



**CHARTER SCHOOL CONTRACT**  
between  
Volunteers of America-Minnesota, Authorizer  
and  
Twin Lakes STEM Academy (#4239), School

WHEREAS, the primary purpose of the School is to improve all pupil learning and all student achievement;

WHEREAS, additional purpose of the School is to increase learning opportunities for all pupils.

WHEREAS, the parties are authorized under Minnesota law to contract for the development and management of a charter school, pursuant to Department of Education approval of Volunteers of American-Minnesota's affidavit of intent to charter the School, dated August 6, 2014; and

WHEREAS, Volunteers of America-Minnesota has considered the authorization of the School and has approved the issuance of a charter contract to the School;

NOW, THEREFORE, Volunteers of America-Minnesota grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the continued status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

**ARTICLE 1**  
**TERM OF CHARTER CONTRACT**

1.1 Effective date: July 1, 2021.

1.2 Expiration date: June 30, 2026.

1.3 Survival of Terms. The following clauses survive the expiration or cancellation of this contract: 1. Liability; 2. State and Federal Audits; 3. Government Data Practices and Intellectual Property; 4. Publicity and Endorsement; 5. Governing Law, Jurisdiction, and Venue; 6. Data Disclosure; and 7. Dissolution.

**ARTICLE 2  
DEFINITIONS**

2.1 “Charter Contract” means this contract between the Authorizer and the School as required by Minnesota Charter School Law, Minn. Stat. § 124E.10.

2.2 “Applicable Law” means all state and federal laws and rules applicable to Minnesota charter schools and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to Applicable Law by Congress, Minnesota Legislature and/or appropriate federal and state agencies.

2.3 “School Program Description” means the school program parameters agreed upon by the Authorizer and the School for the length of this Contract, as evidenced by Addendum A (“Charter School Program”).

2.4 “Approval” means Department of Education letter of approval of Volunteers of American-Minnesota’s affidavit of intent to charter the School, dated July 23, 2004.

2.5 “Charter Law” means the Minnesota Statutes § 124E.10 *et seq.*, as amended, and any rules or regulations adopted by the Education Commissioner relating to this law.

2.6 “Charter School Board” means the Board established to govern the School, as required under Minnesota Statutes § 124E.07.

2.7 The “Authorizer” refers to the Volunteers of America of Minnesota.

2.8 The “School” refers to Twin Lakes STEM Academy (previously: Tesfa International School).

2.9 “Education Commissioner” means the Commissioner of the Minnesota Department of Education or his or her designee.

2.10 “Department” means the Minnesota Department of Education.

2.11 State” means the State of Minnesota.

2.12 “School information” includes all educational data, as defined in Minnesota Statutes §13.32; any and all data related to employees; any and all complaints filed by the School as required by federal and state law and all complaints filed against the School or any of its employees; any and all investigative files and the results of any investigations; any and all financial information as required to be disclosed under the Minnesota Data Practices Act; and any data or other information that the Authorizer deems reasonably necessary to carry out its role.

**ARTICLE 3  
RELATIONSHIP BETWEEN THE SCHOOL AND  
VOLUNTEERS OF AMERICA OF MINNESOTA**

3.1 Voluntary Authorization. Volunteers of America of Minnesota qualifies as an authorizer pursuant to Minnesota Statute 124E.10 Subd. 3. In granting this Contract, Volunteers of America of Minnesota voluntarily exercises powers given to Volunteers of America of Minnesota pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of Volunteers of America of Minnesota’s autonomy or power.

3.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of Volunteers of America of Minnesota. The relationship between the School and Volunteers of America of Minnesota is based solely on the applicable provisions of the Charter School Act and the terms of this

Contract or other written contracts or written agreements between Volunteers of America of Minnesota and the school. Except as otherwise provided in this Contract, Volunteers of America of Minnesota shall have no authority or control over operational, administrative, or financial responsibility for the School.

3.3. Financial Obligations Are Separate. Any contract or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, either general, special, or moral, of Volunteers of America of Minnesota. The School will never pledge the full faith and credit of Volunteers of America of Minnesota for the payment of any School contract, loan, or other instrument of indebtedness.

Any contract or other instrument of indebtedness entered into by Volunteers of America of Minnesota and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School. Volunteers of America of Minnesota will never pledge the full faith and credit of the School for the payment of any Volunteers of America of Minnesota contract, loan, or other instrument of indebtedness.

3.4 No Authority to Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate Volunteers of America of Minnesota, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that Volunteers of America of Minnesota in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the School.

Volunteers of America of Minnesota has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does Volunteers of America of Minnesota have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the Volunteers of America of Minnesota.

3.5 Limited Use of Volunteers of America of Minnesota Name. The School may not use the name of the Volunteers of America of Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America of Minnesota in any of the School's promotional advertising, contracts, or other materials without Volunteers of America of Minnesota prior written consent, except that the School may include the following statement in such materials "Twin Lakes STEM Academy is authorized by Volunteers of American-Minnesota." Pursuant to Minnesota Statute 124E.07, Subd.8, Subd. 8, the School shall identify Volunteers of America of Minnesota as the authorizer and provide contact information.

## **ARTICLE 4 LEGAL STRUCTURE**

4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.

4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A, as amended. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.

4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.

4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with

the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department’s decision, to the Authorizer within thirty days of receipt.

4.5 Authorized Grades. The School is authorized to serve grades K-6. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd. 5.

## **ARTICLE 5 SCHOOL LOCATION**

5.1 The location of the school is 6201 Nobel Avenue N, Brooklyn Center, MN 55429. (effective July 1, 2021)

5.2 The School will notify the Authorizer of any anticipated change in geographical location. At its discretion, the Authorizer may provide review and comment on the proposed change in location. The School will consider the Authorizer’s review and comment.

5.3 The School will not expand to additional school sites beyond the present location(s) without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes §124E.06, subd. 5.

## **ARTICLE 6 OPERATING REQUIREMENTS**

6.1 Governance Structure. The School shall be governed by a Board of Directors. The School will file changes in the membership of the Board with the Authorizer and Department. The Board will be composed of at least five nonrelated members and include: (1) at least one licensed teacher employed as a teacher at the school or providing instruction under a contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school; and (3) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator are ex-officio nonvoting board members. No charter school employees shall serve on the board other than licensed teachers employed as a teacher at the school. Board bylaws shall outline the process and procedures for changing the board's governance model, consistent with Chapter 317A and Charter Law.

Contractors providing facilities, goods, or services to a charter school may not serve on the board of directors of the charter school. A board may change its governance structure only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and (2) with the authorizer's approval. Any change in board governance structure must conform with the composition of the board established under Charter Law.

6.2 Charter School Board Election. Charter School Board elections will be conducted as provided in the Charter Law. Board elections must be held during the school year but may not be conducted on days when the school is closed for holidays, breaks, or vacations. The charter school will notify eligible voters of the school board election dates at least 30 days before the election.

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes §

123B.03, subd. 1. The Charter School Board will certify to the Authorizer that background checks have been completed. Consistent with data practices law, the Charter School Board will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

6.4 Training. Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year. The Charter School Board will submit its plan for training to the Authorizer annually, and attend additional training reasonably required by the Authorizer.

6.5 Powers. The Charter School Board will provide policy leadership including, but not limited to, long range planning and goal-setting for the School consistent with the school's approved mission; holding the School accountable for meeting its goals; and overseeing and approving an annual budget. The board may not levy taxes or issue bonds.

6.6 Board Operations. All meetings and business of the Charter School Board will comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 and the Minnesota Open Meeting Law, Minnesota Statutes Chapter 13D.

6.7 Frequency of Board Meetings. The Charter School Board will meet as provided in the bylaws. A copy of the agenda, minutes and all related documents will be provided to the Authorizer prior to the public meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

6.8 Board Responsibilities. The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment and other policies required by state or federal law. Charter Law requires that the board maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development related to the individual's job responsibilities.

6.9 School Web Site. The Charter School Board shall publish and maintain on the school's official Web site all items required by state and federal law and Authorizer, including, but not limited to: (1) the minutes of meetings of the board of directors for at least one calendar year from the date of publication; (2) directory information for members of the board of directors, (3) names of members of committees having board-delegated authority, (4) board meeting calendar, (5) board- approved school budget, (6) School Annual Report, (7) school admissions policy including lottery process that it must use when accepting pupils by lot and early admissions requirements when applicable, (7) Authorizer name and contact information, (8) the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation.

6.10 Employment Terms and Conditions. The Charter School Board is subject to section Minnesota Statutes Chapter 181.932. When offering employment to a prospective employee, a charter school must give that employee a written description of the terms and conditions of employment and the school's personnel policies.

6.11 Authorization of Employment. The Charter School Board will employ and contract with necessary teachers, as defined by Minnesota Statutes § 122A.15, subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the School.

6.12 Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching, and may contract for other services.

6.13 Administrative Leadership. A person, without holding a valid administrator's license, may perform administrative, supervisor, or instructional leadership duties. The Charter School Board will establish and maintain qualifications for persons that hold administrative, supervisory or instructional leadership roles. The qualifications will include at least the following areas: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The Charter School Board will use those qualifications as the basis for job descriptions, hiring, and annual performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. The Charter School Board and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop and maintain a professional development plan. Documentation of the implementation and maintenance of the professional development plan of these persons shall be included in the school's Annual Report.

6.14 Collective Bargaining. If employees of the School choose to engage in collective bargaining, the School will comply with Minnesota Statutes Chapter 179A, the Public Employment Labor Relations Act ("PELRA").

6.15 Non-Sectarian Operation. The School will be non-sectarian in its program, admission policies, and employment practices, and for all other purposes.

6.16 Home School Students. The School will not be used as a method of generating revenue for students who are being home schooled pursuant to Minnesota Statutes § 120A.22.

6.17 School Admissions. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, Minnesota Statutes Chapter 363A. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission

commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in this section.

Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.

#### 6.18 Reporting to the Authorizer.

(a) Reports. The School will file reports with the Authorizer regarding the program and financial status of the school according to the terms of this Contract and the Volunteers of America of Minnesota Annual Submission Calendar.

(b) Other Reports. The School and the Authorizer will file all reports with the Education Commissioner consistent with the procedures established by the Department.

(c) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School, its employees or agents, unless such reporting would be in non-compliance with a state or federal law.

#### 6.19 Financial Management.

(a) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Charter School Board, if requested by the Authorizer. The School also will provide the Authorizer periodic reports of the financial status of the School.

(b) UFARS and MARSS. The School will utilize the UFARS financial accounting principles and MARSS student accounting requirements.

(c) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts required in Minnesota Statutes §§ 123B.75-.83. The School will be audited annually by a public accounting firm hired by the Charter School Board and the annual audit will be submitted to the Department and Authorizer no later than December 31 of each year. The School will make available for review by the Authorizer all financial records at such times as requested by the Authorizer.

(d) Creditors. The School will pay all creditors within 30 days of receipt on an outstanding invoice, pursuant to the State's prompt payment law, Minnesota Statutes § 16A.124, subd. 3. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for the delay and a proposal for payment of the outstanding liability.

6.20 Transportation. Transportation will be provided for students enrolled at the School in accordance with the Charter Law and other applicable state and federal laws.

6.21 Insurance. Notwithstanding anything to the contrary in this Charter Contract, the School is considered a school district for the purposes of tort liability under Minnesota Statutes Chapter 466. The School Board of Directors shall acquire and maintain at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04. The School agrees to provide the Authorizer with certificates of insurance at least annually or as otherwise requested by the Authorizer. The board must submit changes in its insurance carrier or policy to its Authorizer within 20 business days of the change.

**ARTICLE 7**  
**SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION**

7.1 Academic Program and Curriculum. The School will implement and adhere to the academic program and curriculum set forth in Addendum A (“School Program Description”).

7.2 Methods of Assessment. The School shall evaluate student’s work based on the assessment strategies identified in this Contract and in its annual report. The School and the Authorizer agree that the School’s operation under the Charter Contract shall be measured by the school performance indicators set forth in this Contract, including academic outcomes, standards for governance, financial management, and school operation as set forth in state and federal law and Addendum B (“School Accountability and Authorizer Oversight System”).

- (1) Regular Assessments. Volunteers of America will monitor student academic achievement by reviewing student testing and assessments.
- (2) Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

The School will comply with the requirements of the Minnesota Graduation Standards, as defined by Minnesota Statutes §§ 120B.02 and 120B.024; and Minnesota Rules parts 3501.0010–.0280.

- (3) District Assessment Plan. The School will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The School will submit the board-approved school Assessment Plan to the authorizer by September 1<sup>st</sup> annually.
- (4) Test Results. The School will provide the Authorizer results of the Minnesota Comprehensive Assessments at such time they are available.

7.3 Professional Development. The School will ensure that each teacher at the School has a professional development plan that focuses in part on developing quality assessments, measures of student outcomes, and effective teaching strategies. The School will provide the Authorizer with a calendar for planned staff development according to the Volunteers of America-Minnesota Annual Submission Calendar.

7.4 Contract Amendments. The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance standards) are not attainable.

7.5 VOA-MN Charter School Network Conferences. The School agrees to participate in Volunteers of America of Minnesota Charter School Network Conference(s) and the Authorizer will monitor the School’s attendance at Network Meetings. The goal of participation in the Network Meetings is to share information and resources, and identify resources, and School agrees to do so. The Network Meetings are comprised of two representatives from each Volunteers of America Minnesota authorized charter school (one person in an administrative position and one person from the Charter School Board). The Authorizer will convene Network Meetings no more than twice annually.

7.6 Service Learning. The Authorizer requires that the School annually engage in planned and meaningful service- learning activities. The school will have a Service-Learning Plan. The school reserves the right to amend the annual plan as needed. The school should develop a corresponding locally determined method of

evaluation to measure the level of student and community engagement and benefit from each service-learning opportunity. The school shall include their annual plan for service learning and related evaluation results in the school Annual Report of the following year.

## **ARTICLE 8 COMPLIANCE WITH STATE AND FEDERAL LAWS**

8.1 State Laws. The School shall comply with applicable state laws.

- (1) **Students with a Disability.** The School shall comply with Minnesota Statutes Chapters A charter school must comply with sections 125A and 124E and rules relating to the education of pupils with a disability as though it were a district. Consistent with the provisions of Minnesota Statutes, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student’s evaluation and by the instruction and related services specified in the student’s Individual Education Plan (“IEP”). Refer to Addendum C (“Special Education Services”).
- (2) **Health and Safety.** The school will meet all applicable federal, state, and local health and safety requirements applicable to school districts. (Minnesota Statutes § 124E.03, subd. 2).
- (3) **Immunizations.** The School shall comply with Minnesota Statutes section 121A.15, requiring proof of student immunization against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (4) **Human Rights Act.** The School shall comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletics.
- (5) **Student Discipline and Dismissal.** The school will comply with the Pupil Fair Dismissal Act.
- (6) **Fee Law.** The school shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes §§ 123B.34-.39, which governs authorized and prohibited student fees.
- (7) **Annual Report.** The School will publish an Annual Report approved by the Board. The report will contain all information required by the Authorizer and the Education Commissioner consistent with the provisions of the Charter Law at § 124E.16, subd.2. The Annual Report will be filed in a timely manner. The School may include other information in the Annual Report. The School will distribute the Annual Report by publication, mail, or electronic means to the Authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13.

8.2 Federal Laws. The School shall comply with applicable federal laws.

## **ARTICLE 9 AUTHORIZER’S DUTIES**

9.1 Oversight Plan. The Authorizer will implement a plan to provide ongoing oversight to determine whether the School is complying with the terms of this Charter Contract and to meet its responsibilities under the law regarding Authorizer oversight. Refer to Addendum A (“School Program Description”) and Addendum B (“School Accountability and Authorizer Oversight System”). The Authorizer will use the following five criteria in determining the School’s compliance with this Charter Contract:

(a) **Mission and Program Model Implementation.** The Authorizer will evaluate whether the School has been faithful to the terms of this Agreement regarding the implementation of the School’s design pursuant to the Application submitted to the Department.

(b) **Governance.** The Authorizer will evaluate whether the Charter School Board is performing its governance responsibilities.

(c) **Student and school performance.** The Authorizer will evaluate whether the performance of the students and the School meet the Authorizer expectations as provided in this Contract and Addendum B (“School Accountability and Authorizer Oversight System”).

(d) **Finance.** The Authorizer will evaluate whether the School is using its resources in compliance with the law and is engaging in adequate fiscal planning for future years.

(e) **Operation of the School.** The Authorizer will evaluate whether the School is meeting the administrative requirements of the Charter Law.

9.2 **Site-Visits.** The Authorizer will conduct a minimum of one formal site visit and one informal site visit in the course of an academic year. Formal site visits will be guided by the Volunteers of America of Minnesota Formal Site Visit Rubric. Volunteers of America of Minnesota may engage in scheduled and unscheduled site-visits at such frequency as determined necessary or prudent by Volunteers of America of Minnesota.

9.3 **Authorizer Fee.** The Authorizer shall monitor and evaluate the academic, financial, operational, and governance performance of the school (refer also to Addendum B and F), and may for this purpose annually assess a charter school a fee. The School shall pay a fee for Volunteers of America of Minnesota execution of its oversight duties. The fee shall be the maximum fee provided by the Charter Law, except that if Minnesota law is amended to increase this fee, the school will pay the increased fee.

9.4 **Liaison.** The Authorizer will designate a liaison for the School and will inform the School if the liaison changes. The name of the liaison and the liaison’s duties are included in Addendum B (“School Accountability and Authorizer Oversight System”).

## **ARTICLE 10 CAUSES FOR NONRENEWAL OR TERMINATION**

10.1 **Grounds.** The Authorizer may or may not renew the Agreement at the end of the term for any ground listed in Article nine of the Charter Contract. The Authorizer may unilaterally terminate the Agreement during the term of the Agreement for any ground listed in Article nine of the Charter Contract and Addendum B (“School Accountability and Authorizer Oversight System”). The grounds for non-renewal or termination for cause must be consistent with Charter Law.

10.2 **Formal Notice.** At least 60 business days before not renewing or terminating the Agreement, the Authorizer shall notify the Charter School Board of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the Charter School Board may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the Agreement. Failure by the Charter School Board to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the Authorizer shall give ten business days' notice to the Charter School Board of the hearing date. The Authorizer shall conduct an informal hearing before taking final action. The Authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

10.3 Termination and Nonrenewal. The Charter Contract may be terminated or not renewed upon any of the following grounds:

- (1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;
- (2) failure to meet generally accepted standards of fiscal management;
- (3) violations of law; or (4) other good cause shown.

If a contract is terminated or not renewed under this paragraph, the school must be dissolved according to the applicable law and the terms of the Charter Contract.

10.4. Mutual Nonrenewal or Termination. If the Authorizer and the Charter School Board mutually agree not to renew the Agreement, a change in authorizers is allowed. The Authorizer and the Charter School Board must jointly submit a written and signed letter of their intent to the Commissioner to mutually not renew the Agreement. If no change in authorizer is approved by the Commissioner, the School and the Authorizer may withdraw their letter of nonrenewal and enter into a new Agreement. If the transfer of authorizers is not approved and the current Authorizer and the School do not withdraw their letter and enter into a new Agreement, the school must be dissolved according to applicable law and the terms of the Charter Contract.

10.5 Commissioner Termination for Cause. The Commissioner, after providing reasonable notice to the Charter School Board and the Authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the Authorizer and the Charter School Board if the charter school has a history of:

- (1) failure to meet pupil performance requirements consistent with state law;
- (2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or
- (3) repeated or major violations of the law.

10.6 Dissolution. In the event that the Charter School Board unilaterally votes to close the School or the school must be dissolved under section 10.3 or 10.4 of the Charter Contract, the school must be dissolved according to applicable state and federal laws and the terms of the Agreement. Refer to Addendum E (“School Closure Plan”).

## **ARTICLE 11 GENERAL TERMS**

11.1 Amendments. The Charter Contract may only be amended by written agreement executed by both parties.

11.2 Authorizer Authority. Except as otherwise provided by the Charter Contract or Applicable Law, the Authorizer has no authority, control, power, administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.

11.3 Assumption of Liability. The School and the Charter School Board may sue and be sued. The School and the Charter School Board accept liability for all actions arising out of, or in any manner connected with, the School’s operations.

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer’s board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer or any of its representatives for any matters that may arise under the Charter Contract. The School and Authorizer acknowledge and agree that the Commissioner, Authorizer,

members of the board of the Authorizer in their official capacity, and employees of the Authorizer are immune from civil or criminal liability with respect to all activities related to a charter school they approve or authorize. Notwithstanding Minn. Stat. 3.736, the School shall assume full liability for its activities and indemnify and hold harmless the Authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the School and the Commissioner and Department officers, agents, and employees.

11.5 Severability. If any provision in the Charter Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Agreement.

11.6 Non-agency. It is understood that the School is not the agent of the Authorizer.

11.7 General Compliance and Assurances. The School and the Authorizer agree to comply with all Applicable Laws including, but not limited to, the Charter Law. In addition, the School and the Authorizer assure that they are eligible entities under the Charter Law.

As the authorized representative for the Twin Lakes STEM Academy, I hereby certify that the school is able to comply with the contract and all applicable law and that the school, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract.

[SCHOOL]

By: \_\_\_\_\_ Position: Board Chair

DATE: MAY 1, 2021

As the designated representative for Volunteers of America of Minnesota, I hereby issue this contract to the School.

[AUTHORIZER]

By: \_\_\_\_\_ Position: Chief Operating Officer in lieu of CEO

DATE: MAY 1, 2021

The charter contract addendums are as follows:

- |  |                              |
|--|------------------------------|
| A. School Program Description                          | D. Signed Board Assurances   |
| B. School Accountability & Authorizer Oversight System | E. School Closure Plan       |
| C. Special Education                                   | F. Authorizer Renewal Report |
| D. Signed Board Assurances                             |                              |

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**ADDENDUM A – SCHOOL DESCRIPTION**  
**Addendum A**  
**Program Description**

**SCHOOL NAME:** Twin Lakes STEM Academy (previously Tesfa International School)

**DATE CHARTER WAS STATE APPROVED:** August 6, 2014

**FIRST SCHOOL YEAR SERVING STUDENTS:** 2015-2016

**GRADES SERVED:** K-6                      **GRADES APPROVED TO SERVE**                      K-6

**SCHOOL ADDRESS:** 1555 40<sup>th</sup> Avenue Northeast, Columbia Heights, MN 55422 (moving locations)

**SCHOOL PHONE NUMBER:** 651-717-4844

**SCHOOL MISSION:** Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

**SCHOOL VISION:** Twin Lakes students will grow to be active citizens in their community. Our goal is to prepare students to know how to be inquirers and thinkers, and how to apply their knowledge to real world situations. Through an appreciation for others, the arts, different perspectives, and a common humanity, students will put into practice their actions by contributing to positive change in their communities and their world.

**SCHOOL PROGRAM DESCRIPTION:** Twin Lakes initially implemented an instructional model that built upon principles of the IB framework that was the basis of the school curriculum. This approach helped the school develop several strong key components of a highly effective school. This has included:

- A strong curricular framework that allows for engaging, relevant, and challenging learning experiences for students in Kindergarten through Grade 6
- A focus on the development of the whole child
- An emphasis in inquiry, both in the classroom and in the global community
- Transdisciplinary units of study

Utilizing the IB model Twin Lakes had success in building a solid foundation for the growth and success of our students. This is most clearly evident in the results of the most recent Minnesota Comprehensive Assessment taken in the spring of 2019. On these tests Twin Lakes students demonstrated growth that ranked in the top 5% of the state in both reading and mathematics according to the Minnesota North Star Report.

Despite showing success and improvement the Twin Lakes staff conducted a thorough needs assessment as part of our continuous improvement process. The needs assessment and subsequent planning process to determine to develop our future direction took place over a two-year period from Winter 2019-Winter 2021. This process involved the entire faculty of Twin Lakes meeting weekly over

a two-year period in a study and planning group that became known as the Strategic Directions Team (SDT).

During the 2019-2020 Twin Lakes had reached a point where it needed to make a decision whether to fully invest in completing the final stages of becoming an IB school or to utilize our financial resources and human capital in different manner. After careful study and evaluation by the SDT, it was determined that Twin Lakes would be better served by building upon the foundation it had built by utilizing the time, energy and financial resources dedicated to IB in a different manner. While teachers, students and families identified that they were pleased with their education they also consistently reported that they did not possess a strong attachment to IB.

Consequently, a recommendation was brought to the school board and subsequently approved in spring of 2020 that Twin Lakes would drop our affiliation with IB and spend the 2020-2021 school year studying, planning and beginning to implement programmatic changes that would build upon the IB principles that been established.

During the fall and early winter of 2020, the SDT considered available options and determined that adding a STEM curriculum focus was the ideal path forward. Three important conclusions emerged from the work that served as primary drivers of this decision:

1. The community including the faculty and families strongly support for adding a strong STEM curriculum and school-wide focus.
2. Best practices in elementary STEM instruction align well with and build upon principles of IB that are established at the school.
3. Research indicated a strong demand for STEM programming within the communities we serve and the location of our new building.

***The community including the faculty and families strongly support adding a strong STEM curriculum and school-wide focus.***

At the completion of the exploration process, the faculty of the school voted unanimously to recommend to the school board adopting the STEM focus. Subsequently, focus groups and interviews with parents from over 50% of our current families revealed strong support for this transition. The faculty was particularly swayed by the strong research base behind STEM curriculum, the alignment with principles of IB and the connection between STEM programming and preparing students for college and careers. Parents consistently expressed specific appreciation for the alignment between STEM and the skills needed to secure good jobs.

***Best practices in elementary STEM instruction align well with and build upon principles of IB that are established at the school.***

The components of a strong STEM program and a strong IB program are very similar, examples of elements of an effective STEM program that are already in place at Twin Lakes include:

- Inquiry and project-based learning
- Transdisciplinary units of instruction planned over several weeks
- Staff members collaborating on school wide curriculum implementation

- Partnerships within the community leading to real world connections with curriculum

***Research indicated a strong demand for STEM programming within the communities we serve and the location of our new building.***

Parents of our current students were interviewed by the Executive Director through Google Meet in February 2021. These interviews took place in coordination with parent-teacher conferences and as a result parents representing over 50% of the families at the school were interviewed. Every parent interviewed indicated support for the transition to STEM and every parent interviewed indicated an intention to enroll their eligible children at the new location.

A review of enrollment at STEM focused schools in the area of the new building supported the assertion that there is a high demand for STEM programming amongst families in the area. Two STEM magnet schools are located in districts bordering the new location. Each of them have consistently maintained an extensive waiting list for several years.

School of Engineering and Arts (SEA) in Robbinsdale Area Schools has had a waiting list every since opening in 20XX. The border of the Robbinsdale School District is 1 block from the project location and SEA is located 7.7 miles of the location of the project. SEA maintains full enrollment at 448 students

Weaver Lake Science, Math and Tech School in Osseo Area Schools also consistently maintains a waiting list. The project building is located within the boundaries of Osseo. Weaver Lake maintains full enrollment at 650 students.

The pattern of STEM based schools in the area maintaining a waiting list supports the conclusion that there is a strong market for high quality STEM elementary schools in the area.

## **PLTW**

The school is currently preparing to implement Project Lead the Way (PLTW) Launch and PLTW Gateway. PLTW is a well-established and comprehensive PreK-12 curriculum that is comprehensive, hands-on and is supported by strong professional development for teachers. Launch is the PrK-5 component of PLTW and Gateway is the 6<sup>th</sup> -8<sup>th</sup> grade component of PLTW.

External authorities across the U.S. have researched – and validated – PLTW’s impact.

Studies have shown:

- PLTW contributes to a strong, positive impact on mathematics and science achievement<sup>1</sup>

- PLTW has a positive influence on students' career interest and likelihood to continue their education
- PLTW offers a pathway to prepare and motivate students to enter careers in science and engineering
- PLTW high school graduates are nearly three times as likely to major in STEM versus non-PLTW graduates<sup>2</sup>
- PLTW students in Texas scored higher on the state's mathematics assessment and were more prepared for higher education institutions in the state<sup>3</sup>

[1] Tai, Robert H. (2012). An Examination of Research Literature on PLTW. University of Virginia. Publication by PLTW.

[2] Pike, Gary and Kirsten Robbins (2014). Using Propensity Scores to Evaluate Education Programs. Indiana University-Purdue University-Indianapolis.

[3] Van Overshelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education, 4(1).

PLTW will be implemented in every classroom in fall 2021 and will represent a core focus and uniting curriculum across the school.

## **Mathematics**

The Charter School chose curricula that allowed for inquiry-based and conceptual learning. This base will allow for a strong transition to a STEM based curriculum through PLTW. *Investigations in Number, Data, and Space*, published by Pearson Scott Foresman, in order is the core math curriculum. This provides students with research-based, rigorous mathematical learning. *Investigations* were created to support students in the deep understanding of mathematical concepts necessary for future mathematical success. A truly progressive math curriculum, *Investigations* sets itself apart from more traditional math curricula and pairs well with PLTW other aspects of the STEM because of its commitment to student dialogue, reasoning, and desire to lead students through real thinking via inquiry-based, real-life experiences.

## **Literacy**

The Charter School addresses the Common Core English Language Arts standards by building upon the *Benchmark Literacy Program* as the foundation of a balanced literacy and guided reading program. The Charter School selected the *Benchmark Literacy Program* because of its strong research base. It is aligned to many aspects of the PLTW curriculum and, when used flexibly, provides a transdisciplinary approach to instruction throughout the school day. *Benchmark Literacy* supports student mastery of the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) and research has shown that this program helps to increase student achievement for all learners. *Benchmark Literacy* is aligned with the Common Core state standards, and provides many resources such as motivating texts (with a balance of fiction and nonfiction); whole group, small group and one-on-one instructional resources; and specific materials to target phonics, phonemic awareness, comprehension vocabulary development and fluency skills. *Benchmark Literacy* offers differentiation for student who receive special education and English learners through visuals and activities which engage students at a variety of achievement levels.

## **Social Studies**

The Charter School's social studies and science curriculum is organized around Minnesota state standards and is supported by Social Studies Alive a comprehensive elementary school social studies

curriculum. Our roots in IB curriculum has led to a strong inquiry based social studies program of study.

## **Physical Education**

The Charter School designed a physical education program to align with the 2018 Minnesota Academic Standards in Physical Education, with a focus on physical, social, emotional, intellectual, and nutritional well-being, along with motor skill acquisition. The Charter School offers adaptations and accommodations to support our mission, vision and focus. The physical education program is a balanced program that promotes the development of skills and the acquisition of knowledge among students, with the goal that students understand their bodies, how to maintain a healthy lifestyle, and the connections that can be made to the rest of the world. Every student has access to thirty-five minutes of physical education every day.

## **World Language**

The Charter School believes that acquiring a second world language is a critical part of a well-rounded education. As such, the Charter School has offered thirty minutes of World Language instruction daily to all students. Initially, the Charter School chose to offer Arabic language instruction after consideration of input from its parent and student community. Moving forward the Charter School plans to offer all families a choice between Arabic language instruction and Spanish language instruction. This addition to the curriculum is designed to provide choice and to appeal to students from a wide range of ethnic backgrounds.

## **DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS**

The Charter Law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract provisions and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

Charter School Law requires that every charter school board member attends annual training throughout the member's term on the board. All new board members are required to attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school board maintains a record of member board training and sends copies to Authorizer VOA-MN. In summary, the school board is responsible for: Hire/evaluate director; Set & maintain & promote mission, strategic plan; contracts and approve employment matters; Provide oversight of state/MDE, federal and charter authorizer requirements.

Consistent with the Charter School Law, the school notifies eligible voters of the school board election dates at least 30 days before the election. School elections are held on an annual basis at a time and date set by the board and in accordance with statutes. Staff members employed at the school,

including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

The Board consists of seven qualified members who are passionate about the school’s success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student population. Additionally, the Board is composed of officers including Board Chair, Treasurer, and Secretary. Twin Lakes by-laws state that the seven-member board includes three community members, two teachers and two parents as defined by Minnesota Charter School Statute

**SCHOOL’S PRESENT GOVERNING BOARD**

<b>NAME</b>	<b>POSITION</b> (eg. PARENT / CHAIR)	<b>TERM</b> (start and end dates)
Pat Exner	Community Member -Chair	06/2021 - 05/2024
John Groenke	Community Member	06/2018 - 05/2021
Mohamed Selim	Community Member	12/2019 - 05/2021
Megan Kufahl	Teacher	06/2021 - 05/2024
Abigail Hendricks	Teacher, Treasurer	06/2018 – 05/2021
Amir Orandi	Parent, Secretary	06/2021- 05/2024
Beth Al-Qudah	Parent	06/2021 - 05/2024

**SCHOOL ADMINISTRATION / MANAGEMENT TEAM**

<b>POSITION/TITLE</b>	<b>BRIEF POSITION DESCRIPTION</b>
EXECUTIVE DIRECTOR	<p>The Executive Director is responsible for the overall administration of the school. These responsibilities include but are not limited to:</p> <p>Collaborating with the board to set high goals for student achievement and be accountable for those goals. Providing oversight of the curricular program so that it meets board, local, state and federal standards. Implementing meaningful staff development to further the goals of the school. Manage building operations and finances. Hiring and retaining high quality staff members. Ensuring compliance with all pertinent local, state, and federal law.</p>
ASSISTANT DIRECTOR	<p>The Assistant Director supports the Executive Director in providing oversight and direction in all areas of the school program. Specific aspects of the school program that are typically assigned to the Assistant Director include but are not limited to:</p> <p>Maintaining accurate documentation of curricula at all grade levels. Coordinating state standardized testing. Researching</p>

	<p>identifying and securing appropriate instructional materials. Maintaining an accurate inventory of instructional materials purchased by the school. Overseeing curricular enhancements (i.e. field trips and special experiences). Observing, coaching, and evaluating staff as directed by the school's Executive Director. Serving as the Director in the absence of the Executive Director.</p>
SPECIAL EDUCATION DIRECTOR	<p>The part-time contracted Special Education Director has duties that include but are not limited to:  Collaborating with and advising the school's executive director in the areas of financial and due process requirements, both state and federal. Preparing Materials and documents for due process and fiscal monitoring from the Minnesota Department of Education. Monitoring and assist in the development of fiscal and due process procedures. Providing staff development training to special education staff members. Develop and monitor response to parent complaints if needed. Collaborate with the Minnesota Department of Education. Assist in the development of a Total Special Education Manual specific to Twin Lakes.</p>
SPECIAL EDUCATION COORDINATOR	<p>The Special Education Coordinator provides oversight and direction to all aspects of the Special Education program. Of particular importance is serving as the liaison between the contracted part-time Special Education Director, the Executive Director and the school staff. The Special coordinator plays a critical in ensuring that all special education laws are followed and in ensuring that each student with an IEP is receiving the services and adaptations required to fully access their education and succeed at Twin Lakes.</p>
OFFICE MANAGER	<p>The office manager creates a welcoming, calm, supportive, helpful atmosphere for parents, visitors, vendors, students and staff while supporting maintaining building security. Furthermore, the office manager performs administrative tasks to ensure the office systems are efficient and the Executive Director has needed secretarial support. Tasks performed frequently include but are not limited to:</p> <p>Submitting state reports such as MARSS, FNS/CLICS, Transportation. Facilitating communication to the school community. Creating and maintaining student records including admissions information for prospective students.</p>
BUSINESS MANAGER	

**TEACHING FACULTY AND NON-ADMINISTRATIVE FACULTY**

<b>POSITION TITLE</b>	<b>BRIEF POSITION DESCRIPTION NARATIVE</b>
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CLASSROOM TEACHERS	Twin Lakes teacher responsibilities include but are not limited to: Creating a classroom environment in which every child can succeed and which establishes high academic and behavior standards. Demonstrate high proficiency and expertise in content areas in creating effective lesson plans. Differentiate instruction to meet the needs of all students. Implement and support the School Wide Positive Behavior System established by the school. Assessing the progress of each student using standardized test data to make instructional decisions.
PARAPROFESSIONALS	Paraprofessional responsibilities include but are not limited to: Assisting in the supervision of learning activities, circulating within the classroom and provide assistance and learning support to students. Providing instructional support to students as prescribed by the supervising teacher. Assisting the teacher in managing student behavior and maintaining classroom order by reinforcing expectations of the school and classroom. Performing a variety of clerical tasks such as typing, copying, stapling, filing, assembling and locating materials, laminating, etc. Monitoring duties, i.e., hallways, lunchroom, restrooms, recess, and bus duty Assists teachers in communicating with parents and families.
BUSINESS MANAGER	The duties of the contracted Business Manager include but are not limited to:  Developing and maintaining the financial records of the school within the frameworks of UFARS and GAAP. Communicating with the MDE as needed to ensure compliance of the State's financial requirements. Preparing monthly financial statements and YTD budget vs. actual reports for the Board of Directors and Management. Preparing monthly bank reconciliations for all bank accounts. Assisting the Executive Director in developing, monitoring and revising the annual the budget for board consideration. Completing the school's year-end books closing. Filing accounts payables – invoices, purchase orders, check stubs. Supporting Special Education tuition billing. Providing Payroll services and completing all necessary audit preparation activities.

**STUDENT RECRUITMENT AND ENROLLMENT:** Minnesota Statute 124E, set forth certain requirements the School must follow when enrolling students. The School may limit admission to:

- (1) pupils within an age group or grade level;
- (2) pupils who are eligible to participate in the graduation incentives program; or
- (3) residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

The School shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. Twin Lakes has developed and published, including on its Web site, a lottery policy

and process that it must use when accepting pupils by lot. The lottery will take place on January 26<sup>th</sup> of any year in which applications exceed enrollment capacity.

Twin Lakes gives enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot.

A person shall not be admitted to the School (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in the aforementioned paragraphs. Twin Lakes's board approved early enrollment policy (#590) can be found on our website.

Twin Lakes does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The School does not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school. Twin Lakes abides by the board approved school enrollment policy and procedures and applicable laws.

### Enrollment Projections

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>K</b>	22	38	44	44	44	44
<b>1</b>	32	24	44	44	44	44
<b>2</b>	22	34	24	44	44	44
<b>3</b>	24	24	35	24	44	44
<b>4</b>	22	24	24	38	30	40
<b>5</b>	20	22	24	24	35	40
<b>6</b>	18	20	22	24	24	40
<b>7</b>				22	24	25
<b>8</b>					22	25
<b>Total</b>	160	186	217	264	311	346

**SCHOOL CALENDAR:** In compliance with Minnesota Code §120A.41, the school calendar includes no fewer than 165 instructional days each year and includes at least 935 instructional hours. The school board approves the school calendar on a yearly basis and is created in accordance with statutory requirements.

**DESCRIPTION OF SERVICE-LEARNING PROGRAM:** A key element of all VOA authorized schools is engaging students in authentic action projects which encourage students to use the knowledge they acquire throughout their learning to take action to make the world a better place. Twin Lakes students participate in a variety of service learning throughout the school year. All grade levels participate in at least one project each school year.

**DESCRIPTION OF SCHOOL TRANSPORTATION PLAN:**

The Charter school provides transportation to all students residing within board approved boundaries which extend as far as Saint Paul to the East, South Minneapolis to the South, Anoka to the North and Eastern Maple Grove to the East. All students requiring special transportation as stated in their IEP are provided special transportation on a van. Approximately 92% of the students at the Charter School ride the bus or a van provided by the Charter School. The Charter School contracted with Safaari Transportation to provide bus service for its students through the 2019-2020 school year. However, in June 2020, in response to changes to the availability of Safaari Transportation to carry out the Charter School’s routes that would have required a change to the start and end times of the school day, the Board approved the purchase of one school bus and two vans in order to supplement transportation for Twin Lakes STEM Academy.

The School Facility will be located at 6201 Noble Avenue North in the City of Brooklyn Center, Minnesota in the postal zip code of 55429. The Charter School will be positioned in Osseo Area Schools 279, approximately 9.0 miles from the Charter School’s current facility, which is within the Columbia Heights School District No. 13 and is in the 55421 postal zip code. The Charter School proposes to serve students from all areas of the Twin Cities metropolitan area, with an emphasis on students from the city of Minneapolis and the western suburbs and northwestern suburbs.

**Distribution of Charter School Students by Zip Code<sup>(1)</sup>**

<u>Zip Code.</u>	<u># students</u>
55421	41
55411	40
55407	10
55418	9
55408	5
55432	5
55412	4
55430	4

Zip codes with 3 or fewer students:

55113, 55119, 55401, 55404, 55429, 55433, 55454 55444, 55103, 55104, 55108, 55112, 55126, 55415, 55122, 55303, 55413, 55443

**DESCRIPTION OF SCHOOL FACILITY PLAN:**

The school is in the process of completing the acquisition of approximately 13 combined acres of land located at 6201 Noble Avenue North in Brooklyn Center, Minnesota, and consists of approximately 65,000 square feet of gross building area (the “School Facility”). The land and building acquisition will be funded by the Series 2021 Bonds. The School Facility is in good condition. The owner’s representative has conducted all proper site and building due diligence to confirm the property meets all necessary environmental and health/safety regulations required by the State of Minnesota and the Minnesota Department of Education. A facility assessment was also conducted to confirm there was no deferred maintenance at the building or site. The School Facility will have adequate space for all its

students and staff. The Company will lease the School Facility to the Charter School pursuant to the terms of the Lease.

### **Land and Building Acquisition**

Pursuant to the real estate Purchase Agreement, dated January 27, 2021 between Educational Properties II, Inc., as Seller and the Charter School or its assignee as Buyer (the “Purchase Agreement”), the Company will purchase the property using the bond proceeds as described above. The purchase price for the property is \$6,500,000 (the “Purchase Price”) subject to a contingency review period and financing contingencies. The total due diligence period has been agreed upon to be a period of 90 days (“Due Diligence”) with earnest money deposits of \$25,000. At the end of the 60<sup>th</sup> day from the executed Purchase Agreement, \$12,000 of the Earnest Money will become non-refundable unless the Charter School has elected to terminate the Purchase Agreement. The Buyer’s financing contingency extends to a period of 85 days to terminate the Purchase Agreement if financing is not obtained less the \$12,000 released at the end of the 60-day period.

### **FUTURE PLANS:**

#### *Name Change*

The Twin Lakes school board has voted to change the name of the school to Twin Lakes STEM Academy effective July 1, 2021. The main drivers of this change are:

- A belief that the current name unintentionally signals to prospective families that the school is designed to serve specific ethnic groups and not all students and families,
- A desire to include our new STEM focus in the name,
- Our planned move to the new building which located near Twin Lakes

#### *STEM*

As previously noted, the school is in the process of implementing a STEM focus and STEM based curriculum beginning in fall 2021.

*New Building:* The school is in the process of finalizing the planned move to Brooklyn Center on July 1, 2021.

*Expand Grades:* The school intends to submit an application for grade expansion in the near future. The application will seek approval to add all grades from PreK – 12. The intention is to add 7<sup>th</sup> grade in Fall 2022 and 8<sup>th</sup> grade in Fall 2023 to start,

*Day Care:* Twin Lakes is in the process of completing an application to add day care in the fall of 2021 for 3 and 4 year olds.

*Add Spanish Language:* As part of an effort to appeal to families from a wider range of racial and ethnic backgrounds, the school intends to add Spanish as a global language option for students. Families will have a choice between Arabic and Spanish as a language option.

**FINANCIAL MANAGEMENT AND BUDGET:** The Twin Lakes Board maintains a standing Budget and Finance Committee which is tasked with ensuring the school’s financial plans are sustainable and target funds to best support desired student outcomes. Twin Lakes’s fiscal year runs from July through June each year, and the final budget is approved no later than the June Board meeting annually. Budgets are designed to yield positive net income each year to strengthen the school’s fund balance. Currently, Twin Lakes projects to have a fund balance in excess of 20% at the end of Fiscal Year 2021.

	<b>FY21 Revised Budget</b>	<b>FY22 Projected</b>	<b>FY23 Projected</b>	<b>FY24 Projected</b>	<b>FY25 Projected</b>	<b>FY26 Projected</b>
<b>ADM</b>	150.00	186.00	217.00	264.00	311.00	346.00
<b>PPU</b>	150.00	186.00	217.00	268.40	320.20	356.00
<b>GENERAL FUND 01 REVENUES</b>						
<b>State Revenue</b>						
Land Endowment Fund	7,282	7,282	7,282	7,282	7,282	7,282
General Education Aid	1,862,979	1,898,166	2,299,209	2,693,552	3,090,720	3,366,892
Long Term Facility Maintenance	19,800	24,552	28,644	35,429	42,266	46,992
Literacy Incentive Aid	9,450	9,450	9,450	9,450	9,450	9,450
Safe Schools	-	-	-	-	-	-
Lease Aid	197,100	244,404	285,138	352,678	420,743	467,784
State Special Education	591,320	602,906	618,529	634,906	642,263	645,917
<b>Total State Revenue</b>	<b>2,687,931</b>	<b>2,786,759</b>	<b>3,248,251</b>	<b>3,733,296</b>	<b>4,212,724</b>	<b>4,544,317</b>
<b>Federal Revenue</b>						
Title I	74,425	58,420	65,995	77,381	78,904	80,457
Title II	12,028	9,880	11,000	12,270	12,395	12,522
Title III	18,404	15,000	16,524	19,103	19,465	19,834
Title IV	16,089	10,000	10,200	10,404	10,612	10,824
Covid Relief Funds	70,161	-	-	-	-	-
GEER money	9,353	-	-	-	-	-
Esser Formula	53,838	-	-	-	-	-
Esser Grant	8,407	-	-	-	-	-
Federal Special Education	29,524	29,524	29,524	29,524	29,524	29,524
<b>Total Federal Revenue</b>	<b>292,228</b>	<b>122,824</b>	<b>133,243</b>	<b>148,683</b>	<b>150,900</b>	<b>153,162</b>
<b>Other Local Revenue Sources</b>						
Donations/Grants	125	125	125	125	125	125
Miscellaneous/Erate	3,500	3,500	3,500	3,500	3,500	3,500
<b>Total Other Local Sources</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>	<b>3,625</b>
<b>TOTAL REVENUES</b>	<b>2,983,785</b>	<b>2,913,209</b>	<b>3,385,119</b>	<b>3,885,604</b>	<b>4,367,249</b>	<b>4,701,105</b>

**EXPENDITURES****Administration**

Salaries/Wages	164,900	164,900	168,198	171,562	174,993	178,493
Benefits	58,192	61,104	64,739	68,597	69,149	69,712
Purchased Services	122,637	122,637	134,401	147,341	161,575	177,232
Supplies/Materials	22,163	17,500	19,250	21,175	23,293	25,622
Equipment	-	-	-	-	-	-
Other Expenditures	18,000	18,000	22,000	26,000	28,000	30,000
<b>Total Administration</b>	<b>385,892</b>	<b>384,141</b>	<b>408,588</b>	<b>434,674</b>	<b>457,010</b>	<b>481,059</b>

**General Education**

Salaries/Wages	631,680	725,274	852,298	1,004,212	1,216,784	1,349,776
Benefits	228,597	252,631	289,848	332,148	373,069	400,946
Purchased Services	22,000	22,000	30,000	37,500	45,000	52,500
Supplies/Materials	27,148	28,610	42,610	54,610	64,610	74,610
Equipment/Furniture	13,594	-	-	-	-	-
<b>Total General Education</b>	<b>923,019</b>	<b>1,028,515</b>	<b>1,214,756</b>	<b>1,428,470</b>	<b>1,699,463</b>	<b>1,877,831</b>

**State - Special Education**

Salaries/Wages	331,800	331,800	338,436	345,205	352,109	356,120
Benefits	148,679	157,358	167,704	178,736	179,829	179,790
Purchased Services	144,000	144,000	144,000	144,000	144,000	144,000
Supplies	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
<b>Total State - Special Education</b>	<b>624,479</b>	<b>633,158</b>	<b>650,140</b>	<b>667,941</b>	<b>675,938</b>	<b>679,910</b>

**Federal Funds**

Title I	74,425	58,420	65,995	77,381	78,904	80,457
Title II	12,028	9,880	11,000	12,270	12,395	12,522
Title III	18,404	15,000	16,524	19,103	19,465	19,834
Title IV	16,089	10,000	10,200	10,404	10,612	10,824
Federal Special Education	29,524	29,524	29,524	29,524	29,524	29,524
Corona Relief Funds	70,161	-	-	-	-	-
CARES Money	71,598	-	-	-	-	-
<b>Total Federal Funds</b>	<b>292,228</b>	<b>122,824</b>	<b>133,243</b>	<b>148,683</b>	<b>150,900</b>	<b>153,162</b>

**Student Support Services**

Salaries/Wages	62,600	57,313	57,236	57,132	58,274	83,456
Benefits	25,687	24,898	25,823	26,789	27,017	30,888

Purchased Services	153,282	212,600	255,100	297,600	340,100	382,600
Supplies/Materials	200	200	200	200	200	200
Equipment	20,000	-	-	-	-	-
<b>Total Student Support Services</b>	<b>261,769</b>	<b>295,011</b>	<b>338,359</b>	<b>381,721</b>	<b>425,592</b>	<b>497,144</b>
<b>Operations</b>						
Salaries/Wages	-	30,000	30,600	31,212	31,836	7,577
Benefits	-	4,545	4,636	4,729	4,823	1,148
Purchased Services	63,337	48,500	95,000	120,000	140,000	160,000
Lease Expense	262,800	271,560	316,820	472,450	492,450	532,450
Supplies/Materials	8,500	8,500	13,500	25,000	35,000	45,000
Equipment/Expense Fund	10,112	15,000	15,000	15,000	35,000	35,000
<b>Total Operations</b>	<b>344,749</b>	<b>378,105</b>	<b>475,556</b>	<b>668,391</b>	<b>739,109</b>	<b>781,175</b>
<b>Total Fiscal and Other Fixed Costs</b>	<b>9,200.00</b>	<b>18,000.00</b>	<b>18,900.00</b>	<b>19,845.00</b>	<b>20,837.25</b>	<b>21,879.11</b>
<b>TOTAL EXPENDITURES</b>	<b>2,841,336</b>	<b>2,859,753</b>	<b>3,239,542</b>	<b>3,749,725</b>	<b>4,168,849</b>	<b>4,492,161</b>
<b>GENERAL FUND 01 - NET INCOME(LOSS)</b>	<b>142,448</b>	<b>53,455</b>	<b>145,577</b>	<b>135,879</b>	<b>198,401</b>	<b>208,944</b>
<b>Debt Service Coverage Ratio</b>	<b>1.54</b>	<b>1.20</b>	<b>1.46</b>	<b>1.29</b>	<b>1.40</b>	<b>1.39</b>
<b>Beginning Fund Balance</b>	<b>486,991</b>	<b>629,439</b>	<b>682,895</b>	<b>828,472</b>	<b>964,351</b>	<b>1,162,751</b>
<b>Ending Fund Balance</b>	<b>629,439</b>	<b>682,895</b>	<b>828,472</b>	<b>964,351</b>	<b>1,162,751</b>	<b>1,371,695</b>
<b>Fund Balance Percentage</b>	<b>22.15%</b>	<b>23.88%</b>	<b>25.57%</b>	<b>25.72%</b>	<b>27.89%</b>	<b>30.54%</b>
<b>Cash on Hand</b>	<b>465,154</b>	<b>518,609</b>	<b>664,186</b>	<b>800,065</b>	<b>998,466</b>	<b>1,207,410</b>
<b>Days Calculation</b>	<b>59.8</b>	<b>66.2</b>	<b>74.8</b>	<b>77.9</b>	<b>87.4</b>	<b>98.1</b>
<b>Cash on Hand w/out Receivables</b>	<b>196,361</b>	<b>239,933</b>	<b>339,361</b>	<b>426,736</b>	<b>577,193</b>	<b>752,978</b>
<b>Days Calculation</b>	<b>25.2</b>	<b>30.6</b>	<b>38.2</b>	<b>41.5</b>	<b>50.5</b>	<b>61.2</b>
<b>FOOD SERVICES FUND 02</b>						
<b>REVENUES</b>						
State Revenue	2,800	2,800	2,800	2,800	2,800	2,800
Federal Revenue	139,043	139,043	139,043	139,043	139,043	139,043
Other Local Revenue	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>141,843</b>	<b>141,843</b>	<b>141,843</b>	<b>141,843</b>	<b>141,843</b>	<b>141,843</b>
Salaries/Wages	-	7,686.64	7,840.38	7,997.18	8,157.13	8,320.27

Benefits	-	1,459	1,482	1,506	1,530	1,555
Purchased Services	420	420	420	420	420	420
Supplies/Materials	132,278	132,278	132,278	132,278	132,278	132,278
Other Finance Uses	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>132,698</b>	<b>141,843</b>	<b>142,020</b>	<b>142,200</b>	<b>142,385</b>	<b>142,572</b>
<b>FOOD SERVICE FUND 02 - NET INCOME(LOSS)</b>	<b>9,145</b>	<b>-</b>	<b>(177)</b>	<b>(358)</b>	<b>(542)</b>	<b>(730)</b>
<b>ALL FUNDS - NET INCOME(LOSS)</b>	<b>151,594</b>	<b>53,455</b>	<b>145,400</b>	<b>135,522</b>	<b>197,859</b>	<b>208,214</b>





## School Accountability and Authorizer Oversight System

### SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE** (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.  
MEASURE: MCA exams  
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards below.  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
  
- ❑ **STATUTORY PURPOSE II** (MS 124E.01): Increase learning opportunities for all pupils.  
PERFORMANCE EXPECTATIONS – The school will incorporate project-based and services learning into the school program. Project-based and service learning will include locally determined specific learning outcomes students are to achieve.  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
  
- ❑ **ADDITIONAL PURPOSE** (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools. Specifically, that 1) all children are ready for school; 2) all third-graders can read at grade level, and 3) all racial and economic achievement gaps between students are closed.  
GOALS: locally determined, board approved annually for each of the outcomes.  
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

### Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

### **Volunteers of America of Minnesota Accountability Plan**

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Meets standard;
- Partially meets standard;
- Does not meet standard.

### **Rating Scale: For each standard, a school earns points for contract renewal as follows:**

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

### **Weighting of Performance Measures used during the contract renewal process is as follows:**

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
  - 15% governance
  - 15% management & compliance

### **Combining Data Over the Contract Term**

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

### **Contract Renewal Eligibility**

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

## **Intervention and Corrective Action**

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

## **Closure Plan**

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

## **Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.**

- **Academic Program Performance - Is the school's Learning Program a Success?**

**Academic Performance-** All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments as well as Title 1 Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

**The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools.** The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's academic performance standards/expectations include the following:

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Imbedded WBWF. (Data Source: Evidence / Source: Minnesota Department of Education).

Scale:

0 = School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

1 = Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

2 = Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain an average state-determined minimum achievement level of 70% (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Evidence / Source: North Star Academic Progress) Scale:

0 = Does not meet standard - School's achievement level of "increased and maintained" is below 50%

1 = Partially meets standard - School's achievement level of "increased and maintained" is between 70% and 50%

2 = Meets standard - School's achievement level of "increased and maintained" is 70% or higher

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. (Evidence / Source: Minnesota Department of Education). Scale:

0 = The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

1 = The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.

2 = The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40. (Data/Source: AASC Annual Report) Scale:

0 = School has not adopted a teacher evaluation process.

1 = Meets some of the criteria, but no evidence that process is followed.

2 = Meets all criteria and is adhered to.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement. (Data / Source: School Annual Report) Scale:

0 = The school has not adopted a school-wide professional development plan.

1 = The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

2 = The school has adopted and followed a school-wide, data-driven professional development plan.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter

Contract Addendum B). (Data Source: School Annual Report) Scale:

0 = The school does not have a plan for meeting their additional statutory purposes and measuring progress.

1 = The school has a plan for meeting their additional statutory purposes and is partially meeting them.

2 = The school has a plan and is meeting their additional statutory purposes.

Academic Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

0 = The school does not have a plan for meeting their WBWF goals and measuring progress.

1 = The school has a plan for meeting their WBWF goals and is partially meeting them.

2 = The school has a plan and is meeting their WBWF goals.

- **Financial Sustainability – Does the School Exhibit Strong Financial Health?**

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

**The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools.**

The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school financial standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed/warranted):

Finance Standard 1: The school maintains a balanced budget. Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

- 0 = deficit position
- 1=NA
- 2 = surplus position

Finance Standard 2: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

- 0 = missed > 1 time
- 1 = missed 1 time
- 2 = never missed

Finance Standard 3: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31. Data Source: Email from the school with attached MDE documentation.

- 0 = not submitted
- 1 = n/a
- 2 = submitted

Finance Standard 4: Schools are expected to have audits that are free of all findings. Data Source: The school's financial audit report.

- 0 = 1 or more "material weakness" or legal compliance finding (s)
- 1 = 1 or more "significant deficiency" finding(s)
- 2 = no findings

Finance Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. Data Source: Monthly check registers, cash flow projections, board meeting agenda's and minutes.

- 0 = late > 3 times
- 1 = late 1-2 times
- 2 = never late

Finance Standard 6: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. Data Source: Board packets

- 0 = missed > 2 times
- 1 = missed 1-2 times
- 2 = never missed

Finance Standard 7: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs. Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.

- 0 = < 15%
- 1 = 15-20%
- 2 = 20% or >

Finance Standard 8: The school board has a finance committee that meets regularly to review financial reports. Data Source: Board meeting packets, agendas, and minutes.

0 = 0-4 meetings/year

1 = 5-9 meetings/year

2 = 8-12 meetings/year

Finance Standard 9: All finance committee members exhibit working knowledge of financial oversight. Data Source: School board members queries, board meeting agendas and minutes.

0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee

1 = NA

2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee

Finance Standard 10: The school is not in Statutory Operating Debt (SOD). Data Source: School's budget, board meeting agendas and minutes, financial audit.

0 = in SOD

1 = n/a

2 = not in SOD

### **Governance - Is the organization effective and well run?**

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

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

**The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools.** The purpose of this report is to be a single annual source on the board operations and compliance of the eighteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual

authorizer monitoring of school board performance and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school board governance standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

## Board Structure and Development

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute\*.

- 0 = Board structure does not meet bylaws and/or state statute;
- 1 = board did not meet requirements for the entire fiscal year;
- 2= board structure meets bylaws and state statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

- 0 = The board does not have a plan to ensure board members have the necessary knowledge;
- 1 = the board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education;
- 2 = The board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

Governance Standard 3: The board adheres to an orientation process for bringing on new members.

- 0 = The board does not have a membership orientation process for new board members;
- 1 = the school board has a process for the orientation of new board members, but it is not consistently followed;
- 2= School board adheres to a thorough process for the orientation of new board members.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

- 0 = more than one board member did not fully comply with Minnesota law regarding board training requirements;
- 1 = one board member did not fully comply with Minnesota law regarding board training requirements and was removed;
- 2= all board members comply with Minnesota law regarding board training requirements

Governance Standard 5: The Board of Directors completes a self-evaluation each year.

- 0 = board does not self-evaluation
- 1 = board competes informal self-evaluations during one or more board meeting(s)
- 2 = board completes a formal self-evaluation each year

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

- 0 = The board has 2 or more infractions of MN Open Meeting Law;
- 1 = the board has 1 infraction of MN Open Meeting Law;
- 2 = the board has no infractions of MN Open Meeting Law.

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

- 0 = Bylaws are inconsistent with state statute;
- 1 = bylaws are consistent with state statute but have not been reviewed regularly;
- 2 = bylaws are consistent with state law and the board reviews them regularly.

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute\*.

- 0 = Election requirements were not met;
- 1 = NA
- 2 = all requirements were met.

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

- 0 = The board did not complete an annual evaluation of the school leader;
- 1 = the board completed an evaluation of the school leader but not on all aspects of the job description;
- 2 = the board completed a formal evaluation of the school leader including all aspects of the job description.

Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2\*).

- 0 = A professional development plans for the non-licensed individual(s) was not documented in the school's annual report;
- 1=NA
- 2 = a professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.

- 0 = meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies;
- 1 = meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies;
- 2 = meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.

Governance Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)\*.

- 0 = Data practice policies are not fully in place;
- 1 = Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices;
- 2 = Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.

Governance Standard 13: The Board of Directors provides ongoing oversight of school academic performance.

0 = less than half of the board meeting minutes or less include evidence of oversight of school academic performance;

1 = at least half of the board meeting minutes include evidence of oversight of school academic performance;

2 = meeting minutes include evidence of regular oversight of school academic performance.

Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

0 = Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;

1 = Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;

2 = All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Governance Standard 15: Board documents are distributed to all board members at least 3 days prior to a board meeting.

0 = Board documents were not distributed to all board members three or more times;

1 = board documents were not distributed to all board members one or two times;

2 = board documents were distributed to all board members at least 3 days prior to each board meeting.

Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website\*.

0 = information is incomplete in the binder or on the school's website;

1 = complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval;

2 = a complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

Governance Standard 17: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

0 = Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings;

1 = the board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings;

2 = the board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

**Management & Operations** - Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

#### School Mission, Vision, and Purpose

M/O Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = Mission and vision are not used to guide school's decision-making.

1 = Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.

2 = Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.

M/O Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

0 = The school does not have a plan for service learning. School does not engage in service.

1 = The school has a service-learning plan, but without evidence of a connection between the plan and service activities.

2 = The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

## School Culture & Learning Environment

M/O Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills). (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of compliance with health and safety requirements for public schools.

1 = The school is making progress approaching standard.

2 = The school can provide evidence that it complies with health and safety requirements for public schools.

M/O Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.

1 = The school is making progress approaching standard.

2 = The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

M/O Standard 5: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0= The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

1= The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.

2= Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.

## Documents and Processes

M/O Standard 6: The school employs highly qualified, appropriately licensed teachers. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership). Scale:

0= The school has had multiple license infractions over the contract term.

1= The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.

2= The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.

M/O Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
- 1 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.
- 2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

M/O Standard 8: The school meets / maintains its enrollment goals. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school is not meeting its student enrollment goals.
- 1 = NA
- 2 = The school could provide evidence that it is meeting its annual student enrollment goals.

M/O Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
- 1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
- 2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

M/O Standard 10: The school's employment process complies with state and federal law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that its employment process complies with state and federal law.
- 1 = The school is making progress meeting standard.
- 2 = The school provides evidence that its employment process complies with state and federal law.

M/O Standard 11: The school has defined job descriptions and defined evaluation process for all personnel. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
- 1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
- 2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

Special Education - Services to Students with a Disability

M/O Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

1 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.

2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

M/O Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of training to faculty on special education.

1 = NA

2 = The school could provide evidence that it provides training to faculty at least annually.

M/O Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.

1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

2 = The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.

M/O Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.

2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

**Legal and Contractual Compliance** - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored*

*individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

## **ONGOING AUTHORIZER SCHOOL MONITORING**

### **SITE VISITS**

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

### **BOARD MEETINGS**

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

### **SCHOOL PUBLISHED ANNUAL REPORTS**

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school’s official website. The VOA-MN Annual Report criteria may contain the World’s Best Workforce Report.

### **AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS**

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

**RANGE OF POSSIBLE INTERVENTIONS – CONTRACT B. II.**

If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.

Status	Triggered By	May Result In
<p><b>INTERVENTION LEVEL ONE</b></p> <p><b>Notice of Concern</b></p>	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual performance standards / expectations.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Letter from the Authorizer to the charter school’s Board of Directors detailing areas of concern.</p> <p>Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.</p>
<p><b>INTERVENTION LEVEL TWO</b></p> <p><b>Notice of Deficiency</b></p>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency.</p> <p><i>and</i></p> <p>Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.</p>
<p><b>INTERVENTION LEVEL THREE</b></p> <p><b>Probationary Status</b></p>	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school’s financial viability.</p>	<p>Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns.</p> <p>Remediation plan imposed by the Authorizer.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p>
<p><b>INTERVENTION LEVEL FOUR</b></p> <p><b>Charter Review</b></p>	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school’s financial viability.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
<p><b>INTEVENTION LEVEL FIVE</b></p> <p><b>Charter Revocation</b></p>	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>



## Charter School Contract Renewal and Revocation Process

### Renewal Process

Volunteers of America-Minnesota (VOA-MN) views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. This process culminates in the authorizer publishing an end of contract evaluation report.

### End-of-Term Evaluation

VOA-MN publishes an end-of- contract evaluation report based on information, observations and documentation accumulated throughout the length of the contract. The evaluation is an opportunity to determine the extent to which the school is meeting VOA-MN's expectations of a high= quality charter school. More specifically, we assess the school based on the following three central questions:

4. Is the student learning program a success? (Academic Performance)
5. Does the school exhibit strong financial health? (Financial Management)
6. Is the organization effective and well-run? (Board Governance, Management and Operations, Compliance)

We quantify the school's progress in each area (academic performance, governance, financial management / health, and management/operations) using the system described in B.I. (Rating Scale and Weighting of Performance Measures).

VOA-MN will complete a draft of its end-of-term evaluation of the school and submit the draft for review and comment by school leadership and the board. VOA-MN will then make changes, if necessary, and resubmit a final evaluation and decision of renewal to the school's board. Through ongoing monitoring and the renewal evaluation process, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

### Termination or Nonrenewal of a contract

Consistent with Minn. Stat. 124E.10, Subd.4(b), VOA-MN may act to terminate or not renew a charter under the following grounds:

- (1) failure to meet the requirements for pupil performance contained in the contract;*
- (2) failure to meet generally accepted standards of fiscal management;*
- (3) violations of law; or*
- (4) other good cause shown.*

At least 60 days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

**Example VOA-MN Timeline for Contract Renewal Process**

<b>Item</b>	<b>Responsible Party</b>	<b>Timeline</b>
School Program Description Completed by Charter School	Renewing School	February-March
<p>The School will complete and submit their proposed Program Description (contract Addendum A) for review by VOA-MN. Once the content of the document is agreed upon - including curriculum, interim assessments, and future plans, it will be incorporated into the renewal contract.</p>		
Authorizer formal end-of-term evaluation draft completed and submitted to renewal school for review	Authorizer	April
End-of-term evaluation comments completed	Renewing School/Board	April-May
Draft contract submitted to renewing school for comment	VOA-MN	April –May
Contract approved and signed	VOA-MN	May-June
Contract approved and signed	Renewing Board	May-June

**If Terminating/Not Renewing**

Request a public hearing	Board	Within 15 business days of termination/nonrenewal notice
Final contract termination/renewal decision	VOA-MN	Within 20 business days of the contract end date if not renewing or terminating



## **Twin Lakes STEM Academy Special Education Services**

The school will comply with Minnesota Statutes Chapters 125A and 124E, all applicable rules implemented pursuant to these chapters, and all Federal and State law relating to the education of students with disabilities. Consistent with the provisions of Minnesota Statutes § 124E.21, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student’s evaluation and by the instruction and related services specified in the student’s Individual Education Plan (“IEP”). The School will deliver services in accordance with IDEA, board policies, and best practices.

The School will provide special education services in compliance with all state and federal guidelines. The teaching staff will provide strategies and instructional techniques that support the learning needs of each learner. The School will continue to contract with a Special Education Director for oversight and assistance maintaining a compliant system that meets the needs of the student population.

The School will plan for child-find activities, initial assessments, reassessments, IEP planning and service delivery as dictated by special education laws. The School will use a combination of employment and contracted services to meet the needs of identified special education students.

### **Responsibilities of the Board:**

- Approve and monitor school budget revenues and expenditures related to special education. Require regular updates by school management regarding state special education reporting and financial reimbursements. Review and approve special education program expenditures.
- Approve the hiring of necessary and essential special education staff and contracted services.
- Monitor school management’s oversight of special education faculty and contractors.
- Monitor school management’s oversight of required special education program and financial reporting to the state.
- Collaboratively with school management, ensure that the school facility is ADA compliant and supports the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.

### **Responsibilities of the School Management:**

- Monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, is required to have a Total Special Education System (TSES).
- Monitor and supervise special education faculty and contractors.

- Maintain and report financial data related to special education programs as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- Provide oversight of the school budget related to special education revenue and expenditures.
- Supervise special education faculty to ensure that each students with an IEP is receiving all special education supports identified in the student's IEP.
- Arrange appropriate and ongoing staff development regarding the delivery of special education and related services.

**As a result of this expectation, the Authorizer will:**

- Annually review student school application forms, policies and procedures for compliance with the Individual with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act.
- Regularly monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, are required to have a Total Special Education System (TSES).
- Regularly monitor compliance with state reporting requirements as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- At least annually interview the school Special Education Director and staff to monitor program accountability and compliance.
- During site visits, monitor ADA compliance and whether or not facilities support the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.
- Monitor school compliance with state and federal special education educator licensing requirements and reporting.



### COMPLIANCE AGREEMENT

The undersigned members of the **BOARD OF DIRECTORS** of Twin Lakes STEM School agree to comply with all federal and state laws governing organizational, programmatic and financial requirement applicable to charter schools.

1. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Pat Exner  
Printed Name

2. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Beth Al-Qudah  
Printed Name

3. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
John Groenke  
Printed Name

4. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Abby Hendricks  
Printed Name

5. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Megan Kufahl  
Printed Name

6. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Amir Orandi  
Printed Name

7. \_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Mohamed Selim  
Printed Name

SCHOOL CLOSURE PLAN

Item	Description of Required Actions	Responsible Party	Completion Date	Status
<b>Immediate Board Actions</b>				
<b>1</b>	<p><b>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</b></p> <p>Designate School contact person(s) to send and receive communications from the VOA-MN;</p> <p>Designate employees or School Board members who will handle various aspects of winding up of School operations;</p> <p>Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA- MN.</p> <p>Instruct contact persons to heed notification requirements for time sensitive notifications, if any.</p>	Board		
<b>2</b>	<p><b>Reserve Funds</b></p> <p>Segregate by Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>	Board		
<b>Notifications and Further Actions</b>				
<b>3</b>	<p><b>Notification of Parents / Guardians</b></p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>* date of the last day of regular instruction;</li> <li>* cancellation of any planned summer school;</li> <li>* notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older;</li> <li>* a listing of the names of charter, parochial, public and private schools in the area.</li> <li>* offer of copies of student records before the CHARTER REVOCATION.</li> </ul> <p>Provide the VOA-MN with a copy of the notice.</p>	Board Chair or School Director		
<b>4</b>	<p><b>Final Report Cards and Student Records Notice</b></p> <p>Within 10 business days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice that records, which include information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56, will</p>	School Director		

	<p>be transferred to the student’s school district of residence. Notice shall include specific contact information for the resident school district.</p> <p>The notice must advise the parent/guardian to contact the school where the student intends to enroll and have the new school request a transfer of records from the school being closed.</p> <p>Provide the VOA-MN with a copy of the notice.</p>			
5	<p><b>Transfer of Student Records and Testing Material</b></p> <p>No later than 10 business days after Authorizer Notice of CHARTER REVOCATION / CLOSURE, the school must provide parents of enrolled students information and assistance to enable the student to re-enroll in another school.</p> <p>Within ten business days of closing the charter school, the closed school must transfer each student’s educational records to the student’s school district of residence, including:</p> <ul style="list-style-type: none"> <li>Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;</li> <li>student health / immunization records;</li> <li>attendance records; and</li> <li>all other student records.</li> </ul> <p>Student transmitted records information must include any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56. The school must provide notice to a student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).</p> <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students’ records before CHARTER REVOCATION / CLOSURE.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to each pupil’s resident school district.</p>	School Director		
6	<p><b>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</b></p> <p>Within 7 business days after the charter revocation, the School must notify school district(s) of students’ residence regarding the termination of the education program and lack of future enrollment.</p> <p>If applicable, notification regarding cessation of food</p>	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		

	<p>and transportation services should be provided. Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. Provide VOA-MN with a copy of the notice.</p>			
7	<p><b>Notification of Funding Sources / Charitable Partners</b></p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School’s operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <p>The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School’s closure / restructuring status.</p> <p>Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate.</p>	Board Chair or Treasurer		
8	<p><b>Notification of Contractors and Termination of Contracts</b></p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <p>If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. Provide the VOA-MN with a copy of such notice. Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims.</p> <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <p>Telephone, gas, electric, water, insurance (premises and D&amp;O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School’s affairs beyond that time.</p>	Board Chair or Treasurer		
9	<p><b>Notification of Employees and Benefit Providers</b></p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit</p>	Board Chair or designee		

	<p>programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <li>health care / health insurance;</li> <li>life insurance;</li> <li>dental plans;</li> <li>eyeglass plans;</li> <li>cafeteria plans;</li> <li>401(k), retirement plans; and</li> <li>pension plans.</li> </ul> <p>TRA PERA</p> <p>Specific rules and regulations may apply to such programs especially teacher’s retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) See School Wind-Up Plan and Action regarding payment of taxes, below.</p>			
<b>10</b>	<p><b>Notification of Food and Transportation Services and Cancellation of Contracts</b></p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary		
<b>11</b>	<p><b>Notification of VOA of MN Regarding Lawsuits</b></p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	Board Chair or Secretary		
<b>Assets, Creditors and Debtors</b>				
<b>12</b>	<p><b>List of Creditors and Debtors; UCC Search</b></p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <p>This list is not the same as the contractor list, above, but may include contractors, which should be listed. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of</p>	Board Chair or Treasurer		

	<p>Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding.</p> <p>A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached.</p> <p>Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School.</p> <p>Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor.</p>			
<b>13</b>	<p><b>Notification to Creditors</b></p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School’s accrued and unpaid debt owed to such creditor. This figure should be compared to the School’s calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Board Chair or Treasurer		
<b>14</b>	<p><b>Notification to Debtors</b></p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		
<b>15</b>	<p><b>School Wind-Up Plan and Action</b></p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School’s board of directors. Priority should be given to continuing the School’s educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <p>The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following.</p> <p>Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.</p> <p>Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments).</p>	School Board and School Director		

	<p>Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.)</p> <p>Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution.</p> <p>Cancellation of corporate credit cards and lines of credit.</p> <p>Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School.</p> <p>Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below).</p>			
16	<p><b>Protection of Assets; Insurance</b></p> <p>The School’s assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <p>Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan.</p> <p>Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively.</p> <p>Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</p> <p>Appropriate security services should be obtained or maintained.</p> <p>Action may include moving assets to secure storage after closure or loss of the School Facility.</p>	Board Chair or Designee		
17	<p><b>Inventory</b></p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <p>All assets of the School, not just ones over a certain dollar value must be inventoried.</p> <p>Provide VOA OF MN with a copy of the inventory.</p> <p>Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned.</p> <p>Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</p> <p>Return assets not belonging to School and document same.</p>	Board Chair & School Director		

<p><b>18</b></p>	<p><b>Liquidation of Assets</b></p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p>Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board’s minutes and approved by a majority of the non-interested members of the School Board.</p>	<p>School board chair and treasurer</p>		
<p><b>19</b></p>	<p><b>D&amp;O Insurance</b></p> <p>Maintain existing directors and officer’s liability (D&amp;O) insurance, if any, until final dissolution of the School Corporation. If no such D&amp;O insurance exists, disclose this fact to the board of directors.</p>	<p>School Board</p>		
<p><b>20</b></p>	<p><b>Interim Statements</b></p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <li>all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and</li> <li>all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and</li> <li>all income generated through sale or auction of assets and any other change in status of assets.</li> </ul> <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	<p>School board chair or designee</p>		
<p><b>21</b></p>	<p><b>Final Statement</b></p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution</p>	<p>School board chair or designee</p>		

	<p>proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <p>all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and</p> <p>each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and</p> <p>statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and</p> <p>each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.</p> <p>This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</p> <p>This statement is in addition to the final Financial Statement Audit (below).</p>			
<b>Corporate Records / Accounting</b>				
<b>22</b>	<p><b>Final Financial Statement Audit</b></p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1<sup>st</sup> of the calendar year in which the School ceases instruction.</p>	School Board		
<b>23</b>	<p><b>Closeout of State and Federal Grants</b></p> <p>State, federal and other grants must be closed out, including:</p> <p>notification to the grant entity of the School closure; and</p> <p>filing of any required expenditure reports or receipts and any required program reports.</p> <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>	School Board		
<b>24</b>	<p><b>U.S. Dept. of Education Filings</b></p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>	School Board		
<b>25</b>	<p><b>IRS Status; Reports</b></p>	School Board		

	<p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>notification to IRS regarding any address change of the School Corporation; and</li> <li>filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</li> </ul> <p>If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN.</p>			
26	<p><b>Corporate Records</b></p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing;</li> <li>Contracts;</li> <li>Leases;</li> <li>Assets and asset sales;</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042.</li> <li>Governance (Minutes, by-laws, policies);</li> <li>Employees (background checks, personnel files);</li> <li>Accounting/audit, taxes and tax status, etc;</li> <li>Personnel,</li> <li>Employee benefit programs and benefits; and</li> <li>Student summary test data files</li> <li>Any items listed in this Closure Plan.</li> </ul>	School Board		
<b>Dissolution / Final Distribution of Assets</b>				
27	<p><b>Resolution of Dissolution</b></p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
28	<p><b>Dissolution</b></p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <li>a complete statement of all assets, their location and an estimate of their value; and</li> <li>a statement of the ascertainable debts of the education corporation.</li> </ul> <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p>	School board secretary		

	<p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
<p><b>29</b></p>	<p><b>Final Distribution of Assets</b></p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School’s assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <p>An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)</p> <p>In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.</p>	<p>School board chair or designee</p>		

**Contract Evaluation Report  
TESFA INTERNATIONAL SCHOOL (#4239)  
Contract Term: July 1, 2018 - June 30, 2021**

**REPORT PURPOSE:** This report was produced by the authorizer of TESFA INTERNATIONAL SCHOOL charter school in compliance with Minnesota Statute § 124E.10, Subd.3 (Review and Comment), which requires an authorizer to conduct a formal evaluation and report on the performance of a charter school before a charter school's contract is renewed for another contract term. Per state law, Volunteers of America-Minnesota (VOA-MN) regularly monitors and evaluates the performance of the school. VOA-MN views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. Using the results of ongoing site school site visit reports, performance on the VOA-MN Annual Reports on Governance, Finance, and Academics, board meetings monitored, as well as the evaluation and observations from the end-of-term site visit, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

**SCHOOL DIRECTOR:** Jonas Beugen

**PROGRAM DESCRIPTION:** Tesfa began operation in the fall of 2015. A deep commitment to improving the educational options for the historically underserved children in the Twin Cities, drove the development of Tesfa. Consequently, board members that exhibit enthusiasm for the unique mission and vision for Tesfa International School joined the team. A demonstrated commitment to educational equity, and a high degree of expertise continue to be represented on the board, the staff and throughout the Tesfa community. Through a global-minded education, Tesfa empowers and prepares all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

Tesfa has followed the IB is a curricular framework that allows for engaging, relevant, challenging and significant learning experiences designed for students in kindergarten through sixth grade. It focuses on the development of the whole child as an inquirer, both in the classroom and in the global community. This framework addresses students' academic, social and emotional well-being, and encourages students to take responsibility for their own learning in an effort to gain an understanding of the world around them.

The International Baccalaureate Primary Years Programme challenges students to engage in the study of global concepts. The PYP is developed around six organizing transdisciplinary themes that provide the structure for the Program of Inquiry. These themes identify areas of shared experience that have meaning for individuals of different cultures. They promote an awareness of the human condition and an understanding that there is a commonality of human experience. As students explore these themes collaboratively, they increase their awareness of and sensitivity to others. This is crucial to the development of an international perspective. ([www.ibo.org](http://www.ibo.org)) Specific curriculum maps for each grade level, known as the Program of Inquiry (POI) for Tesfa International School are developed by teachers.

It is through these rich learning experiences that students will meet all of the required Minnesota State Standards.

**EVALUATION REPORT ORDER**

ACADEMIC PERFORMANCE & STATUTORY PURPOSES

FINANCIAL PERFORMANCE

ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS

CONTRACT RENEWAL DETERMINATION

**Rating Scale: For each standard, a school earns points for contract renewal as follows:**

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

**Weighting of Performance Measures used during the contract renewal process is as follows:**

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

**Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.**

**1. Academic Program Performance - Is the school's Learning Program a Success?**

**Academic Performance-** All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN (authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title 1 Designation utilizing Multiple Measurements Rating (MMR) will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract.

**The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools.** The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual

authorizer monitoring of school academic performance and contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed:

**Tesfa International School Academic Performance Section Overview:**

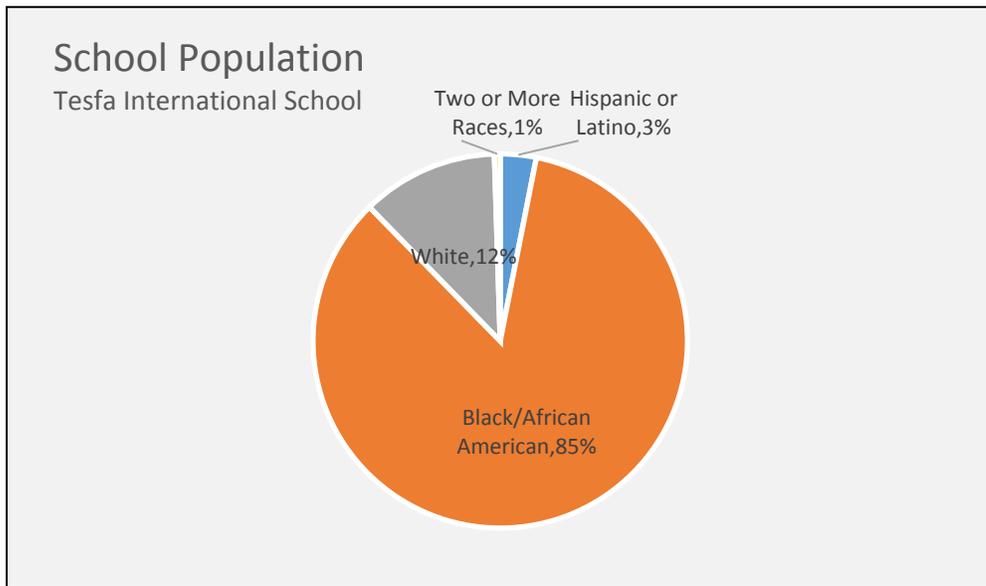


Figure 1 – School Population

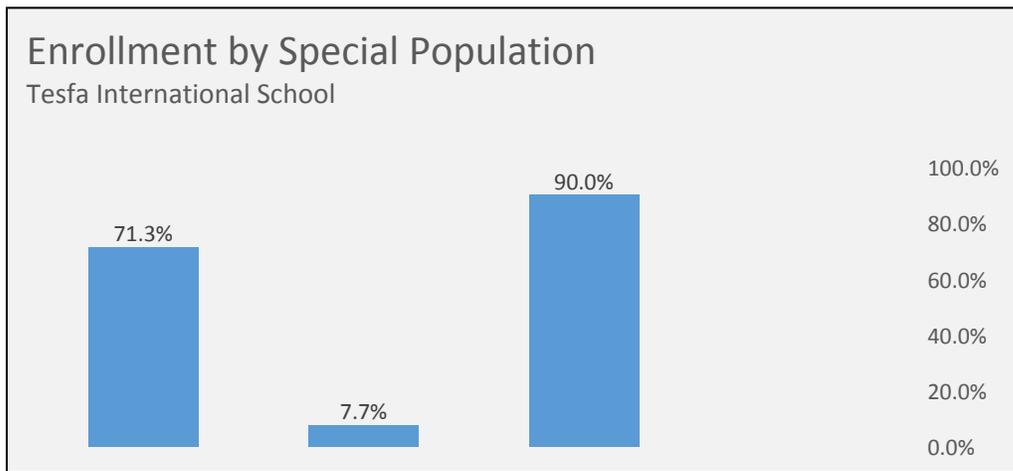


Figure 2 - Enrollment by Special Population

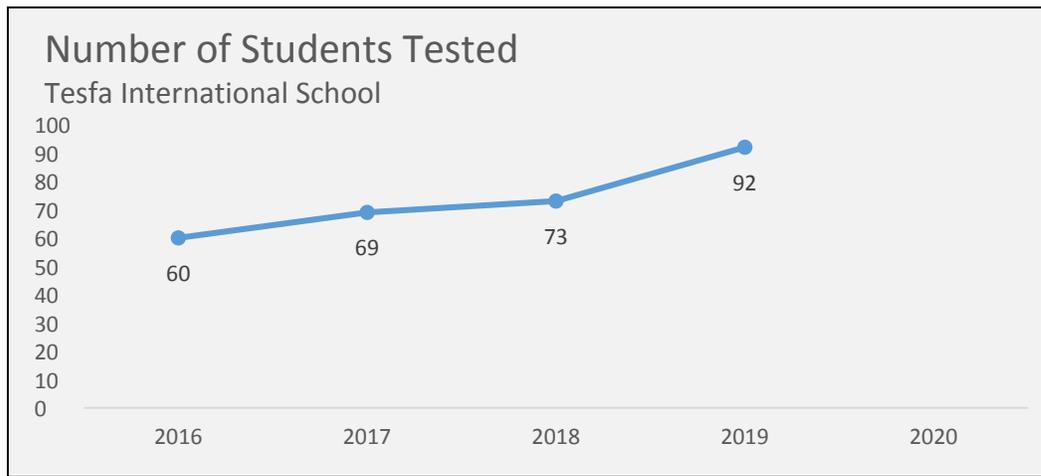


Figure 3 – Number of Students Tested (MCA)

### Academic Performance Standard 1 – State Examinations

Students are performing well on state examinations or other agreed upon exam (i.e. NWEA) in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2016 - 2020

MCA Math	2016	2017	2018	2019	2020*
Statewide	60.1%	59.2%	57.7%	55.5%	
3 <sup>rd</sup>	70.0%	68.6%	66.9%	66.0%	
4 <sup>th</sup>	69.4%	67.4%	65.6%	64.3%	
5 <sup>th</sup>	59.4%	57.7%	55.2%	52.4%	
6 <sup>th</sup>	56.7%	56.0%	54.3%	50.9%	
Tesfa	10.0%	6.3%	14.3%	31.6%	
3 <sup>rd</sup>	23.5%	5.3%	38.9%	50.0%	
4 <sup>th</sup>	10.0%	CTSTR	10.0%	CTSTR	
5 <sup>th</sup>	0.0%	0.0%	0.0%	CTSTR	
6 <sup>th</sup>	0.0%	CTSTR	CTSTR	CTSTR	
Bethune Elementary	22.8%	19.1%	13.3%	12.4%	
3 <sup>rd</sup>	29.4%	8.3%	16.7%	CTSTR	
4 <sup>th</sup>	22.7%	35.7%	10.3%	CTSTR	
5 <sup>th</sup>	14.6%	15.2%	12.8%	CTSTR	

\* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

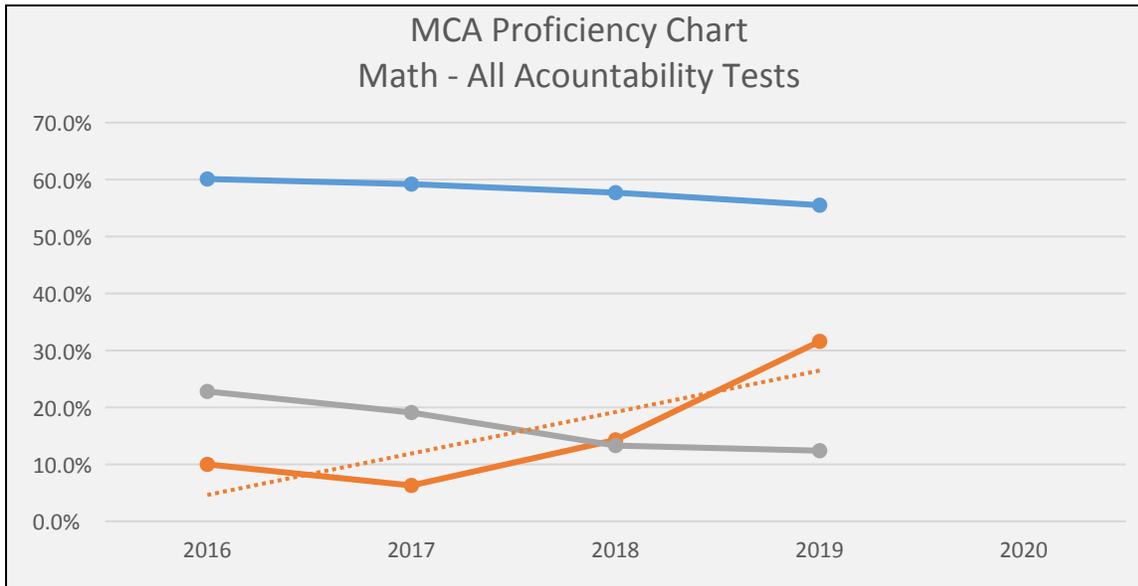


Figure 4 - MCA Math Proficiency 2016-2020

**ANALYSIS OF MATH MCA PROFICIENCY:** TIS' MCA math proficiency results are shown in Table 1 and Figure 4. TIS' math proficiency increased by 17.3 percentage points from 2018 to 2019. TIS is currently outperforming the local comparison school by nearly 20 percentage points. In future years, it is expected that TIS will continue to outperform the math proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2020

MCA Reading	2016	2017	2018	2019	2020*
Statewide	60.2%	60.6%	60.4%	59.7%	
3 <sup>rd</sup>	57.7%	57.0%	56.2%	55.0%	
4 <sup>th</sup>	58.8%	57.3%	56.2%	55.9%	
5 <sup>th</sup>	68.1%	67.9%	67.5%	66.2%	
6 <sup>th</sup>	62.6%	63.8%	64.9%	63.2%	
Tesfa	20.0%	19.1%	17.5%	28.9%	
3 <sup>rd</sup>	11.8%	11.1%	11.1%	CTSTR	
4 <sup>th</sup>	10.0%	CTSTR	5.0%	CTSTR	
5 <sup>th</sup>	25.0%	36.4%	29.4%	CTSTR	
6 <sup>th</sup>	36.4%	CTSTR	CTSTR	CTSTR	
Bethune Elementary	13.1%	15.3%	13.6%	21.7%	
3 <sup>rd</sup>	15.7%	6.1%	6.7%	27.8%	
4 <sup>th</sup>	6.8%	19.0%	10.3%	CTSTR	
5 <sup>th</sup>	16.7%	21.7%	24.4%	CTSTR	

\* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

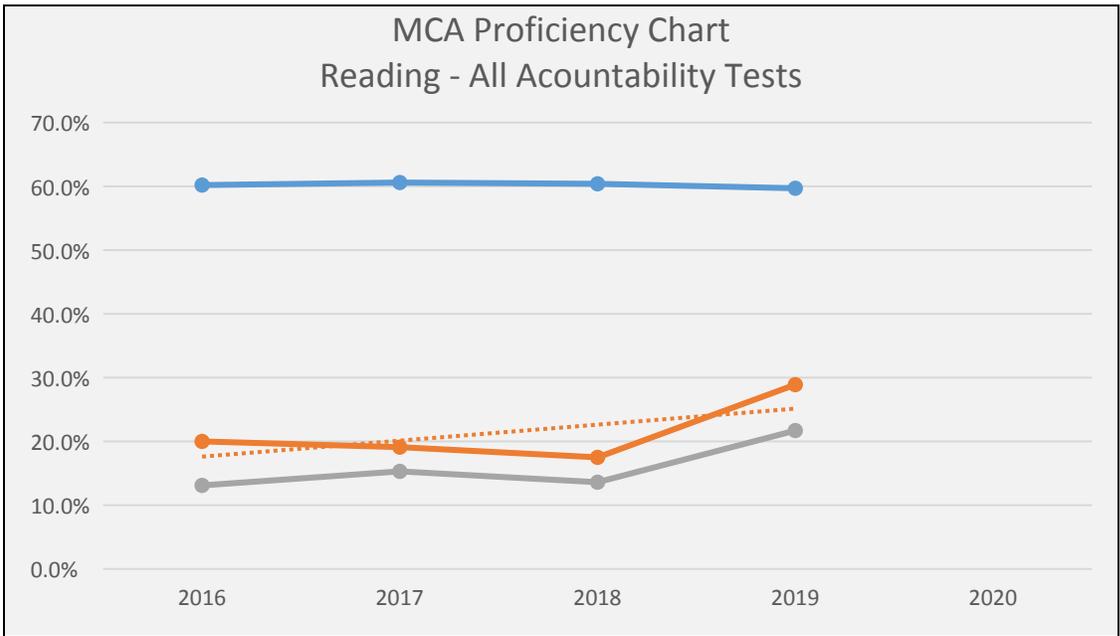


Figure 5 – MCA Reading Proficiency 2016-2020

**ANALYSIS OF READING MCA PROFICIENCY:** TIS’ MCA reading proficiency results are shown in Table 2 and Figure 5. TIS’ reading proficiency increased by 11.4 percentage points from 2018 to 2019. TIS is currently outperforming the local comparison school by over 7 percentage points. In future years, it is expected that TIS will continue to outperform the reading proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

**Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

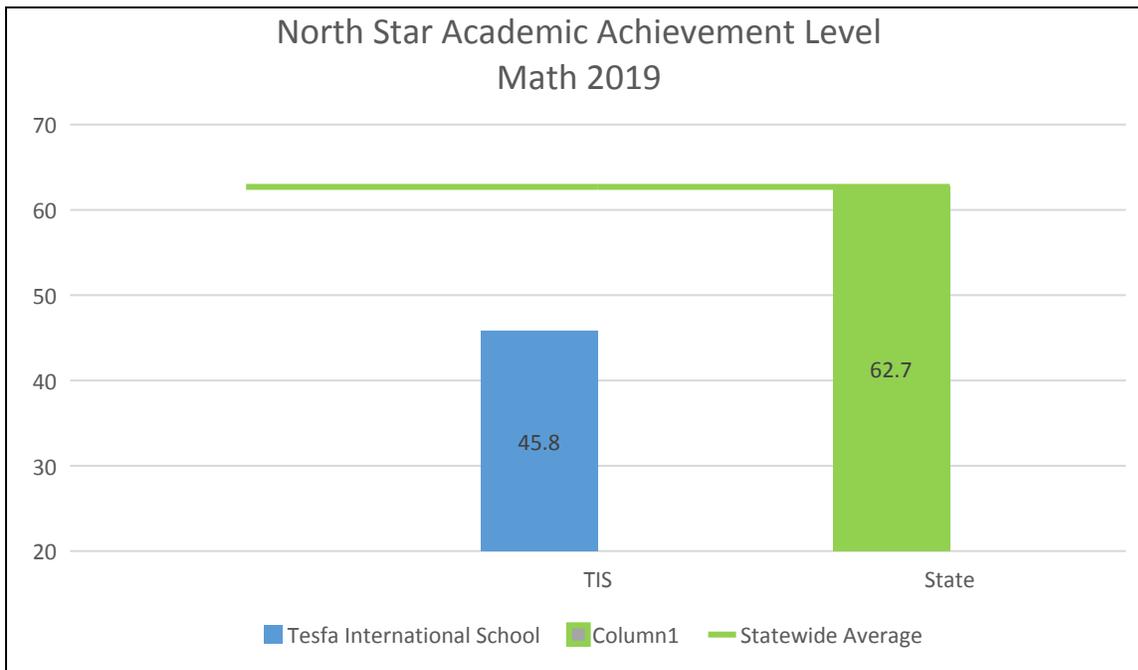


Figure 6 – 2019 North Star Academic Achievement Level (Improved + Maintained)

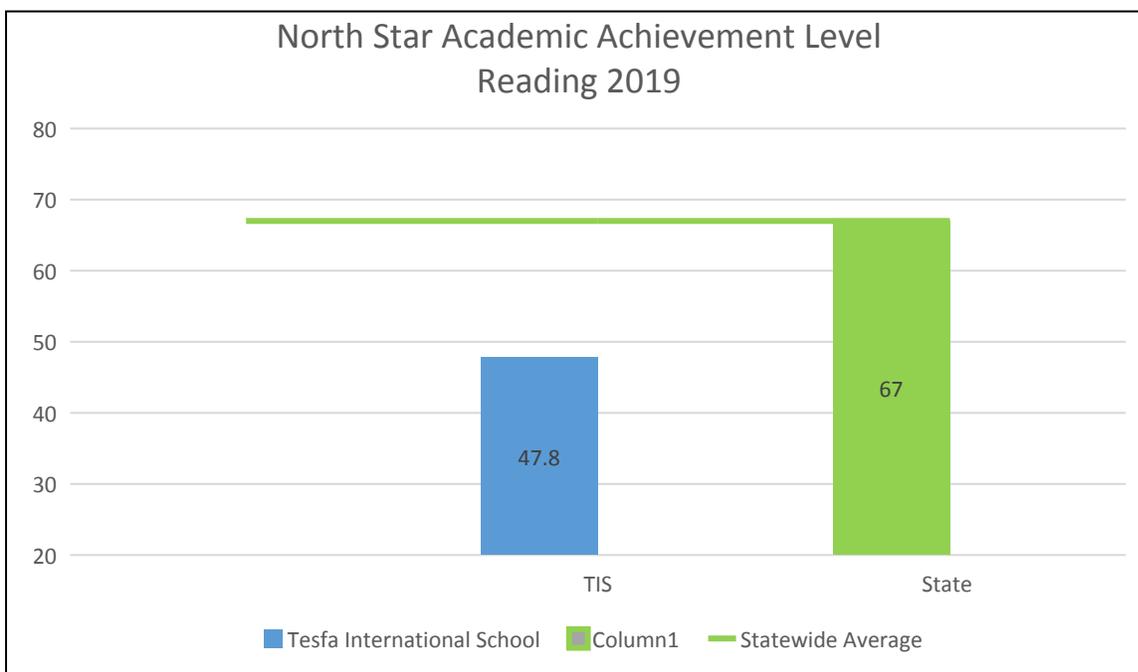


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

**Academic Performance Standard 3 - Achievement Gap Reduction**

The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

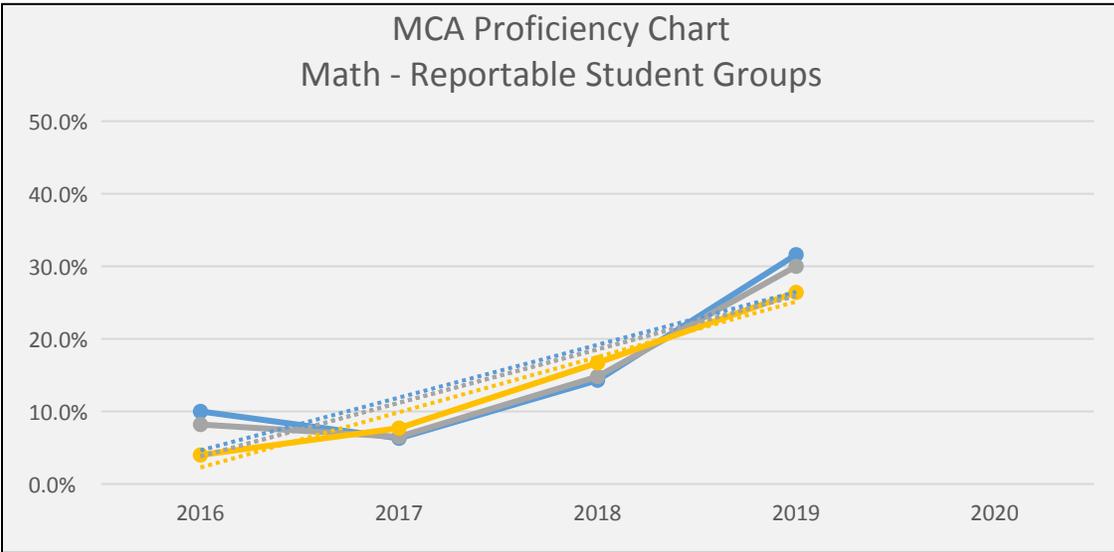


Figure 8 - Reportable Student Groups MCA Math 2016 – 2020

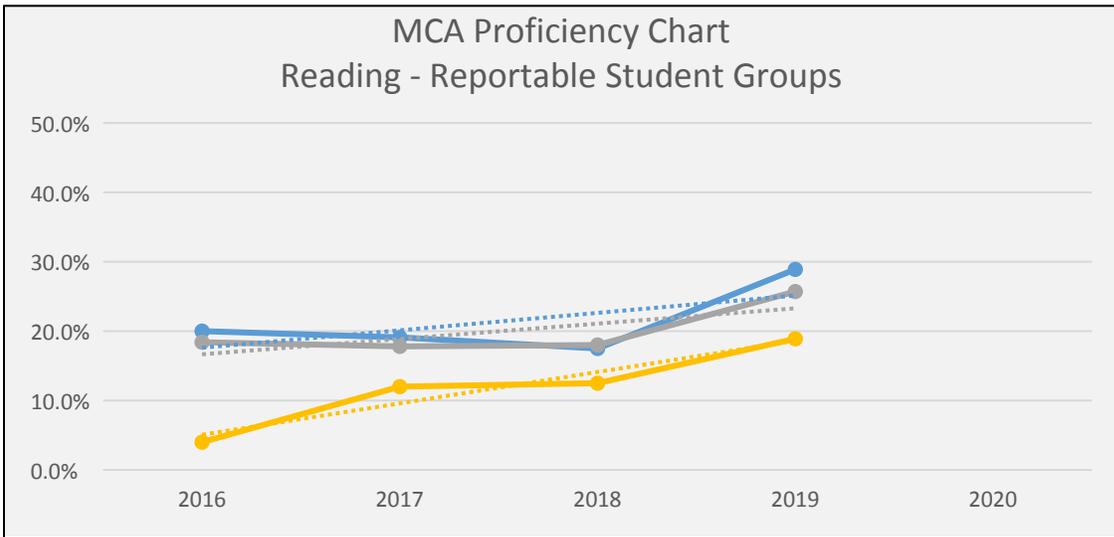


Figure 9 - Reportable Student Groups MCA Reading 2016- 2020

**VOA -MN Standards Evaluation**

**Academic Standard 1: Students are performing well on state examinations or other agreed upon exam (i.e. NWEA) in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.**

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

<b>X</b>	<b>2-Meets</b>	School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	<b>1-Partially Meets</b>	School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	<b>0-Does Not Meet</b>	School’s average proficiency rate is less than the average performance

of students in schools they might otherwise attend.

**Evidence / Source:** School Annual Report

**Analysis:** Due to COVID-19, we do not have statewide Minnesota Comprehensive Assessment data for the 2019-2020 school year. Students in all grades take the NWEA MAP assessments in Math and Reading every fall. This assessment provides a RIT score, representing the student's achievement in a subject area, and comparing scores from year to year provides an effective measure of whether a student is showing expected academic growth. Below are the results from school's fall and winter NWEA assessments for math and reading from the 2019-2020 school year.

**Fall 2019 to Winter 2020 Growth – Math**

Math Grade Level	# of Students Tested Fall	Fall Median	# of Students Tested Winter	Winter Median	Norm Growth	Actual Growth	Net +/-
K	37	128	35	142	4.8	14	+3.5
1	24	149	23	157	10.1	8	-2.1
2	26	165	25	177	9.0	12	+3.0
3	31	177	29	183	7.8	6	-1.8
4	30	190	25	200	7.0	10	+3.0
5	23	194	20	205	5.6	11	+5.4
6	16	200	15	210	4.8	10	+5.2
Total	187		172				+16.2

Based upon our needs analysis conducted in Spring 2018 we determined that addressing student in mathematics was our top academic priority as math growth had been lagging behind reading growth. Consequently, our strategic directions team focused most of its on bundling and unpacking math standards to support our long-term strategy of engaging in productive mathematics instruction. The focus on mathematics appears to be producing the desired results as our growth scores school-wide continue to exceed national norms by a significant margin.

**Fall 2019 to Winter 2020 Growth – Reading**

Reading Grade Level	# of Students Tested Fall	Fall Median	# of Students Tested Winter	Winter Median	Norm Growth	Actual Growth	Net +/-
K	37	133	34	144	9.7	11	+1.3
1	24	149	21	156	9.9	7	-2.7
2	24	159	26	170	8.8	11	+2.2
3	32	171	27	177	6.7	6	-0.7
4	30	186	24	187	5.8	1	-4.8
5	23	192	19	200	6.5	8	+1.5
6	20	204	14	211	3.6	7	+3.4
Total	190		165				+0.2

Taken as a whole, the school's reading growth in the MAP assessment was slightly above the national norm.

<b>Academic Standard 2: Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>		
	<b>1-Meets</b>	School's achievement level of "improved and maintained" is above 62.7% for math and 67.0% for reading.
	<b>2-Partially Meets</b>	School's achievement level of "improved and maintained" is above 50%
<b>X</b>	<b>0-Does Not Meet</b>	School's achievement level of "improved and maintained" is below 50%
<b>Evidence / Source:</b> North Star Academic Progress		
<b>Analysis:</b> MCA's were not conducted in 2020 due to the COVID-19 pandemic. The results shown here reflect the 2019 MCA administration. A score of "does not meet" was awarded because the school's math and reading scores were below the 50% threshold.		

<b>Academic Standard 3: The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>		
<ul style="list-style-type: none"> <li><b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>		
	<b>2-Meets</b>	The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
<b>X</b>	<b>1-Partially Meets</b>	The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	<b>0-Does Not Meet</b>	The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
<b>Evidence / Source:</b>		
<b>Analysis:</b> Due to the Covid-19 pandemic, MN schools were unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools. Unfortunately, without this data, it is impossible to calculate the differences between "all student" proficiency rates and subgroup proficiency rates. The State has advised that schools be cautious in how they use any available student-level data for 2019-2020 and be wary of creating or publishing data stories using insufficient or unavailable data. The results shown here reflect the 2019 MCA administration. A score of "partially meets" was awarded because the gap in reading between the all students group and the Free and Reduced and EL populations increased from 2018 to 2019.		

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>		
<b>X</b>	<b>2-Meets</b>	Meets all criteria and is adhered to.
	<b>1-Partially Meets</b>	Meets some of the criteria, but no evidence that process is followed.

	<b>0-Does Not Meet</b>	School has not adopted a teacher evaluation process.
<b>Data / Source:</b> School Annual Report		
<b>Analysis:</b> Tesfa has adopted a plan that measures teachers in the areas of individual professional growth, student engagement, and test data. Teachers are on a three-year review cycle with a summative evaluation at the end of the third year. A summative administrative review accounts for 65% of the overall observation and student learning and achievement makes up 35%. The summative evaluation considers a review of at least 6 formal observations by the school’s director over the three-year cycle and the teacher’s self-reflection based on professional standards		

## PROFESSIONAL DEVELOPMENT

<b>Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.</b>		
<b>X</b>	<b>2-Meets</b>	The school has adopted and followed a school-wide, data-driven professional development plan.
	<b>1-Partially Meets</b>	The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	<b>0-Does Not Meet</b>	The school has not adopted a school-wide professional development plan.
<b>Data/Source:</b> School Annual Report		
<p><b>Analysis:</b> Tesfa has developed an extensive professional development program for staff members that is focused upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for 2018-2019. Strategic Directions. ENVOY and PYP trainings were held over several days throughout the school year.</p> <p><b>Strategic Directions Planning:</b> Our team worked with the regional center of excellence to collaboratively plan to increase student achievement. As a result of this work, we established two primary instructional areas of focus:</p> <ol style="list-style-type: none"> <li>1. Effectively utilizing and emphasizing academic language for English Learners.</li> <li>2. Productive struggle in math instruction.</li> </ol> <p>The staff engaged in extensive training in both of these strategies throughout the school year.</p> <p><b>Envoy:</b> In August 2019 all staff members participated in a two-day training designed to prepare the team to implement Envoy strategies as a school wide approach to creating a calm and positive learning environment.</p> <p><b>Strategic Directions Team (SDT):</b> Our SDT which includes all licensed staff members met weekly for 2 hours throughout the school year. These meetings consistently included at least one segment that was designed to have a professional development focus. Each of the extensive trainings noted above was revisited in these meetings as were several other topics</p>		

focused on the professional growth of staff members.

**Academic Standard 6: The school is meeting their additional statutory purposes (MS 124E.01, Subd.1; Charter Contract Addendum B).**

X	<b>2-Meets</b>	The school has a plan and is meeting their additional statutory purposes.
	<b>1-Partially Meets</b>	The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	<b>0-Does Not Meet</b>	The school does not have a plan for meeting their additional statutory purposes and measuring progress.

**Data / Source:** School Annual Report

**Analysis:**

**Personalized Learning through Technology Integration:** Prior to Covid-19 causing schools to engage in distance learning, Tesfa students were already supported by a 1 to 1 iPad approach that included learning through a variety of educational applications and programs. The implementation of this program helped teachers create a highly differentiated and engaging instructional approach. As a result, we had a successful transition to distance learning and were able to effectively meet the needs of our students. This practice has also helped us effectively address the learning needs of our English Learners through a variety of learning tools.

**The Social Curriculum:** At Tesfa International School we believe the social curriculum is as important as the academic curriculum. In addition to a teacher’s impact on academic performance, teachers must also have a deep impact on their students’ social-emotional development and well being. In order to maximize our teachers’ ability to positively impact their students’ social-emotional development, Tesfa International School has built specific structures to promote and support the teacher-student relationship and develop student’s social and emotional skills. Second Step a social curriculum was utilized as the basis of a social emotional learning course that all Tesfa students grades K-6 participated in for over 40 hours during the school year. Furthermore, all Tesfa students eat breakfast and lunch with their homeroom teacher, participate in daily morning meetings to build classroom community, and end-of-the-day closing meetings for shared reflection.

**Longitudinal Implementation of scientifically based instructional strategies:** During the 2019-2020 our Strategic Directions team met on a weekly basis and worked towards fully implementing two specific strategies over a three-year period.

- Explicit instruction of academic language to support all learners but particularly English Learners.
- An emphasis on productive struggle in math instruction and learning.

**Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).**

	<b>2-Meets</b>	The school has a plan and is meeting their WBWF goals.
X	<b>1-Partially Meets</b>	The school has a plan for meeting their WBWF goals and is partially meeting them.

	<b>0-Does Not Meet</b>	The school does not have a plan for meeting their WBWF goals and measuring progress.
<b>Data / Source:</b> School Annual Report		
<p><b>Analysis:</b> Due to the Covid-19 pandemic, the school was unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools. Therefore, 2019-2020 data has not been included in this report. The 2018-2019 WBWF goals are listed below.</p> <p>Goal #1 - 30% of Tesfa students in grade three will demonstrate proficiency in reading as measured by the state’s Minnesota Comprehensive Reading Assessment. Result: In 2018-2019 25.0% of 3rd grade students met proficiency in reading. Goal Not Met</p> <p>Goal #2 - The percentage of Tesfa International School students demonstrating proficiency in reading and math in each sub-group will be 30% as measured by the state’s MCA III reading and math assessment. Result: 28.9% met proficiency in reading 31.6% met proficiency in Math. Multi – Year Goal On Track, One Two Goal Not Met</p> <p>Goal #3 - The percentage of Tesfa International School students demonstrating proficiency in reading and math in Grade 6 will be 35% as measured by the state’s MCA III reading and math assessment. The percentage of Tesfa International School students demonstrating proficiency in science in Grade 5 will be 20% as measured by the state’s MCA III science assessment.</p> <p>2018-2019 Result:  35.7% of students in grade 6 met or exceeded standards in reading.  21.4% of students in grade 6 met or exceeded standards in math.  27.3% of students in grade 5 met or exceeded standards in science.  Goal met in reading.</p>		

## **FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?**

### **Financial Section Summary**

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN’s duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school’s annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

Ten key financial oversight standards that every VOA-MN charter school strives to achieve are the basis for the VOA-MN Finance Award of Excellence. There were various data sources and documents examined during the review of the fiscal condition of each school. There was a review of the original budget and monthly income statement, balance sheet, check registers, cash flow projections, enrollment reports along with school board and finance committee meeting agendas and minutes. Various school reports were reviewed that were submitted to MDE for UFARS and ADM enrollment updates and projections. That examination was followed by a review of the school financial audit reports and revised

budgets. Finally, selected financial documents and practices were studied including finance related policies, appropriate use of public funds and various internal systems.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations and annual network award winners. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

## VOA-MN Financial Standards Evaluation

<b>Financial Standard 1: The school maintains a balanced budget.</b>		
<b>X</b>	<b>2-Meets</b>	surplus position
	<b>1-Partially Meets</b>	NA
	<b>0-Does Not Meet</b>	deficit position
<b>Data / Source:</b> School budgets, Annual Report, School monthly financial reports		
<p><b>Analysis:</b> The school adopted the original FY 2020 General Fund budget in April 2019 based on 180 ADM with a projected surplus of \$123,902. The budget was revised in February 2020 with the same ADM and an estimated surplus of \$35,538. The FY 2020 financial audit contains the following regarding the school’s budget:</p> <p style="text-align: center;"><b><i>General Fund Budgetary Highlights</i></b>  <i>Following approval of the budget prior to the beginning of the fiscal year, the School revises the annual operating budget in mid-year. These budget amendments typically fall into two categories:</i></p> <ul style="list-style-type: none"> <li>• <i>Implementing budgets for specially funded projects, which include both federal and state grants and reinstating unexpended funds being carried over from the prior fiscal year.</i></li> <li>• <i>Legislation passed subsequent to budget adoption, changes necessitated by employment agreements or change in enrollment, and increases in appropriations for significant unbudgeted costs.</i></li> </ul> <p><i>Total General Fund revenues were \$154,446 (or 5.12%) lower than the final amended budget. Total General Fund expenditures were less than the final amended budget by \$128,452 (or 4.31%). While the School’s final budget for the General Fund anticipated that revenues and other financing sources would exceed expenditures by \$35,538, the actual result for the year shows a net increase in fund balance of \$336,744, which is net variance of \$301,206 due to the PPP loan proceeds which contributed to the increase.</i></p> <p>The school ended FY 2020 with a surplus of \$336,744 and 179 ADM. The financial audit noted the following:</p>		

**FINANCIAL HIGHLIGHTS**

**Key financial highlights for the 2019-2020 fiscal year include the following:**

- Total General Fund revenues were \$2,864,737 as compared to \$2,855,193 of expenditures.
- Total net position of governmental activities at June 30, 2020 was \$(1,013,126).
- The total fund balance of the General Fund increased from \$150,248 at June 30, 2019, to \$486,992 at the end of fiscal year 2020.

Total General Fund Revenue increased by \$154,278 from the previous year. This increase is primarily due to enrollment growth as well as due to a 2% increase in the general education aid formula improvement provided by the Legislature.

Total General Fund Expenditures increased by a net of \$170,584 from the previous year. A majority of this increase was related to salary and employee benefit cost increases to accommodate increased enrollment. In 2019-20, General Fund revenues exceeded expenditures and other financing uses by \$336,744. The total fund balance increased from \$150,248 at June 30, 2019 to \$486,992 at June 30, 2020. The fund balance is the single best measure of overall financial health, and the total fund balance at June 30, 2020, represents 17.1% of annual expenditures.

The school has maintained a balanced budget for FY 2020.

**Financial Standard 2: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.**

X	2-Meets	never missed
	1-Partially Meets	missed 1 time
	0-Does Not Meet	missed > 1 time

**Data / Source:** Preliminary and final UFARS data, ADM reports

**Analysis:** The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2020.

**Financial Standard 3: The school’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.**

X	2-Meets	Submitted
	1-Partially Meets	N/A
	0-Does Not Meet	Not Submitted

**Data / Source:** Financial audit submission

**Analysis:** The school submitted its financial audit to the MDE by December 31, 2020.

**Financial Standard 4: The schools financial audit is free of all findings.**

	2-Meets	no findings
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	<b>1-Partially Meets</b>	1 or more “significant deficiency” finding(s)
<b>X</b>	<b>0-Does Not Meet</b>	1 or more “material weakness” or legal compliance finding (s)
<b>Data / Source:</b> School financial audit		
<b>Analysis:</b> The school’s FY 2020 financial audit contained two legal compliance findings as noted in this excerpt from the financial audit report Schedule of Findings and Responses:		
<b><i>FINDINGS AND RESPONSES – MINNESOTA LEGAL COMPLIANCE</i></b>		
<b><u>CURRENT YEAR</u></b>		
<b><i>Finding 2020-001</i></b> <b><i>Lack of Prompt Payment of Bills</i></b>		
<b><i>Condition:</i></b> <i>Minnesota Statutes require charter schools to pay each vendor obligation according to the terms of the contract or, if no contract terms apply, within the standard payment period, defined as within 35 days from the date of receipt for charter schools which have regularly scheduled meetings at least once a month. We noted disbursements out of our sample that were not paid by the School within this standard payment period. Invoices were not processed through the School’s approval and accounts payable process in time to be paid within the standard payment period. The School was not in compliance with state statutes related to payment of local government bills.</i>		
<b><i>Recommendation:</i></b> <i>We recommend the School make every effort possible to ensure that invoices are approved and sent to accounts payable for payment in a timely manner.</i>		
<b><i>CORRECTIVE ACTION PLAN (CAP):</i></b>		
<b><i>Actions Planned in Response to Finding:</i></b> <i>The School will review their controls and procedures over the accounts payable process, and ensure that invoices are paid within the standard payment period.</i>		
<b><u>CURRENT YEAR</u></b>		
<b><i>Finding 2020-002</i></b> <b><i>Insufficient Collateral</i></b>		
<b><i>Condition:</i></b> <i>Minnesota Statute 118A.03, subdivision 1 and 3, states that if a charter school desires to deposit an amount in excess of deposit insurance, it must obtain a bond or collateral which, when computed at its market value, shall be at least 10% more than the amount of the excess deposit. During our testing it was noted that the FDIC limit of \$250,000 was less than total deposits in bank which caused an excess of deposits with no collateral in place for the excess.</i>		

**Recommendation:** We recommend the school work with the bank to ensure that if the Charter School has deposits in excess of the FDIC limit of \$250,000, collateral be put in place.

**CORRECTIVE ACTION PLAN (CAP):**

**Actions Planned in Response to Finding:**

During fiscal year 2021, the School will implement policies and procedures to ensure that there is proper collateral if the school desires to deposit an amount in excess of deposit insurance.

<b>Financial Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.</b>		
	<b>2-Meets</b>	never late
<b>X</b>	<b>1-Partially Meets</b>	late 1-2 times
	<b>0-Does Not Meet</b>	late > 3 times
<b>Data / Source:</b> School monthly financial reports		
<b>Analysis:</b> The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2020, however, the FY 2020 audit (see standard four above) noted Lack of Prompt Payment of Bills as a finding.		

<b>Financial Standard 6: The School provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.</b>		
	<b>2-Meets</b>	never missed
<b>X</b>	<b>1-Partially Meets</b>	missed 1-2 times
	<b>0-Does Not Meet</b>	missed > 2 times
<b>Data / Source:</b> School monthly financial reports		
<b>Analysis:</b> The school did not provide monthly financial information on a consistent basis in FY 2020. The VOA-MN financial analyst noted the following items in monthly oversight reports:		
<ul style="list-style-type: none"> <li>• <i>Need July financials for 9/23 meeting. Emailed Jonas on 9/25 and 11/1. Joe sent on 11/6.</i></li> <li>• <i>Need November board packet. Emailed Jonas on 12/4. Received on 12/17 and will add to December's monthly oversight.</i></li> </ul>		
The school has provided all other financial documents in a timely and consistent manner. The director is always willing to provide documents that may have been missed or incorporate recommended improvements.		

**Financial Standard 7: The School develops and maintains a targeted General Fund**

**balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold backs.**

	<b>2-Meets</b>	20% or >
<b>X</b>	<b>1-Partially Meets</b>	15-20%
	<b>0-Does Not Meet</b>	< 15%

**Data / Source:** School fund balance policy, school monthly financial reports, board meeting agendas and minutes

**Analysis:** The table below contains the history of the school’s General Fund balance/SOD calculation:

**FOUR YEAR FUND BALANCE HISTORY**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Fund Balance Amount</b>	\$356,903	\$134,909	\$150,248	\$486,992
<b>Fund Balance Percent</b>	16.32%	5.25%	5.61%	17.1%

The school ended FY 2020 with a slight increase in the General Fund balance. An excerpt of the executive audit summary (EAS) stated:

***Fund Balance** – The School’s General Fund experienced an increase in fund balance during fiscal 2019-20 of \$336,744, ending at a surplus of \$486,992 as of June 30, 2020. The ending fund balance represents a balance of 17.1% of total expenditures. We recommend that a charter school develop a plan that will eventually result in a target fund balance that is at least 20% of annual expenditures. Fund balance is an important aspect in the School’s financial well-being since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, state aid metering changes, and aid prorations at the state level and similar problems.*

The school has a Fund Balance policy that states in part:

*To ensure the financial strength and stability of Tesfa International School, the board will endeavor to maintain a targeted fund balance of no less than 10% and no more than 20% of our revenues.*

*The board will review the fund balance target over time to accommodate the changing financial situation and holdback from the state of Minnesota.*

**Financial Standard 8: The school board has a finance committee that meets regularly to review financial reports.**

	<b>2-Meets</b>	8-12 meetings/year
	<b>1-Partially Meets</b>	5-7 meetings/year
<b>X</b>	<b>0-Does Not Meet</b>	0-4 meetings/year

**Data / Source:** School monthly board meeting agendas and minutes

**Analysis:** The school has a finance committee that meets regularly. The committee reviews monthly financial reports in detail and all financial matters of the school. An email from the

director states:

*The finance committee met three times.*

**Financial Standard 9: All finance committee members have working knowledge of financial oversight.**

<b>X</b>	<b>2-Meets</b>	all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee

**Data / Source:** School monthly board meeting agendas and minutes, certificates of board training

**Analysis:** Finance committee members received financial training in FY 2020 as an email from the director on January 13, 2021 explains:

*Per our conversations today, I am going to bring revised minutes for our August 19, 2019 board meeting to reflect finance training Joe did with all board members at this meeting. This revision will be brought to the January 25th board meeting for approval.*

**Financial Standard 10: The school is not in Statutory Operating Debt (SOD).**

<b>X</b>	<b>2-Meets</b>	not in SOD
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	in SOD

**Data / Source:** School’s current year budget, monthly board agendas and minutes, prior year financial audit

**Analysis:** The school is not in Statutory Operating Debt.

**SCHOOL ORGANIZATION - Is the organization effective and well run?**

**PART I: BOARD GOVERNANCE.** Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

**The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools.** The purpose of this report is to be a single annual source on the board operations and compliance of the fifteen VOA-MN-authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

**Board Chair:** Patrick Exner  
 Email: patrick.exner@tesfainternationalschool.org  
 Phone: (651) 717-4844

**Tesfa International School Board Committees:** Finance Committee

**VOA-MN Board Standards Evaluation**

<b>Board Governance Standard 1: The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.</b>		
<b>X</b>	<b>2-Meets</b>	The Board structure meets bylaws and state statute.
	<b>1-Partially Meets</b>	The Board did not meet requirements for the entire fiscal year.
	<b>0-Does Not Meet</b>	The Board structure does not meet bylaws and/or state statute.
<b>Data / Source:</b> Website and Annual Report		
<b>Analysis:</b> The School meets this standard. The Board met statutory requirements.		
An FY2020 Board Table is found on the Website at <a href="https://tesfainternationalschool.org/school-board/">https://tesfainternationalschool.org/school-board/</a> and the table below is from the Annual Report on page #6.		

\*124E.07 Subd. 3. Membership criteria.  
 (a) The ongoing charter school board of directors shall have at least five nonrelated members and include: (1) at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee

of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school. The board structure may include a majority of teachers under this paragraph or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members. No charter school employees shall serve on the board other than teachers under clause (1). Contractors providing facilities, goods, or services to a charter school shall not serve on the board of directors of the charter school.

(b) An individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section.

Board Member	Board Office/ Seat Type	Expertise	Initial Training	Ongoing Training dates (this year)	Meets Req
Patrick Exner	Board Chair, Community Member	Community	Yes	8/19/2019	Yes
Abigail Hendricks	Vice Chair, Teacher	Education	Yes	8/19/2019	Yes
Antoinette Johns	Secretary, Community Member	Community	Yes	8/19/2019	Yes
Elizabeth Robertson	Board Member, Teacher	Education	Yes	8/19/2019	Yes
Amir Orandi	Board Member, Parent	Parent	Yes	8/19/2019	Yes
John Groenke	Board Member, Community Member	Community	Yes	8/19/2019	Yes
Mohamed Selim	Board Member, Community Member	Community	Yes	New	Yes
Jonas Beugen	Executive Director Ex-Officio, Ex-Officio Staff	Director	Yes	8/19/2019	Yes

**Board Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in MN Stat 124E.07, Subd.6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.**

X	<b>2-Meets</b>	The Board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	<b>1-Partially Meets</b>	The Board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	<b>0-Does Not Meet</b>	The Board does not have a plan to ensure Board members have the necessary knowledge.

**Data / Source:** Annual Report, Board Minutes, Authorizer-School Discussion

**Analysis:** The School meets this standard. The Board has used MSBA comprehensive training resources so that all of the Board members receive the same, in-depth board training.

**Board Governance Standard 3: The Board adheres to an orientation process for bringing on new members.**

X	<b>2-Meets</b>	The Board adheres to a thorough process for the orientation of new
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		board members.
	<b>1-Partially Meets</b>	The Board has a process for the orientation of new Board members, but it is not consistently followed.
	<b>0-Does Not Meet</b>	The Board does not have a membership orientation process for new Board members.
<b>Data / Source:</b> Website, Board Packet, Minutes, Authorizer/School Discussion		
<b>Analysis:</b> The School meets this standard. Jonas Beugen provided the one new Board member with comprehensive orientation and training in the topics of finance and governance, especially as those topics relate to TESFA.		

<b>Board Governance Standard 4: The Board of Directors complies with initial training requirements set forth in Minn. Stat 124E.07, Subd.7 (Training): governance, financial, and employment policies and practices.</b>		
<b>X</b>	<b>2-Meets</b>	All Board members comply with Minnesota law regarding board training requirements.
	<b>1-Partially Meets</b>	One Board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	<b>0-Does Not Meet</b>	More than one Board member did not fully comply with Minnesota law regarding Board training requirements.
<b>Data / Source:</b> VOAMN Submission Calendar		
<b>Analysis:</b> <b>Analysis:</b> The School meets this standard. At the August 19, 2019 Board meeting, finance training Joe Alperito from Dieci School Finance was provided for all seated Board members. Mohamed Selim, the only new Board member, was who was seated as Board member in December 2019 was provided training by Jonas Beugan in the topics of finance and governance, especially as those topics relate to TESFA. He further received training in Board Roles Responsibilities, Finance and Employment in September/October 2020 through MSBA. The 2019-2020 Annual Report presented initial training completed by 4 Board members who served in 2019-2020 demonstrating compliance on page #7. These training sessions satisfied initial and annual training requirements for 4 Board members. Three other Board members' training records were not reported in the Annual Report. The FY20 Initial Board Training Report is from the FY20 Annual Report, page 7.		

<b>Board Governance Standard 5: The Board of Directors completes a self-evaluation each year.</b>		
<b>X</b>	<b>2-Meets</b>	The Board completes a formal self-evaluation each year.
	<b>1-Partially Meets</b>	The Board competes informal self-evaluations during one or more board meeting(s).
	<b>0-Does Not Meet</b>	The Board does not complete a self-evaluation.
<b>Data / Source:</b> Board Minutes		
<b>Analysis:</b> The School meets this standard. The Tesfa International School Board has a process for board self-evaluation. They reviewed objectives, goals, strategies, and measures in their September 2019 meeting and then did a reflection at their June 2020 annual meeting.		

<b>Board Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.</b>		
<b>X</b>	<b>2-Meets</b>	The Board has no infractions of MN Open Meeting Law.
	<b>1-Partially Meets</b>	The Board has 1 infraction of MN Open Meeting Law.
	<b>0-Does Not Meet</b>	The Board has 2 or more infractions of MN Open Meeting Law.
<b>Data / Source:</b> Bylaws, Website, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard. The Board Chair stated that the Board is diligent to follow open meeting law requirements. Monthly logs of school board meeting minutes provided evidence that the school maintained a quorum for scheduled board meetings.		

**\*124E.07 Subdivision 1. Initial board of directors.**

Before entering into a contract or other agreement for professional or other services, goods, or facilities, the operators authorized to organize and operate a school must establish a board of directors composed of at least five members who are not related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's articles and bylaws under subdivision 4.

**124E.07 Subd. 2. Ongoing board of directors.**

The ongoing board must be elected before the school completes its third year of operation. Board elections must be held during the school year but may not be conducted on days when the school is closed.

**124E.07 Subd. 5. Eligible voters.**

Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors. A charter school must notify eligible voters of the school board election dates at least 30 days before the election.

<b>Board Governance Standard 7: The Board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.</b>		
<b>X</b>	<b>2-Meets</b>	The Bylaws are consistent with state law and the Board reviews them regularly.
	<b>1-Partially Meets</b>	The Bylaws are consistent with state statute but have not been reviewed regularly.
	<b>0-Does Not Meet</b>	The Bylaws are inconsistent with state statute.
<b>Data / Source:</b> Bylaws, Annual Report, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard.  The Board Chair stated that their bylaws are up to date and consistent with state law. The board member has a binder and digital version of bylaws and the school office binder contains the bylaws.  Bylaws can be found online at <a href="https://tesfainternationalschool.files.wordpress.com/2015/02/tesfa-bylaws.pdf">https://tesfainternationalschool.files.wordpress.com/2015/02/tesfa-bylaws.pdf</a>		

<b>Board Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute.</b>		
<b>X</b>	<b>2-Meets</b>	All requirements were met.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	Election requirements were not met.
<b>Data / Source:</b> Annual Report, School Website, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard.  The first required election for Tesfa International School was in Fiscal Year 2019-2020. The		

plan was for elections for the School Board to be held in May for available positions. At the April 2020 Board Meeting, the Board approved elections procedures. The Election was announced on April 13, 2020. The election for the School Board was held on May 28, 2020 for available positions. At the June 2020 Board Meeting, the Board ratified election results. Patrick Exner, Beth Al-Qudah, and Megan Kufahl were elected.

**Board Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.**

X	<b>2-Meets</b>	The Board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1-Partially Meets</b>	The Board completed an evaluation of the school leader but not on all aspects of the job description.
	<b>0-Does Not Meet</b>	The Board did not complete an annual evaluation of the school leader.

**Data / Source:** Website, Board Packet and Minutes, Authorizer-School Discussion

**Analysis:** The School meets this standard.

The evaluation of the school leader was during the May 2020 Board Meeting. The Board presented an annual written evaluation to the Director during a closed Board in the May 2020 Board Meeting prior to renewing the Director’s annual employment agreement.

Description of evaluation from the FY20 Annual Report: The Executive Director’s job performance is monitored systematically against the job expectations. Reasonable progress must be made toward the accomplishment of the Board’s policies, annual objectives and goals, and the school’s organizational operation.

A. The Board of Directors monitors the Executive Director’s job performance by one or more of two methods:

I. By Board evaluation, in which the Board of Directors evaluates each of the Executives Director’s objectives and annual goals.

II. By self-evaluations in which the Executive Director evaluates himself/herself according to each of the objectives and annual goals.

B. The Board presented an annual written evaluation to the Director during a closed Board in the May 2020 Board Meeting prior to renewing their annual contract.

**Board Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd.2(b)).**

X	<b>2-Meets</b>	A professional development plan for the non-licensed individual(s) was documented in the school’s annual report or the school’s director holds an administrative license.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	A professional development plan(s) for the non-licensed individual(s) was not documented in the school’s annual report.

**Data / Source:** Website, Board Packets and Minutes, Authorizer-School Discussion

**Analysis:** The School meets this standard.

Executive Director Beugen is a licensed Superintendent, license folder # 355690. Based on statute he is not required to have a professional development plan. Instead, his license requires regular professional development.

\* Refer to: Minnesota Data Practices Act (Minn. Stat. Chapter 13), Minnesota Rules, Chapter 1205, Official Records Act (Minn. Stat., section 15.17), Records Management Statute (Minn. Stat., section 138.17), and FERPA and HIPPA laws. See [https://mn.gov/admin/assets/dpintro\\_tcm36-309355.pptx](https://mn.gov/admin/assets/dpintro_tcm36-309355.pptx) , <https://mn.gov/admin/data-practices/data/types/education/>, Federal law for FERPA (<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>).

**Board Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.**

<b>X</b>	<b>2-Meets</b>	Board meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.
	<b>1-Partially Meets</b>	Board meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.
	<b>0-Does Not Meet</b>	Board meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.

**Data / Source:** Bylaws, Website, Board Packet and Minutes, Authorizer-School Discussion

**Analysis:** The School meets this standard.

The School Board utilizes policies and monitors the application of policies in its work throughout the year. Examples include:

- Examining board policy related to board membership and committees.
- Reviewing board member training requirements and board member roles and responsibilities.
- Monitoring compliance to bylaws, open meeting law and other statutes
- Monitoring evaluation of leadership.
- Monitoring the World's Best Workforce compliance.

<b>Board Governance Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).</b>		
<b>X</b>	<b>2-Meets</b>	Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.
	<b>1-Partially Meets</b>	Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices.
	<b>0-Does Not Meet</b>	Data practice policies are not fully in place.
<b>Data / Source:</b> Website, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard. The Board works to comply with the Minnesota Data Practices Act in several ways. The school has the following data practices policies: <ul style="list-style-type: none"> <li>• 406 Public and Private Personnel Data 2014</li> <li>• 515 Protection Privacy Pupil Records 2015.</li> </ul> Together these guide TIS to comply with Minnesota and Federal data practices requirements. A schedule for policy review is in place. The School Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data. Jonas Beugen is the Responsible Authority. Elena Hanson is the Designee. Patrick Exner is the Compliance Official.		

<b>Board Governance Standard 13: The Board of Directors provides ongoing oversight of school academic performance.</b>		
<b>X</b>	<b>2-Meets</b>	Board meeting minutes include evidence of regular oversight of school academic performance.
	<b>1-Partially Meets</b>	At least half of the Board meeting minutes include evidence of oversight of school academic performance.
	<b>0-Does Not Meet</b>	Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.
<b>Data / Source:</b> Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard. The School Board monitored academic performance at Board meetings regularly either as an agenda item or as part of the Director’s report. Examples include at the January 2020 Board Meeting, the Board reviewed the Academic Award from VOA and Winter NWEA results. At the March 2020 Board Meeting, the Board again reviewed the NWEA results.		

<b>Board Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.</b>		
<b>X</b>	<b>2-Meets</b>	All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels

		of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>1-Partially Meets</b>	Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>0-Does Not Meet</b>	Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
<b>Data / Source:</b> Annual Report, Submission Calendar, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard. The School Director confirmed the following School results.  Teacher Retention: The rate was 100% or 15/15 returned. Student Retention: 119/145 (K-5) or 82% students returned. Parent Satisfaction: 96% 45//47 agree or strongly agree they were satisfied.		

\* 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official Web site: (1) the meeting minutes of the board of directors and of members and committees having board-delegated authority, for at least 365 days from the date of publication; (2) directory information for the board of directors and for the members of committees having board-delegated authority; and (3) identifying and contact information for the school's authorizer.

124E.07 Subd. 8.(b) (1) the meeting minutes: <http://www.birchgroveschool.com/index.cfm?PID=7428>

(2) board members: <http://www.birchgroveschool.com/index.cfm?PID=7428>

(3) authorizer: <http://www.birchgroveschool.com/index.cfm?PID=15927#ad-image-0>

124E.11 (b) ... The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

124E.11 (b) lottery policy: <https://drive.google.com/file/d/0B9xCxo7j-Ca1YUVEN0czbEF1NEU/view>

124E.11 (d) ... a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c).

124E.11 (d) admission of selected pupils at an earlier age: <https://drive.google.com/file/d/0B9xCxo7j-Ca1QUpnalM5NGdaLU0/view>

124E.13 Subd. 3. (b) (3) post on the school Web site the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation

The school does not have an affiliated building corporation.

124E.16 Subd. 2. Annual public reports. (a) .... A charter school must post the annual report on the school's official Website.

124E.16 Subd. 2. Annual public report: <https://drive.google.com/file/d/0B5S56FG0hwsXR05aLUFVUE8xWnc/view>

<b>Board Governance Standard 15: Board documents are distributed to all Board members at least 3 days prior to a board meeting.</b>		
	<b>2-Meets</b>	Board documents were distributed to all Board members at least 3 days prior to each Board meeting.
<b>X</b>	<b>1-Partially Meets</b>	Board documents were not distributed to all Board members one or two times.
	<b>0-Does Not Meet</b>	Board documents were not distributed to all Board members three or more times.
<b>Data / Source:</b> Board Packet and Minutes, submission email dates.		
<b>Analysis:</b> The School partially met this standard. The School Director confirmed that all packets were delivered to Board members three day in advance except for the August 2019 Board packet which was sent two days prior to the meeting.		

<b>Board Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting Board related information on the school's website*.</b>		
	<b>2-Meets</b>	A complete Board Documents Binder is kept that includes meeting minutes, bylaws, articles of incorporation, and financial statements; and the school's website includes the statutory requirements for posting Board-related information.
<b>X</b>	<b>1-Partially Meets</b>	Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after Board approval.
	<b>0-Does Not Meet</b>	Information is incomplete in the binder or on the school's website.
<b>Data / Source:</b> Website, Board Documentation, Authorizer-School Discussion		
<b>Analysis:</b> The School partially met this standard.  The School Board has a Documents Binder which includes meeting minutes, bylaws, articles of incorporation, and financial statements and is located in the school office records room for public access and all Board members have digital access to it. Board documents can also be found at the school's Web site at: <a href="https://tesfainternationalschool.org/school-board/policies/">https://tesfainternationalschool.org/school-board/policies/</a>  One of the required items was not found on the school website.		

<b>Board Governance Standard 17: The Board has a policy review calendar and reviews and updates its policies as needed or required by state law.</b>		
	<b>2-Meets</b>	The Board has a thorough policy review calendar/plan and review policies as a regular component of regular Board meetings.
	<b>1-Partially Meets</b>	The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular Board meetings.
<b>X</b>	<b>0-Does Not Meet</b>	The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
<b>Data / Source:</b> Website, Board Documentation, Authorizer-School Discussion		
<b>Analysis:</b> The School did not meet this standard. The School Board did not have a thorough plan for the review of policies nor did they regularly review policies during Board meetings for FY20. However, the School Director confirmed that a policy review calendar was reviewed in December 2020 and will be approved in January 2021 by the Board.		

### **Board Standards Met Past 3 Years**

2020	30/34	88%
2019	32/34	94%
2018	28/34	82%

## **SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS**

Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more

effectively reach the school’s goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed. Standards for Management and Operations are judged on the Formal Site Visit Rubric and monitoring of reporting compliance.

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school, hear directly from key stakeholders, and corroborate school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal. School site visits help inform the extent to which the school is meeting the charter school contract provisions contained in the body of the contract. Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team.

<b>Management / Operations Standard 1: Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.</b>		
<b>X</b>	<b>2-Meets</b>	Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	<b>1-Partially Meets</b>	Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	<b>0-Does Not Meet</b>	Mission and vision are not used to guide school’s decision-making.
<b>Data / Source:</b> Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion		
<b>Analysis:</b> Mission and vision is posted in the entry of the school and in each classroom. Student handbook. Revisited at each faculty meeting. Strategic planning occurring at the board and school level to evaluate the mission and further define how and will meet its mission in the future. Also discussed and explore within the community the concept of a dual language and culture option to further the “international” pillar and enrollment diversity.		

<b>Management / Operations Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.</b>		
<b>X</b>	<b>2-Meets</b>	The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	<b>1-Partially Meets</b>	The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	<b>0-Does Not Meet</b>	The school does not have a plan for service learning. School does not engage in service.
<b>Data / Source:</b> Annual Report, Authorizer-School Discussion		
<b>Analysis:</b> Service learning is imbedded in the school IB program. School maintains a list of completed service projects annually and reports activities in their Annual Report.		

**Management / Operations Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school**

**liability insurance, student medical / health matters, school drills).**

<b>X</b>	<b>2-Meets</b>	The school can provide evidence that it complies with health and safety requirements for public schools.
	<b>1-Partially Meets</b>	The school is making progress approaching standard.
	<b>0-Does Not Meet</b>	The school could not provide evidence of compliance with health and safety requirements for public schools.

**Data / Source:** Board Policy Review, Site Visits, Compliance Binder

**Analysis:**

2019-20 faculty have received required training on health and safety procedures.  Yes  No

List of 2019-20 health and safety related professional development training topics:

Blood Bourne Pathogens

Crisis Management

Drill Overview

Mandatory Reporting

- *NOTE: School has evacuation routes posted in each room of the facility.*

School complies with MS 121A.035 – Crisis Management Policy.  Yes  No

Designated crisis management person / team: School Director and Office Manager

Tornado drill completed annually during national TAW

Classrooms & shared spaces contain evacuation plans / procedures.  Yes  No

School complies with MS 299F.47 - School Inspections.  Yes  No

School maintains a log of all visitors.  Yes  No

- *The facility has a locked, doorbell entry. The school exists in a shared space with a church. A school visitor sign in log is located in the front office.*

School complies with MS 144.29 Health Records; Children of School Age.  Yes  No

School complies with MS 121A.15 - Health Standards; Immunizations; School Children.  Yes  No

School complies with MS 121A.22 – Administration of Drugs and Medicine.  Yes  No

School complies with MS 121A.21 – School Health Services (if applicable).  Yes  No  NA

The school contracts with a licensed school nurse or organization.  Yes  No  NA  
Oversight is done by the School Administration Assistant / Office Manager.

School has a designated 504 Coordinator  Yes  No

Additional Evidence for Authorizer Review: A school “Crisis Management” binder is available near the entry of each room of the school.

Student academic records are filed in a separate locked cabinet.  Yes  No

Location: main office

Student/Employee health records are filed in a separate locked cabinet.  Yes  No

Location: Office Assistant Area \_\_\_\_\_

**Management / Operations Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning.**

<b>X</b>	<b>2-Meets</b>	The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning.
	<b>1-Partially Meets</b>	The school is making progress approaching standard.
	<b>0-Does Not Meet</b>	The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child’s learning.

**Data / Source:** Website, Annual Report, Authorizer-School Discussion

**Analysis:** 66% attendance at parent teacher conferences. Students are visited in their home by a staff member each year. Parent-teacher conferences twice per year. Family nights three times per year. Winter 2019 added an annual parent survey.

**Management / Operations Standard 5: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.**

<b>X</b>	<b>2 - Meets</b>	Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	<b>1 -Partially Meets</b>	The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	<b>0-Does Not Meet</b>	The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

**Data / Source:** MCA Results, Site Visits, Authorizer-School Discussion

**Analysis:** Most recent curriculum standards alignment review for language arts: 2018. Provided through Benchmark Literacy – Training this year. Verified by authorizer.

Most recent curriculum standards alignment review for math: 2018. Provided through Investigations Math – Training this year and pacing guides. Verified by authorizer.

Most recent curriculum standards alignment review for science: Will be part of Units of Inquiry.

Most recent curriculum standards alignment review for social studies: Will be part of Units of Inquiry.

Management requires that lesson plans and student learning targets are aligned to the state standards.

Yes  No

- Required by management, but lesson plans do not have to be submitted. Also confirmed by management during daily drop-ins to classrooms.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards.  Yes  No Explanation of school plan: NWEA MAP testing three times per year. Benchmark Literacy “Oral Reading Records.” Engaged in extensive

spacing work with curriculum and instructional materials. Utilizing Study Island and linking to NWEA MAP tests. Reading Plus technology program has also provided methods for differentiation and teachers and admin are able to easily track student progression.

**Management / Operations Standard 6: The school employs highly qualified, appropriately licensed teachers.**

<b>X</b>	<b>2 -Meets</b>	The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.
	<b>1-Partially Meets</b>	The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	<b>0- Does Not Meet</b>	The school has had multiple license infractions over the contract term.

**Data / Source:** VOA-MN Submission Calendar, STAR Report, Site Visits, Authorizer-School Discussions.

**Analysis:** License verifications are conducted by authorizer VOA-MN annually in the fall.

**Management / Operations Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.**

	<b>2-Meets</b>	The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	<b>1-Partially Meets</b>	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.
	<b>0-Does Not Meet</b>	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

**Data / Source:** Board Policy, Handbook, Authorizer-School Discussion

**Analysis:**

School Evidence for Authorizer Review: Human Resources files are maintained and aligned with policies and procedures. Related Board Policies are scheduled for review every three years on a board policy review calendar except where statute requires more frequent review. Mohamed Selim covers these duties. Jonas Beugen is responsible for the hiring with consent of board. It is part of the Director Professional Development Plan to attend annual training.

- Policy # - 102 Equal Educational Opportunity
- Policy # - 521 Student Disability Nondiscrimination
- Policy # - 522 Student Sex Nondiscrimination
- Policy # - 401 Equal Employment Opportunity
- Policy # - 401 Disability Nondiscrimination

School Designated Human Resources Person: Human Resources / Assistant Director

EEO Grievance Designee: School Executive Director  
 School District Human Rights Officer: Jonas Beugen



<b>Management / Operations Standard 8: The school meets / maintains its enrollment goals.</b>		
X	<b>2-Meets</b>	The school could provide evidence that it is meeting its annual student enrollment goals.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	The school is not meeting its student enrollment goals.
<b>Data / Source:</b> Site Visits, School Budget, Authorizer-School Discussion		
<b>Analysis:</b> Number of students served 2016-17: 133 Number of students served in 2017-2018: 167 (ADM) Number of students served in 2018-2019: 167 (ADM) Number of students served 2019-20: 179.33 (ADM) Number of students served in 2020-21: 150 (ADM) – school did not recruit due to COVID The school plans to move to another new location in FY22 so the authorizer will be watching enrollment closely during that transition.		

<b>Management / Operations Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law.</b>		
	<b>2 -Meets</b>	The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1- Partially Meets</b>	The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	<b>0- Does Not Meet</b>	The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
<b>Data / Source:</b> Website, Application Form, Policy, Authorizer-School Discussion.		
<b>Analysis:</b> The authorizer reviews the student application and enrollment process annually to verify compliance.		

<b>Management / Operations Standard 10: The school’s employment process complies with state and federal law.</b>		
X	<b>2-Meets</b>	The school provides evidence that its employment process complies with state and federal law.
	<b>1-Partially Meets</b>	The school is making progress meeting standard.
	<b>0-Does Not Meet</b>	The school could not provide evidence that its employment process complies with state and federal law.
<b>Data / Source:</b> Policy Review, Authorizer-School Discussion.		
<b>Analysis:</b> Policy #: 401 – Equal Employment Opportunity Policy #: 522 – Student Sex Nondiscrimination Policy #: 528 – Student, Parental, Family and Marital Status Nondiscrimination Policy # - 521 Student Disability Nondiscrimination		

Policy # - 522 Student Sex Nondiscrimination

School Designated Human Resources Person: Human Resources / Assistant Director (Mohamed Selim)

EEO Grievance Designee: School Executive Director (Jonas Beugen)

School District Human Rights Officer: Jonas Beugen

School Evidence for Authorizer Review: Discussion

Only designated school employees have access to files containing student/employee records.  Yes  No

School has a board approved Data Request Policy / Procedures.  Yes  No

- Policy 406 – Public and Private Personnel Data
- Policy 515 – Protection and Privacy of Pupil Records
- 132 Data Practices

**Management / Operations Standard 11: The school has defined job descriptions and defined evaluation process for all personnel.**

<b>X</b>	<b>2-Meets</b>	The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	<b>1-Partially Meets</b>	The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	<b>0-Does Not Meet</b>	The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

**Data / Source:** Job Descriptions and evaluation forms, Authorizer-School Discussion

**Analysis:**

Job Descriptions for all positions are approved by the board and maintained. Verified by authorizer.

Human Resources files are maintained and aligned with policies and procedures. Related Board Policies are scheduled for review every three years on a board policy review calendar except where statute requires more frequent review. The school director is responsible for the hiring with consent of board. It is part of the Director Professional Development Plan to attend annual training.

**Management / Operations Standard 12: The school complies with IDEA, special education laws and school’s TSES plan, including “Child Find.” Applicable training is provided to faculty annually.**

<b>X</b>	<b>2-Meets</b>	The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
	<b>1-Partially Meets</b>	The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.” However, the school has been the subject of MDE complaint investigation with findings.
	<b>0-Does Not Meet</b>	The school could not provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”

**Data / Source:** School Policies, Handbook, Child Find and Child Study Process

Documents/Forms, Sped Director Contract, Authorizer-School Discussion
<b>Analysis:</b> TSES verified by authorizer. Special education director revised the document 10/26/2017. Authorizer verified the Student Intervention Team Handbook.
Percent of special education students served in 2020-21 (est): 10 percent (15 students)
Percent of special education students served in 2019-20: 9.5 percent (17 students)
Percent of special education students served in 2018-19: 10.8 percent (18 students)
Percent of special education students served in 2017-18: 12.6 percent (21 students)
Percent of special education students served in 2016-17: 10 percent (13 students)

<b>Management / Operations Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws.</b>		
<b>X</b>	<b>2-Meets</b>	The school could provide evidence that it provides training to faculty at least annually.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	The school could not provide evidence of training to faculty on special education.
<b>Data / Source:</b> Professional Development Calendar, Authorizer-School Discussion		
<b>Analysis:</b>		
This process is outlined in the school TSES. The Student Intervention Team (SIT) supports teachers in identifying and implementing focused interventions to meet specific individual needs.		
Faculty Annual Training Topic(s) include: RtI, Responsive Classroom including classroom organization, reading verbal and nonverbal cues). Zones of Regulation, EnVoy, CPI training. Student Intervention Team Process handbook. CEC Webinars (Council of Exceptional Children). Woodcock Johnson IV Assessment. Special education staff also participated in CPI training.		
Additional School Evidence for Authorizer Review: Discussion. Individual student demonstration of awareness of stages and expectations pertaining to Zones of Regulations.		

<b>Management / Operations Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action.</b>		
<b>X</b>	<b>2-Meets</b>	The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	<b>1-Partially Meets</b>	The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	<b>0-Does Not Meet</b>	The school has been the subject of MDE investigations with findings. Findings have not been resolved.
<b>Data / Source:</b> MDE Notice, Authorizer-School Discussion.		
<b>Analysis:</b> Verified. MDE has not notified the authorizer of any investigations or findings (that are not routine or resolved)		

<b>Management / Operations Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).</b>		
<b>X</b>	<b>2-Meets</b>	The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	<b>1-Partially Meets</b>	The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	<b>0-Does Not Meet</b>	The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
<b>Data / Source:</b> SEAC Meeting Notice, Minutes, Authorizer-School Discussion.		
<b>Analysis:</b> Name of director and organization: Jennifer Heie (# 385733) School Evidence for Authorizer Review: Indigo Education SEAC meeting notices and notes confirm that the school fulfills the requirements annually.		

### **Legal and Contractual Compliance**

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. *This area is not calculated separately and instead is imbedded in the three sections above.*

#### **Weighting of Performance Measures used during the contract renewal process is as follows:**

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
  - 15% governance
  - 15% management & compliance

### **Contract Renewal Eligibility**

VOA-MN schools must achieve 70% of points possible in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal. VOA-MN schools must achieve 80% or greater of points possible in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

<b>RENEWAL CALCULATIONS</b>			
<b>AREA</b>	<b>STANDARD S MET</b>	<b>PERCENTAGES</b>	<b>FINAL</b>
<b>ACADEMIC (50%)</b>	4 / 7 = 57%	/ 50%	
<b>FINANCE (20%)</b>	5 / 10 = 50%	/ 20%	
<b>ORGANIZATION (30%)</b>			
BOARD GOVERNANCE (15%)	14 / 17 = 82%	/ 15%	
MANAGEMENT & OPERATIONS (15%)	15 / 15 = 100%	/ 15%	
NUMBER OF YEARS RENEWAL CONTRACT:			