



CHARTER SCHOOL CONTRACT
between
Volunteers of America-Minnesota, Authorizer
and
SPECTRUM HIGH SCHOOL (#4160), School

WHEREAS, the primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.

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

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, 2024, Amended February 2025.

1.2 Expiration date: June 30, 2029.

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 "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.

2.5 "Charter School Board" means the Board established to govern the School, as required under Minnesota Statutes § 124E.07.

2.6 The "Authorizer" refers to the Volunteers of America of Minnesota.

2.7 The "School" refers to Spectrum High School.

2.8 "Education Commissioner" means the Commissioner of the Minnesota Department of Education or his or her designee.

2.9 "Department" means the Minnesota Department of Education.

2.10 “State” means the State of Minnesota.

2.11 “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 “Spectrum High School is authorized by Volunteers of America-Minnesota.” Pursuant to Minnesota Statute § 124E.07, 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.
- 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. 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 5-12. 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 locations of the School are:
Spectrum High School, 17796 Industrial Circle NW, Elk River, MN 55330
Spectrum Middle School Grades 7/8, 17823 Industrial Circle NW, Elk River, MN 55330
Spectrum Middle School Grade 6, 11044 Industrial Circle NW Suite A, Elk River, MN 55330
- 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. Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law. An ex-officio member, who is a charter school director or chief administrator, must complete this training within three months of starting employment at the school. A new board member must complete training on employment policies and practices under chapter 181; public school funding and financial management; and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board or the individual is automatically ineligible to continue to serve as a board member. A board member who does not complete training within the 12-month period is ineligible to be elected or appointed to a charter school board for a period of 18 months.

Every charter school board member must complete annual training throughout the member's term based on an annual assessment of the training needs of individual members and the full board. Ongoing training includes but is not limited to budgeting, financial management, recruiting and hiring a charter school director or chief administrator, evaluating a charter school director or chief administrator, governance-management relationships, student support services, student discipline, state standards, cultural diversity, succession planning, strategic planning, program oversight and evaluation, compensation systems, human resources policies, effective parent and community relationships, authorizer contract and relationships, charter school law, legal liability, board recruitment and elections, board meetings and operations, policy development and review, and school health and safety. The charter school is responsible for covering the costs related to board training. The charter school must include in its annual report the training each board member completed during the previous year. The board must ensure that an annual assessment of the board's performance is conducted, and the results are reported in the school's annual report.

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 at least three days 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 1st 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 targets) are not attainable.

7.5 VOA-MN Charter School Network Meetings. The School agrees to participate in Volunteers of America of Minnesota Charter School Network Meetings 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 § 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 § 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 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 designated Representative for Volunteers of America of Minnesota, I hereby issue this contract to the School.

[AUTHORIZER]

By: Julie Manworren PRESIDENT/CEO June 30, 2024
(Signature) (Position Held) (Signature Date)

As the authorized representative for **Spectrum High School**, 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: [Signature] BOARD CHAIR June 25, 2024
(Signature) (Position Held) (Signature Date)

The charter contract addendums are as follows:

- A. School Program Description
- B. School Accountability and Authorizer Oversight System
- C. Special Education
- D. Signed Board Member Assurances
- E. School Closure Plan
- F. Contract School Performance Evaluation

CHARTER CONTRACT AMEDEMMENT

Effective date: March 1, 2025

As the designated representative for Spectrum High School, we hereby agree to the contract amendment(s).

[Signature]
Signature

BOARD CHAIR
Date: February 20, 2025 >

As the designated representative for Volunteers of America of Minnesota Charter Authorizing Program, I hereby agree to the contract amendments.

DocuSigned by:
Julie Manworren
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Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER
Date: February 24, 2025



ADDENDUM A

Addendum A

SCHOOL PROGRAM DESCRIPTION

FIRST SCHOOL YEAR SERVING STUDENTS: 2006

GRADES SERVED: 5-12

GRADES APPROVED TO SERVE: 5-12

SCHOOL PHONE NUMBER: 763-241-8703

SCHOOL WEBSITE: <https://www.spectrumhighschool.org/>

SCHOOL MISSION: Spectrum’s mission is to equip students with the knowledge, skills, and attributes to successfully navigate the college and career of their choice and positively impact the world around them.

SCHOOL VISION: Spectrum’s vision is to be a leading college preparatory school of choice committed to high standards and exceptional programming.

SCHOOL PROGRAM DESCRIPTION: Spectrum’s core philosophy focuses on providing students with a “small” school setting while providing “big” results through a college preparatory education. Spectrum’s robust concurrent enrollment program, C@SH (College at Spectrum High), offers students the opportunity to earn college credits from numerous local colleges and universities. In 2023-2024, Spectrum partnered with Anoka-Ramsey Community College, Central Lakes College, the University of Minnesota, Twin Cities, and Pine Technical and Community College. Spectrum’s C@SH program currently provides its students with the opportunity to earn over 100 college credits and to complete an Associate Degree or the Minnesota Transfer Curriculum requirements concurrent with their high school diploma all while remaining on Spectrum’s campus. As a result, the Spectrum Class of 2023, who earned a total of 3,017 college credits over their high school career, may realize a savings in college tuition of \$1,350,000 (based on the average four-year public college tuition cost).

Spectrum’s clearly defined C@SH program clearly distinguishes the school from other college preparatory schools - working closely with four colleges to offer all courses on campus, taught by Spectrum faculty, necessary for students to earn their AA degree. Spectrum Middle School also centers their work on ensuring students are ready for high school, but also prepared to take college courses as early as ninth grade. Spectrum expects students to put forth their best efforts academically while holding them accountable and providing needed support. Students earn PERKS at the high school level, allowing them the opportunity to be off campus when not in class. Earning PERKS requires students to maintain high standards academically and behaviorally.

A handful of Advanced Placement (AP) classes have also been implemented to allow students the opportunity to study courses at a college curricular level. Students taking these AP courses take an exam at the end of the year. Students passing the AP exam with an acceptable score receive college credit for the course.

Programmatically, Spectrum works diligently to ensure rigor in all courses as well as mastery of standards. Teachers align courses with State standards, assess for mastery, and work with students needing additional support.

AVID

2022-2023 was Spectrum’s ninth year of AVID implementation. AVID (Advancement Via Individual Determination) is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. Although AVID serves all students, it focuses on the least served students in the academic middle. 2022-2023 was also Spectrum’s last year implementing the AVID Elective. Instead, while still an AVID school, Spectrum began a school-wide effort to ensure all students receive the benefits of AVID strategies and support.

College and Career Readiness (CCR)

All students are required to take CCR I, II, and III courses during their time at Spectrum (starting in grade 9). This is a somewhat innovative way to implement AVID, known as school-wide AVID, where all students and teachers take ownership and incorporate AVID strategies for student success and preparation for college and career.

Response to Intervention (RTI)

RtI is a precise and systematic approach to improving student learning throughout the year. The cycle of RtI includes assessment, analysis, and action. The focus is on formative assessments aligned to standards and tied to curriculum maps. Teachers are continuing to grow in their use of RtI to improve student achievement. RtI is implemented during Sting Time 2-3 days a week (grades 6-12). Teachers request students to attend their session based on need. Students are also able to request a teacher for extra help. On occasion, RtI is utilized by teachers for further enrichment on materials and lessons shared in class.

Citizenship and Service

- Service Learning/Community Outreach Plan

As a reflection of Spectrum's mission and vision, students graduate from Spectrum equipped with the knowledge, skills, and attributes to positively impact the world around them. As students prepare for their college and career experiences, it is crucial that they have an understanding of their role as a responsible, engaged citizen within the communities to which they belong.

The Spectrum Citizenship Curriculum is designed to facilitate this understanding. It provides opportunities for students to establish an awareness that choosing to live philanthropically by giving of their time, talent, and treasure, through active service and critical thinking, they help to meet the needs of others and find solutions to society's biggest challenges. Ultimately, their efforts support the common good of the community as a whole. The alignment of the Citizenship Curriculum begins in grades 6-8 with an understanding of Community and the roles members play within it. In grade six, the Citizenship unit is implemented in the Life Skills course, in grade seven, in Health, and in grade eight it lands in the Digital Tech course. Within these courses, students are introduced to a community need and have the opportunity to help meet that need through service activities. These foundational understandings and actions prepare students to continue their journey as a citizen from a more individual perspective as they move into high school.

At the high school level, Citizenship units begin to center more on the students' personal response to their role as a citizen. Students are led to consider community needs, their personal passions, and how the combination of these could lead to college and career choices. In College and Career Readiness I, II, and III, students explore philanthropy and the impact it has on the community. In collaboration with their peers, students begin to see themselves as philanthropists while planning their own service activities based on personal interests. The development of this perspective, and the practice of facilitating a service activity, prepares students for the Senior Capstone experience.

- Senior Capstone (senior year)

The Senior Capstone Legacy experience is a graduation requirement for all Spectrum students. It serves as the culminating experience of the Citizenship Curriculum. This experience allows students to realize themselves as philanthropists. By establishing a partnership with a community organization within an area of interest and potential career choice, students explore possible service activities that might help meet the needs of the community members that the organization serves. Taking the lead in planning, implementing, and reflecting on the service activity, students gain an understanding of their own capacity for service leadership.

Citizenship and service at Spectrum go hand in hand. With a commitment to service, community partnership is part of Spectrum's identity. Providing opportunities for Spectrum students to understand their personal capacity as citizens and leaders in the community is highly valued and is asserted as part of the Spectrum belief statements. Through the completion of the aligned Citizenship Curriculum, students graduate from Spectrum with the competency to become responsible, engaged global citizens, equipped with the knowledge, skills, and attributes to positively impact the world around them.

MATH IMPROVEMENT: Spectrum recognizes that math is an area of focus and has been working hard over the past 5 years to align curriculum (in all subjects) and more closely tie courses to standards. In addition, Spectrum has adopted FASTBridge for comparison data. The school purchased new Math curriculum 6-12 in summer of 2024 and is training for implementation in fall of 2024. The curriculum is McGraw Hill Reveal Math (Grades 6-12), which aligns with the

Minnesota State Standards. McGraw Hill Reveal Math is also available for grade 5 and will align with our newly implemented curriculum. The format will also be the same (e.g., digital access to the text/curriculum with the addition of consumable student workbooks).

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS

Charter School 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 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 funding related to the individual's job responsibilities.

Charter School Law requires that every charter school board member attend 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, and promote mission, vision, and strategic plan; Sign contracts and approve employment matters; Provide oversight of state/MDE, federal, and charter authorizer requirements.

Spectrum monitors Board training monthly, including new Board members and ongoing training throughout the school year. The Board determines annually, based on feedback and self-evaluation, the type of training it will undergo throughout the year.

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.

As directed by Spectrum's Bylaws, the Board consists of up to 7 directors with 3-year terms who may serve multiple terms. The Board is composed of two teachers, at least two, but not more than four parents or legal guardians who are not employed by the school, and at least one but not more than two community members. The Executive Director is an ex-officio member of the School Board.

SCHOOL ADMINISTRATION/MANAGEMENT TEAM

Name	Admin License (Yes/No)	File Folder #	Position
Daniel DeBruyn	Yes	#363795	Executive Director
Mark Leland	Yes	#424437	High School Principal
Greg Heinecke	Yes	#344702	Middle School Principal

Executive Director - Dan DeBruyn (License #363795). Mr. DeBruyn has served Spectrum in the role of Executive Director since July of 2017. Prior to his work at Spectrum, Mr. DeBruyn served (2 years) as Associate Director at the Minnesota Association of Charter Schools, (2 years) Authorizer Specialist in the Charter Center at the Minnesota Department of Education, and 13 years as Executive Director at PACT Charter School in Ramsey, MN. In addition, he taught intermediate grades for 9 years. Mr. DeBruyn holds a Bachelor of Arts degree in Elementary Education from Bethel University, a Master of Arts in Educational Leadership from Bethel University, and a K-12 Principal Licensure from St. Mary's University.

High School Principal - Mark Leland (License #424437). Mr. Leland holds a Bachelor of Science degree in Health and Physical Education from the University of Wisconsin, River Falls. In addition, he earned a Master's Degree in Teaching and Learning from St. Mary's University and completed a K-12 Administrative license from Hamline University in St. Paul, MN. In addition to his administrative work, he has over 10 years of experience teaching at the middle school level.

Middle School Principal - Greg Heinecke (License #344702). Mr. Heinecke has been with Spectrum since 2017. Prior to joining Spectrum, Mr. Heinecke was employed as K-12 District Curriculum Specialist with ISD #728 in Elk River, and prior to that, taught English in the classroom for 18 years. Mr. Heinecke holds a Bachelor of Arts degree in English from Concordia College, a Master of Education degree in Literacy and the Media from St. Mary's University, and a Sixth Year Licensure Program. He also holds a K-12 Principal licensure.

SCHOOL FACULTY

Spectrum employs just under 200 people on an annual basis, with around half of them working as full-time employees. The remainder work in part-time roles, such as bus driver, custodian, or coach.

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
DIRECTOR OF OPERATIONS/EXECUTIVE DIRECTOR	The Executive Director is responsible for the overall direction and vision of the school as set forth by the Board of Directors, and as such, must have proven leadership, relationship building, and collaboration skills with a demonstrated ability to lead the school community in fulfilling the vision and mission of Spectrum High School and Spectrum Middle School.
DEAN OF STUDENTS (2)	<p>Middle School - Under the supervision of Administration, implements and carries out Spectrum Middle School's (SMS) Student/Family Handbook policies. The Middle School Dean of Students assists Administration in discipline, supervision, and attendance, and supports school and district initiatives that create a safe and engaging learning environment and increase student achievement.</p> <p>High School - Under the supervision of Administration, implements and carries out Spectrum High School's (SHS) Student/Family Handbook policies. The High School Dean of Students assists Administration in discipline, supervision, and attendance, and supports school and district initiatives that create a safe and engaging learning environment and increase student achievement.</p>
PARAPROFESSIONALS	The Paraprofessional is to support the special education students in both the mainstream and resource setting. The Special Education Teachers will work with the Paraprofessional to ensure best practice within the Special Education Department at Spectrum High School.
CLASSROOM TEACHERS	Plans and develops, under the guidance of Administration, instructional materials, lessons, and other activities to support Spectrum High School's goals and objectives in accordance with the vision and mission of the school. The Teacher is responsible for providing an educational atmosphere where students can fulfill their potential for intellectual, emotional, and physical growth. The Teacher evaluates the needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject areas. The Teacher assures students show continuous improvement in learning basic and essential skills, and as with all employees of Spectrum High School, the Teacher is also responsible for being a source of positive energy and enthusiasm in all areas of their employment.
INSTRUCTIONAL COACH	This position requires a master teacher with a clear understanding of high-quality teaching and learning who can effectively communicate with school personnel to maintain and improve the level of high-quality instruction through the organization. This includes evaluating, coaching, and providing professional development.

INSTRUCTIONAL PROGRAM MANAGER	Assumes the responsibility and oversight for school-wide curriculum and instruction, professional development, assessment, community outreach. and auxiliary programs.
TESTNG COORDINATOR	See Middle School Counselor and District Assessment Coordinator
SCHOOL COUNSELORS	<p>Middle School and District Assessment Coordinator - Promote school and individual success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional and career development, individual support, small group support, group guidance, student records, testing, registration, communication, consultation with staff and parents, evaluation and assessment of counseling programs, in addition to assisting the Executive Director in the implementation of all educational programs at Spectrum High School.</p> <p>High School - Promote school and individual success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional and career development, individual support, small group support, group guidance, student records, testing, registration, communication, consultation with staff and parents, evaluation and assessment of counseling programs, in addition to assisting administration with the implementation of all educational programs at Spectrum High School.</p>
DIRECTOR OF ACTIVITIES AND FACILITIES	Oversees the planning, managing, and scheduling of all co-curricular activities (unrelated to the classroom). Directs facility maintenance, cleaning, safety, and expansion.
ADMINISTRATIVE SUPPORTS	<p>Executive Administrative Assistant - This position manages the office of the Executive Director and serves as a liaison to the Board of Directors, staff, and community of Spectrum High School.</p> <p>State Reporter and Office Manager (6th grade building) – The State Reporter maintains accurate student information in the student data management system (Infinite Campus) and the MARSS information system for the Minnesota Department of Education, is responsible for recording and reporting of student enrollment data and manages state MARSS reporting deadlines. The Office Manager ensures the efficient and effective operation of the school office at the 6th grade building.</p> <p>Registrar and Office manager (7-8th grade building) – The Registrar works directly with student enrollment and record keeping processes and works with the student grading and reporting process. The Office Manager ensures the efficient and effective operation of the school office at the 7th/8th grade building. Also, oversees the document retention and destruction process throughout the school district.</p> <p>Human Resources and High School Office Manager - The Human Resources Manager works directly with the Executive Director in all matters relating to personnel and payroll by performing the following duties personally or through subordinates. Works with office support staff to ensure organized, efficient, and welcoming office environments. Works with the contracted financial management company in an organized and timely manner to ensure</p>

	<p>they are given all necessary documents and information to perform their duties.</p> <p>The Office Manager ensures the efficient and effective operation of the school office at the high school building.</p> <p>Business Accounts Specialist - This position reports to the Executive Director and performs duties in areas of purchasing, inventory, accounting, human resources, food services, insurance, processing, and organization.</p> <p>Volunteer Coordinator and Receptionist - The Volunteer Coordinator oversees and implements the school's volunteer program. In addition, the position serves as a front office receptionist and provides backup and support to the Health and Attendance clerk. This position includes working time outside of the traditional workday including, but not limited to, open houses, Fine Arts events, and conference evenings.</p> <p>Health and Attendance Clerks- Conduct daily student attendance and manage record keeping duties, and plans, organizes, and coordinates the school health program, in their respective 6, 7-8, and high school buildings.</p> <p>Events Coordinator - The Events Coordinator works closely with school leadership and staff to oversee all aspects of event planning and management, for all school-wide events.</p>
TECHNOLOGY AND COMMUNICATIONS MANAGER	<p>Supports network infrastructure and technology of the school. Provides help desk support, installation, and updates as needed for end users and computer systems. Monitors and maintains network connectivity, security, and system backups</p>
FACILITIES MANAGER	<p>This position oversees the efficient cleaning and maintenance of all Spectrum High School and Spectrum Middle School facilities and equipment, as well as the set-up/tear down at all events. The position directly supervises custodians, maintenance staff, student workers, volunteers, and others. The position is responsible for performing a variety of duties to maintain a safe and secure environment during the school day and events held during or after school in the evening and/or on weekends. This position is required to perform hands-on custodian and/or maintenance duties, initiate contact and follow up with vendors, coordinate duties with other custodians and maintenance staff, and perform effective leadership as a supervisor.</p>

STUDENT RECRUITMENT AND ENROLLMENT: Minnesota Statutes, section 124E, sets 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. The charter school must develop and publish, including on its Website, a lottery policy and process that it must use when accepting pupils by lot.

The 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.

The school may not limit admission to pupils based on 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 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. The school will abide by the board approved school enrollment policy and procedures and applicable laws.

Spectrum's Board-approved Enrollment Policy is included on the school website under School Board policies.

ENROLLMENT PROJECTIONS					
Grade	FY25 24-25	FY26 25-26	FY27 26-27	FY28 27-28	FY29 28-29
5 th grade (potential)	0	75	75	75	75
6 th grade	135	130	130	130	130
7 th grade	145	145	145	145	145
8 th grade	145	145	145	145	145
9 th grade	145	145	140	140	140
10 th grade	125	145	145	145	145
11 th grade	120	125	135	135	135
12 th grade	90	105	110	110	110
TOTAL	905	1015	1025	1025	1025

SCHOOL CALENDAR: Spectrum's annual school year calendar is approved each spring for the upcoming school year. The School Board ensures that any approved calendar remains in compliance with Minnesota Statutes, section 120A.41, which requires it to include no fewer than 165 instructional days and meet the following hours of instruction requirements: 935 hours for grades 1-6; and 1020 hours for grades 7-12.

DESCRIPTION OF SPECIAL EDUCATION (Refer to Contract Addendum C)

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN

Spectrum contracts with an outside transportation contractor to provide daily bus routes to and from school. This contract is negotiated in the spring each year. Spectrum has a staff member serving as the Transportation Director. Spectrum notifies the Elk River School District each spring whether it intends to provide its own transportation for the upcoming school year. During the 2023-2024 school year, Spectrum ran 10 daily routes. Bus routes and stops are determined in accordance with State Statutes and Spectrum's Transportation Policy.

Spectrum provides transportation within the Elk River School District, as required by Minnesota Statutes. In addition, when possible, Spectrum runs routes that allow people living outside of the Elk River School District to attend Spectrum. Boundaries currently extend east to Blaine, north to St. Francis, south to Maple Grove, and west to Big Lake.

Spectrum offers a wide variety of extracurricular activities that require transportation outside of school hours. As a result, Spectrum owns and maintains a fleet of 5 or more buses and 2-3 vans to serve this purpose. Buses are parked at the Spectrum Athletic Complex and vans are parked on the high school campus. Spectrum employs a handful of part-time drivers to run extracurricular routes (including field trips during the school day).

As with many districts, transportation presents financial and logistical challenges that are reviewed annually ensuring the school continues to provide safe and efficient daily transportation.

DESCRIPTION OF SCHOOL FACILITY PLAN

The school operates three facilities/properties:

High School Building - 17796 Industrial Circle NW, Elk River, MN 55330

Middle School (Grades 7-8) Building - 17823 Industrial Cir NW, Elk River, MN 55330

Middle School (Grade 6) Building - 11044 Industrial Circle NW Suite A, Elk River, MN 55330
Spectrum Athletic Complex - 10129 181st Ave NW, Elk River, MN 55330

As enrollment has continued to expand (since 2006), the Board has strategically expanded facilities to meet the needs of students, staff, and families.

The 2021-2026 Strategic Plan detailed construction of a field house and performing arts center. Plans have been in the works since spring of 2023 and construction is currently scheduled to begin in the fall of 2024 - with projected completion in summer of 2025.

FUTURE PLANS: The future is bright for Spectrum as enrollment continues to grow (toward a capacity of 1,000 students). The following items are examples of areas on which the school is focusing as administration works with staff, families, and the School Board to best prepare for the road ahead.

- Expanding C@SH offerings - especially in elective areas where students are seeking college credits while remaining on the high school campus.
- Continue to refine and improve our Community Service Program, Advisory Program, and RtI across the school.
- Distance learning heightened the need for blending learning across all subject areas. Training will continue in this area as teachers find new ways to meet student needs through technology, varying activities to meet learning styles, and grouping students according to skills and needs.
- Spectrum continues to focus on improving and adding to school facilities to best meet the growing needs of students, staff, families, and programs. Spectrum will be working with the City for approvals of a field house and a performing arts center. Current plans have these structures being completed by summer of 2025. At the athletic complex, long term plans include a bus garage, a paved track, and additional fields.

FINANCIAL MANAGEMENT AND BUDGET: The Board has a standing Budget and Finance Committee, which is tasked to work with the Executive Director to ensure the school's financial plans are in order. The school's fiscal year runs from July through June each year, and the final budget for the upcoming fiscal year is approved no later than the June Board meeting annually. Budgets are designed to (1) ensure balance, (2) maintain a 20-25% fund balance, (3) meet the needs of programs, staff, students, and families, (4) support student achievement, and (5) meet bond obligations. The Finance Committee, administration, and School Board review the budget semi-annually (mid-year) and adjust as needed in line with school needs.

Budget Projections (with expansion)

Spectrum High School Long Range Budget Projection Model 6/27/2024								
Net Income (Deficit) - All Funds	298,367	(0)	12,678	325,512	125,390	88,872	72,229	38,828
	Actual	Revised	Original	Budget Projections				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Projections	856	874	905	1015	1025	1025	1025	1025
Number of Students - Grade 5				75	75	75	75	75
Number of Students - Grade 6	134	124.18	135	130	130	130	130	130
Number of Students - Grade 7	137	143.26	145	145	145	145	145	145
Number of Students - Grade 8	148	144.47	145	145	145	145	145	145
Number of Students - Grade 9	124	136.11	145	145	140	140	140	140
Number of Students - Grade 10	105	127.11	125	145	145	145	145	145
Number of Students - Grade 11	123	102.01	120	125	135	135	135	135
Number of Students - Grade 12	84	96.45	90	105	110	110	110	110
Enrollment totals by state pupil unit weighting category								
Total Number of Students Grades 4-6	133.78	124.18	135.00	205.00	205.00	205.00	205.00	205.00
Total Number of Students Grades 7-12	722.15	749.41	770.00	810.00	820.00	820.00	820.00	820.00
Total Number of Students	855.93	873.59	905.00	1015.00	1025.00	1025.00	1025.00	1025.00
Total Number of Current Year Pupil Units	1000.36	1023.47	1059.00	1177.00	1189.00	1189.00	1189.00	1189.00
Total Number of Current Year Pupil Units Less Concurrent Enrollment	1000.36	1023.47	1049.00	1167.00	1179.00	1179.00	1179.00	1179.00
State Aid Revenue Assumptions and Calculations								
General Education Revenue								
State Averages Per Pupil Unit	6,863.00	7,138.00	7,281.00	7,463.00	7,650.00	7,841.00	8,076.00	8,318.00
Inflation Rate Assumption - Basic only	2.0%	4.0%	2.0%	2.5%	2.5%	2.5%	3.0%	3.0%
Basic Excluding Transportation	6,543.18	6,805.37	6,941.71	7,115.22	7,293.51	7,475.61	7,699.66	7,930.38
Extended Time Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sparsity	32.23	33.47	33.47	33.47	33.47	33.47	33.47	33.47
Operating Capital	226.64	226.58	226.58	226.58	226.58	226.58	226.58	226.58
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Menst Prod/Opiate Ant		2.00	2.00	2.00	2.00	2.00	2.00	2.00
Equity	115.23	114.50	114.50	114.50	114.50	114.50	114.50	114.50
Transition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pension Adjustment	34.70	42.93	42.93	42.93	42.93	42.93	42.93	42.93
Referendum	142.45	100.58	100.58	100.58	100.58	100.58	100.58	100.58
Transportation Sparsity	30.58	32.28	32.28	32.28	32.28	32.28	32.28	32.28
Transportation	319.82	332.63	332.63	332.63	356.49	365.39	376.34	387.62
Per Pupil Unit State Revenue	7,457.83	7,703.34	7,839.68	8,013.19	8,215.34	8,406.34	8,641.34	8,883.34
Less Pension Adjustment								
Total Per Pupil Unit State Revenue	7,457.83	7,703.34	7,839.68	8,013.19	8,215.34	8,406.34	8,641.34	8,883.34
Total General Education State Revenue	7,460,519	7,884,152	8,223,819	9,351,398	9,685,886	9,911,074	10,188,138	10,473,459

	Actual	Revised	Original	Budget Projections				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	856	874	905	1015	1025	1025	1025	1025
Enrollment Projections								
State Special Education Aid	740,600	780,100	819,100	860,100	903,200	948,300	995,600	1,045,500
EL State Aid								
Estimated Percentage of Eligible ADM to ADM Served	1%	0%	0%	0%	0%	0%	0%	0%
Prior Year EL Eligible ADM	8.27	9.12	3.00	3.11	3.49	3.52	3.52	3.52
Current Year EL Eligible ADM	4.92	3.00	3.11	3.49	3.52	3.52	3.52	3.52
ADM Served	855.93	873.59	905.00	1015.00	1025.00	1025.00	1025.00	1025.00
Adjusted EL ADM	5.69	4.41	3.11	3.49	3.52	3.52	3.52	3.52
EL Marginal Cost Pupils	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00
EL Revenue	14,080	24,560	24,560	24,560	35,500	35,500	35,500	35,500
Concentration Portion	0.0057	0.0034	0.0034	0.0034	0.0034	0.0034	0.0034	0.0034
Contraction Factor	0.0500	0.0299	0.0299	0.0299	0.0299	0.0299	0.0299	0.0299
EL Pupil Units	0.25	0.09	0.09	0.10	0.11	0.11	0.11	0.11
EL Concentration Revenue	61	39	40	45	66	66	66	66
Total EL Aid	14,141	24,599	24,600	24,605	35,566	35,566	35,566	35,566
Revenue Summary and Projections								
State Aids								
General Education Revenue	7,460,519	7,937,172	8,223,819	9,351,398	9,685,886	9,911,074	10,188,138	10,473,459
Declining Enrollment Revenue	0	0	0	0	0	0	0	0
Pension Adjustment Revenue	34,714	45,072	45,974	46,893	47,831	48,788	49,763	50,759
EL Aid	14,141	24,599	24,600	24,605	35,566	35,566	35,566	35,566
Compensatory Revenue	22,229	89,005	105,198	106,827	100,767	105,503	112,104	119,060
Subtotal	7,496,552	8,095,848	8,399,591	9,529,723	9,870,050	10,100,931	10,385,571	10,678,844
Building Lease Aid	1,291,662	1,344,842	1,391,526	1,546,578	1,562,346	1,562,346	1,562,346	1,562,346
Q Compensation Aid	215,021	229,400	229,100	231,700	259,900	262,400	262,400	262,400
Long Term Facilities Maintenance Revenue	132,048	135,098	138,468	154,044	155,628	155,628	155,628	155,628
Other State Aids	40,308	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Endowment Fund Apportionment	38,978	49,405	37,069	37,069	37,069	37,069	37,069	37,069
Special Education Aid	755,335	780,100	819,100	860,100	903,200	948,300	995,600	1,045,500
School Library Aid (begin FY24)		20,000						
School Support Personnel Aid (begins FY24)		20,000						
Safe Schools Aid	0	0	0	0	0	0	0	0
Prior Year Under (Over) Accruals	59,808	0	0	0	0	0	0	0
Total State Aids	10,029,712	10,679,693	11,019,854	12,364,214	12,793,193	13,071,674	13,403,614	13,746,787
Federal Revenues								
Federal Title I Funds - 401	14,583	0	15,000	16,700	16,900	16,900	16,900	16,900
Federal Title II Funds - 414	8,530	0	8,600	9,600	9,700	9,700	9,700	9,700
Federal Title IV Funds - 433	0	0	10,100	11,200	11,300	11,300	11,300	11,300
Federal Special Ed - 419	148,494	113,821	114,800	127,600	128,900	128,900	128,900	128,900
Federal GEER/ESSER/CRF - 151-154	61,282	0	0	0	0	0	0	0
Federal ARP - 140, 143	24,938	5,267						
Total Federal Revenues	257,827	119,089	148,500	165,100	166,800	166,800	166,800	166,800

	Actual	Revised	Original	Budget Projections				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Projections	856	874	905	1015	1025	1025	1025	1025
Local Revenues								
Donations and gifts (including service learning) - 096	7,569	5,000	5,200	5,800	5,900	5,900	5,900	5,900
Scholarship Donations - 096	12,750	13,100	13,700	15,700	16,200	16,500	16,800	17,100
Fundraising revenues and other revenues - 071, 092, 093, 099, 619, 620, 625	81,932	82,000	84,900	95,200	96,100	96,100	96,100	96,100
Student activity fees - 050, 060	111,969	129,700	134,400	153,800	158,400	161,600	164,800	168,100
Athletic revenues - PROG 275-290, 292	259,655	381,200	414,500	503,800	525,100	539,700	554,600	569,800
Athletic fundraising revenues - PROG 275-290, 292 with SRC 619,620	4,684	6,000	6,000	6,000	6,000	6,000	6,000	6,000
E-rate revenues - crs 150	64,003	64,000	64,000	64,000	64,000	64,000	64,000	64,000
First Bank of Elk River Loan	250,000							
Total Local Revenues	792,562	681,000	722,700	844,300	871,700	889,800	908,200	927,000
Total Revenue	11,080,101	11,479,782	11,891,054	13,373,614	13,831,693	14,128,274	14,478,614	14,840,587
Expenditure Assumptions								
100s - Salaries		4.00%	2.00%	3.00%	3.00%	3.00%	3.00%	3.00%
300s-800s - Other Expenses		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Staffing Changes								
Additional General Program Salaries and Wages	0	0	0	300,000	150,000			
Additional State SPED Salaries and Wages	0	0	0	0	0	0	0	0
General Fund Expenditures	27%	28%	28%	28%	29%	30%	31%	31%
Salaries and Wages - 100s	4,234,755	4,683,694	4,777,368	5,220,689	5,527,310	5,693,129	5,863,923	6,039,841
Employee Benefits - 200s	1,132,858	1,288,083	1,313,845	1,474,920	1,603,000	1,693,788	1,788,581	1,887,537
Contracted Services - 305, 315, 394, 405	557,129	556,700	574,860	657,600	677,400	690,900	704,700	718,800
Communications Services - 320	59,310	56,040	57,200	65,400	67,400	68,700	70,100	71,500
Postage - 329	1,445	1,500	1,500	1,700	1,800	1,800	1,800	1,800
Utilities - 330	172,733	183,600	187,300	214,300	220,700	225,100	229,600	234,200
Property and Liability Insurance - 340	69,303	91,150	76,360	87,400	90,000	91,800	93,600	95,500
Repairs and Maintenance Costs - 350	44,300	87,200	88,900	101,700	104,800	106,900	109,000	111,200
Transportation - 360	392,035	626,250	626,250	716,400	737,900	752,700	767,800	783,200
Travel, Conferences, and Staff Training - 366	21,166	15,000	15,900	18,200	18,700	19,100	19,500	19,900
Field Trips (not including transportation) - 369	6,777	10,000	10,600	12,100	12,500	12,800	13,100	13,400
Building Lease - 348-370	1,613,893	1,494,269	1,700,131	1,817,631	1,872,131	1,872,131	1,876,381	1,876,381
Other Rentals and Operating Leases - 370, 380	9,899	12,400	12,600	14,400	14,800	15,100	15,400	15,700
Non-Instructional Supplies and Materials- 401, 440, 490	188,477	146,100	154,400	176,600	181,900	185,500	189,200	193,000
Curriculum materials, supplies, and Textbooks - 406, 430, 460, 461	122,004	135,000	142,700	163,200	168,100	171,500	174,900	178,400
Building Improvements - 520	0	34,474	0	0	0	0	0	0
Furniture and Other Equipment - 530	129,712	35,000	20,000	20,000	20,000	20,000	20,000	20,000
Technology Equipment - 455, 456, 465, 466, 555, 556, 535, 580, 589	87,480	60,000	60,000	60,000	60,000	60,000	60,000	60,000
Dues and memberships - 820	75,715	76,900	81,300	93,000	95,800	97,700	99,700	101,700
Activity Program Expenditures	42,459							
Athletic Program Expenditures - PROG 271-290, 292	588,437	587,200	620,500	709,800	731,100	745,700	760,600	775,800
State Special Ed - 723, 728, 740	787,829	829,905	871,400	915,000	960,800	1,008,800	1,059,200	1,112,200
Q-Comp Expenses	154,493	229,400	229,100	231,700	259,900	262,400	262,400	262,400
Scholarship Expenses	10,300	13,000	13,700	15,700	16,200	16,500	16,800	17,100
Federal Title I Funds - 401	14,583	0	15,000	16,700	16,900	16,900	16,900	16,900



ADDENDUM B

School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.

PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.

MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.

REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- **STATUTORY PURPOSE II (MS 124E.01):** Increase quality learning opportunities for all pupils.

PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.

MEASURE: Locally determined, board approved annually.

REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness 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 § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to high school students. Specifically, all racial and economic achievement gaps between students are closed; all students are ready for career and college; all students graduate from high school.

PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 7. Locally determined, board approved annually.

MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.

REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness 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:

- Does Not Meet Standard
- Partially Meets Standard
- Meets 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.

Progress meeting VOA-MN Standards is monitored and communicated to schools annually through the school Formal Site Visit Reports and three VOA-MN Charter School Network Reports (academic, finance, governance) and the school specific Annual Scorecards. Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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.

The following is an example of a five-year contract term renewal calculation:

ANNUAL AND CONTRACT RENEWAL CALCULATIONS TABLE					
	YR 1 Rating	YR 2 Rating	YR 3 Rating	YR 4 Rating	Average Rating
ACADEMIC (50%)	%				
FINANCE (20%)	%				
ORGANIZATION (30%)					
BOARD GOVERNANCE (15%)					
MANAGEMENT OPERATIONS (15%)					
TOTAL					

CUMULATIVE TOTAL AVERAGE	
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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 Comprehensive Achievement and Civic Readiness 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 the learning, achievement, and success of all students” 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 to small).*

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

Academic 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 the learning, achievement, and success of all students. Imbedded Comprehensive Achievement and Civic Readiness Report standard. A school may also use a nationally normed exam as a supplemental indicator. The “comparison” group will be the nationally-normed group. Data Source: Evidence / Source: Minnesota Department of Education. Scale:

- 2 = School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
- 1 = 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.
- 0 = School’s average proficiency rate is less than 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 (Improved + Maintained) in math and reading as evidence of meeting their primary statutory purpose of improving the learning, achievement, and success of all students. Evidence / Source: North Star Academic Progress A school may also use a nationally normed exam as a supplemental indicator. The minimum growth level will be the nationally-normed expected growth. Scale:

2 = School's achievement level of "increased and maintained" is equal to or higher than the statewide average in both math and reading.

1 = School's achievement level of "increased and maintained" is equal to or higher than the statewide average in either math or reading but not both.

0 = School's achievement level of "increased and maintained" is below the statewide average in both math and reading.

Alternative Standard 2 for school's grades 9-12 only

Academic Standard 2 (alternative) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded Comprehensive Achievement and Civic Readiness Report standard: All students graduate from high school. Evidence / Source: Minnesota Department of Education. Scale:

2 = School's four-year adjusted cohort graduation rate is 80% or higher.

1 = School's four-year adjusted cohort graduation rate is between 75.1%-79.9%.

0 = School's four-year adjusted cohort graduation rate is below 75%.

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 data as evidence of the School meeting their primary statutory purpose of improving the learning, achievement, and success of all students. Imbedded Comprehensive Achievement and Civic Readiness Report standard: all racial and economic achievement gaps between students are closed. Evidence / Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator. Scale:

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

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

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

Academic Standard 4: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students. Data / Source: The teacher development plan submitted to VOA-MN by September 1. VOA-MN needs a copy of the report to evaluate this standard. Scale:

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

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

Academic Standard 5: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter Contract Addendum B). Data Source: School Annual Report. Scale:

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

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

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

Academic Standard 6: The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Data Source: School Annual Report. Scale:

2 = The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

1 = The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

0 = The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

• **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 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).*

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 (not including a board-approved General Fund balance spend down). Data Source: Original and revised budgets, annual financial audit report, monthly income statements. Scale:

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

Financial Standard 2: The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data. Scale:

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

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. Scale:

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

Financial Standard 4: Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst's review of the check registers, it will be rated in Standard Four and noted in Standard Five.) Data Source: The School's financial audit report. Scale:

2 = no findings

1 = 1 or more "significant deficiency" finding(s)

0 = 1 or more "material weakness" or legal compliance finding(s)

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. The school reports late payments in the monthly financial reports. Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes. Scale:

2 = never late

1 = late 1-2 times

0 = late > 3 times

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. Monthly financials 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. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.) Data Source: Board packets. Scale:

2 = never missed

1 = missed 1-2 times

0 = missed > 2 times

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 & minutes. Scale:

2 = 20% or >

1 = 15-20%

0 = < 15%

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. Scale:

2 = 8-12 meetings/year

1 = 5-9 meetings/year

0 = 0-4 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. Scale:

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

1 = NA

0 = Some committee members have not 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. Scale:

2 = not in SOD

1 = n/a

0 = in SOD

SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

- SCHOOL BOARD GOVERNANCE
- SCHOOL MANAGEMENT AND OPERATIONS

• **SCHOOL 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 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 will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations.

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

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*. Data Source: The school submits a completed VOA-MN Board Roster Table (template provided by VOA-MN) twice a year to demonstrate compliance with statute and bylaws. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. (See the Annual Submissions document.) Scale:

- 2 = The Board structure meets bylaws and state statute.
- 1 = The Board did not meet requirements for the entire fiscal year.
- 0 = The Board’s structure does not meet bylaws and/or 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. Data Source: Development/Training Plan (template provided by VOA-MN) including summary of a needs assessment and a calendar of planned board training to meet those needs submitted to VOA-MN by January 5. Scale:

- 2 = The Board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
- 1 = The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
- 0 = The Board does not implement a plan to ensure Board members have the necessary knowledge.

Governance Standard 3: The board adheres to an orientation process for bringing on new members. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

- 2 = The Board adheres to a thorough process for the orientation of new board members.
- 1 = The Board has a process for the orientation of new board members, but it is not consistently followed.
- 0 = The Board does not have a membership orientation process for 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. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that provides evidence of board training. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

- 2 = All Board members 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.
- 0 = More than one Board member did not fully comply with Minnesota law regarding board training requirements.

Governance Standard 5: The Board of Directors completes a self-evaluation each year. Data Source: The results of the board's formal self-evaluation are submitted to VOA-MN by June 30. Scale:

- 2 = The Board completes a formal self-evaluation each year.
- 1 = The Board completes informal self-evaluations during one or more board meeting(s).
- 0 = The board did not complete a self-evaluation.

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings. Data Source: The results of the board's formal self-evaluation are submitted to VOA-MN by June 30. Scale:

- 2 = The Board has no infractions of MN Open Meeting Law.
- 1 = The Board has 1 infraction of MN Open Meeting Law.
- 0 = The Board has 2 or more 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. Data Source: School Website, Board Minutes, Bylaws, Interview. Scale:

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

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*. Data Source: Board Minutes, Bylaws, Board Policies, Interview. Scale:

- 2 = All requirements were met.
- 1 = NA
- 0 = Election requirements were not 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. Data Source: Board Minutes, Evaluation Documentation. Scale:

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

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*). Data Source: School Annual Report. Scale:

- 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.
- 1 = NA
- 0 = A professional development plans for the non-licensed individual(s) was not documented in the School's Annual Report.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies. Data Source: Board Meeting Minutes, Interview. Scale:

2 = Meeting minutes include three or more examples 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.

0 = Meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.

Governance Standard 12: The Board of Directors provides ongoing oversight of school academic performance. Data

Source: Board Meeting Minutes. Scale:

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

1 = At least half of the Board meeting minutes include evidence of oversight of school academic performance.

0 = Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.

Governance Standard 13: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates. Data Source: school Annual Report, board minutes, school data, interviews with school leadership. Scale:

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.

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.

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.

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting. Data Source: VOA-MN Authorizing Program Submission Tracking Sheet. Scale:

2 = Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.

1 = Board documents were not distributed to all Board members and VOA-MN one or two times.

0 = Board documents were not distributed to all Board and VOA-MN members three or more times.

Governance Standard 15: 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*. Data Source: School Website and Interview. Scale:

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.

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.

0 = Information is incomplete in the binder or on the school's website.

Governance Standard 16: The board has a policy review calendar and reviews and updates its policies as needed or required by state law. Data Source: Board Minutes, Policy Review Calendar, Interview. Scale:

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

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

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

- **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.

Authorizer standards / expectations for school management and operations include:

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:

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.

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.

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

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:

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

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

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

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, student medical / health matters, school drills). Data Source: annual school site visits, annual submission calendar, document review, discussions with school leadership. Scale:

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

1 = The school is making progress approaching standard.

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

M/O Standard 4 - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8). Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership. Scale:

2 = The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.

1 = The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.

0 = The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.

M/O Standard 5: 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:

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.

1 = The school is making progress approaching standard.

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.

M/O Standard 6: 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:

- 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.
- 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.
- 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.

M/O Standard 7: The school employs highly qualified, appropriately licensed teachers. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

M/O Standard 8 (former 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: The teacher evaluation plan submitted to VOA-MN by September 1 and interviews. Scale:

- 2 = Meets all criteria and is adhered to.
- 1 = Meets some of the criteria, but no evidence that process is followed.
- 0 = School has not adopted a teacher evaluation process.

M/O Standard 9: 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:

- 2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
- 1 = NA
- 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.

M/O Standard 10: The school meets / maintains its enrollment goals. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

M/O Standard 11: 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:

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

M/O Standard 12: 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:

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

M/O Standard 13: 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:

2 = The school could 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.

0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

M/O Standard 14: 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:

2 = The school could 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.

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

M/O Standard 15: 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:

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.

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

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

M/O Standard 16: 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:

2 = The school could 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.

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

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder. Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.

2 = The school could provide evidence of compliance with laws and documentation regarding dissemination of information

1 = The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.

0 = The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

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 report. 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 Comprehensive Achievement and Civic Readiness 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. Each school also receives a VOA-MN Annual School Scorecards that measures the extent to which the school is meeting VOA-MN performance standards and “on-track” for renewal. 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 / Scorecards, 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.

ANNUAL VOA-MN SUBMISSION CALENDAR

The authorizer will publish an “Annual Submission Calendar” no later than July 1st annually. The Annual Submission Calendar is a document that contains deadlines for various submissions required by the state and/or authorizer VOA-MN and serves as a primary source for evidence of school compliance with statute and VOA-MN standards. The authorizer monitors school compliance with submission calendar deadlines.



Addendum BII

RANGE OF POSSIBLE INTERVENTIONS		
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
INTERVENTION LEVEL ONE Notice of Concern	<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>
INTERVENTION LEVEL TWO Notice of Deficiency	<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>
INTERVENTION LEVEL THREE Probationary Status	<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>
INTERVENTION LEVEL FOUR Charter Review	<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>
INTEVENTION LEVEL FIVE Charter Revocation	<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>

**ADDENDUM B.III.**

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:

- 1) Is the student learning program a success? (Academic Performance)
- 2) Does the school exhibit strong financial health? (Financial Management)
- 3) 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

Item	Responsible Party	Timeline
School Program Description Completed by Charter School	Renewing School	February-March
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.		
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/Bd	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

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



Spectrum High School

Special Education Services

Spectrum High 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 student 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 SPECTRUM HIGH SCHOOL agree to comply with all federal and state laws governing organizational, programmatic and financial requirements applicable to charter schools.

1. 
Board Member Signature

Joshua Zehoski
Printed Name

2. 
Board Member Signature

Cory Taylor
Printed Name

3. 
Board Member Signature

Dave Luccas
Printed Name

4. 
Board Member Signature

Nancy Moe
Printed Name

5. 
Board Member Signature

Jason Ruck
Printed Name

6. 
Board Member Signature

Tom Saastetter
Printed Name

7. 

Joe Thomas

Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 	Board		
2	Reserve Funds 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.	Board		
Notifications and Further Actions				
3	Notification of Parents / Guardians 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: <ul style="list-style-type: none"> <input type="checkbox"/> * date of the last day of regular instruction; <input type="checkbox"/> * cancellation of any planned summer school; <input type="checkbox"/> * 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; <input type="checkbox"/> * a listing of the names of charter, parochial, public and private schools in the area. <input type="checkbox"/> * offer of copies of student records before the CHARTER REVOCATION. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. 	Board Chair or School Director		
4	Final Report Cards and Student Records Notice	School Director		

	<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 be transferred to the student's school district of residence. Notice shall include specific contact information for the resident school district.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. 			
5	<p>Transfer of Student Records and Testing Material</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"> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> all other student records. <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>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</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> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide VOA-MN with a copy of the notice. 	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		
7	<p>Notification of Funding Sources / Charitable Partners</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> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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</p>		
8	<p>Notification of Contractors and Termination of Contracts</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> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Provide the VOA-MN with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <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> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) 	<p>Board Chair or Treasurer</p>		

	should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.			
9	<p>Notification of Employees and Benefit Providers</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 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"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <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>	Board Chair or designee		
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</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		
11	<p>Notification of VOA of MN Regarding Lawsuits</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,</p>	Board Chair or Secretary		

	including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</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> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> 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 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	Board Chair or Treasurer		
13	<p>Notification to Creditors</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		
14	<p>Notification to Debtors</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		

<p>15</p>	<p>School Wind-Up Plan and Action</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> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> 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). <input type="checkbox"/> 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. (<i>See Liquidation of Assets, below.</i>) <input type="checkbox"/> 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. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> 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. <input type="checkbox"/> 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>School Board and School Director</p>		
<p>16</p>	<p>Protection of Assets; Insurance</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> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. 	<p>Board Chair or Designee</p>		

	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 			
17	<p>Inventory</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> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	Board Chair & School Director		
18	<p>Liquidation of Assets</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> <ul style="list-style-type: none"> <input type="checkbox"/> 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>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>	School board chair and treasurer		

19	D&O Insurance Maintain existing directors and officer's liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.	School Board		
20	Interim Statements 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: <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. 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.	School board chair or designee		
21	Final Statement 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 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: <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted 	School board chair or designee		

	<p>to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</p> <p><input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below).</p>			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>	School Board		
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <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		
24	<p>U.S. Dept. of Education Filings</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> 2 CFR 200.334-200.338.</p>	School Board		
25	<p>IRS Status; Reports</p> <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"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> 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. 	School Board		
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; 	School Board		

	<input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 2 CFR 200.334 – 200.338. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan.			
Dissolution / Final Distribution of Assets				
27	Resolution of Dissolution <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	Dissolution <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"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <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> <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>	School board secretary		
29	Final Distribution of Assets <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>	School board chair or designee		

	<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> <ul style="list-style-type: none"><input type="checkbox"/> 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.)<input type="checkbox"/> 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.			
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**ADDENDUM F****CHARTER SCHOOL AUTHORIZING PROGRAM*****SPECTRUM HIGH SCHOOL EVALUATION*****Contract Term: July 1, 2019 – June 30, 2024**

REPORT PURPOSE: This report was produced by the authorizer of SPECTRUM HIGH 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.

2021-2022 VOA-MN SCHOOL SITE VISIT DATES: November 17, 2021, and March 30, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: October 18, 2022 (HS), December 6, 2022 (MS), and March 28, 2023 (both campuses)

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 26, 2023 (HS) and November 2nd, 2023 (MS)

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 23, 2021, and April 28, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 18, 2022, and May 18, 2023

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.

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

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.

Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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.

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?
- **Financial Sustainability** – Does the School Exhibit Strong Financial Health?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

SECTION ONE

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 are scored below.

SCHOOL STATUTORY PURPOSES:

- **SCHOOL 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 section below.

REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.

- **SCHOOL 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: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.

- **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** The school is to meet the outcomes adopted by the Commissioner for all public-school students under Minnesota Statutes, section 120B.11 applicable (“World’s Best Workforce”), applicable to high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) All students are ready for career and college;

3) All students graduate from high school.

GOALS: locally determined, board approved annually for each of the outcomes.

REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

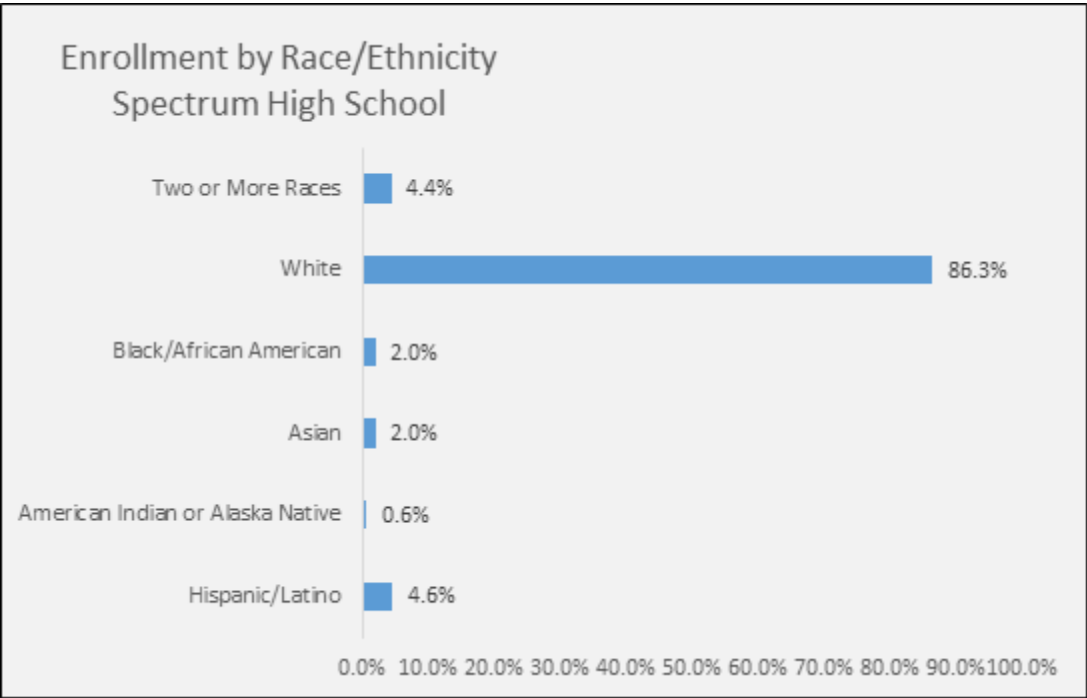


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

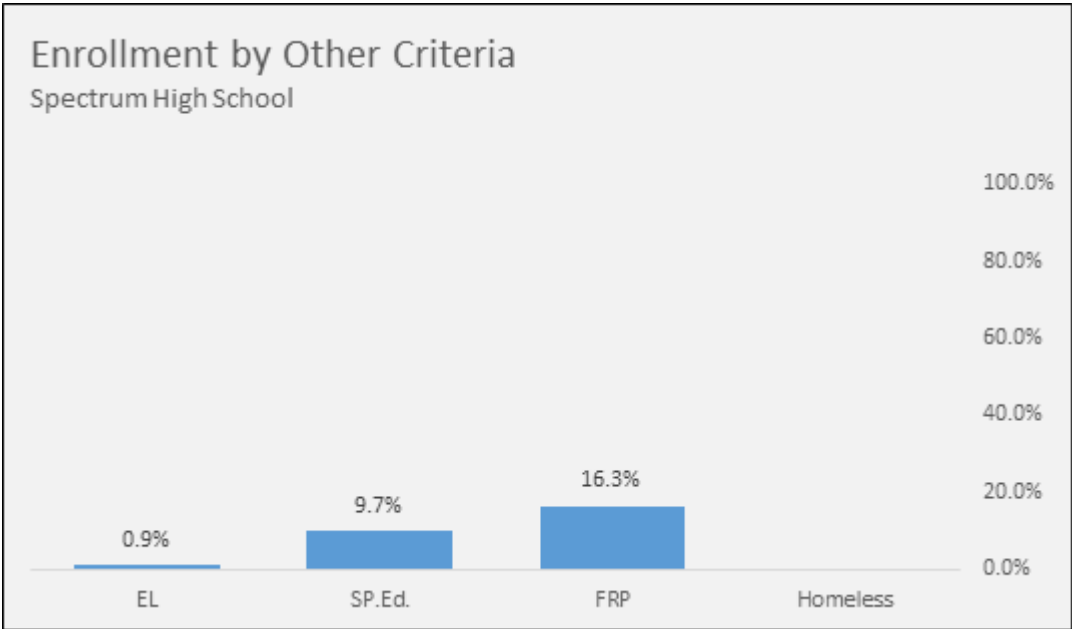


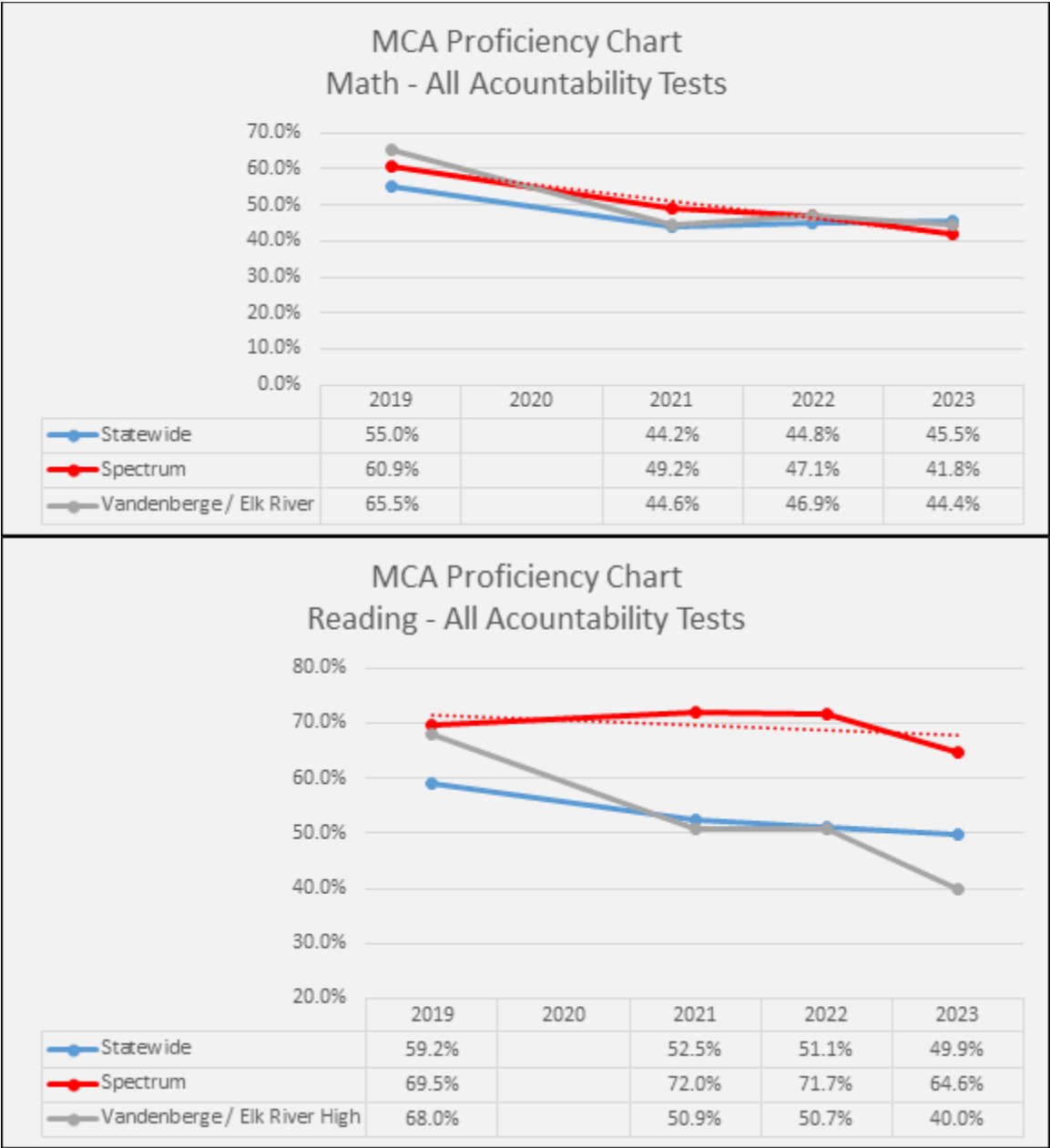
Figure 2 - Enrollment by Other Criteria

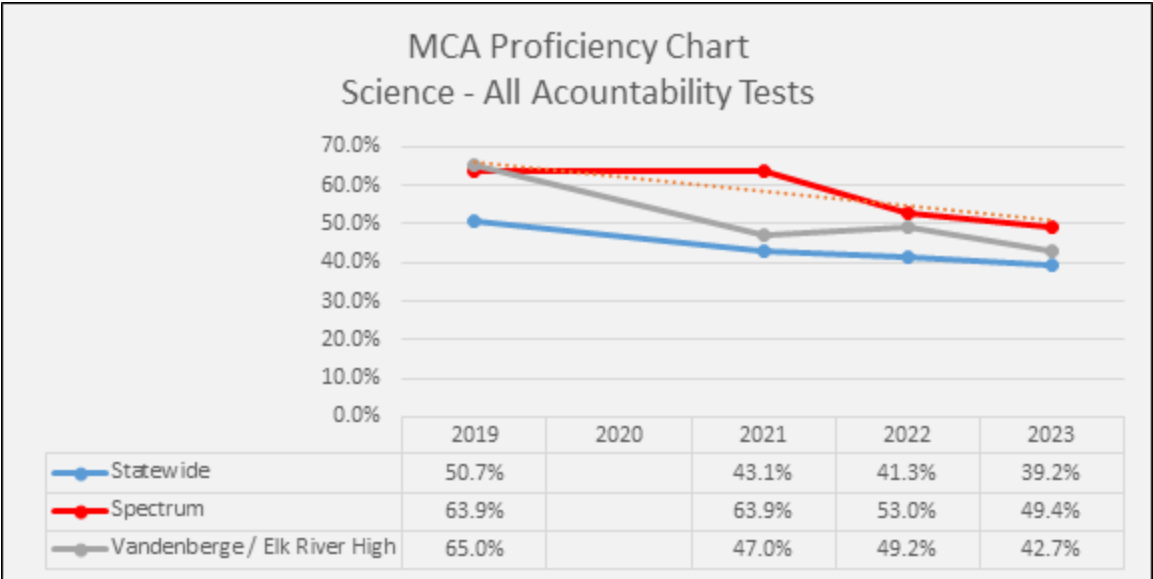
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - 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.

0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: Spectrum High School is outperforming the combined comparison school, Vandenberg Middle School and Elk River High School in reading and science.



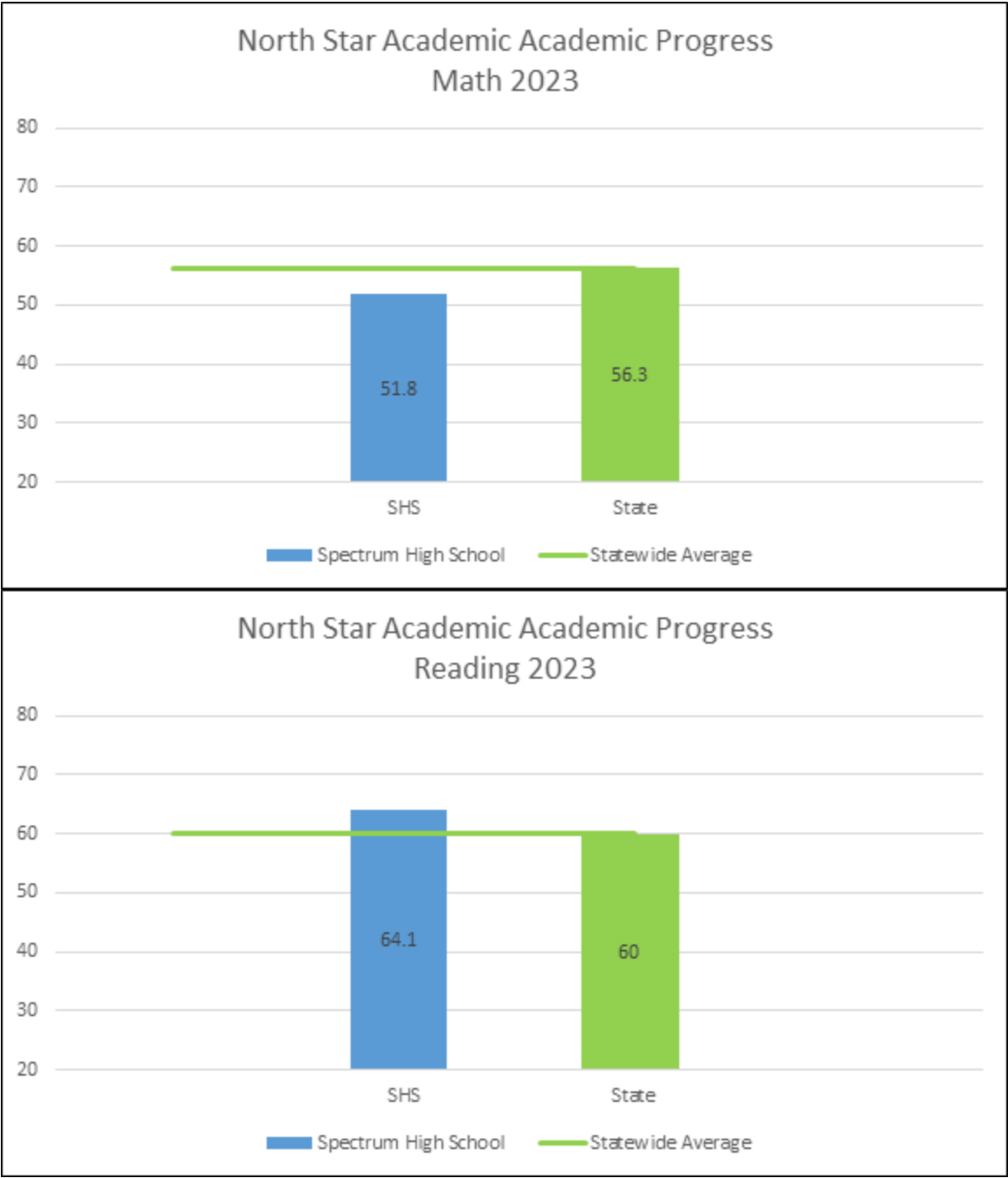


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

	2: Meets - School's achievement level of "increased and maintained" is 58.2% or higher.
X	1: Partially Meets - School's achievement level of "increased and maintained" is between 58.2% and 43.2%.
	0: Does Not Meet - School's achievement level of "increased and maintained" is below 43.2%.

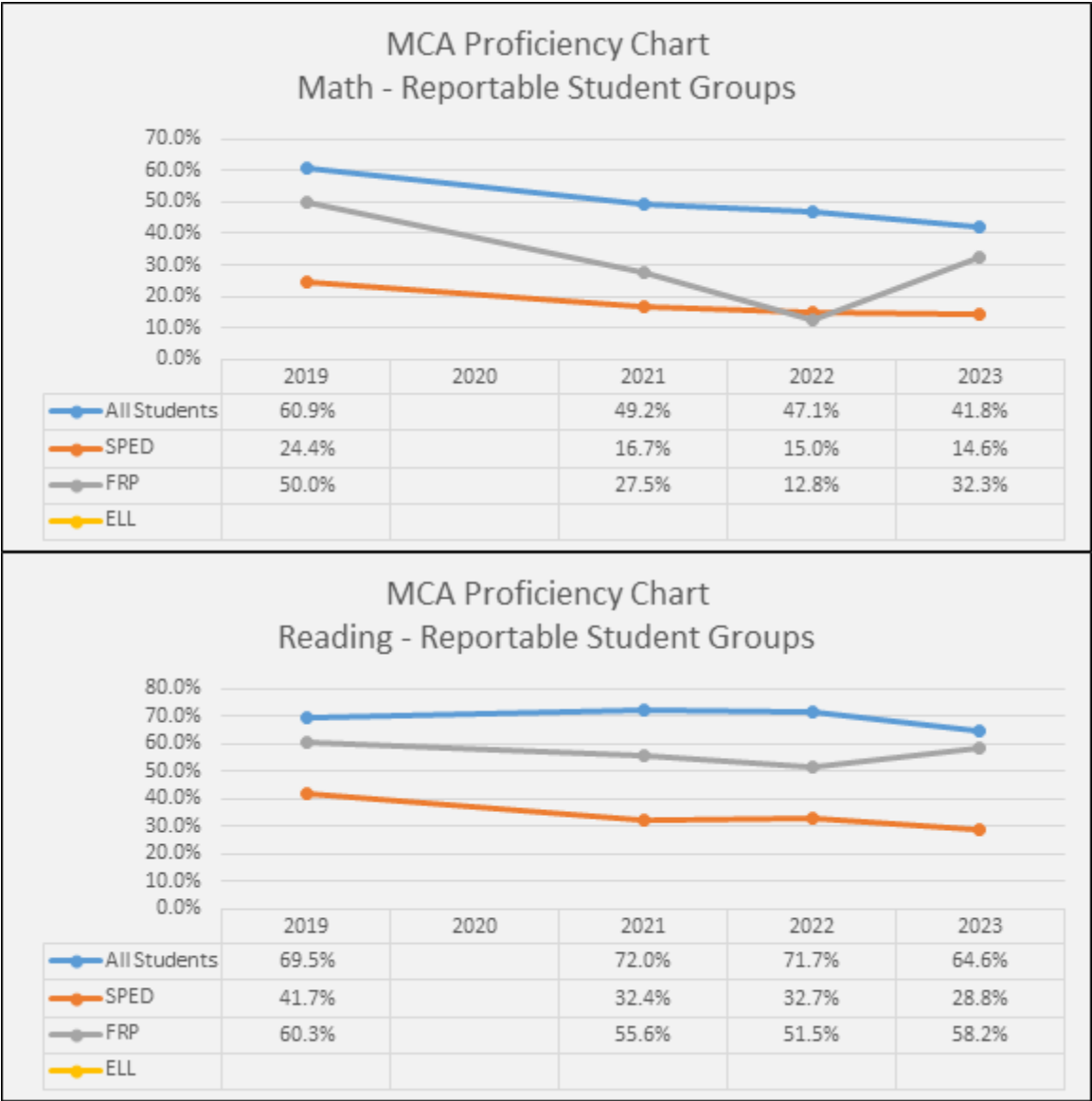
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The school’s academic achievement level (improved + maintained) was 51.8% for math and 64.1% for reading. A score of partially meets was awarded because the school’s combined score was 58.0%.



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.	
X	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	

Analysis: Spectrum High School reduced the achievement gap in all four possible areas. (Special Education math, Special Education reading, Free and Reduced math and Free and Reduced reading)



Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

Analysis: SHS has adopted a formal teacher evaluation process that reflects a growth model and places an emphasis on the role of the principal as coach. Within the school’s plan, teachers are placed on a professional learning continuum based on three identified phases, standards of performance, growth model, and teacher leader. Throughout the school year, Principals conduct mini observations, debrief meetings, mid-year evaluations and end of year summative evaluations.

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: SHS delivers high quality professional development designed to train teachers how to deliver research-based instructional strategies. The goal of the school's professional development plan is to increase student achievement through development, improvement, and support of qualified teachers and effective teaching practices.

The SHS' professional development plan includes three main components. The components of the plan are integral to the school's Instructional Framework, guided by five core areas. These five core areas consist of standards and curriculum, instruction, assessment, results, and support systems.

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

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

Data Source: School Annual Report

Analysis: Spectrum High School's has increased learning opportunities for all students through its core philosophy that focuses on providing students with a small school setting, which provides a college preparatory education. 2022-2023 was SHS's tenth year of AVID implementation. AVID is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. In addition, the school continues to offer its C@SH (College @ Spectrum High School) classes. In 2022-2023, the school had 24 concurrent enrollment classes offered on campus.

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
X	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis: The school has not submitted the 2022-2023 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report as of 1-30-24.

SECTION TWO

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 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 are scored below.

Financial Standard 1 - The School maintains a balanced budget.	
X	2: Meets - Surplus position
	1: Partially Meets - NA
	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school's original FY 2023 budget was approved in June 2022 and reflected a surplus of \$7,983 based on 840 ADMs. The budget was revised in February 2023 with an increase in enrollment to 850 ADMs and breaking even at year-end at \$0. The school ended FY 2023 with 856 ADMs and a surplus of \$266,074.	
Overall, the school board and school leaders have maintained a balanced budget.	

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 - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time
Data Source: Preliminary UFARS data, ADM report, final UFARS data.	
Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2023.	

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: Email and attached MDE documentation from the School confirming the submission of the audit report.

Analysis: The school submitted its financial audit to the MDE by December 31, 2023.

Financial Standard 4 - Schools are expected to have audits that are free of all findings.

X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)

Data Source: The School's financial audit report.

Analysis: The school's FY 2023 financial audit contained no findings.

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.

X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times

Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2023.

Financial 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.

X	2: Meets - Never missed
	1: Partially Meets - Missed 1-2 times
	0: Does Not Meet - Missed > 2 times

Data Source: Board packets.

Analysis: The school consistently provide all required monthly financial reports to VOA-MN and the board in FY 2023. The school reviews all financial reports in detail at regularly scheduled finance committee meetings and the board is updated prior to approving them at the board meetings.

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.

X	2: Meets - 20% or >
	1: Partially Meets -15-20%
	0: Does Not Meet - < 15%
Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agendas and minutes.	
Analysis: As the table above indicates, the school's General Fund balance has been above the VOA-MN standard of 20% over the past four years ending FY 2023 at 27%. This is higher than the school's target that is included in the school's Financial Policies policy which states: <i>It will be the policy of Spectrum High School to achieve a range of 20-25% general fund unreserved fund balance as a percentage of yearly general fund expenditures.</i> <i>Excess annual year-end budget surpluses will not be allocated in following year budgets until the target fund balance is achieved, unless specifically directed by the Board of Directors, with exception of fundraising accounts for various school activities.</i> <i>The fund balance to be used is presented in the audited annual financial statement. The percentage will be calculated as follows: (Prior Year Audited General Fund Balance + Current Year General Fund Surplus of Revenues less Expenditures) / (Total Current Year General Fund Expenditures).</i>	

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.	
X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year
Data Source: Board meeting agendas and minutes.	
Analysis: The school has a finance committee and met ten times in FY 2023 to review financial information. The minutes of these meetings are on the school's website and are exemplary.	

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
Data Source: Query school board members, board meeting agendas and minutes.	
Analysis: All finance committee members received training during FY 2023 on their roles and responsibilities.	

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).	
X	2: Meets - The school is not in SOD

	1: Partially Meets – N/A
	0: Does Not Meet – The school is in SOD
Data Source: The School’s budget, board meeting agendas and minutes, financial audit.	
Analysis: The school is not in Statutory Operating Debt.	

SECTION THREE

SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

○ PART ONE: SCHOOL 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 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 will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations.

VOA-MN’s school board governance standards are scored below.

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*.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board’s structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	

Analysis: The school met this standard. The board structure meets bylaws and state statute.

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website

Analysis: The school met this standard. The board established board goals derived from the annual self-evaluation.

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

X	2: Meets - The board adheres to a thorough process for the orientation of new board members.
	1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.
	0: Does Not Meet - The board does not have a membership orientation process for new board members.

Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview

Analysis: The school met this standard. There were no new members in FY23.

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.

X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.

Data Source: Annual Report, School Website, Board Minutes and Documents

Analysis: The school met this standard. All members met the training requirement during FY23.

Governance Standard 5 - The board of directors completes a self-evaluation each year.

X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet - The board did not complete a self-evaluation.

Data Source: Board Minutes, Board Development Committee Minutes

Analysis: The school met this standard. The board completed a self-evaluation at the July 16, 2023 board meeting.

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.

X	2: Meets - The board has no infractions of MN Open Meeting Law.
	1: Partially Meets - The board has 1 infraction of MN Open Meeting Law.
	0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law.

Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview

Analysis: The school met this standard. The board followed open meeting law requirements. Monthly logs of school board meeting minutes provided evidence that the school maintained a quorum for scheduled board meetings. There is a board meeting calendar on the website, in addition to minutes and agendas.

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

X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.

Data Source: School Website, Board Minutes, Bylaws, Interview

Analysis: The school met this standard. The board regularly reviews, updates, and approves its bylaws.

Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*.

X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.

Data Source: Board Minutes, Bylaws, Board Policies, Interview

Analysis: The school met this standard. The board election was held on a day while school was in session, there was more than 30-day's notice, and all eligible voters were encouraged to vote.

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	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.

Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation

Analysis: The school met this standard. The evaluation was completed at the March board meeting.

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*).

X	2: Meets - 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.
	1: Partially Meets – N/A
	0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.

Data Source: Annual Report, Board Minutes, Board Chair Communication.

Analysis: The school met this standard as the executive director is a licensed administrator.

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.

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

Data Source: Board Meeting Minutes, Interview

Analysis: The school met this standard. The board utilizes policies and monitors the application of policies in its work throughout the year that impact school finances, administrative functions, school governance, and operations.

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.

Data Source: Board Minutes, VOA-MN Visit Review

Analysis: The school met this standard. Data practice policies were reviewed at a board meeting and Data Practice officials were named and trained in FY23.

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.

X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.

Data Source: Board Meeting Minutes

Analysis: The school met this standard. The board monitors academic performance at meetings as an agenda item, as part of reviewing information found in the board packet, or as part of the Director's Report.

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.

X	2: Meets - 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.
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	1: Partially Meets - 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.
	0: Does Not Meet - 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.
Data Source: School Annual Report, Board Minutes, School Data, Interview	
Analysis: The school met this standard. The school met all three criteria. 90-100% of parents that took the survey were satisfied with the school. There was a staff retention rate of 81.25% and a student retention rate of 91%.	

Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting.	
	2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all board members one or two times.
X	0: Does Not Meet - Board documents were not distributed to all board members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The school did not meet this standard. Board documents were not distributed to all board members at least 3 days prior to the meeting four times. The packets for January, February, May, and June 2023 were each distributed on Tuesday before the meeting, or 2 days prior.	

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*.	
X	2: Meets - 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.
	1: Partially Meets - 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.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website	
Analysis: The school met this standard. The board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements located in the school office records room for public access and all board members have digital access to it. Links to necessary policies and documents are on the school's website.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	0: Does Not Meet - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.

Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview

Analysis: The school met this standard. The board has a process for reviewing policies as evidenced by policy reviews and revisions noted in meeting minutes.

○ SECTION PART TWO: 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 (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards for school management and operations are scored below.

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.

X	2: Meets - 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.
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	1: Partially Meets - 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.
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	0: Does Not Meet - Mission and vision are not used to guide school's decision-making.
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Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

SCHOOL MISSION: Spectrum's mission is to equip students with the knowledge, skills, and attributes to successfully navigate the college and career of their choice and positively impact the world around them.

SCHOOL VISION: Spectrum's vision is to be a leading college preparatory school of choice committed to high standards and exceptional programming.

Spectrum High School is a welcoming college preparatory program where students have access to college courses through their College @ Spectrum High School (C@SH) program - allowing students to earn (up to) their AA degree while remaining on the high school campus. Courses integrate technology through our one-to-one Chromebook program and students develop character through participation in our service-learning program. Spectrum High School is a member of the Minnesota State High School League and offers an abundance of competitive athletic and performing arts opportunities. SHS students are able to fully enjoy their high school experience while earning college credits!

[Mission and Vision on Website](#)

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: Service-Learning ties to the schools Citizenship aspect of the Learner Profile and is now incorporated into a course in each grade level: Life Skills (grade 6), Health (grade 7), Technology (8 grade 8), College and Career Readiness (grade 9-10), and Advisory (grade 11 and 12).	
<p>SENIOR CAPSTONE - The Senior Capstone is a graduation requirement at Spectrum and is intended to be a culmination of the students' service-learning and community outreach during their time at Spectrum (in grades 6-12). It includes a project, a paper, and a presentation, which takes place in the fall of each year. Students choose a service project area for which they have a passion. They then develop that passion by connecting with an outside organization to provide a service that helps to increase understanding, bring recognition, or raise funds. While students speak to the challenge and hard work that goes into the experience, it often leads to building confidence and helping them to see the world in a different way, as part of a larger community.</p>	

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).	
X	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis:	
Faculty have received required back-to-school training on health and safety procedures. <u> X </u> Yes	
List of present school year back-to-school health and safety related professional development training:	
<ul style="list-style-type: none"> • Bloodborne Pathogens • Bullying Prevention • Reporting Workplace Injury • Alice Training – (Alert, Lockdown, Inform, Counter, Evacuate) • Harassment & Violence Policy • Non-Discrimination & Title IX Policy 	
School complies with MS 121A.035 – Crisis Management Plan. <u> X </u> Yes	
Policy# 702 - Crisis Management Policy	
<ul style="list-style-type: none"> • Number of fire drills completed in the previous school year: <u> 5 </u> (req. five annually) • Number of lockdown/safety drills completed in the previous school year: <u> 5 </u> (req. five annually) 	

- Number of tornado drills completed in the previous school year: 1 (req. one annually)
- Number of bus evacuation drills completed in the previous school year: 1 (req. one annually)

Our Crisis Team consists of the following: David Turner, EMT and Mark Leland, HS Principal, Greg Heinecke, MS Principal, Dan DeBruyn, Executive Director, Rick Peterson, Facilities Director, Jeremy Johnson, Facilities Manager, Patty Jorris, Human Resource Manager

Classrooms & shared spaces contain evacuation plans / procedures. X Yes

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Front Office

School complies with MS 299F.47 - School Inspections. X Yes

Date of most recent facility inspection by fire department: August 2nd, 2023 (must be a minimum of every three years)

School maintains a log of all visitors. Location of visitor log: Front Office

School complies with MS 144.29 Health Records; Children of School Age. X Yes

Responsible employee: Jessica Lingbeek - Lead Health and Attendance Clerk

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. X Yes

Designated responsible employee: Jessica Lingbeek – Lead Health and Attendance Clerk

School Nurse and License Number: NA

Frequency of school visits: NA

Records located in the Infinite Campus Database and health office of each school building.

School complies with MS 121A.22 – Administration of Drugs and Medicine. X Yes

Designated responsible health aid/employee: Jessica Lingbeek – Lead Health and Attendance Clerk

School Nurse License Number: NA

Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies.

School complies with MS 121A.21 – School Health Services (if applicable). X NA

The school contracts with a licensed school nurse or organization. X NA

School has a designated 504 Coordinator: X Yes

504 Coordinator Name & Position: Sandy Norlin (snorlin@spectrumhighschool.org – 504 Coordinator / Paraprofessional

(All 3 buildings) – Split 50/50 between roles.

School has a process to ensure that student accommodations are consistent with 504 Plans: X Yes

Number of enrolled students during the 2023-2024 school year on a 504 plan: 71

- ADHD and anxiety conditions making up the majority of cases. Trained by Booth Law initially.
- At 6th and 9th grade (and transfer students) complete a full 504 evaluation and then placed on an annual review.

M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)).

X	2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws.
	1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.

Data Source: Annual school site visits, policy review, discussions with school leadership

Analysis:

- **FY24 School Appointed DPA Responsible Authority (RA):** Jason Ruzek, Board Secretary
- **FY24 School Appointed DPA Designated Authority (DA):** Mark Leland, High School Principal, Greg Heinecke, Middle School Principal, Christy Siegel, Admissions/Office Manager 7th and 8th Grade, Cathy Durkot, Office Manager 6th Grade, Stephanie Kobes, Lead School Counselor, Patty Jorris, Human Resources/Office Manager, Jennifer Linn, Executive Administrative Assistant.
- **FY24 School Data Practices Compliance Official (DPCO):** Dan DeBruyn, Executive Director

APPLICABLE BOARD POLICIES: (Titles and Numbers)

Policy# 201 - [Conflict of Interest Policy](#)

Policy# 202 - [Code of Conduct- Directors](#)

Policy# 203 - [Board Development Team Policy](#)

Policy# 204 - [Finance Committee Description](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO? X Yes

Authorizer representative verified that the school has a data retention plan: X Yes

Date of board approval? March 17th, 2016 / Policy# 806 - [Records Retention and Destruction Policy](#)

Date of Historical Society Approval: March 17th, 2016

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.

X Yes Location: Infinite Campus

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.

X Yes Location: Human Resources Office _____

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.

X Yes Location: Infinite Campus

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. X Yes Employee Handbook [Employee Handbook](#) page 39-40 and Student Handbook [Handbook-Student.Family](#) page 54

School verified that only designated school employees have access to files containing student/employee records.

X Yes

School has a board approved Data Request Policy / Procedures. X Yes

School evidence provided for Authorizer Review:

Policy# 513 - [Data Practices Policy – Data Subjects](#)

Policy# 512 - [Data Practices Policy - Members of the Public](#)

Authorizer representative verified that the school maintains a detailed register/log of all data requests. X Yes

M/O Standard 5 - 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.

X	2: Meets - 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.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - 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: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Spectrum holds parent-teacher conferences twice per school year. School Improvement Team (SIT – includes parents, teachers, and a student)/World's Best Workforce Committee. Parents have access to student Schoology and Infinite Campus pages with information on assignments and grades. Email notices go out to parents about student missing assignments. Parent-Teacher conferences twice per year. Informational meetings about AVID, sports, C@SH classes, College tuition. The school has also established a Veterans Day program.

Evidence suggests that the school maintains and distributes annually a [Student/Family Handbook](#). X Yes

M/O Standard 6 - Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

X	2: Meets - 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.
	1: Partially Meets - 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.
	0: Does Not Meet - 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: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis: Spectrum teachers are expected to continually align their teaching to the state standards and to make sure all are covered within their scope and sequence. Spectrum is in the process of refining its curriculum maps and content scope and sequence through the development of common course units, learning progressions and assessments. This will ensure the state standards are clearly identified and met. This year, all content area departments are devoting time to collaborating with colleagues to develop common course units with goals, learning progressions, and assessments aligned to state standards. This collaboration will allow for vertical alignment of the curriculum across grade levels, ensuring a scope

and sequence including the correct level of instructional rigor at each grade level and eliminating any gaps or overlaps of state standards.

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.

X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has had multiple license infractions.

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis: The authorizer verifies the license compliance of schools annually in the fall. The school also includes license compliance verification in their Compliance Binder for site visits.

M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.

X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - 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: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Policy# 509 - [Background Check Policy](#)

Frequency of background checks on volunteers: Every 3yrs

Frequency of background checks on employees: Every 3yrs

M/O Standard 9 - The school meets / maintains its enrollment goals.

X	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
	0: Does Not Meet - The school is not meeting its student enrollment goals.

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Number of students (head count) served in current year: 2023-2024 - 903 (goal was 895, cap is 934))

Present School Year Student Enrollment / Headcount by Grade:

6 – 124 7 – 145 8 – 144
9 – 142 10 – 126 11 – 109 12 – 113

Number of students (head count) served in previous year: 2022-2023 - 894

Number of students (head count) served in second previous year: 2021-2022 - 832

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.

X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - 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.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.

Analysis:

Policy# 804 - [SHS Admissions and Enrollment Policy](#)

Authorizer Verifies that Student Application Form is Compliant: X Yes

[Student Application for Enrollment \(2024-2025\) *Next school year \(forms-db.com\)](#)

Authorizer representative verified that the school has Tennessee Warnings for enrollment process. X Yes

M/O Standard 11 - The school's employment process complies with state and federal law.

X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis:

RELEVANT POLICY NUMBERS:

Policy# 503 – [Religious Expression](#)

Policy# 504 – [Harassment and Violence Policy](#)

Policy# 506 – [Equal Education Opportunities Act Policy](#)

Policy# 507 – [Non-Discrimination Title IX Policy, Grievance Procedure and Process Policy \(and Title IX Training\)](#)

Authorizer representative verified that the school has Tennessee Warnings for employment process. X Yes

Evidence suggests that the school maintains and distributes annually an [Employee Handbook](#). X Yes

M/O Standard 12 - The school has defined job descriptions and defined evaluation process for all personnel.

X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The school provided evidence of job descriptions for each employment positions with evaluations tied to performance expectations. Job Descriptions	

M/O Standard 13 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.	
X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	1: Partially Meets - 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.
	0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
Data Source: School site visits, interviews with school faculty, document review.	
Analysis:	
<p>Brief description of school Child Find/Study Process: Grade level teams meet every two weeks to discuss students interest and potential need for interventions, determine interventions and complete standardized form for documenting student response to interventions. The intervention is implemented and documented for 2 weeks. Next, the determination is made whether further interventions need to be implemented or if the student should be referred to the Student Assistance Team (SAT). The teacher submits the SAT referral via Schoology. The Counselor/Principal facilitates the SAT meetings monthly. New referrals, as well as previous referrals, are discussed. The team determines whether further intervention/ follow up is needed or if a 504/SpEd referral is warranted.</p> <p>SAT members include principal, counselors, dean of students, grade level lead teachers. Both middle school and high school have their own SATs.</p> <p>Name of special education teachers & license/file number: Cory Brooks - 348778 Deb Hyke - 329102 Aleta Jackson – 1020429 (Tier one, in masters program) Nancy Moe - 353953 Eric Thompson – 1002236 (Tier one, academic behavior specialist) Nikki Woken - 465303</p> <p>Number of special education paraprofessionals: <u>13</u> FTE</p> <p>Percent of special education students served in 2023-2024 / 11.1% (101 students) Percent of special education students served in 2022-23: 9.6% Percent of special education students served in 2020-21: 10.1%</p>	

Faculty Training Topic(s) and Dates(s): Special Ed Teachers trained on due process, IEP Writing, Evaluations, and Behavior Management from August 9-15, 2023.

M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action.

X **2: Meets** - 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.

1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved.

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.

Analysis: SHS is not subject to special education investigations by MDE and is not in corrective action

ROUTINE SPECIAL EDUCATION AUDITS: Next year / FY25 “self-review”

Date of last special education program audit: CAP Items: No CAPs were issued.

Date of last special education financial audit: CAP Items: 2016-2017 School Year and resolved.

Current audit stage: The MDE finance department is randomly selecting MN districts on an annual basis using a risk assessment. This is usually determined in February or Spring of the school year.

M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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

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

0: Does Not Meet - The school could not provide evidence that it 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 faculty.

Analysis:

Name of director and organization: Gigi Krause, Indigo Education
Special Education Director License Number: 345228

SEAC Meeting Dates:

FY24 meeting date(s): March 7th, 2024

FY23 meeting date(s): March 2nd, 2023

FY22 meeting date(s): March 3rd, 2022

CONTRACT RENEWAL CALCULATION

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.

2022 - 2023 SCHOOL YEAR PERFORMANCE (FY23)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	8	2	0	10/14	.50	36%
Finance	20	0	0	20/20	.20	20%
Governance	32	0	0	32/34	.15	14%
Mgmt/Operations	30	0	0	30/30	.15	15%
Grand Total	90	2	0	92/98	1.00	85%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2019 - June 30, 2024							
		Renewal YR Rating FY19	YR 2 RatingFY20	YR 3 Rating FY21	YR 4 Rating FY22	YR 5 Rating FY23	Average Rating
ACADEMIC (50%)		43%	50%	46%	43%	36%	44%
FINANCE (20%)		18%	19%	19%	20%	20%	19%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	15%	15%	15%	14%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	15%	15%	15%
	TOTAL	91%	99%	95%	93%	85%	93%
CUMULATIVE AVERAGE 93%							

CONCLUSION: SHS achieved a five year renewal contract.

CONTACT INFORMATION:

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Addendum G

READY TO OPEN DETERMINATION CHECKLIST FOR OPERATIONAL SCHOOLS OPENING A NEW FACILITY or SERVING ADDITIONAL GRADES

This form is used by Volunteers of America-Minnesota Authorizing Program to determine the extent to which a school is Ready to Open an additional campus/grade. This document is submitted in electronic form to VO-MNA with appropriate evidence. The document will be discussed during the school RTO meeting. Targets listed below are intended to be completed no later than the month prior to school site opening/school serving of the additional grade(s). A member of the authorizing program will meet in person to discuss these items and engage in a tour of the new facility to gain additional insight into the extent to which the campus is ready to open and serve students.

READY TO OPEN MEETING DATE:

AUTHORIZER REPRESENTATIVE:

SCHOOL REPRESENTATIVE(S):

#	CHECKLIST	YES/NO/PARTIAL
FACILITY & GROUNDS		
1	The school has a signed lease for the new facility.	
2	The facility space is completed and ready to welcome students and faculty.	
3	The school has passed final facility inspections. (school should provide proof of inspection and approval or email confirmation from local inspector if final report not available)	
4	The school has appropriate signage and parking for the facility.	
5	If an elementary school, there is appropriate play space for recess.	
6	The school has secured insurance for the new facility/campus.	
7	The school has a security system and crisis management plan for the new facility/grades.	
8	Classrooms & shared spaces contain evacuation plans / procedures. Classrooms contain crisis management plans.	
9	The school has contracted for student transportation for the new facility. and has an appropriate plan for student arrival and dismissal to ensure student safety and traffic management.	
10	The school has an appropriate plan for student arrival and dismissal to ensure student safety and consideration of traffic management.	
11	Classrooms are equipped with learning supplies, technology, and furniture to serve students.	
12	The school has appropriate designated space for student services and special education.	
13	The school has an appropriate designated space for health / wellness services.	
STUDENT AND FACULTY RECRUITMENT, ORIENTATION, SERVICES		
14	The school has met enrollment targets for the new facility/grade. (School should provide a student roster for the campus, noting new and returning students by grade)	
15	The school has completed hiring faculty for the new campus/grades, including appropriately licensed teachers (school should provide a teacher roster for the campus, noting new and returning faculty)	
16	The school has secured custodial/maintenance faculty/services for the facility/campus.	
17	The school has secured food services for the facility/campus.	
18	Back to School family/student/faculty orientation is scheduled for the new campus.	
19	The school has systems to ensure compliance with the MN Data Practices Act.	
20	Student/Family and Faculty Handbooks have been updated so applicable to the new facility/grade.	
AUTHORIZER COMMENTS:		
FINAL DETERMINATION: _____ AUTHORIZER SIGNATURE: _____ DATE: _____		