid growth, and realizes a need for purposeful strategic planning in the near future.

Record-Keeping System

We have sought to develop a record-keeping system that not only tracks presentations given, but that also demonstrates alignment of Montessori presentations with Minnesota state standards, as well as allows for documentation of growth in indicators of executive functions throughout a child's years at Cornerstone. We are struggling to make even modest use of that system due to the time it takes for teachers to enter information. Information cannot be quickly entered while a teacher is in the classroom, requiring paper record keeping to be transferred to the database. To address this issue, we plan to meet with the system developers to discuss possible solutions, but at the same time keep in mind budgetary constraints. Cornerstone has discussed forming an Accountability Committee to provide increased energy and creative thinking around a record-keeping solution that addresses the ideas important to us and, for the teachers, is an effective, efficient tool to support exceptional documentation of the academic and social/emotional development of the children.

Accountability to the Standards

Cornerstone continues to see discrepancies between the work of which a child is capable in the classroom and his or her ability to demonstrate that skill correctly on abstract standardized tests. In addition, we feel that more has to be done to address remedial reading skills. To address these issues, Cornerstone is implementing the following programs or providing the following materials this year:

1. The Experience Corps Reading Tutor program through Volunteers of America;
2. Placing sample, traditional textbooks as references for the children and teachers in meeting the requirements of the Minnesota academic standards, as recommended in our Montessori elementary albums. Cornerstone has purchased math and reading examples, aligned to the Minnesota standards, for first through fourth grades from Houghton-Mifflin to meet this need. We expect these materials to provide a level of competency for the children as they become accustomed to the way things are presented, as well as bridge the gap between vocabulary we use in our Montessori presentations and the vocabulary of testing;
3. Providing brief daily or weekly homework exercises that are presented in the same way the material is presented in formal testing situations;
4. Providing homework support after breakfast before children enter the classroom for the children who may not have access to homework support outside of school; and
5. Cornerstone has purchased leveled readers and suggested practice exercise cards from American Reading Company's 100-step program to support the children, families, tutors, teachers and administrators in working together to reach our literacy goals.

Strategic Plan

Cornerstone has made plans to participate in a CMES Board Workshop presented by Rob Davis titled, “Cornerstone Montessori Elementary Branding.” Rob will facilitate a discussion that will help us identify key positioning statements and messages about CMES for purposes of recruiting, fundraising, and strategic planning in accordance with our mission and vision.



Future Plans

Though we recognize our challenges and seek to address them head on, we are also extremely excited by the future!

Next year, Cornerstone is expanding to welcome a new building and fourth-, fifth-, and sixth-year children! With those older children comes the implementation of our “going out” program – a foundation of Montessori elementary education in which children head out into the community to pursue aspects of their work they are not able to complete in the classroom setting. “Going Outs” consist of small groups of children interested in a certain topic, planning and going on trips that include, but are not limited to, trips to the library, museums, zoos, gardens, and other places of work to visit community experts.

Along with the implementation of the Experience Corps reading tutor program comes the unique opportunity to include an intergenerational aspect to learning at Cornerstone. Children will partner with 50 years and older trained reading tutors to work on improving reading and reading comprehension skills. It is our hope and expectation that sharing and learning well beyond reading skills will also take place in these sessions.

Cornerstone staff spent a staff development day at the Minnesota Landscape Arboretum to learn more about the effective planning and purposeful use of our beautiful greenhouse as a place for children of all ages to work with plants and explore different biomes. Cornerstone is especially excited to expose the children to some of the biomes from their native countries that they may no longer have access to, but that are a rich part of their cultures. While at the Arboretum, the staff was also inspired by the nature playground! The entire Cornerstone community is excited to model the play space in our front yard after the space at the Arboretum. We are especially excited about our greenhouse and nature playground because it is a place in which children from the ages of 16 months to 12 years will be able to come together to work and play.

Conclusion

With so much growth and so many things established, it's hard to believe that Pond and Garden haven't always been here, yet we realize we are still in the very beginning years of the school and there is much work to be done! We are renewed and energized for the immensity of this work by the realization that our mission of providing high-quality, rigorous, authentic Montessori education in the public setting is becoming reality. We see it in the effusive delight with which the children approach their work, we see it in their compassionate actions towards others, we see it in their conscientious problem-solving sessions, and we see it in their thoughtful approach to all aspects of their day, and always in the context of community, whether it is their classroom community, their neighborhood, or the worldwide community. We look forward to sharing our continued growth towards our mission with you in the 2013-2014 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:

- **3-** Exceeds standard;
- **2-** Meets standard;
- **1-** Approaching standard;
- **0-** 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, but are not limited to:

- 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.

Additionally, each VOA-Authorized 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

These reports are designed to ensure prudent authorizer oversight without overburdening school leaders and to provide important information to school stakeholders. VOA's review and comment of 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.

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.

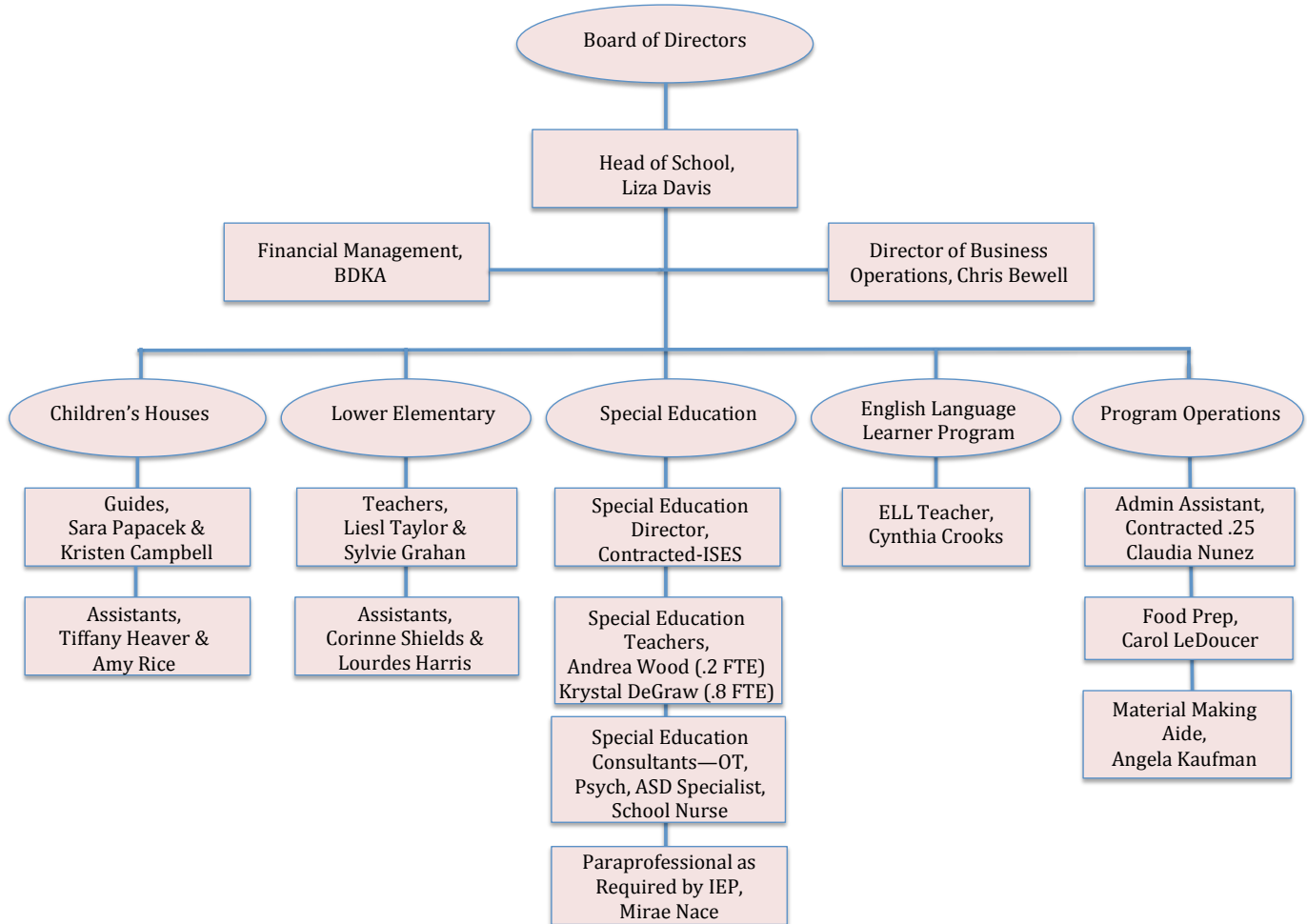
Appendix B – Non Profit Status

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 2012-13 Organizational Chart

Cornerstone Montessori Elementary School Org Chart—Positions as of 2012-2013 School Year



Appendix D – 2012-13 Application Form

Cornerstone Montessori Elementary School Application Form for the 2012-2013 School Year Enrolling grades K-3 for the 2012-2013 School Year

Cornerstone Montessori Elementary School will accept applications for enrollment for the following academic year, from **November 1 to December 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: _____
Street Address: _____
City/State/Zip: _____

2012-2013 Grade (please circle one): K 1 2 3

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. The only preference we give in admitting students is for children who are siblings of current Cornerstone Montessori Elementary School students 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 Thursday, December 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 – 2012-13 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 2012-13

Student Name (first, middle, last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2012) _____

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 2013

Cornerstone Montessori Elementary School Parent Survey Spring 2013 RESULTS

34 responses received. Surveys sent one per family.

When the survey was published we had 81 children enrolled from 63 families.

34 families responded = 54% response rate

Parent Involvement Committee Goals of the Survey:

- Determine parent opinions on specific topics
 - Workshops (attendance, schedule, topics)
 - Volunteering
 - Programming
 - Special Activities
 - Potential Dismissal Change
- Support the work of the committee

Methods:

- Initiated and planned by administration and the parent involvement committee
- Answers kept private (anonymous)
- Families were encouraged to fill out surveys at spring conferences.
- One survey per adult was offered. This means it is possible in some cases that 2 parents from the same family filled out a survey. We do not believe this happened too often though.
- Surveys sent home and room parents made follow up phone calls to families that had not filled out the survey at conferences in an attempt to get additional surveys filled out.
- Surveys were available in both English and Spanish

Information needed to interpret this report:

- The wording that is taken directly off the survey is in **bold**.
- For responses that had choices given, the results of those choices are displayed in a table.
- Comments written in are indicated throughout. When a comment is followed by a number in parentheses it indicates that multiple people wrote in the same response and indicates that number.
- For many questions, it was appropriate to choose more than one response. For some, parents left it blank.
- Comments were typed exactly as written on the surveys.

WORKSHOPS

Introduction:

Workshops are important ways for the school to share information about Montessori and ways to support children in the home environment. We have traditionally offered 3-6 workshops a year, but have had low attendance and wish to try to work with parents to increase attention.

Have you attended Cornerstone or Montessori Training Center of Minnesota workshops in the past year?

Number of people who wrote in “NO” as a response: 6

Another individual wrote, “I missed this one! Darn!” for Communication Birth to Three and “When will this be offered?” for Montessori at Each Level

If yes, which workshops?

Orientation	Material Making	Communication Birth to Three	Montessori at each level
16	11	3	6

Write in Responses (It is possible others attended these, but did not think to write it in):

- Communication 3-6 (2)
- Communication 9-12 (3)

Did you find the workshops helpful? If so, how?

Written in comments:

- Yes, good resources to parents new to Montessori.
- It was great to learn the materials and spend time with other parents.
- Understanding the fundamentals of the Montessori experience has helped us apply the same principles in our everyday lives at home.
- Yes – Work for home was very helpful.
- Yes. Inform my parenting.
- Yes, it gave me information on Cornerstone Montessori that I had not received prior. I was able to learn about Dr. Maria and the Montessori program.
- Yes. It helped me learn what and know what my child was learning in school.
- Yes, I enjoyed learning about what the school would be like. I enjoy the material making as it allows me to bring home Montessori.
- Yes. Material addressed and talking to peers/community members... whether parents or guides/staff.
- Yes.
- Yes. It reminds us about how important details can affect your children.
- Yes. The information provided at each workshop that I’ve been to has assisted in bringing Montessori philosophy into my home and has given me tools to help me better understand where my children are at in their development.
- Yes – Liesl’s workshop was very helpful as was Stephen Hughes.
- Helped me and my children learn about the Montessori system in the home.

If no, why didn't you attend workshops?

Days didn't work	Times didn't work	Not interested in topic
9	7	0

Comments written in for "Other":

- Work or no babysitter (4)
- Not aware (2)
- My schedule is very demanding right now.
- Work opposite shift and have 2 other kids (no child care) during workshops
- Scheduling doesn't allow us to make it sometimes
- No childcare

What is the best time of day for you to attend a workshop?

(Most people chose multiple responses.)

Morning 8:30-10:30	Late Morning 10:30-12	Early Afternoon 12-2	Late Afternoon 2-5	Early Evening 5-7
8	8	3	3	23

What days work best? (Most people chose multiple responses.)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10	14	17	14	15	16	6

What topics are you interested in learning more about?

Comments written in:

- Supports at home, Communicating
- What are they doing in relation to their public school peers
- Music in Montessori
- Children's involvement in greenhouse environment
- Math techniques
- Language and arts
- Positive discipline for children. The effects of media and screen time on children.
- Cosmic education. Montessori methods.
- I am open to learning about a wide range of topics including parenting, how to bring Montessori home, and developmentally appropriate activities at home.
- Appropriate discipline, Landmarks and goals, very interested in math
- Child development, Home organization (Montessori), Education of the Child
- Communication and development
- Evaluation of Material
- Any theme
- How to better understand our children
- Peer relationships at the elementary level. Parent/Child relationships at the elementary level. Communication at the elementary level, part 2.

Do you participate in Material Making?

Yes	No
19	15

If yes, do you find material making useful? What areas would you like to be addressed in future material making sessions?

Comments written in:

- Yes... Elementary Materials?
- Yes, I find it useful more as an opportunity to learn about the children's environments and work with other parents.
- How to be more creative with materials (like what to make)
- Yes. Math skills building.
- Yes.
- I find it useful. I would love to make/receive materials that help with literacy.
- Writing, materials for elementary
- Yes. We have not participated in enough material making sessions to crave/want additional topics.
- Yes, we save teachers class time by assisting. I am not sure about why areas to address.
- Absolutely useful... Open to what it is, as long as its classroom relevant. Bringing the environment home is important to us...
- Yes. I find it useful. If I I'm able to complete the project during the session.
- Yes. I'm unsure of areas.
- Yes – helped make items for classroom and also items for home use
- All Material, Reading, Writing
- Yes. (Brought materials home to make.)

If no, why?

Comments written in:

- What are these things used for or why are the kids not making it.
- Time didn't work.
- Times didn't work, scheduling conflict with work schedule
- Time doesn't work and no childcare.
- I wish I could say why, but I don't know why. I should get more involved in material making.
- Haven't had the opportunity yet
- Busy with work.
- Didn't take initiative

VOLUNTEERING

Introduction:

Each family is asked to volunteer 10 hours each year. However, in reviewing the volunteer log, we have become aware that we aren't meeting this goal. Please help us learn how we might best incorporate parent talents and meet school needs.

What talents, interests, or abilities do you have that you would be interested in sharing with the Cornerstone community?

Comments written in:

- I enjoy visiting! How about just basic parent support that allows us to visit about each other to learn from each other and not feel so isolated as a parent.
- Automotive/Metal work, wood work, custom fabrication
- Training, topics for families on healthy relationships
- Spring clean up, hosting/home

- Not sure
- Reading aloud to children, making crafts
- Writing support for annual report, Gardening
- Marketing/PR
- My child loves music, singing, and art. We love to color together.
- Picnic/Potluck Family night
- Coffee hour, Reading to children and assisting with field trips for Children's House 1.
- I would like to help students who are at the level of "going out." Anything health related. Sub in class if needed.
- Willing to do any hands on labor or organizing/cleaning
- I love to share food and teach children about food. Set up and tear down at events.
- Design, creative, construction type projects, architectural concrete. Any craft type project.
- I am free during the day and have time to volunteer. Helping organize events.
- Material making
- Garden, Cleaning

Have you volunteered for Cornerstone this year?

Yes	No
17	15

Comments written in:

- We try to help wherever we can... whether it be organization, shoveling, etc.
- Yes. Dad helped move classroom to pond room.
- Material Making – I'd love to do more.
- Not yet. (2)
- Board member until Feb.
- Not for Cornerstone, but we did volunteer as a family at Feed My Starving Children.
- Yes, opening picnic, holiday party, material making elementary, shopping
- No. Busy with work.

If no, why?

Comments written in:

- We pay, so why aren't the non-payers "encouraged"
- Time didn't work
- Few opportunities since January
- No babysitter
- Work. Very busy work schedule.
- Having access to a list of volunteering opportunities could help better understand where we can help, possibly a bulletin board. Personal quarterly updates of family volunteering. Ex: 3 of 10 hours completed.
- Haven't had the opportunity yet
- Wish we could be more helpful, but its chaotic year with family and selling house, and moving. Was better last year.
- Busy with work.
- Work
- No initiative
- No because of my work hours

Do you have ideas of ways you would like to volunteer at Cornerstone which may not be available at this time?

Comments written in:

- Not at this time
- Already participating in the school in several ways
- Can you email needs, and possibilities in near future of volunteer needs?
- Reading with children and/or to children. I could help with material making, if needed.
- Cornerstone should have different volunteer duties/jobs listed for families to sign up either at the beginning of the year or throughout (as the need comes) the year.
- More family activities
- Not sure... hm. Maybe I could assist with field trips.
- Helping out in or behind the scene for classroom
- We can do anything school needs. Just have to know ahead to plan time off work.
- I would love to help with activities during the day, bring interesting things to the classroom such as culinary tricks for kids and music.
- Helping with gardening projects with new greenhouse. Noticed a new address and/o Cornerstone sign could be needed. Possibly a concrete installation. (This same person listed architectural concrete as a talent.)
- Would be helpful if list of needed activities was sent out.
- Assisting staff with taking children on outings. Assisting in child/parent events.
- I'd love to volunteer for staff appreciation, cook food, make thank you's, etc.
- It would be nice to have the opportunity to volunteer in a way that 1. engages with children and 2. works alongside other parents.

PROGRAMMING

Introduction:

Cornerstone is looking into ways we can offer extracurricular programs for elementary children. These programs would need to be offered outside of the school day, and would need to be free so that all children would be able to attend if there was an offering. In order for us to pursue partnerships with other organizations/people to offer this program, we first would like to know which programs parents are interested in. Could you please provide a list of activities you would like Cornerstone to consider as options for children in grades 1-6.

What kinds of programs are you interested in sending your child to?

(Most people chose multiple responses.)

Physical Fitness	Art	Music	World Cultures	Other
30	29	29	20	8

Comments written in for other:

- Spanish
- Performing Arts
- Yoga
- Dance
- Book Club
- Anything

- Soccer
- Choir, Singing (2)
- Instrument lessons (band)
- Sports

Are you able to independently send your child to these kinds of activities outside of the school day?

Yes	No
29	3

What if any, programs might you be able to assist with as a volunteer?

Comments written in:

- I may be able to chaperone...
- Any if on Saturday or early evening Monday-Thursday
- Physical fitness and sports events
- Parent involvement committee, Art Classes for children
- Any, although I don't know much about music.
- If this is right after school we both cannot help because we are teachers and are at our schools.
- Not sure.
- Yoga
- Art, Music
- All
- Music Ed., Health Ed., Physical Ed.
- Fitness or garden possibly
- Depends, but yes.
- Set up and planning of events.
- I would love to help with a running club or yoga club.
- Physical Ed., World cultures
- Any of them.
- Yes

SOCIAL ACTIVITIES

Introduction:

The school also tried to organize activities at which families can socialize and enjoy each other as a community. Please provide feedback on these events.

Coffees (General Feedback)

Comments written in:

- I have enjoyed them in the past, but haven't been able to attend much this year.
- Nice event, but I can never attend due to work schedule.
- Very relaxed atmosphere
- Hard to attend
- Great! I really enjoy the coffee hour each month.
- I have come to a few. It is hard when there aren't many parents. It would be nice to have someone who "hosts" the event.
- Very excited to socialize and dive into community but was disappointed with turnout.
- Very good

- The hours and times are fine the way they are.
- Have not been able to go because I had to drop off my other child at a different school
- I always enjoy the coffees because they provide an easy way to get to know other parents and the time is flexible enough to make it doable for my work schedule. However, I don't think they are convenient for most families, especially elementary families who use the bus.

Best Time?

Comments written in:

- At drop off or slightly before, 8:15/8:30
- Evenings
- Late Afternoon 2-5
- Friday mornings
- After drop off (2)
- 9:00am
- 8:30am
- After drop off or before pick up
- After the work day or a Saturday
- Afternoon – 3pm or morning – 8am with childcare
- After 2:00/3:00
- After drop off – 8:30
- Morning

Best Date?

Comments written in:

- Monday, Thursday, Friday
- Saturday?
- First Friday of the month works for me.
- Mondays or Fridays
- Thursdays and Fridays
- Weekends or Friday evenings
- Fridays (3)
- Saturday AM

Potlucks (General Feedback)

Comments written in:

- Yes!
- It's really good to meet all the kids, their families, and teachers.
- Great food! It seems like both the parents and children have formed strong relationships with one another and are inviting to newcomers.
- Weekend of after school
- OK – Fun community event
- Love connecting with other families and getting to know everyone
- They have been great so far. ALL parents should contribute food and help with events.
- I enjoyed the time to socialize and meet other parents.
- I enjoy these, but seating needs to be an issue.
- Noon or after 2:00/3:00

- It is wonderful to see so many families attend. It would be helpful to have a “mixer” that would give people a chance to meet new families. Understandably, most seem to socialize with people they already know.

Times:

Good	Changes Suggested
21	0

Comments written in: (No comments were written in on changes suggested line.)

- Thursdays in the evening
- Early evening
- Evenings
- Friday or Saturday evening

Location?

Comments written in:

- Boys and Girls Club (3)
- Lake Phalen (4)
- Anywhere
- Outside if possible is the best. The pavilion at Phalen Park is great!
- Cornerstone or at a park
- The school grounds
- Better than here
- I like the boys and girls club for a potluck location (winter gathering).
- He boys and girls club is easy and nice, but smaller than our needs, especially as we grow. We also need a chief to direct timing.
- No preference
- Phalen works best but car was broken into in that lot
- Super.

What ideas do you have for additional social gatherings?

Comments written in:

- Could we sponsor “Culture Nights” that encourage or share about different cultures?
- Fun activities, children centered activities, art, music, games
- Eagles nest in New Brighton
- World Culture Celebration/Fair
- A family fun night – Games that everyone can play together (i.e.: water balloon fights, etc.)
- A question or two to prompt discussion at meals.
- Monthly play dates at a park
- None at the moment
- Bingo
- Possible to have a progressive type of dinner maybe at school where each classroom could have parents who would host.
- Game night for families. School wide picnic over the summer or at the beginning of school.
- Very clear, accurate advertising with plenty of time in advance... Awareness will help drive attendance and maintain families’ attendance. A bulletin board may be helpful if easily accessible.
- Bingo night, Craft night, Cultural events
- Maybe once or twice a month park gatherings.

- A cultural celebration. Classroom get together (for example, CH1 plans to meet up at a park, Como Zoo, etc.).

DISMISSAL CHANGE

Introduction:

The school is considering changing to a dismissal time of 4:00 for all children. We are considering this change to provide less disruption for the children and allow for great concentrated periods of work with the children and less time in transition. Currently, we have a 3:30 dismissal time for the private school and a 4:00 dismissal time for the public school. We would appreciate your feedback on this change so that we can take all perspective into consideration.

Would you be in favor of a change to have a dismissal for all children at 4:00?

Yes	No
29	4

Recognizing that parking is a concern, would you be in favor of busses dropping off and picking up at the street?

Yes	No
23	11

What questions or concerns would you want the school to address when thinking of this change?

Comments written in:

- Staggered times help and even if busses parked on the street, the children would be walking to the street when all the car traffic in and out of the school would be happening... I am not confident this is safe. It's my opinion to leave dismissal as is.
- I like the private pickup and drop off (safety from predators).
- Would this affect the morning start time?
- Ensuring teachers/adults are monitoring children coming into school
- Speed of traffic on Ames Avenue
- I am in favor of what works for the children and staff. I still like the exclusiveness of this school and that it is not easily recognizable driving by to the general public for safety reasons.
- 1) Parking and the traffic flow for cars to get in and out of the parking lot. 2) Safety of children with so many cars moving at the same time. 3) A sidewalk that goes all the way to the street to meet the bus.
- I trust that the schools will conduct dismissal in a way that is safe and efficient-ish for all.
- None. It sounds great!
- Just making sure children are safe walking to bus.
- Parking – That is the only complaint I have regarding Cornerstone. It is very frustrating trying to get in and out of the parking lot and driveway at drop off and pick up. If we add more parents I think it would be even more difficult. I am not sure of there is a good solution outside of moving busses.
- Parking is an issue. If all students leave at once, this congestion will increase. It is more than a convenience issue. It is a safety issue. More tiny bodies moving around outside while more vehicles are doing the same is a recipe for disaster.
- We use private transportation however I still see a safety concern with busses picking up kids on the street. Traffic is too heavy and sometimes too fast (off Ames). Safety, heavy traffic, visibility when busses parked on street. Plus having busses pick up/drop off at the street will only open up 4 parking spots.

- Children have a clear path to follow off bus and follow to school. Possibly an aide greeting students and directing. Busses park past drive with plenty of room. Space to see on-coming traffic from both sides. It's illegal to park at a handicap parking spot. This should be no different at a school this size. It is frustrating to see this continuously abused by the same individuals. A suggestion would be to discreetly confront non "handicap licensed" drivers and make them aware of law and that it's no different here or tickets will be issued.
- As long as the children are walked to building by a school attendant. To assure they made it to school safe.
- None. You are all doing a phenomenal job! So many things are required and you do so many so well.
- Lack of parking spaces and parents not being respectful of on another and parking where the busses should park. There should be some sort of orientation to explain to all families what is expected when it comes to the parking lot.
- Would love drive by pick up when it gets nicer out. Maybe kids to be picked up could be in fenced playground and come to car when we pull up. Could display name or assigned number in window to alert staff what child belongs to that car. Could some staff park in Boys/Girls club lot to open up spaces? Or maybe in driveway of adjacent house that is owned by the training center?

Appendix G – CMES By-Laws

AMENDED AND RESTATED BY-LAWS OF CORNERSTONE MONTESSORI ELEMENTARY SCHOOL (Effective December 18, 2012)

ARTICLE 1 – 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 two (2) AMI-trained individual, to serve in any capacity. The chief financial officer and the chief administrator shall be ex-officio nonvoting board members. 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 no time will all board seats be up for election in the same year. By the end of the third year of the School’s operation, or such earlier date as the Board may determine, all directors will be elected. Thereafter, directors shall hold office for a three (3) year term 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 18th day of December, 2012.

Jane Reilly, Secretary

Appendix H - 2012-13 Financial Statements and Revised Budget

Cornerstone Montessori Elementary Operating Revenue and Operating Expenses July 1, 2012 - June 30, 2013

Annual Organization Revenue & Expense		Description	2012-2013 Revised Budget	2012-2013 Actual FYE
Annual Revenue				
Local Grant Revenue	Walton	\$	17,450	\$ 17,450
Government Grants Revenue	Federal Grants		238,681	228,158
Earned Income Revenue	Local		15,532	23,010
State Aid payments	State Aid		778,177	785,614
Total Organization Annual Revenue			\$ 1,049,840	\$ 1,054,232
Annual Expenses				
Administration		\$	45,729	\$ 46,046
District Support Services			185,231	170,658
Instructional Program Services			448,316	448,263
Instructional Support Services			57,466	48,969
Pupil Support Services			128,538	128,718
Buildings & Equipment			152,205	136,049
Fiscal and Other Fixed Costs Programs			5,994	5,557
Total Organization Annual Expenses			\$ 1,023,479	\$ 984,260
Revenue Less Expense becomes Fund Balance			\$ 26,361	\$ 69,972
Beginning Fund Balance, All Funds, July 1, 2012			52,994	52,994
Projected Fund Balance, All Funds, June 30, 2013			\$ 79,355	\$ 122,966
Percent Fund Balance to Expenditures			7.8%	12.5%

* 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 2012-13 audit will be made available in December 2013.

Cornerstone Montessori Elementary School
St. Paul, MN

Balance Sheet

As of June 30, 2013, Preliminary as of 8-30-13

	Beginning Balance Audited June 30, 2012	Preliminary Ending Balance June 30, 2013
<u>Assets</u>		
Current Assets		
Cash and Investments	146,732	64,529
Accounts Receivable	410	0
Due from Other Funds	0	0
State Aids Receivable Balance fy 2011-12	214,027	87
MDE/State Aids Receivable fy 12-13	0	119,335
Federal Aids Receivable Balance fy 12-13	48,627	78,580
Prepaid Expenses and Deposits	11,319	8,244
Total Current Assets	421,115	270,774
Total All Assets	421,115	270,774
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable fy 12-13	22,112	23,011
Accounts Payable	15,120	10,998
Line of Credit Payable	200,000	0
Due to Other Funds	0	0
Payroll Deductions and Contributions	3,403	3,763
Deferred Revenue	127,486	110,036
Total Current Liabilities	368,121	147,808
Fund Balance		
Fund Balance 6-30-2012	52,994	52,994
Net Income To Date	0	69,972
Total Fund Balance	52,994	122,966
Total Liabilities and Fund Balance	421,115	270,774