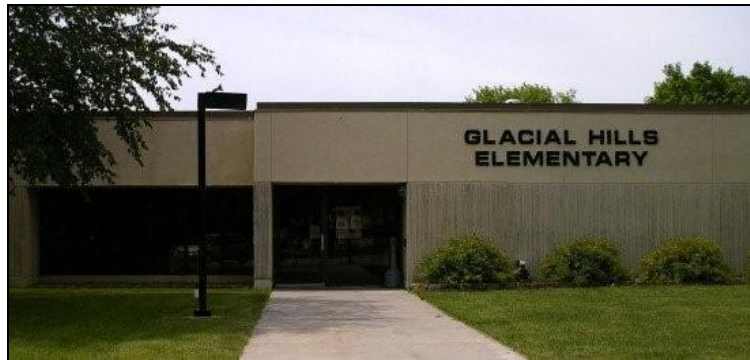




PO Box 189, Starbuck, MN 56381



Charter School Annual Report
&
World's Best Work Force Annual Report
School Year 2018-19
ISD #4168-07

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Glacial Hills
Elementary School
ISD #4168
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1. School Information

Contact Information:

Physical Address: 610 W. 6th Street

Mailing Address: P.O. Box 189

Starbuck, MN 56381

Phone: 320-239-3840

Website: www.glacialhills.org

Grades Served: Preschool through Sixth Grade (Preschool-6)

Year Opened: 2007-08

Mission: Our mission is to create an innovative, dedicated, safe and caring environment for students in preschool through sixth grade. This is accomplished by collaborating with families and staff to achieve academic success and environmental literacy through hands-on-learning and individualized instruction.

Vision: Our vision is to shape academically strong, respectful and responsible students. Students will reach their full potential and become lifelong learners and positive members of society when their individual academic, behavioral, and social needs are addressed.

Authorizer Information:

Audubon Center of the North Woods has been a great asset to our school as an authorizer. Their knowledge and experience with charter schools has assisted us in a variety of situations. David Greenberg, Director of Charter School Authorizing, and his staff have advised us on personnel issues, board policy and procedures, and public relations. Staff and School Board Member Training is also provided. The Audubon Center has committed itself to sponsorship of 30+ charter schools in Minnesota that have recognized the importance of project based and environmental education. ACNW offers to its sponsored schools:

- An annual retreat to connect to other schools that have similar goals,
- Connections to the state organizations that are committed to charter school success,
- The option of graduate training and residential experiences that are tied to the schools mission
- A group of experts who can help the schools overcome obstacles and develop projects that will be successful and significant.

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

The contract between Glacial Hills Elementary School and Audubon Center of the Northwoods has been renewed through the 2018-19 school year. This 4 year renewal was approved and effective July 1, 2015.

Erin Anderson, Director of Charter School Authorizing
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2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Glacial Hills Elementary School is to improve pupil learning and student achievement. The school will report its implementation of this primary purpose through the annual report.

Glacial Hills Elementary School has set goals for student achievement and growth. The faculty and administrator will meet regularly to review these goals and monitor student progress toward achieving these goals.

Glacial Hills Elementary School also strives to meet the individual needs of the students. The STAR assessment is given every four to six weeks to monitor student progress in both math and reading. Teachers use the results of the assessments to guide instruction and meet the various needs of the individual students. The results of the STAR are shared with the students during individual conferencing sessions. The teacher discusses the progress made by the student and they set goals for the next period of time.

The additional purpose of Glacial Hills Elementary School is to increase learning opportunities for all pupils. The school will report its implementation of this additional purpose through the annual report.

Glacial Hills Elementary School will increase learning opportunities for pupils by providing field trips to local environmental sites, and other sites, to increase student experiences and background. This will extend the classroom experiences into "real-world" situations, therefore making connections to the local environment. Glacial Hills Elementary will report the implementation through the annual report.

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

	2017-18	2018-19	2019-20 (est.)
Preschool		3's – 5 4's - 3	3's – 3 4's - 11
Kindergarten	14	13	14
1st Grade	13	10	15
2nd Grade	11	13	12
3rd Grade	17	10	13
4th Grade	22	15	10
5th Grade	12	18	13
6th Grade	12	12	16
Total	100	99	93
Total ADM (Average Daily Membership) for year	99.45	92.06	93

Enrollment remained steady for SY18-19, but we anticipate a slight decrease in SY19-20. We typically see a number of students in 4th-6th making the transition to Minnewaska Area Schools (MAS) prior to completing 6th grade at GHES. This is partially due to the fact that MAS is set up to have all students 4th-12th housed at one site, and students that know they will be going to MAS transition with their peers. We also had a couple families moved out of the area. We added a preschool program in SY18-19 and anticipate that this will positively affect enrollment in the years ahead so it remains stable moving forward.

Key Demographic Trends

	2017-18	2018-19	2019-20 (est.)
Total Enrollment	106	91	93
Male	51	49	50
Female	55	42	43
Special Education	40	31	32
English Learners	1	1	1
Black or African -American	1	1	1
Hispanic/Latino	4	3	1
Asian	0	0	0
American Indian/ Alaska Native	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	99	82	84
Two or More Races		5	5
F/R Lunch	59.8%	52.7%	55%

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2016-17	2017-18	2018-19
Overall Student Attendance Rate	96%	95.6%	93.5%

Student attendance rates are slightly lower but remain above 90%.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2017-18 school year and October 1 of 2018-19 school year.	86.6%
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*Does not include graduating students or those who have completed your school program, i.e. if your school is K-6, do not include students who have completed 6th grade.

Student enrollment, as reported in these statistics, was affected by families moving out of the area (7%), and students transferring to another school for various reasons (10%). The overall percentage is a bit higher than the prior year, and the reasons remained stable.

5. Educational Approach & Curriculum

Program Description:

Glacial Hills Elementary School serves students in grades Preschool through Sixth Grade. Classrooms are self-contained in grades preschool-3. In grades 4-6 each grade has a homeroom teacher, and the subjects of math, reading, science/social are departmentalized. Each classroom receives physical education, and music each day. GHE operates on an approximately 169 day student contact calendar, and typically divides the school year into trimesters. The school day begins at 8:05 a.m. and ends at 2:50 p.m. Students are provided 25 minutes for lunch. This equals 6.3 hours of instruction each day which exceeds the statutory requirement.

Special Education, Speech/Language, Occupational Therapy, EL, and Title 1 related services are also provided at Glacial Hills Elementary for those students who require these services.

Mathematics:

All grades, K-6, employ a comprehensive math curriculum, which includes Everyday Mathematics curriculum, that features real-life problem solving, basic skills practice, emphasis on communication, use of technology, and home/school partnerships.

Grades 2-6 also utilize additional support programs, such as Renaissance Math and Freckle, which create individualized assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, and helps differentiate instruction, therefore addressing students' individual needs.

Reading and Language Arts:

Kindergarten utilizes the Daily Five, which refers to the five activities that students participate in each day. First, a whole group lesson on topics including reading strategies, spelling, vocabulary, grammar, and writing is given. After the whole group lesson, students will break up into groups and complete the Daily Five choices. The teacher meets daily

with students in groups of 5/6 to teach reading strategies and phonics concepts. During the activities, the teacher also circulates to monitor progress.

Grades 1 – 6 employ a balanced literacy mode of instruction that is guided by the work and research of Teachers College Reading & Writing Project. State of the art tools and methods for the teaching of reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction are utilized. This approach includes a commitment to giving students large chunks of time to engage in reading books of their own choosing, and always ones that they can read with fluency, accuracy and comprehension. At the beginning of each year students are assessed to determine their level ability to comprehend and read fluently. They are then directed to materials at their individual level. Teachers give feedback, provide mini-lessons on overall reading strategies and concepts, and also provide group instruction to guide learners to proficiency. The writing curriculum includes three learning progressions, one each in opinion, information, and narrative writing, are at the center of this system. These writing pathways provide a system to engage in formative assessment, provide high-level actionable feedback to students, and support student self-assessment aimed at accelerating progress across the curriculum.

Personalized reading programs are used for students in grades 1-6 to cater to each student's current level and to build a life-long love of reading and learning.

Science:

All grades, K-6, utilize research-based, hands-on science materials that include experiments that are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms, and prepare them for life in the 21st century.

Grades K-6 also use curriculum that provides inquiry-rich content with scaffold activities and cross-curricular connections that link reading and science skills.

Social Studies:

Social studies curriculum provides standards-based content developed from the latest research and organized around the themes of Social Studies. The program integrates reading support in every lesson and instills citizenship through real-life role models.

Grade 6 also studies Minnesota history via the Northern Lights text written by Dave Kenney. It retells stories of Minnesota's past through lively text and colorful illustrations of artifacts from the collections of the Minnesota Historical Society.

The Weekly Reader/Scholastic News is utilized in all K-6 classrooms. It is a weekly news magazine filled with current events. Its content builds children's knowledge and reinforces the literacy scope and sequence used in the classroom while making students aware of the world around them.

Music:

All grades, K-6, participate in classroom music daily. The use of Orff instruments, boomwhackers, drums, recorders, and other classroom instruments help students to learn and understand the concepts of note reading, rhythm dynamics, and symbols of music. They also learn to sing with proper singing voices, and are taught the etiquette of performance. Students will also learn to dance!

Students in grades 5 & 6 have the opportunity to participate in a band program. Each student receives a minimum of one lesson each week and participates in a full band rehearsal generally twice a week.

Physical Education:

All grades, K-6, participate in PE each day. The curriculum focuses on healthy lifestyles, motor skills, movement knowledge, and social and personal skills.

Technology:

All classrooms are equipped with a SmartBoard, student response systems, and a minimum of two student Chromebooks. The computer lab was converted to a computer lab on wheels and is equipped with 20 Chromebooks. Each student in grades 4-6 has a Chromebook, and each teacher is provided a laptop. Teachers are responsible to incorporate technology into their classes and curriculum.



A Maker Space was designed in the computer lab space. One teacher has taken on the responsibility of keeping the equipment and supplies updated. Challenges are prepared for the students, and teachers are encouraged to create activities for their students. All classes are required to use the space a minimum of 45 minutes per week to allow students the chance to create, problem-solve, and work together.

The addition of a Robotics team as an after school club was a tremendous success. This is open to all students in grades 5-6 and led by volunteer teachers.

Environmental Education:

All classroom teachers integrate environmental education into their curriculum throughout the school year. Some of this is delivered through science class. Students also spend time at local environmental education centers each year. The 4-6 graders have an overnight trip to places such as LutherCrest EE Camp in Alexandria or Lake Beauty in Long Prairie, and the K-3 students spend the day at places such as Prairie Lakes EE Center in Spicer. The entire school typically spends one



day at Glacial Lakes State Park where community experts from places such as the DNR, Pope County Soil & Water District (PCS&WD), retired teachers, master gardeners and the teachers lead mini-lessons. The 5th graders attend SWELL and the 6th graders attend Waterfest held each year and sponsored by the DNR and PCS&WD. The 6th graders also participate in the Envirothon held in Spicer each spring.

6. Innovative Practices & Implementation

The 4th-6th students attended an overnight environmental education retreat at Lake Beauty Environmental Center in Long Prairie, MN. This is organized by the 4-6 Science teacher and chaperoned by GHE staff and parents. The K-3rd students spent a day at Prairie Woods Environmental Learning Center in Spicer. The K-6 classes spend a day at Glacial Lakes State Park learning about the environment from the park rangers, local Soil & Water conservationists, teachers, and other staff. They also get to canoe, and have a picnic. This trip alternates each year from fall to spring.

All Glacial Hills classrooms are equipped with SmartBoard technology. This allows the teachers to develop lessons and enhance instruction using the latest technology on. The internet is easily accessible to add to the curriculum current and up-to-date information. Each student in grades 4-6 has a Chromebook assigned to them for use during the school day. The computer lab was converted to a Chromebook cart, and each classroom has a minimum of two devices for student use. The computer lab was converted into a MakerSpace to allow for kids to collaborate, problem solve, and challenge themselves to create and innovate. There are coding activities, a Lego wall, robots, and many other activities for them to choose from while they visit the space. Teachers are encouraged to allow at least 45 minutes a week in their schedules for MakerSpace.

Glacial Hills Elementary offers an afterschool program which focuses on reading and math. This program is funded through REAP and Targeted Services funds. Licensed teachers are employed and the students are divided into two groups: K-2, and 3-6. A snack and physical activity are included in the program. It has been very well attended with over 40% of the student population participating.

2018-19 Accomplishments and Highlights

Parent Meetings are held prior to the first day of school to realign parents, students and staff with student-specific goals to insure a good start to the school year. The annual school potluck is an invitation to the greater community to come and share food and fellowship with the GHE community at the start of the year. This event was attended by over 150 people! Programs and school activities that encourage the involvement of the community pepper the calendar.

The well-attended Breakfast and Books Title 1 event held each trimester was a huge success and attended by over 50 parents each time. A month long celebration of reading was held in February with reading contests, guest readers, and other special events.

As always, our featured musical events were highlighted for community enjoyment at the annual winter and spring concerts. The Veteran's Day Program presented at the local Community Center by the entire school population is deeply appreciated for its recognition of local veteran service. The Minnewaska Lutheran Home and Holly Ridge assisted-living facility enjoy numerous musical and class plays performed by the students of Glacial Hills.

Parent involvement and community volunteers are mainstays of the annual State Park Day. Volunteers from local community organizations, such as Pope County Soil & Water, State of MN Fish and Wildlife staff, Department of Natural Resources staff, and other volunteers share their leadership and expertise with students while leading stations of learning. Parents attend as additional canoe paddlers, group helpers and marshmallow roasters to make the day a success.

The presence of our school in the community is evident in the Fall Festival Parade and visits to local businesses. GHE staff also take part in hosting "Thursday Night on the Town," which gives us an opportunity to share food and entertainment with area residents in an off-campus setting. The Glacial Hills parade float makes the rounds in the area summer celebrations. Staff, parents and students ride and walk to spread the word about GHE. Staff and parents also assisted the Depot Society with the game tent during Heritage Days. Our students also participate in annual Starbuck celebrations such as Eple Teiden in the fall and Lefse Dagen in the spring. 4th graders create scarecrows for the contest sponsored by the Depot Historical Society. GHE students also provided musical entertainment for these events.

Communication between community, home and school is vitally supported by our school website and news and activities printed in the Starbuck Times newspaper. Classroom teachers also provided weekly newsletters and emails home to keep the information up to date. These links provide ongoing news and schedules so that the community can feel welcome to our school events. The Director emails a monthly Director's News to families as well.

The Gladys Brang Foundation awarded the school grant money to continue the Back Pack Program. This is a program carried out in conjunction with North Country Food Bank that provides back packs of food on weekends for students who show a need for this assistance. This foundation has also awarded grants to other school programs throughout the years.

Visibility and participation by Glacial Hills in surrounding school events and competitions is pioneered by our participation by the 6th graders, under the guidance of Kaley Poegel, attending the Environthon each year in near New London. They use their science knowledge and teamwork skills to answer questions at various stations. Some topics include: soils, wetlands, and forestry. The 5th graders participate in SWELL, sponsored by

Pope County Soil & Water every fall. They learn about raptors, food chains, mammals, Minnesota, and many other scientific topics. 6th graders learn about the water cycle, bubbles, macroinvertebrates, and pollution at Waterfest, also sponsored by PCS&W every fall.

The three stellar fundraisers for GHE have become our annual school carnival in May, the annual Butterbraid sale in the fall, as well as the monthly Papa Murphy's Pizza fundraiser. These events, combined in 2018-19 to provide nearly \$6,000 to help support the educational programming and field trips available to the students. The united community support and involvement in these promotions have enriched our school. It, indeed, does "take a village to raise a child!"

We have also developed a partnership with the University of Minnesota-Morris and regularly see their education students in our building. Many of these students are completing a 40 hour practicum in elementary education, and we've also hosted student teachers. The response has been very positive both from our school community and the students and professors at UMM-Morris. We will continue to look for ways to develop this partnership to keep it alive and viable.

Glacial Hills continues to look to the future with positive expectations for growth, and optimistic outlooks for increased academic performance and program strength. GHE will also continue to strengthen community relationships, and partnerships with organizations with like-minded vision.

Challenges and Plans

The challenges we have faced in 2018-19 continue to revolve around space and property. The GHES Building Company completed the purchase of the existing property in November 2017. The plans for the addition of a community space/gym were prepared, but they had to be put on hold due to a decline in the enrollment that affected the loan funds available to complete the project. The building company will continue to work on this so the addition can be completed.

A preschool program was approved for start in the fall of SY2018-19 and we will continue to market this program and fill the spaces.

A marketing committee will continue its work to market the school with the goal of increasing enrollment. The community has seen more mobility in the population as a whole and we need to have conversations to address this issue and keep GHE viable. The committee has increased advertising, and will investigate social media as a tool for marketing GHES.

The teachers continue to participate in staff development opportunities and professional learning communities to improve instruction and meet the needs of the individual students. We have gained several new staff members in the past couple years so we will

continue to work on best practices for reading and math instruction, as well as work to include more professional development in the areas of inclusion and positive behavioral supports. An overall effort will be made to focus on how to best meet the needs of each individual student.

7. Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

Glacial Hills continues to make every effort to improve the proficiency and growth of student achievement by providing focused professional development. The 2019 results showed improved growth and proficiency scores in both reading and math. We continue to perform above the state averages, and consistent with Minnewaska Area Schools (MAS) in reading while slightly below in math. Proficiency in science remains high and well above the state average, as well above MAS.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Note: Glacial Hills Elementary School is a Preschool-6th grade elementary charter school. We do not enroll students in grades 7-12 so don't have specific goals related to the WBWF requirement for Career and College Ready or Graduate from High School.

Indicator 1: Mission-Related

Goal: From FY15 to FY18, the aggregate percentage of students that score at level 3 or higher on the engagement rubric assessed by their classroom teachers in the spring annually will be at least 80%.

WBWF Goal Areas Addressed by this Goal: Read Well by 3rd Grade and Achievement Gap Closure

Key Measures & Results for this Goal:

Glacial Hills Elementary School	Count Scoring at Level 3 or Above	Count Scoring Below Level 3	Total Count	Percent Scoring at Level 3 or Above
FY15*	66	21	87	75.9%
FY16	84	33	117	71.7%
FY 17	75	34	109	68.8%
FY 18	64	32	96	66.7%
FY 19	73	21	94	77.7%
TOTAL	362	141	503	72.0%

**FY15 performance data for second graders on this measure is unavailable*

The aggregate percentage of students who scored at Level 3 or higher on the engagement rubric assessed in the spring FY19 is 72%, which was an increase from the prior year (70.7%).

Indicator 2: English Language Learners

Goal: *The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners. One student with this designation was enrolled at Glacial Hills Elementary during SY 18-19.*

Indicator 3: Reading Growth

Goal: (3.1) From FY15 to FY18, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.0.

(3.2) From FY15 to FY18, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%

(3.3) From FY15 to FY18, the aggregate percentage of students in grades 1-3 that grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR Assessment will be at least 70.0%

(3.4) From FY15 to FY18, the aggregate percentage of students in grades 4-6 that grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR Assessment will be at least 70.0%.

WBWF Goal Areas Addressed by this Goal: Read Well by 3rd Grade and Achievement Gap Closure

Key Measures & Results for this Goal: (3.1) and (3.2) data are not available due to the change over by MDE to North Star Accountability. (3.3) 67.7%, as compared to 51.1% in the prior year, of students met this goal in FY19. (3.4) 42.9% (6th grade data unavailable due to the update of software by Renaissance) of students met this goal in FY19.

Indicator 4: Math Growth

Goal: (4.1) From FY15 to FY18, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

(4.2) From FY15 to FY18, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%.

(4.3) From FY15 to FY18, the aggregate percentage of students in grades 1-6 that grow by one grade level or more from fall to spring annually as shown by grade equivalency indicator on the STAR Assessment will be at least 70.0%

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure

Key Measures & Results for this Goal: (4.1) and (4.2) data are not available due to the change over by MDE to North Star Accountability. (4.3) 88.3% of students met this goal in FY19.

Indicator 5: Reading Proficiency

Goal: (5.1) From FY15 to FY18, the school's aggregate proficiency index score for grade 3 students will be equal to or greater than the baseline proficiency index score (baseline score - 80.4).

(5.2) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than the baseline proficiency index score (baseline score - 82.5).

(5.3) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (3-6).

(5.4) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 2149 - Minnewaska School District) for the same grades (3-6).

(5.5) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the baseline proficiency index score (baseline score - 78.7).

(5.6) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

(5.7) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6).

(5.8) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than the baseline proficiency index score (baseline score - 82.6).

(5.9) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

(5.10) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6).

WBWF Goal Areas Addressed by this Goal: Read Well by Third Grade, College and Career Ready, and Achievement Gap Closure

Key Measures & Results for this Goal:

	Proficiency Index (All) <i>Baseline - 82.5</i>	Proficiency Index (FRP) <i>Baseline - 78.7</i>	Proficiency Index (SpEd) <i>Baseline - 82.6</i>
GHE - grade 3 (baseline - 80.4)	(5.1) 69.1		
Glacial Hills Elementary	(5.2) 75.3	(5.5) 75.2	(5.8) 61.0
State	(5.3) 70.7	(5.6) 54.2	(5.9) 42.9
Minnewaska Gr. 3-6	(5.4) 78.0	(5.7) 68.7	(5.10) 61.3

* Proficiency Index calculations for the State and MAS use data from years 2016-2018

Indicator 6: Math Proficiency

Goal: (6.1) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than the baseline proficiency index score (baseline score - 78.6).

(6.2) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (3-6).

(6.3) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 2149 - Minnewaska School District) for the same grades (3-6).

(6.4) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the baseline proficiency index score (baseline score - 75.9).

(6.5) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

(6.6) From FY15 to FY18, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6).

(6.7) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be at least 70.0 index points (baseline score - 87.0).

(6.8) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

(6.9) From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD - Minnewaska School District) for the same subgroup and the same grades (3-6).

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure, College and Career Ready

Key Measures & Results for this Goal:

	Proficiency Index (All)	Proficiency Index (FRP)	Proficiency Index (SpEd)
	<i>Baseline - 78.6</i>	<i>Baseline - 75.9</i>	<i>Baseline - 87.0 (70.0)</i>
Glacial Hills Elementary	(6.1) 74.4	(6.4) 70.9	(6.7) 63.0
State	(6.2) 73.0	(6.5) 56.0	(6.8) 46.5
Minnewaska Gr. 3-6	(6.3) 84.1	(6.6) 76.5	(6.9) 61.0

* Proficiency Index calculations for the State and MAS use data from years 2016-2018

Indicator 7: Science Proficiency (and Growth)

Goal: (7.1) From FY15 to FY18, the school's aggregate proficiency index score will be at least 85.0 index points (baseline score - 94.4).

(7.2) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 5).

(7.3) From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 2149 - Minnewaska School District) for the same grades (grade 5).

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure, College and Career Ready

Key Measures & Results for this Goal:

	Aggregate Proficiency Score
Glacial Hills Elementary	93.0
State	71.0
Minnewaska Area	77.3

* Proficiency Index calculations for the State and MAS use data from years 2016-2018

Indicator 8: Proficiency in Other Curricular Areas

Goal: *The school does not have a contractual goal in this optional indicator area.*

Indicator 9: Post-Secondary Readiness

Goal: *The school does not have a contractual goal in this indicator area as it does not serve 7th - 12th grade students.*

Indicator 10: Attendance

Goal: From FY15 to FY18, the average of the school's annual attendance rate will be at least 95%.

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure, College and Career Ready

Key Measures & Results for this Goal: Glacial Hills Elementary showed a 90.58% consistent attendance rate (students who attend more than 90% of the time they are enrolled) on MDE North Star Report for FY19.

Federal and State Accountability

Achievement gap reduction information found in the WBWF District Data Profiles on the MDE website reports:

Percentage of Students Achieving	ECSU Region 4	Glacial Hills
Reading – All Students	62.4	74.1
Reading – Special Education	34.3	53.6
Reading – Free/Reduced Eligible	48.5	69.7
Math – All Students	60.0	70.7
Math – Special Education	33.8	53.6
Math – Free/Reduced Eligible	48.5	60.6

Glacial Hills teacher equity statistics show that 81.8% of staff are experienced (4 years or greater), and 9.1% of staff have advanced degrees. GHES is identified as being in the 25% of districts with the highest F/R percentages. It is identified as being in the lowest 25% of districts with students of color or American Indian students.

North Star Report

Math

All	Statewide	Glacial Hills
Level Decreased/Stayed does not meet	37.24	23.81
Level Maintained	49.42	52.38
Level Improved	13.34	23.81
Special Education		
Level Decreased/Stayed does not meet	57.84	26.09
Level Maintained	30.19	52.17
Level Improved	11.97	21.74
Free/Reduced Eligible		
Level Decreased/Stayed does not meet	52.02	25.00
Level Maintained	34.73	37.50
Level Improved	13.25	37.50

Reading

All	Statewide	Glacial Hills
Level Decreased/Stayed does not meet	33.06	35.71
Level Maintained	48.07	52.38
Level Improved	18.87	11.90
Special Education		
Level Decreased/Stayed does not meet	54.88	39.13
Level Maintained	28.65	43.48
Level Improved	16.47	17.39
Free/Reduced Eligible		

Level Decreased/Stayed does not meet	45.05	33.33
Level Maintained	35.70	50.00
Level Improved	19.25	16.67

High Quality Charter School Status: *Glacial Hills Elementary School has not been identified.*

ESSA Identification: *Glacial Hills has not been identified for support.*

8. Educational Effectiveness: Assessment & Evaluation

Licensed classroom teachers are evaluated yearly and newly hired staff are evaluated twice a year. The process and evaluation tools are designed to meet the requirements of state statute. The Director completes all summative evaluations. Peer partnerships are employed to provide observation and support to each staff member.

Professional development is provided to staff on a regular basis. Each staff member has access to in-services, workshops, classes, and online PD and is encouraged to take advantage of the opportunities available. GHE also holds book studies at least twice a school year, and once in the summer to provide staff an opportunity to choose the topic, share resources they discover, and collaborate on the information provided. The topics have included creating a culture of achievement, classroom management, reading instruction best practices, and math instruction best practices. The school Director participates in all staff development activities. Several teachers have attended PD activities provided by the local service cooperative - literacy institutes, data retreats, and technology implementation.

Student progress is monitored using the *STAR Early Literacy, Reading and Math assessments*. This is done every 4-6 weeks. Following the assessment the teacher has access to reports that identify student progress toward meeting state standards and classroom benchmarks. The reports are shared with students so they can see their progress and discuss with the teacher what is needed to improve. The reports and data are also shared with parents so they can stay abreast of the progress their student is making and take part in the planning for additional growth.

This progress monitoring data is also helpful to the teacher to help guide the instruction for the students whether it be individual and/or small or large group instruction. The Title 1 teacher and the SPED teacher also have access to the data so that they can use it to individualize instruction for the students they serve.

9. Student & Parent Satisfaction

Glacial Hills Elementary School conducts a parent survey to determine school performance. A parent survey was conducted in May 2019. The survey was intended to solicit feedback on 18 questions spanning various aspects of the school, its program, and staff. The results in 2019, compared to those of 2018, showed an increase in satisfaction and had a much higher return rate. Parents continue to be very satisfied with the climate, individual attention to students, and the academic programming provided at GHES. They felt that the staff cares for their individual students. They also felt that Glacial Hills is a safe and caring learning environment for their children. They expressed appreciation for small class sizes, and the warm and nurturing atmosphere provided.

The survey asks respondents to rate the statements from 0 (lowest) to 5 (highest). *The results of the survey are included below:*

- My child is happy at Glacial Hills Elementary: 11% (4) 89% (5)
- My child feels safe at Glacial Hills Elementary: 9% (4) 89% (5)
- My child appears to be progressing academically: 16% (4) 80% (5)
- My child feels valued and respected by the staff at GHE: 11% (4) 89% (5)
- My child's teacher knows and responds to my child's individual needs: 11% (4) 89% (5)
- School guidelines are stated in a positive way: 13% (4) 87% (5)
- The atmosphere at GHE is warm and nurturing: 16% (4) 84% (5)
- Families are informed frequently about school happenings: 11% (4) 87% (5)
- I have received information on the school's mission and goals for children: 9% (4) 89% (5)
- I would recommend GHE to other families: 16% (4) 84% (5)
- My child is happy in a smaller class size and smaller school setting: 7% (4) 93% (5)
- My child and I are happy with the PE program at GHE: 9% (4) 82% (5)
- My child and I are happy with the music program at GHE: 9% (4) 87% (5)
- I feel GHE is meeting my expectations to the best of their ability: 16% (4) 84% (5)
- My child is receiving the services s/he needs and his/her individual needs are being met by all staff: 11% (4) 89% (5)
- My child's needs are being met by the Director of GHE: 11% (4) 89% (5)
- I am happy with the "charter school" philosophy and feel that it is meeting my expectations: 11% (4) 89% (5)

Additional written comments:

GHES is an excellent school. The teachers go above and beyond for their students and their students family. I have been shown nothing but respect and concern from everyone. My children are so happy here, and that makes me happy. Thank-you to all the teachers, counselors, and the teachers that work one on one with the students. My children have shown great improvement since becoming a student here. Thank you to all the front office staff for your patience and the respect I am shown whether it be in person or over the phone. Glacial Hills is an amazing school.

We appreciate the school & staff and all of their help! You have an amazing school system. We love GHES!

My children love their school and I'm very pleased with how things are going. I just wish they went up to 12th grade!

An AMAZING school. I would give it a 5 star rating if I could. The teachers are amazing. The office staff is very respectful. I couldn't have picked a better place for my children to learn. Thank-you GHES teachers & staff. You are appreciated!

I am so happy my girls got to school at GHE. You staff are AMAZING!!!

We are sad our child will not be attending Glacial Hills next year. Our child started Glacial Hills in first grade after a very rocky year in kindergarten at Minnewaska Elementary. I wish we would have sent her to GHES in the beginning.

Couldn't be happier! We are so glad that we enrolled our child here. Reading help was needed, it was noticed and he received the help so quickly. We have noticed a great improvement. Thank you!!=)

Too much math homework

The 3 on the PE program relates to the size of the indoor space for PE - it would be great if this space could expand. Staff does a very good job in light of the space constraints. The teachers + staff @ GHES is fantastic. We feel very fortunate to have our kids in this school.

I'm worried my kids aren't learning to read fast enough. I know they are doing everything they can this year however. Other schools kindergarten students are reading. I am very concerned about next year and my child not learning how to read.

89 surveys were sent out and 45 were returned for 51% participation. Surveys returned represented students equally in all grades K-6. GHE continues to be a positive, safe environment for learning, and families are satisfied with the education and programming.

10. Environmental Education

The mission of *Glacial Hills Elementary School's* authorizer, the Audubon Center of the North Woods, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

All of the staff at Glacial Hills have environmental education in mind when planning curriculum, activities in the classroom, and field trips as they understand the contract we have with ACNW to provide environmental education. They work to embed it within activities and lessons in all content areas and at all grade levels. The goal is to provide the students with the skills and knowledge to be confident in sharing the information at home and in the broader community. We are working together to educate the students so that they can take what they know and learn to a larger audience. We want them to share and show what they know in their daily lives.

One example of that:

An outdoor classroom space has been designated and supplies and materials for use in that space are readily available in one location near the door to the space. Teachers have utilized the space to deliver lessons to their students. For example, the second grade teacher provided a grammar lesson outdoors where the students were able to “act out” action verbs. They also created lists of adjectives that they observed while outdoors. The 6th grade math class went outside and used sidewalk chalk to solve multi-digit division problems. There are many other lessons and activities that occurred in the outdoor classroom.

Glacial Hills Elementary (school board, staff, parents) is committed to providing resources, financial and otherwise, to carry out environmental education activities. General funds are designated to provide the annual overnight for the 4th-6th graders and to provide the programming and transportation for the annual State Park Day attended by all students, staff, and parent volunteers. Fundraising dollars and grants help to cover the cost of other field trips and activities.

All of these classroom activities and field trips help to teach the students to be responsible for the environment they live in and demonstrates to them how to be productive, contributing members of society. It also teaches them that the community is a web of people, all intertwined with different talents and abilities that affect all of us. The activities the students engage in are developing life-long skills. When they see the leaders of the community involved and taking part in their education at such events as the State Park Day, or helping in the garden, they see that education doesn’t just happen in the classroom. The goal is for the students to learn from these activities and implement the skills at home and in their daily lives.

Glacial Hills Elementary (GHE) School has specific goals for each EE indicator as part of their contract with Audubon Center of the Northwoods (ACNW). The activities and data collected toward the achievement of these goals is reported annually to ACNW where it is reviewed and assessed.

11. Governance & Management

BOARD OF DIRECTORS

Glacial Hills Elementary School holds an Annual Meeting in February to inform its constituents of the current status of the school, and it also holds the annual election of school board members at this time. All meetings are scheduled to be held at the school on the 4th Monday of each month. A schedule of board meetings can be found on the website,

and the local newspaper, *The Starbuck Times*, posts notice of the meeting. The agenda for each meeting is posted at the school in timely manner. Approved minutes from all meetings can be found on the school website. All meetings comply with the Open Meeting Law.

The composition of the school's board of directors complies with statute and includes 1 teacher, 1 community member, and 4 parents. The board includes individuals with a mix of skills and experience that collectively demonstrate the capacity to govern an effective charter school. Attendance rate for individual board members is over 95%.

The board regularly reviews operational and financial data such as policies and budget. Academics are also reviewed as noted on the agenda. The board approves and oversees items such as the lease agreement, annual audit and annual report. The board is committed to the mission and vision of GHE, and periodically reiterates its role of oversight and realizes it is invested with power only as a collective and not as individuals.

School Name: Glacial Hills Elementary School #4168-07

School Year: 2018-19

Election Date: February 25, 2019

Date Updated: March 20, 2019

Term Length: Parents and Community Members elected to a 3 year term. Teachers are elected to a 2 year term.

Board Created Date: 2009

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email Address
Amber Green	Chair	Parent	Appointed on 02/22/16 and re-elected on 01/22/18	03/29/2016	1/25/2021	320-283-5133	agreen@glacialhills.org
Shari Opdahl	Vice Chair	Teacher	02/22/16 re-elected on 01/22/18	03/29/2016	1/27/2020	320-239-4651	sopdahl@glacialhills.org
Nathan Metz	Treasurer	Community Member	02/22/2016 Re-elected on 02/25/2019	03/29/2016	1/26/2022	320-239-2021	nmetz@glacialhills.org
Kate Aslagson	Secretary	Parent	02/27/2017	03/27/2017	1/27/2020	320-239-3900	kaslagson@glacialhills.org

Rebecca Longtin	Member	Parent	02/27/2017	03/27/2017	1/27/2020	320-808-9915	rlongtin@glacialhills.org
Beth Aaberg	Member	Community Member	Appointed on 02/26/2018	02/26/2018	1/25/2021	320-760-2596	baaberg@glacialhills.org
Melissa Schultz	Member	Parent	02/25/2019	03/25/2019	2/22/2022	320-	mschultz@glacialhills.org
Deb Mathias	Ex-Officio	School Leader	N/A	N/A	N/A	320-239-7233	dmathias@glacialhills.org
Megan Galarneau	Ex-Officio	School Leader	N/A	N/A	N/A	320-239-2615	mgalarneau@glacialhills.org

The School Board members are encouraged to continue on-going training to stay abreast of any new laws, or regulations. Opportunities for training are provided by MSBA, ACNW, West Central Initiative (a local non-profit organization), and other organizations. The school board participated in online training provided by Charter Source. The yearly schedule of topics comes from books, online sources, and other print materials suggested by ACNW and/or other charter schools.

Board Training Information for Each Member Initial Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Amber Green	03/24/2014 <i>Re-elected 01/22/2018</i>	10/25/2014 MSBA	10/25/2014 MSBA	10/25/2014 MSBA
Nathan Metz	03/25/2013	09/22/2013 Ship's Wheel Consulting – Dr. Charles Speiker	09/22/2013 Ship's Wheel Consulting – Dr. Charles Speiker	09/22/2013 Ship's Wheel Consulting – Dr. Charles Speiker
Kate Aslagson	03/27/2017	08/08/2017 MSBA	08/08/2017 MSBA	08/08/2017 MSBA
Angie Anderson	11/28/2016	08/08/2017 MSBA	08/08/2017 MSBA	04/21/2017 MACS online 08/08/2017 MSBA

Rebecca Longtin	03/27/2017	08/08/2017 MSBA	08/08/2017 MSBA	08/08/2017 MSBA
Shari Opdahl	03/29/2016 <i>Re-elected 01/22/2018</i>	08/09/2016 MSBA	08/09/2016 MSBA	08/09/2016 MSBA
Beth Aaberg	<i>Appointed on 02/26/2018</i>	Charter Source 03/20/2019	Charter Source*	Charter Source*
Melissa Schultz	03/25/2019	Charter Source	Charter Source	Charter Source

I don't get specific dates for completion of Charter Source courses so have copied and pasted the email that Melissa received to show she completed the video series. Beth Finch is happy to verify anything necessary and can be contacted at the email below!

Annual Training

Annual Training – FY18 YTD						
Board Member Name	Training #1: “The Board” pamphlet (published by Master Teacher) Vol. 41, Number 17 “What Value Do You Add to the Board?” Vol.14, Number 18 “When We Need to Set Policy Aside.” 07/23/2018	Training #2: Vol. 41, Number 19 “What You Need to Know About Your Students” Vol. 41, Number 20 “The Pipeline is Shrinking” 08/27/2018	Training #3: Vol. 41, Number 21 “Seven Characteristics of a Good Budget” Vol. 41, Number 22 “Six Keys to Effective Professional Development” 09/24/2018	Training #4: Vol. 41, Number 23 “Nine Questions That Overcome Resistance” Vol.41, Number 24 “The Importance of One Voice, One Vote” 10/22/2018 Watch MDE video on updated evaluation methods	Training #6: Explanation of audit and budgeting by Mary Reedy, CLA 11/26/2018	Training #7: ACNW Sounding Board Issue 3, Part 1 “Open Meeting Law” 12/17/2018
Amber Green	Yes	Yes	Yes	Yes	Yes	No
Nathan Metz	Yes	No	No	Yes	Yes	Yes
Kate Aslagson	Yes	Yes	Yes	No	Yes	Yes
Angie Anderson	Yes	Yes	Yes	No	Yes	Yes

Rebecca Longtin	Yes	Yes	No	No	Yes	Yes
Shari Opdahl	Yes	No	No	Yes	Yes	Yes
Beth Aaberg	No	No	Yes	Yes	Yes	Yes
Melissa Schultz	N/A	N/A	N/A	N/A	N/A	N/A

Note: All members received the copies of the information even if they weren't present for the discussion.

**Annual Training –
FY18 YTD**

Board Member Name	Training #8: ACNW Sounding Board Issue 3, Part 2 & 3 "Open Meeting Law" 02/25/2019	Training #9: Charter Source Board Training Online Portal Introduction 03/25/2019	Training #10: ACNW Sounding Board Issue 4 "Meeting Minutes" 04/22/2019	Training #11: ACNW Sounding Board Issue 5 "Meeting Quorum" 05/20/2019
Amber Green	Yes	Yes	Yes	Yes
Nathan Metz	Yes	No	Yes	Yes
Kate Aslagson	Yes	Yes	No	No
Angie Anderson	No	N/A	N/A	N/A
Rebecca Longtin	Yes	No	Yes	Yes
Shari Opdahl	Yes	Yes	Yes	Yes
Beth Aaberg	No	Yes	Yes	Yes
Melissa Schultz	N/A	Yes	Yes	Yes

Note: All members received the copies of the information even if they weren't present for the discussion.

MANAGEMENT

Staff meetings are held once per month and led by the school director. The agenda is prepared with input from the teaching staff. The majority of communication between meetings is accomplished via email, and the use of teacher mailboxes in the central office. Special meetings are called when necessary. The staff also volunteers to chair and/or work as a team to organize special events and projects throughout the school year. For example, the State Park Trip, I Love to Read Month, fundraisers, etc.

The School Board regularly reviews the director. There is a survey given to the staff. The board personnel committee and board chair review the data and present it to the director. Appropriate responses from the yearly parent surveys are included in the review.

LIST OF ADMINISTRATORS/QUALIFICATIONS:

Deb Mathias, Director

Glacial Hills Elementary employs a full-time Director to manage the overall operations of the district. The current Director holds a Minnesota Administrative K-12 Principal License and a 6th year degree in Educational Administration. Therefore, no professional development plan is required. The Director reports to the board at monthly meetings and as needed if emergencies arise. The Director is responsible for all state reporting, ACNW reports and contacts, and oversees all employees.

12. Staffing

Glacial Hills Elementary is committed to hiring licensed, highly qualified staff when positions become available. It is important to student achievement and the school's mission for excellence and high standards. Paraprofessionals are hired as needed to fulfill the needs of Individual Education Plans (IEP). These positions are also awarded to staff that are highly qualified.

2018-19 Licensed Teaching Staff

Name	File #	License and Assignment	2019-20 Status*	Comments
Bebo, Makenzie	508433	K-6 Elem Ed <i>4-6 Reading/5th Homeroom</i>	R	
Bittmann, Nancy	467798	K-6 Elem Ed 5-8 Communication Arts and Literature <i>Second Grade</i>	R	
Giese, Mary	320715	K-6 Elem. Ed <i>Kindergarten</i>	R	
Gilbertson, Rebecca	468452	K-6 Elem Ed <i>Title</i>	R	

Harrison, James	405885	K-6 Elem Ed; B-3rd ECE <i>First Grade</i>	R	
Kriesel, Elizabeth	475869	K-6 Elem Ed <i>3rd Grade</i>	R	
Larson, Vanessa	399071	PK-3 Early Childhood, B- Age4 ECSE; K-12 EBD <i>K-6 Special Education</i>	R	
Opdahl, Shari	292631	K-12 Classroom & Vocal Music <i>Classroom Music</i>	NR	
Poegel, Kaley	417430	K-6 Elem Ed <i>4-6 Science/4th Homeroom</i>	R	
Schuett , Amanda	459672	K-6 Elem Ed; 5-8 Math <i>4-6 Math/6th Homeroom</i>	R	
Takle, Emily	470708	K-6 Elem Ed; Age3-K Pre- Primary <i>Preschool</i>	NR	
Newhouse, Debra	442493	K-12 EBD, LD; 5-12 Social Studies; <i>K-6 Special Education</i>	NR	
Reidenbach, Adam	495161	K-12 PE; 5-12 Health <i>PE/Health</i>	R	

* R = Returning, NR = Not Returning

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-2019 x 100)	<u>25%</u>
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2018-19 Other Licensed (non-teaching) Staff			
Name	License and Assignment	19-20 Status*	Comments
Mathias, Debra FF#303327	1-6 Elem Ed; K-12 ESL; K-12 Principal Director/Principal	R	
Anderson, Rebecca FF#325551	PreK-12 S/L Path Speech/Language Pathologist	R	0.8 FTE
Classen, Maureen FF#503958	Social Worker	NR	

Non-licensed Staff

Name	Assignment	18-19 Status	Comments
Koziol, Heather	SPED Para	R	HQ
Kuhnau, Roberta	SPED Para	R	HQ
Galarneau, Megan	Business Manager	R	0.5 FTE
Rapp, Nancy	Office Manager	R	
Hoverud, Angie	Food Service Manager	R	
Webber, Brian	Maintenance Supervisor	R	
Schuett, Michael	Technology Coordinator	R	0.5 FTE
Logan, Joyce	Custodian (PT); Kitchen Asst. (PT)	R	

* R = Returning, NR = Not Returning

2018-19 Non-Licensed Staff - NEW		
Name	Assignment	Comments
Pohlman, Cindy	SPED Para	HQ

13. Operational Performance

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- *relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:*
 - ✓ Glacial Hills consistently complies with all aspects of state reporting, including but not limited to MARSS, UFARS, STAR, EDRS, AOC, in a timely manner.
 - ✓ Lease aid is applied for and approved. All requirements of that application are met.
 - ✓ TRA/PERA requirements are met. Insurance requirements and policies are up to date for property, liability and worker's compensation.
 - ✓ The school website is updated as required by ACNW contract. New documents are posted as they are renewed and updated.

- *the school facilities, grounds and transportation, including but not limited to:*
 - ✓ The GHE calendar simulates the traditional public school, Minnewaska Area Schools, calendar due to the fact that we share the bus routes. MAS receives Glacial Hills Elementary School's state transportation dollars, and they contract with Palmer Bus Services to provide student transportation. GHE contracts independently with Palmer for field trips. Bus safety drills are completed at the direction of the bus supervisor.
 - ✓ Fire inspections are completed on a regular basis. Alarm, sprinklers and other controls are inspected on a regular basis as well. GHE complies to all federal and state guidelines and executes the appropriate drills and practices to fulfill all requirements to include 5 fire drills, 5 lock-down/safety drills, and 1 tornado drill each year.
 - ✓ Glacial Hills holds on file an E Occupancy certificate issued by the State as required.
 - ✓ An additional classroom space was remodeled to accommodate increased enrollment. Other spaces, such as lunchroom and cafeteria areas, were also increased as necessary. There is sufficient space to house and operate the school and all air quality issues are in compliance. All areas of the building are safe and in compliance.

- *health and safety, including but not limited to:*
 - ✓ A school nurse is hired on as "as needed" basis to review and maintain health records so GHE remains in compliance with all laws and regulations. The school nurse also oversees and supervises all medication administration, as well as keeping all records and documentation. We also have access to services provided by Pope County Community Health.
 - ✓ Glacial Hills Elementary operates under the rules and regulations of the MN Dept. of Education Food and Nutrition Services and follows all laws both federal and state. A full-time food service manager is employed to supervise and manage the program. Families have access to the Application for Benefits for meals served at school. Breakfast is provided to all students at no cost.
 - ✓ The Director is in charge of the Emergency Management Plan and is assisted by the Maintenance Supervisor in carrying out all drills and events. The plan is current and up to date. There is a copy of the complete plan available in the director's office. Each teacher and school employee also has a handbook of all emergency procedures for easy access. Yearly in-services review the plans, and local emergency management professionals are included as they are available.

- *admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;*
 - ✓ Glacial Hills complies with all applicable laws, rules, and regulations concerning admission and enrollment. The enrollment application is available at the front office and also on the school's website. It contains a statement on non-discrimination.
 - ✓ The lottery policies and procedures were updated and approved.

- *due process and privacy rights of students, including but not limited to:*
 - ✓ Glacial Hills has appropriate policies in place regarding due process, privacy, civil rights and student liberties. Assurance of Compliance documentation required by the MN Department of Education (MDE) is filed in a timely manner.
 - ✓ The *Pupil Fair Dismissal Act* is followed if necessary. DIRS reports are filed as required by MDE.

- ✓ Student records are handled appropriately and securely. Access is granted under the *Family Educational Rights and Privacy Act* if called for. If student records are requested for transfer the process is completed within 24-48 hours of the official request.
- *employment including transparent hiring, evaluation and dismissal policies and practices;*
- ✓ Glacial Hills adheres to all laws and regulations that control the hiring and dismissal of employees. All employees at GHE are hired on an “at-will” contract. Employee reviews are completed by the Director. The personnel committee assists in employee interviews as necessary.
- *required background checks for all school employees*
- ✓ Background checks for all employees and volunteers are on file in the Director’s Office.

14. Finances

For questions regarding school finances and for complete financials for 2018-19 and/or an organizational budget for 2018-19, contact:

Position: Business Manager Megan Galarneau
 Contact Info: PO Box 189
 Starbuck, MN 56381
 Phone: (320)239-7215
 Email: mgalarneau@glacialhills.org

CliftonLarsonAllen LLP provides accounting services for Glacial Hills Elementary School. Region 1 out of Moorhead, MN provides the program and support services for all our payroll and financial reporting.

Information presented below is derived from audit figures. The full financial audit was completed and presented to the School Board on September 23, 2019. It will be sent to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2019.

<u>FY19 Finances</u>	<u>Fund 1</u>	<u>Fund 2</u>	<u>Fund 4</u>
Total Revenues	1,425,012	70,581	21,615
Total Expenditures	1,361,481	80,850	57,170
Net Income	63,531	(10,269)	(35,555)
<i>Transfers</i>	<i>(35,555)</i>		
Total Fund Balance	595,222	19,383	-

Fund Balance	2019	2018	2017	2016	2015
Fund 1	595,222	567,246	687,066	647,052	496,110
Fund 2	19,383	29,652	26,985	24,578	14,865
Total	\$ 614,605	\$ 596,898	\$ 714,051	\$ 671,630	\$ 510,975

Overview

Glacial Hills Elementary School's FY 2019 audit was conducted by CliftonLarson Allen. The audit was presented to the school board at the regular monthly meeting held on September 23, 2019. Our revenues exceeded our expenditures by approximately \$17,707. This increased the fund balance to approximately \$614,605.

The Business Manager continues to be responsible for payroll, accounts payable and receivable, monthly financial reports to the school board, and all other duties as assigned by the Board and/or Director. GHE works cooperatively with Region 1 to provide accurate reports and financial information, and complete all tasks necessary for the daily operations. The School Board also elected a Treasurer to oversee the financial statements of the school, and work directly with the Business Manager to prepare board reports.

The overall financial status of the school was stable, with a positive cash flow. No borrowing was required for this fiscal year. This can be attributed to the closely monitored revenues and expenditures.

Revenues

Revenues coming into GHE for our Fund 01 balance were in large the general education aid received, as well as special education money and REAP. There were also fundraising efforts and donations made throughout the year. Our Fund 2 revenues were generated through food service sales to pupils and adults, as well as money received from federal and state governments based on our free and reduced meal applications.

Expenses

Expenses for 2019 included salaries payable, building and instructional supplies, and office/administration costs. The expenses for the fiscal year were below the total revenue.

Net Income and Fund Balance

Due to the expenses coming in under revenues our fund balance for the fiscal year increased slightly. We plan to continue to closely monitor financials for future years' success.

World's Best Workforce Annual Budget

Glacial Hills doesn't currently have a specific line item budget for WBWF. However, general funds and Title 1 funds are dedicated to provided highly-qualified staff and materials for the students. As a small, rural school with small classes (20 students or less) our adult to student ratio is 1:6, so we are able to provide services to meet the individual needs of the students in all curricular areas. We operate on a team approach with our classroom teachers and specialists.

15. Future Plans

Glacial Hills Elementary School anticipates that enrollment will remain steady in the 2019-20 school year. The Preschool Program will continue to be marketed and recruitment for students will be a focus. The hope is that those students will continue to enroll at GHE for K-6.

Glacial Hills Elementary School Board and staff will continue to develop professionally through venues including, but not limited to, off-site courses, webinars, professional book studies, workshops and in-services. The knowledge gained will increase the skills and capacity to provide the necessary leadership and teamwork to be successful within the parameters of the Minnesota Department of Education's Multiple Measures Rating system. We will also strive to meet or exceed the federal and state guidelines and requirements for public education.

The GHE School Board and Staff will maintain and continue to increase the capacity for parent and community involvement opportunities. A safe, caring and inclusive environment is necessary to maintain the partnership GHE has with the families it serves and the community it is a part of. This is an ongoing mission of Glacial Hills.

The Glacial Hills Elementary School Board will continue to work to keep the school solvent and fiscally responsible in the current volatile school funding environment. We will also continue to seek and apply for grants that will provide enhanced programming corresponding to the mission and vision of GHE.

The affiliated building company, GHE Building Company purchased the current space and made some necessary updates, including a new roof, in November 2017. The plans to add a community space were put on hold when the enrollment numbers didn't support the addition, but this will continue to be a goal. The purchase of the property has provided stability to Glacial Hills Elementary School and the committee will continue the work started so that the community space can become a reality.

A group of supportive community volunteer citizens continues its work to get the Glacial Hills Elementary Foundation, overseen by West Central Initiative, off the ground. This foundation will support and enhance the educational programs and activities provided at GHE. In the spring of 2019 they awarded a fifth round of GHE "alumni" scholarships to seniors graduating from high school and pursuing further education.

Glacial Hills Elementary School will continue to be mindful of making environmentally friendly decisions where possible in relation to the buildings/grounds/daily operations of the school. We will also work to improve our recycling practices.

We will continue to work to keep up with technological advances in education and provide appropriate programming for the students. Grants will be sought out when appropriate. MakerSpace was designed and added to the offerings for school year 2017-18. This space provides the students an opportunity to create, collaborate, and design using coding, robots, legos, video equipment, and other materials. There is also a “green screen” where students can produce videos and commercials to share with parents and community about the things going on at GHES. The Lego League/Robotics team as an extra-curricular offering for the upper elementary students will continue.

Approved by Glacial Hills Elementary School Board on October 28, 2019.

