

Nasha Shkola Charter School

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# 2020/21 Annual Report



District #4208-07  
6717 85<sup>th</sup> Avenue North  
Brooklyn Park, MN 55455  
763/496-5550

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## Introduction

We are pleased to present the Annual & World's Best Workforce Reports regarding the 2020/21 school year at Nasha Shkola Charter School. We opened in 2012 and have completed our ninth year in operation as a Minnesota Charter School. Nasha Shkola is Russian for "Our School". The result of a project initiated by the Slavic Community Center, our school focuses on teaching Russian language and culture to students while providing them with a quality education that enables them to achieve their potential and prepare them for the world. Our program allows us to serve students who speak Russian at home and integrate them with English speaking children who desire to learn Russian. We are the only school in Minnesota to teach Russian language and culture to elementary and middle school aged students.

Nasha Shkola Charter School, Charter School District #4208-07

First year in Operation: 2012/13

Authorized Until: 2023

Grades Served: K-8

Address: 6717 85<sup>th</sup> Avenue North, Brooklyn Park, MN.

Phone: 763/496-5550

Website: [www.nashashkola.org](http://www.nashashkola.org)

## Mission

Nasha Shkola aspires to be a multi-cultural charter school committed to exceptional education in all areas of academic inquiry with an emphasis on Russian Language and Culture, providing structured and responsive learning environment based upon educational best practices for all students and their families.

## Vision

To be an academically rigorous school preparing students for continued success as motivated learners and global citizens.

## Authorizer

Nasha Shkola is authorized by Innovative Quality Schools and has been for 5 years. We are currently authorized under IQS until 2023.

Innovative Quality Schools (IQS)

P.O. Box 580

Hutchinson, MN 55350

651-234-0900

Authorizer Contact: Laurie Schroeder

lschroeder@iqsmn.org



## School Overview

### School Model

#### Curriculum

Nasha Shkola (NS) has developed a robust, well-researched and engaging curriculum in a diverse range of subjects including language arts, math, science, social studies, creative art, Russian Language and Russian studies. Core curricula have been aligned with MN state standards. Academic excellence for all students is a central goal for Nasha Shkola. The school's talented staff works hard to support the students in achieving this goal. NS educational program includes:

- Core Knowledge Sequence and Curriculum provides comprehensive, content-rich learning material and sequence aligned with MN academic standards. CK curriculum develops student knowledge and skills and promotes educational excellence, multiculturalism and the arts. NS uses CK materials for Language Arts and social studies in grades K-5.
- Singapore Math emphasizes problem solving and positive attitudes toward mathematics, while focusing on student's development of skills, concepts, processes, and metacognition. NS uses SM in grades K-8.
- Science: NS uses a variety of curriculum resources including *Pearson Interactive Science/Core Knowledge* in grades K-5, and a strong inquiry-based curriculum from many different sources in grades 6-8. *Interactive Science* and inquiry-based curriculum lead students to understand scientific concepts through active investigations, data collection, and written documentation.
- Creative Arts: Creative Arts curriculum offers music instruction, choir and theater groups. Music and Art are prominently included in the CK Sequence and integrated whenever possible with history and literature emphasizing an interdisciplinary approach. Students are expected to gain an appreciation for the interpretation of music and art, issues and viewpoints about music and art, understand the styles of music and art, influences and themes in art and music, and the historical and cultural contexts in which the music and art were generated. Studies have shown the connection between participation in art and music education and success in academics. Moreover, the opportunities to perform and participate help children build self-confidence and become comfortable with public speaking.
- World Language Instruction (Russian Language): Nasha Shkola was founded on the premise that daily Russian language and culture instruction is vital to global citizenship. Students receive one hour of daily Russian instruction that prepares them to be proficient in a world language and preserve their cultural heritage. Instruction is provided in two areas: Russian as a foreign language and Heritage Russian. Research indicates that simply adding more English instruction time

does not yield higher achievement measured in English for English Learners; rather, the students who achieve at the highest levels in English are those who achieve at the highest levels in their home language.

### School Calendar

During the 2020/21 school year Nasha Shkola provided 168 school days and 184 days for staff. 26 days were completed via Distance Learning due to the COVID-19 Pandemic.

The School Calendar is Attachment 1 to this report.

### Enrollment & Demographics

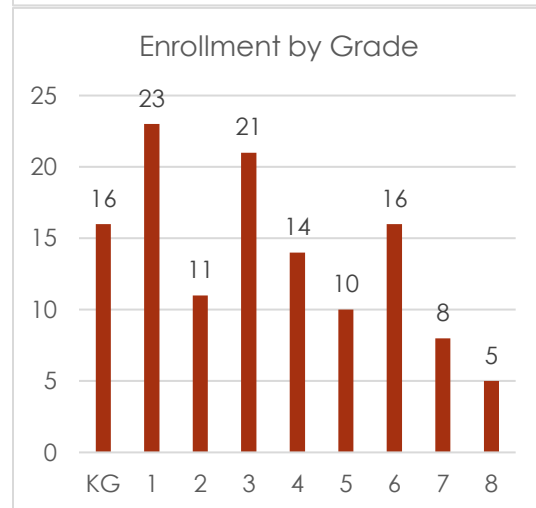
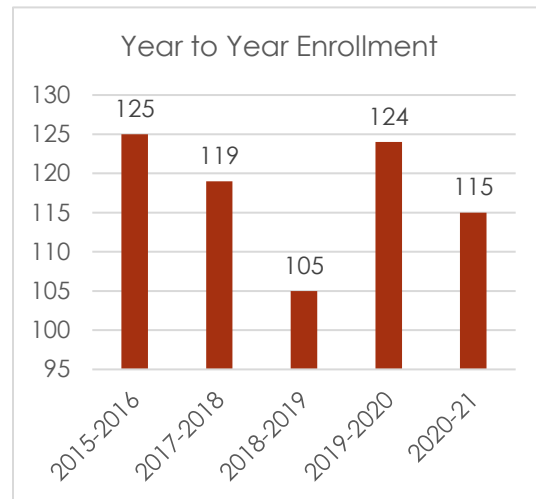
At the end of the 2020/21 school year, Nasha Shkola had an Average Daily Membership (ADM) rate of 108 students and a total attending enrollment of 115. This is a 9% decrease from year to year. 113 students enrolled from Spring to Fall, and 98 students were continuously enrolled from October to the end of the school year.

The overall attendance percentage for the school was 96% for the school year.

67% of students at Nasha Shkola qualify for the Free or Reduced Lunch Program, which indicates that their families fall within the Federal guidelines for living in poverty. 54% of our students qualify as English Learners, indicating that English is not their first language.

### Student Mobility

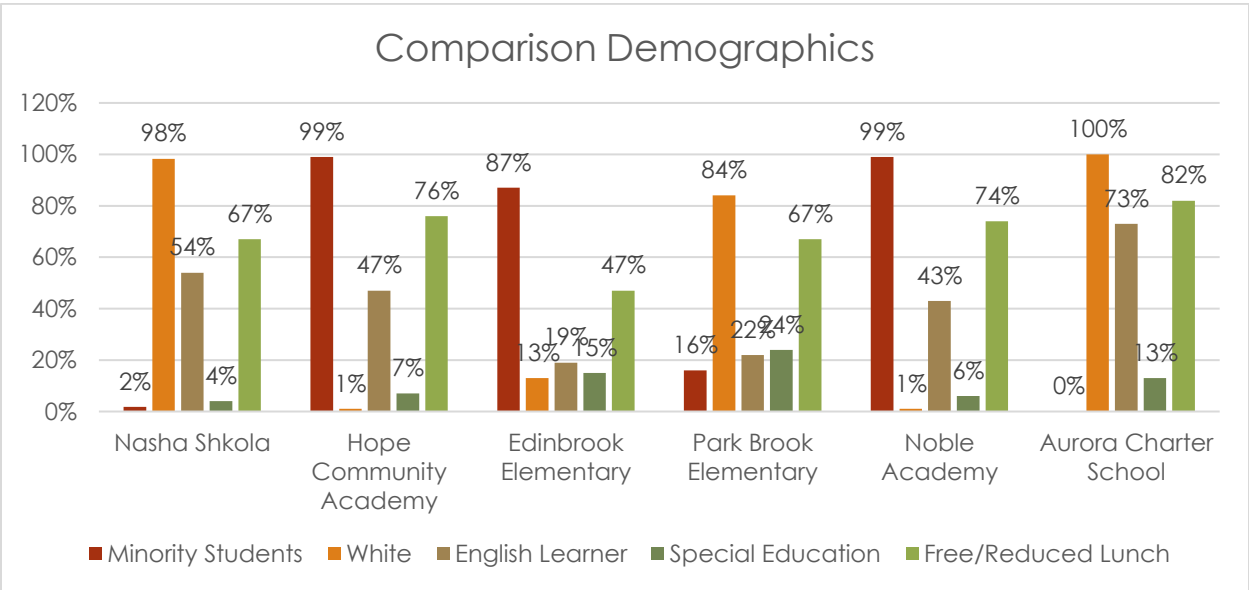
Student mobility is an indicator of the stability of the school's student body. Mobility spiked this school year due to the COVID-19 pandemic. This school year we saw more students moving in and out of the school than ever before. We had 98 students who enrolled in the fall and continued to the end of the school year. Twenty five students entered or exited mid-school year. We are proud to have had so many dedicated students in a very challenging school year.



	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2018-19	13	101	11	3	14	13%
2019-20	2	123	3	0	3	2%
2020-21	2	125	3	1	4	4%
2021-22	3	115	8	17	25	21%

**Comparison Demographics**

Comparison schools are utilized to determine how Nasha Shkola measures up against its contemporaries. In looking for comparison schools we selected schools with missions focusing on language immersion: Noble Academy, Aurora Charter School, Brooklyn Park Schools



When considering the ethnicity data, it is important to remember that while students at Nasha Shkola are white, as identified in the MN Student System, our students are a minority subgroup within the white category. The majority of Nasha Shkola students are Slavic and East-European heritage and largely English Learners. They do not fit the traditional picture of a MN Student.

Among protected subgroups, Nasha Shkola is most similar to HOPE Community Academy, and Nobel Academy. HOPE Community Academy and Aurora Charter School have English Learner programs similar to ours, both offering classes in students first languages. While Noble Academy focuses on classical education strategies. We also share similar percentages of students who qualify for the Free & Reduced lunch program. Edinbrook and Park Brook Elementary schools are in a similar geographic area as Nasha Shkola and have been included as comparison schools for that reason.

## Faculty Information

During the 2020/21 school year Nasha Shkola employed 13 teaching staff for elementary and middle school. Going into the 2021/22 school year we lost three teaching staff and added three.

### Unlicensed Staff

Employee Name	Job Assignment	Returning for 21/22
Inna Bly	School Office Manager	Yes
Payton Murray	Sped Para/Title Reading	No
Yelena Durnev	Physical Education	Yes
Yelena Bienemann	Math Paraprofessional	Yes
Arhely Bermudez	ELL Paraprofessional	Yes

### Licensed Staff

Employee Name	License #	Job Assignment	Grade	Returning for 20/21
Yelena Hardcopf	378469	Executive Director		Yes
Amanda Rohde	475348	General Education	K	Yes
Tiffany John	0422020	General Education	1 <sup>st</sup>	Yes
Natalya Johnson	502562	General Education	2 <sup>nd</sup>	Yes
Allyson Walsh	0500959	General Education	3 <sup>rd</sup>	No
Nicole Laferriere	509511	General Education	4 <sup>th</sup>	Yes
Christian Schmidt	412560	Social Studies	5-8	Yes
Svetlana Kazanecki	476090	Russian	K-8	Yes
Daniela Zochinova	483430	Russian	2-8	Yes
Andrew Wood	485833	ELA	5-8	Yes
Elizaveta Lindman	488633	Math	5-8	Yes
Elizabeth Das	505532	Science	5-8	No
Ella Gerbuz	348710	Music	K-8	Yes

Lada Bondar	501999	Assessment Coordinator/Reading & ELL Support	K-8	Yes
Nikki Wahl	1002631	Special Education	K-8	No

### **Professional Development**

NS staff participate in both individually pursued activities and school-based, job-embedded approaches, such as Professional Learning Communities (PLCs). Professional development initiatives are aligned with NS academic improvement priorities and provide consistent opportunities to learn about new research and instructional practices. They are built in the regular school schedule throughout the school year. In the last year, NS staff have completed PD in the areas of WIDA Writing Rubric: Supporting multilingual learners in writing development, WIDA: Developing Language for Learning in Mathematics, Formative Assessment: Providing Formative Feedback, Distance Learning: Technology and Pedagogy, CPI training and certification, and Singapore Math K-6.

NS has established PLCs, collaboratively across grade levels and interdisciplinary teams that work in the area of English Language, Math, and Science. These teams meet regularly to reflect on students' progress, review students' work and data, and align instruction to academic standards and desired academic outcomes. PLCs and other forms of staff collaboration in NS support schoolwide efforts to drive cultural changes and develop staff accountability models. Last year, PLCs focused on: Writing rubric development, Math problem solving, and Science standards alignment K-8.

Leadership Improvement Team (LIT) reviews and evaluates the effectiveness of professional development opportunities to determine their effect on raising student achievement. LIT also establishes a means to determine fidelity through mentoring, peer observations, and teacher evaluation process.

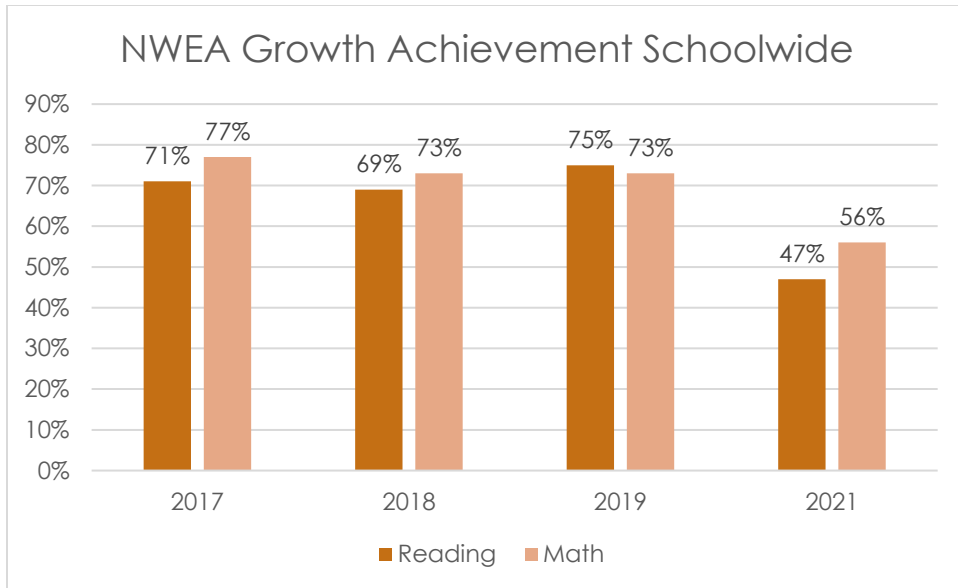
### **Academic Progress**

#### **NWEA Data**

Due to the COVID-19 pandemic we were unable to complete NWEA testing during the 2019/20 school year.

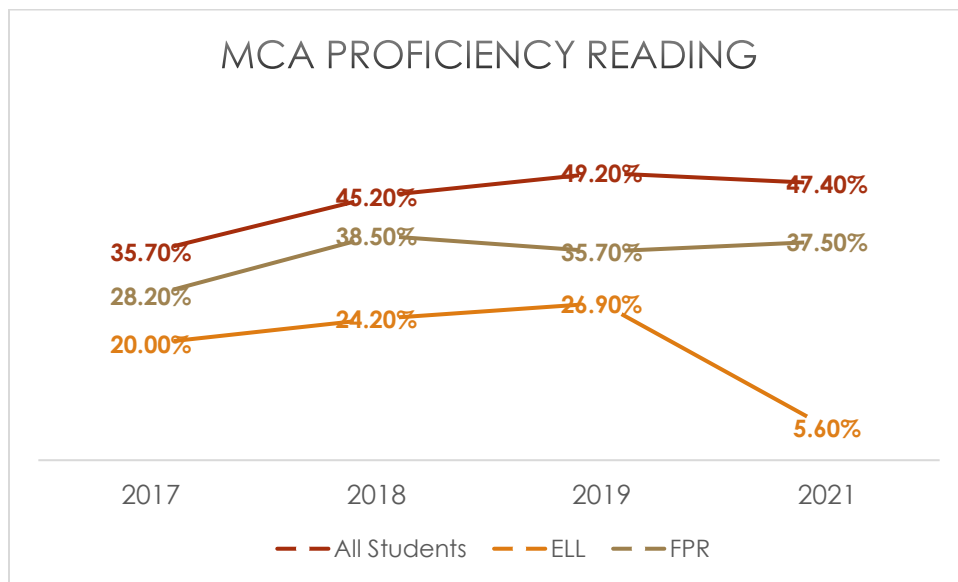
Results from FY21 demonstrated that as a whole, the growth achievement has dropped in both areas of Reading and Math. Only several grade levels made more than 75% progress towards their goals.





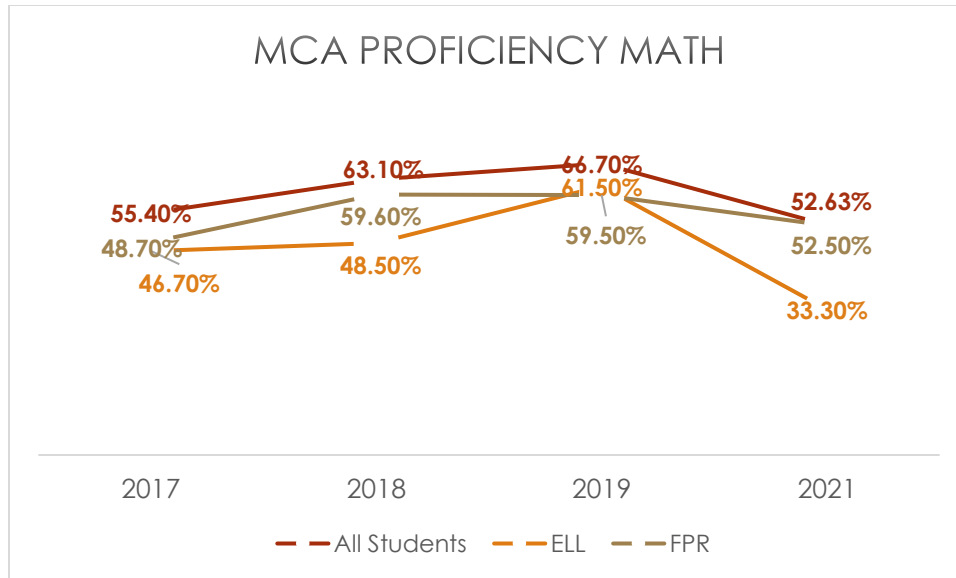
#### **MCA-II Proficiency Data**

Due to COVID-19, no summarized assessment data is available for 2020. Overall, MCA Proficiency has decreased in Reading for All Students and ELL students specifically. Students in FPR category have slightly increased their proficiency. The achievement gap between All students and FPR students has narrowed to 10%.



Overall, MCA Proficiency has decreased in Math for All Students and ELL students specifically.

In both Reading and Math, over 60 % of middle school students have achieved proficiency. The elementary grades (3-5) have decreased their proficiency. Historically, these grades have a greater number of ELL students.



Nasha Shola analyzed the achievement data and identified learning disruption due to the following root causes:

- 1) Significant number of ELLs: about 50% of students that take MCA are ELLs. 74% of all students in school are ELLs with majority of them in grades K-3.
- 2) Distance learning during pandemic
- 3) For majority of underperforming students: lack of parent involvement and guidance in the area of homework and daily reading.
- 4) For some underperforming students: high percentage of unexcused absences.

### Authorizer Goals

Section 5.1 of the contract between Innovative Quality Schools (IQS) and Nasha Shkola Charter School outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) school has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d) school is using its resources in compliance with the law and is planning for the future. (Finance)
- e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Section 1: School Model	3.4
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School Improvement Opportunities: None at this time	
Section 2: Governance	3.1
School Improvement Opportunities: None at this time	
Section 3: Performance	IP
School Improvement Opportunities: None at this time. Please continue to share proficiency and growth data as it becomes available from spring assessments.	
Section 4: Finance	3.61
School Improvement Opportunities: Please share your long-range budget.	
Section 5: Operations	3.77
School Improvement Opportunities: None at this time	
Composite Score	3.47

### World's Best Workforce

The World's Best Workforce is an educational bill that was passed in 2013 by the Minnesota State Legislature to ensure that schools are making progress to increase student achievement. The plan for developing the World's Best Workforce has five goals, only two of which pertain to students served by Nasha Shkola. Our goals and results for the 2020/21 school year are summarized below.

<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>50% of students enrolled in third grade on October 1 will test as proficient on the Reading MCA.</i>	<i>37.5% of Nasha Shkola 3<sup>rd</sup> graders were proficient on the Reading MCA in 2021. Down 12.5% from 2019 data.</i>									
<b>Close the Achievement Gap(s) Among All Groups</b>	<i>The proficiency gap between EL and non-EL will decrease to less than 10 percentage points in both reading and math on the MCA for grades 3-8.</i>	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>47.3%</td> <td>52.6%</td> </tr> <tr> <td>EL</td> <td>5.6%</td> <td>33.3%</td> </tr> </tbody> </table>		Reading	Math	All	47.3%	52.6%	EL	5.6%	33.3%
	Reading	Math									
All	47.3%	52.6%									
EL	5.6%	33.3%									

## Governance

### School Administration

Nasha Shkola's administrative team consists of two individuals: Executive Director and School Office Manager.

Yelena Hardcopf – Is the Director as Nasha Shkola and former chair of the Nasha Shkola School Board (October 2018). Mrs. Hardcopf has been employed at Nasha Shkola for ten years, originally in the capacity of the Russian Language and Culture teacher, and served as Lead Teacher/Academic Director from August of 2015 to October of 2018. She has 30 years of experience in the area of Curriculum and Instruction, Russian Language, ELL, school improvement and leadership. Mrs. Hardcopf received her 5-year degree in Philology, Russian Language & Literature from the Far Eastern State University, Russia, and Master's Degree in Curriculum & Instruction, and ELL from University of Minnesota. As the Executive Director, Mrs. Hardcopf is responsible for school development, policy and compliance, management and development of all school staff, systems and resources, including finances, operations, transportation, and food service. She also provides instructional leadership and responsible for school improvement, student achievement, teacher professional development, and student and family services.

Inna Bly, the School Office Manager, provides support in several areas including STAR and MARSS reporting, enrolment, attendance, transportation, food service, communications, and other functions.

### 2020-2021 School Board

Per the law, the Nasha Shkola Board of Directors will be comprised of at least one (1) teacher, one (1) parent and one (1) community member. Ex-officio members include the school director. Teachers, non-teaching staff members, parents, and board members will be allowed to vote in the Board elections at the Annual Meeting.

Nasha Shkola board meets on the 3rd Tuesday of each month at 6:30pm at the school. The Finance Committee meets at 5:45pm prior to the board meeting at the school to review and discuss the budget and monthly financials.

**Board Training:** All board members attend their required training, which include Governance (Roles and Responsibilities), Employment, and Finance. Board training for the is held annually in July and facilitated by the school's authorizer, IQS. School Board Members completed Board training on July 30, 2021

<b>Board Member</b>	<b>Board Role</b>	<b>Term</b>	<b>Board Committees</b>	<b>Teacher/ Parent/ Community</b>	<b>Training Dates</b>
Mark Eilers	Chair	07/2021-06/2024	Personnel Finance	Community	7/30/2021
Nicole Nelson	Member	07/2021-07/2023		Community	7/30/2021
Natalya Johnson	Secretary	07/2020-06/2023		Teacher	7/30/2021
Elizaveta Lindman	Member	07/2019-06/2022	Curriculum	Teacher	7/30/2021
Alexei Abyzov	Member	07/2020-06/2023	Personnel	Parent	7/30/2021
Marisol Serdiouk	Member	07/2021-06/2022		Parent	7/30/2021

## **Primary & Secondary Purposes of a Charter School**

The purposes of Nasha Shkola include improving student learning and achievement, increasing learning opportunities, using different and innovative teaching methods, measuring learning outcomes with the use of different and innovative forms of measurement, and establishing new forms of accountability. The core purpose of Nasha Shkola is to improve student learning and achievement by providing a highly structured learning environment based upon educational best practices for students interested in the Russian language and culture. As specified in the school mission statement, we seek to achieve this through the collaborative efforts of parents, staff and the communities we serve.

Nasha Shkola is contacted to be a K-8 schools which will enroll a maximum of 180 students. We will provide students:

- A safe place to learn and grow while being provided an individualized learning opportunity that addresses their academics and also their emotional and social needs
- Caring adults who have an in-depth knowledge and understanding of the subject matter an innovative and instructional model that best meets the needs of their students
- Small class environments that assures each student will receive individualized attention and assistance
- An innovative model of learning that is consistent with its vision and mission

## **Secondary Purposes**

### **Increase Learning Opportunities**

Students at Nasha Shkola receive learning opportunities that are not available to other students in any other school in the state of Minnesota. All students receive education in Russian language, culture, and heritage, every day.

### **Different and Innovative Teaching Methods**

At Nasha Shkola we incorporate different and innovative teaching methods through Singapore Math, Core Knowledge, and Guided Reading. Nasha has implemented differentiated Guided Reading program schoolwide to provide intervention, support, and enrichment in the area of reading. Throughout the grade levels and subject areas incorporate Russian Studies into lessons.

### **Establish New Forms of Accountability**

Accountability is important to Nasha Shkola and we are establishing forms of accountability to best meet our needs. NS is working to raise standards and create professional accountability with approaches that make instructional practice more

transparent. Transparency is achieved through observations of classroom practice, implementing rubrics for observations, and providing mentoring and feedback to the teachers.

## **Parent Involvement**

Nasha Shkola's Mission Statement for Emphasizing Parental/Family and Community Engagement is:

*Nasha Shkola is committed to providing quality education for every child in its school. To this end, we want to establish partnerships with parents/families and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents/Families and Communities play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.*

Nasha Shkola's Parent/Family and Community Engagement (P/F&CE) Policy as required in [Section 1118(a) (2), ESEA.] ensures the following:

- Nasha Shkola has put into operation programs, activities and procedures for the engagement of parents/families at the school. The programs, activities and procedures are planned and operated with meaningful consultation with parents/families of our students.
- Nasha Shkola ensures that the required school-level Parent/Family and Community Engagement (P/F&CE) policy meets all requirements, and includes, as a component, the NS School/Parent Compact.
- Nasha Shkola has incorporated its Parent/Family and Community Engagement policy into its official school policies.

In carrying out the Parent/Family and Community Engagement requirements, to the extent practicable, Nasha Shkola provides full opportunities for the participation of parents/families with children with limited English proficiency, parents/families with children with disabilities, and parents/families of migratory children, including providing information and school reports in an understandable language and format. If necessary, school representatives will contact the families and converse in the parent/family home language. Additionally, the policy includes thirty-items to ensure the school addresses all aspects of, not only the parent/family, but the activities the school uses to ensure community engagement as well.

In addition to the activities outlined in our P/F & CE Policy. NS has several structures and strategies that are already in place to engage parents/family and help them understand how to help their students succeed in the American school system. These structures and strategies are built in the "Read Well by the 3<sup>rd</sup> Grade" school literacy

plan, school academic plan, and schoolwide improvement plan. Specific activities include:

- Back to School Information Night (prior to the beginning of the school year)
- 2 Parent Title/Support s Services Meetings (twice a year)
- 2 parent-teacher conferences held in the fall and in the spring
- PTO (Parent Teachers Organization) meetings – on monthly basis during the school year
- Monthly NS Board meetings and committees are open to parents and families
- School-wide and community cultural events

NS has tools necessary to build close relationships with the families. We have 9 staff members who speak Russian and other Slavic languages, the primary language to the majority of NS families. These staff members facilitate regular communication with families, including phone calls and email messages to struggling students, translation and interpretation services during the conferences, and special meetings.

## **Survey Results**

### **Parent Survey Results**

The 2020-2021 family survey was administered in the spring with 62% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- 90% of families agreed that Nasha Shkola has a positive learning environment.
- 71% of families agreed that their child is challenged appropriately based on her/his individual strength and needs.
- 86% of families agreed that their child's teacher/s care about student's success.
- 84% of families agreed that their child's teacher/s have high expectations for learning achievement.

### **Staff Survey**

A staff survey was administered to all staff in the spring of 2021 with 100% return rate. Staff at Nasha Shkola report being committed to the mission & vision (100% agree.)

In response to “I feel valued and appreciated by my colleagues and administration” 78% of staff agree. 90% of staff Agree with the statement “I feel valued and appreciated by the students and parents.” This indicates a discrepancy between school administration and family satisfaction which will be addressed by additional team-building initiatives and opportunities for further leadership-level involvement.

80% of staff indicated adequate communication between administration and staff.

85% of staff believe that they are provided with sufficient opportunities to grow professionally.

Finally, 90% of staff agree that “the overall atmosphere within Nasha Shkola is beneficial to student learning”.



## **Student Survey**

Finally, a student survey was administered to middle school students in grades 5-8 with 100% return rate.

- 93% of students reported that they feel safe in school (11% increase).
- 70% of students reported that they felt respected (7% increase from prior year).
- 73% of students reported feeling challenged (7% increase)
  - 90% of students reported having enough homework.
  - 83% of students reported feeling good or great about their academic performance.
- 83% of students reported that teachers motivate them to do their best
- 93% of students reported that teachers are available for extra help whenever students need assistance. This is the same as in prior years.
- 90% Of students reported feeling successful with their learning.

Overall, it appears students trust and enjoy their teachers and are satisfied with the social environment at school. The concerns will be addressed through ensuring the rigor of curriculum and instruction and further enrichment opportunities in the area of reading, math and science.

In summary, the results of the stakeholder surveys indicate high levels of family, student and staff satisfaction. With the increased stress of remote learning and the pandemic there is a greater need for enrichment and support of teachers and students.

All survey results are used in the development of our annual School Improvement Plan that leads to positive changes in the areas measured by surveys.

## **Innovative Practices**

Nasha Shkola is committed to providing the opportunity for culturally-diverse and low-income students to access a high-quality academic programming using proven instructional practices to serve all learners. In order to do so, NS has developed a well-researched, standard-aligned, and engaging curriculum in a diverse range of subjects (Core Knowledge, Singapore Math, Russian Language). NS teaching team has chosen and implemented several research-proven instructional practices that benefit all students (Formative Assessment, Guided Reading). NS continues monitoring students' performance and progress, reviewing root causes of the deficit and providing timely reaction and support of students' needs.

Our Russian Language and Culture program is presented to all children in all grades every day. We are the only school in Minnesota that teaches Russian language and culture in the elementary years. During this class time, students learn to speak, read, and write in Russian.

## **Future Plans**

Nasha Shkola is working to add Prekindergarten Program in the fall of 2022. Our statistics show that over 80% of NS kindergarten students have not attended any preschool prior to their kindergarten enrollment and do not speak English. These students fall behind in reading and math and struggle academically in the long-term. Our preschool program will allow NS ensure high-quality early learning experiences by providing clear goals and trajectories of learning. The preschool program will be built on principals of equity for all children through the setting of high, but appropriate expectations. The program will provide differentiated instruction and individual support based on each child's rate of growth and development. In terms of inclusion, NS preschool program will provide meaningful inclusion of children with special needs. Moreover, all ELL preschool students will receive an early expose to English language in addition to early literacy training. It will be exciting to have our Kindergarten student be Kindergarten ready.

## Financial Status

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Lisa M Hasledalen

Position: Finance Director

Contact info:

Phone: 651-255-8826

Email - lhasledalen@designlearn.net

*Designs for Learning - Financial Service Provider provides accounting services for Nasha School #4208*

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Innovative Quality Schools no later than December 31, 2020.

<b>FY21 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	
Total Revenues	\$1,456,085	\$38,600	
Total Expenditures	\$1,462,080	\$38,983	
Net Income	\$1,995	\$(383)	
Total Fund Balance	\$252,164	\$0	

### Overview

Fund balance increase by \$1,995

### Revenues

At the beginning of FY20, Nasha Shkola had an enrollment estimate of 105 students. By the end of the year the enrollment had increased to 123 ADM. The budget was revised to reflect this increase. In FY19, Fund 2 had a zero balance at yearend this was increased to \$382.

### Expenses

Our total expenses for FY21 was \$1,501,063. There are 5 major areas that accounted for this expense:

The school increased rent and utilities by \$7,395 from FY2019.

Payroll & Benefits	\$810,368	54%
Transportation	\$170,142	11%
SPED	\$120,536	8%

Rent & Utilities	\$230,632	15%
Contracted Services	\$311,092	21%

### **Non-Profit Status**

Nasha Shkola Charter School is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>. Nasha Shkola also is a tax-exempt "501(c)3" organization recognized by the Internal Revenue Service.

# Attachment 1: School Calendar 20-21

## Nasha Shkola 2020-2021 (approved 3/17/2020)

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

4: Independence Day

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

24-31: No students/Teacher Workshops

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

1: School Begins, Begin 1st Quarter

7: No School - Labor Day

25: No students/Staff dev

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

9: Parent Teacher Conferences (No students)

15-16: No School - Education MN

30: End of 1st Quarter

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

2: No students/Staff dev



3: 2nd Quarter Begins

25: No school

26-27: No School - Thanksgiving

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

12/21-1/1: No School - Winter Break

<b>KEY</b>		No School		Conferences
		Holiday		Teacher Workday/No School
		First/Last Day		

Number of school days 168

Number of Teacher Workdays 184

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

1: No School - Winter Break

18: No School - MLK, Jr. Day

21: 2nd quarter ends

22: No students/Staff dev

25: 3rd Quarter begins

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

15: No School - President's Day

26: Parent Teacher Conferences (No students)

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

26: End of 3rd Quarter

26: No students/Staff dev

3/29-1/4 : Spring Break

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

5: 4th Quarter begins

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

31: No School - Memorial Day

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

4: Last day of school

7: No students/Staff dev

Q1	9/1/20 - 10/30/20	40 days
Q2	11/3/20 - 1/21/21	44 days
Q3	1/25/20 - 3/25/21	42 days
Q4	4/5/21 - 6/4/21	43 days