



**CHARTER SCHOOL CONTRACT**  
between  
Volunteers of America-Minnesota, Authorizer  
and  
NEW CENTURY SCHOOL DISTRICT (#4240), 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, 2021. Amended December 2021. Amended February 2025.

1.2 Expiration date: June 30, 2026.

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

**ARTICLE 2**  
**DEFINITIONS**

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

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

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

2.4 "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 New Century School District.

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 "New Century School

District 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 Preschool-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 two locations of Charter District #4240 are:

New Century School 1380 Energy Lane, Suite 108, St. Paul, MN 55108  
Compass Academy 10640 Lyndale Avenue South, Bloomington, MN 55420

- 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 two 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 contact 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 1<sup>st</sup> annually.
- (4) **Test Results.** The School will provide the Authorizer results of the Minnesota Comprehensive Assessments at such time they are available.

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

**7.4 Contract Amendments.** The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance 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.

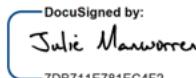
As the authorized representative for the New Century School, I hereby certify that the school is able to comply with the contract and all applicable law and that the school, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract.

[SCHOOL]

By:  Position: Board Chair  
CB8D2A9E266B4D8...  
DATE: JUNE 1, 2021

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

[AUTHORIZER]

By:  Position: President / Chief Executive Officer  
7D9711E7R1FC4F2...  
DATE: JUNE 1, 2021

The charter contract addendums are as follows:

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

Effective date: December 15, 2021

*As the designated representatives for New Century School, we hereby agree to the contract amendment(s).*

Julie Holte  
Signature

BOARD CHAIR  
Position

Julie Holte  
Signature

SCHOOL LEADER  
Position

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

DocuSigned by:  
Julie Manworrer  
Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER  
Position

#### **CHARTER CONTRACT AMENDMENT**

*As the designated representative for NEW CENTURY SCHOOL, we hereby agree to the contract amendment(s).*

Julie Holte  
Signature

BOARD CHAIR

Date: February 27, 2025

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

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

DocuSigned by:

Julie Manworrer

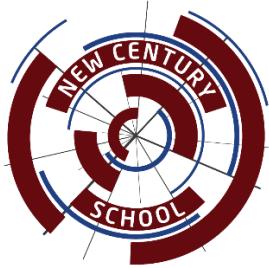
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Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER

Date: February 27, 2025

**ADDENDUM A**  
**SCHOOL PROGRAM DESCRIPTION**



**SCHOOL NAME:** New Century School

**DATE CHARTER WAS STATE APPROVED:** 01/28/2015

**FIRST SCHOOL YEAR SERVING STUDENTS:** 2016

**GRADES SERVED:** Preschool – grade 8      **GRADES APPROVED TO SERVE:** Preschool-12

**SCHOOL ADDRESS:** 1380 Energy Lane, Suite 108, St. Paul, MN 55108

**SCHOOL PHONE NUMBER:** 651-478-4535      **SCHOOL WEBSITE:** [newcenturyschool.net](http://newcenturyschool.net)

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**SCHOOL MISSION:** Provide a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology.

**SCHOOL VISION:** Create a model that provides an education that is vibrant and alive, and acknowledges and maintains our students' backgrounds while preparing them for their lives as successful members of our diverse and technologically advancing society.

**SCHOOL PROGRAM DESCRIPTION**

New Century School (NCS) (<https://newcenturyschool.net/>) is a public STEM charter School located in the Midway area of St. Paul, Minnesota. The school integrates a STEM based curriculum that allows students to develop skills for the 21st Century. Our school's inquiry-based learning model and multi-disciplinary instructional approach provides the foundation for our rigorous curriculum. New Century School is aspirational to its very bedrock: built upon the values of equity of opportunity and access, it aspires to fulfill the hope and promise of the community it serves.

New Century School (NCS) implements various quality programs that provide a foundation for our students to thrive and prepare them for college and careers. NCS creates instructional plans, policies, practices, and structures that support quality teaching and learning. Some of our programs include the following: Rigorous Academic Programs, Science, Technology, Engineering and Math (STEM) Programs, College & Career Preparation, English Language Learning (ELL), Service Learning, and Extended day programs.

NCS is stable and growing. Student retention is high (93%) with daily attendance above 95%. Teacher retention is high at 91%. Proficiency gains and academic growth (2017 to 2020) are strong.

NCS has been fiscally disciplined and currently has a 26% general fund balance. The fund balance has grown every year from the original 6.5% four years ago.

In 2019/2020, VOA afforded grade expansion for a high school, 9-12 as well as the addition of an Early Learning Program (ELP), thereby increasing the opportunity for underserved students and families. NCS is committed to continue to fulfill the Statutory Purpose: improve *all* pupil learning and *all* student achievement ([Minnesota Statutes §124E.01](#)) and this petition for site expansion is the necessary instrument to materially serve more at-risk students with commensurately effective STEM learning opportunities.

## **Awards/Recognitions/Opportunities**

As summary of some Achievements and Accomplishments are outlined below:

- School Sparrow's Top 9 Elementary Schools in St. Paul (July 2020)
- Beating the Odds School ([Star Tribune, 2019](#))
- Engineering Awards (Engineering Machine Design Contest, Minnesota State University, 2019): 3<sup>rd</sup> Place, 5<sup>th</sup> Place, and Above & Beyond Award
- Authorizer Award (2018): Most improved school in Reading, Math, and overall Academic Work
- Innovative Design Award (Minnesota Regional Tournament, FIRST LEGO League, 2019-2020)
- Judges Award (Minnesota Regional Tournament, FIRST LEGO League, 2019-2020)
- PBIS Cohort Award (State of Minnesota and Minnesota Department of Education, 2018-2020)
- School Finance Award (2017, 2018, 2019): MN Department of Education
- Bush Foundation Grant Award (2019)
- North Star Report: Recognized for being in the top 5% of schools on one of the multiple measures of success (2018)

## **LEARNING PROGRAMS**

The school's Learning Program is guided by our belief that all students have the right to expect, and the chance to excel in, a **school culture of high expectations** with a relevant curriculum.

New Century School Philosophy:

- Expect hard work from everyone.
- Provide high-level curriculum, focusing on Science Technology Engineering and Math (STEM). Use instructional methods that establish foundational skills while fostering inquiry and application
- Explore the work world so students can make connections.
- Integrate community involvement by partnering with family and others and by having students work in the community.
- Celebrate the achievements!

## **EARLY LEARNING/PRESCHOOL**

NCS enrolled its first preschool students in the fall of 2020-21. A planning committee consisting of teachers, administrators and parents and preschool education experts participated in the planning and initial implementation of the program. Staff were trained over the summer, and instructional materials were bought and prepared during the Spring and summer of 2020. New classrooms and learning spaces that are conducive to preschool learning were developed, and furniture and technology for preschool classrooms and learning were prepared. A significant number of the students are English language and dual language learners and many qualify for free and reduced lunch programs.

NCS's Preschool program uses the Early Childhood Indicators of Progress (ECIPs) standards. These are the standards Minnesota has adopted as a minimum measurement for learning in the early years, based on a shared set of expectations of what children can know and what they actually can do.

NCS' preschool program uses High Scope Curriculum for Preschool to prepare students for kindergarten. As they explain in their promotional materials: In Big Day for PreK, each day is organized around three Big Experiences - Whole-Group, Circle Time, and Story Time lessons - that provide an anchor for conversation, play, and learning. Carefully selected activities ground the entire class in a common Big Experience. Big Experiences provide integrated learning opportunities and introduce children to new vocabulary, concepts, and skills. Big Day for PreK provides intentional instruction in all learning domains: Social-Emotional Development, Oral Language and Vocabulary, Emergent Reading, Emergent Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology. NCS has selected the High Scope

assessment tools to use when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness. High Scope has used one of the two comprehensive assessment tools: *Child Observation Record (COR)* Advantage measures the developmental levels of children, from infancy through kindergarten, and assesses their learning in eight content areas. NCS uses intentional instruction practices aligned with the state early childhood standards and kindergarten standards which are based on early childhood research and professional practice focused on cognitive, social, emotional, and physical skills, including literacy skills that prepare students for kindergarten.

As we expand the program, NCS will, effectively, develop a culture that encourages literacy and expression. A literacy enriched classroom includes intentional exposure and availability of literacy items throughout all areas of the room in dramatic play, content specific center areas (math, science, art, etc.). Multi-culturally rich books will reflect and connect the children's backgrounds and cultural experiences with their peers. Audio and digital devices will be available such as iPads, e-readers, etc. Quiet, cozy and comfortable reading areas that can be used for independent reading time or adult-child story time are provided in each room. Interactions with writing are a regular routine, and part of each day. This will include frequent opportunities for the student to write his/her name, interactive writing that involve dictation to an adult, making books, and scaffolded writing activities.

## **ELEMENTARY/MIDDLE SCHOOL**

The following learning and related academic services are provided for students in the elementary and middle school programs.

### **Basic Skills Instruction**

Students receive basic skills preparatory instruction to ensure that skill gap needed to master early literacy skills and math facts are learned and mastered by the end of each grade level in K-8. Strategies include:

- Data-driven instructional (DDI) planning
- Curriculum is language rich, thematic (science and technology, engineering and math), and holistic
- Integration of technology
- Well trained and innovative teachers
- Evidenced-based instructional practices
- Use of SIOP and other models for ELL – academic and language development
- Culturally relevant pedagogy
- Inquiry Based Learning - Inquiry Based Learning will be used to deliver direct instruction in order to foster curiosity of students and develop critical thinking skills. In each grade, students will pursue thematically linked units across several subjects.
- Habit of Minds - All students must develop the discipline to remain focused, follow direction, respect each other and demonstrate resiliency traits if they are to reach their full potential. Students must acquire the skills needed to succeed in life. NCS will instill the 16 habits of Mind (Dr. Costa's) in our students and prepare them for life beyond high school.

### **Science, Technology, Engineering and Math (STEM) Programs**

New Century School Students benefit from a rigorous, well-rounded STEM curriculum with a multi-disciplinary instructional approach, including the following: Computational Thinking; Inquiry-Based Learning; Engineering & Robotics, Blended Learning, coding, and 3D design. Students and instructors have access to the latest devices and resources including but not limited to iPads, Smartboards, 3D printers and virtual labs. All teachers are STEM teachers delivering lessons through inquiry-based learning using thematic units.

As a STEM school, New Century School is equally committed to closing the achievement gap in Science, a gap that is wider in Minneapolis and St. Paul. All NCS students have access to a technology device. NCS developed a unique Makers Space, the Design & InnoVation Lab. Community partnerships were critical to the development of the Lab. Concurrently, NCS made significant progress in the efforts to strengthen the STEM and personalized learning initiatives. NCS scholars have a unique opportunity to practice what they learn in

classrooms in science camps, STEM organizations and related site visits. NCS believes in creating unique programs and opportunities for its students. The success of NCS' STEM programs is grounded in the following:

- Flexible Learning Space: At New Century School, we believe that learning should be distinct and dynamic, student driven, and equitable. Students have access to unique learning spaces and a Design & InnoVation Lab in which the teacher's role has shifted dramatically. Rather than holders and distributors of knowledge, teachers are instructional facilitators.
- Tech Enabled: New Century School secures and assigns resources so that all students have access to learning, anywhere, anytime. Access is integral to equity. A 1:1 program is important for our students, most of whom are otherwise underserved and most often in low-income communities. All students are given iPads or Chromebooks for individualized and personalized learning. Student are given opportunities to enroll in online and blended learning. Instruction tools used include Smartboards and Smartscreens, and educational and productivity software.
- Authentic Learning Experiences: At New Century School, Robotics is integral to the STEM program. More students have access and the opportunity to explore options, including coding, engineering, and research, bringing individual and collective skills sets to a challenge.
- NCS believes in community partnerships. NCS students are provided with opportunities to participate in off-site programs and activities such as Minnesota State University (Mankato) Engineering Center of Excellence, STARBASE Minnesota's (DOD US Air force) STEM learning program, Eagle Bluff Environmental Learning Program (Lanesboro), Carnegie Mellon University's coding and engineering, University of Minnesota's Talented Youth Math Program (UMTYMP), FIRST LEGO's robotics, and YMCA's youth leadership and governance program.

### **Special Education Program**

New Century School is committed to providing individualized services to students with unique needs for learning supports, balancing the effort to maximize effectiveness of specialized instruction and related services. New Century School provides a positive environment for students with special needs to learn and grow. NCS creates an inclusive program that caters to the individual needs of each child. While the school provides school-based programs and resources, it also works with outside agencies and individuals in creating quality learning experience for all students.

Our curriculum is based on the following: Assure equitable access to grade level curriculum, identify by grade/modified and adapt per IEP, and identify additional opportunities for ongoing practice.

### **Service Learning**

New Century School sees its mission as broader than just education. Our goal is to raise responsible citizens who give back as much as they take from society. Therefore, we also focus on service learning, with emphasis on environmental education, particularly on the three "Rs" of reducing, recycling and reusing. We plan to take leadership in creating a healthy environment and planet.

Service learning is used as a pedagogical method for learning through applied real world tasks that provide a service to the community. NCS students will be expected to extend the learning program into the community through service-learning and occupational preparation. Students will be involved in various service-learning activities throughout the year.

### **College & Career Preparation**

New Century School is determined for every one of our students to strive towards their futures with goals and dreams, and the knowledge on how to make their dreams come true. We believe that further education will be even more vital for the success of our students as adults than it was for previous generations. We are committed to making sure our students are on track for college and 21st century careers. New Century School is aware of College and career readiness in the 21st century, where in addition to the academic skills and behavioral knowledge, digital literacy and technology demand drives

the economy and the workforce of the future. As a STEM school our teachers are trained in Challenge based learning to incorporate STEM curriculum across disciplines.

### **Extended Year Programs**

New Century School's afterschool and summer programs provide students with opportunities for academic and personal growth. Academic support resources such as academic instruction and enrichment, as well as other activities are available for students.

### **ENGLISH LANGUAGE LEARNERS**

The purpose of the New Century School (NCS) EL Program is to provide a high-quality education that develops language learners English proficiency and achieve the state academic content standards through research-based and high-leverage instructional strategies skills while maintaining the integrity of their linguistic and cultural identities. Our goal is to motivate and encourage students to feel successful and to foster a love of learning. New Century School follows the MDE adopted standardized procedures for identifying English language learners. New Century School will provide in-school English language proficiency (ELP) assessments for the purpose of screening for English learner (EL) program eligibility.

ELLs are provided with effective language and content development services. NCS has developed an appropriate service plan for ELLs. *WIDA ACCESS for ELLs* - All students who speak a language at home other than English take the WIDA test. The test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Mathematics, Science and Social Studies and test forms are divided into five grade level clusters.

New Century staff and faculty have on-going training on diversity and cultural issues, so that all staff receive training to work with diverse populations in culturally respectful ways. All staff are trained to use the Sheltered Instruction Observation Protocol (SIOP) model in teaching students with limited English proficiency. We also incorporate the World-Class Instructional Design and Assessment (WIDA) concept to help students with academic language and academic development. All students in grade one and up who speak a language at home other than English take WIDA. The test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Mathematics, Science and Social Studies. We have bilingual teacher assistants in the classroom that provided students with one-to-one and small group instructional support. There are various technology resources to help students with language and academic development.

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

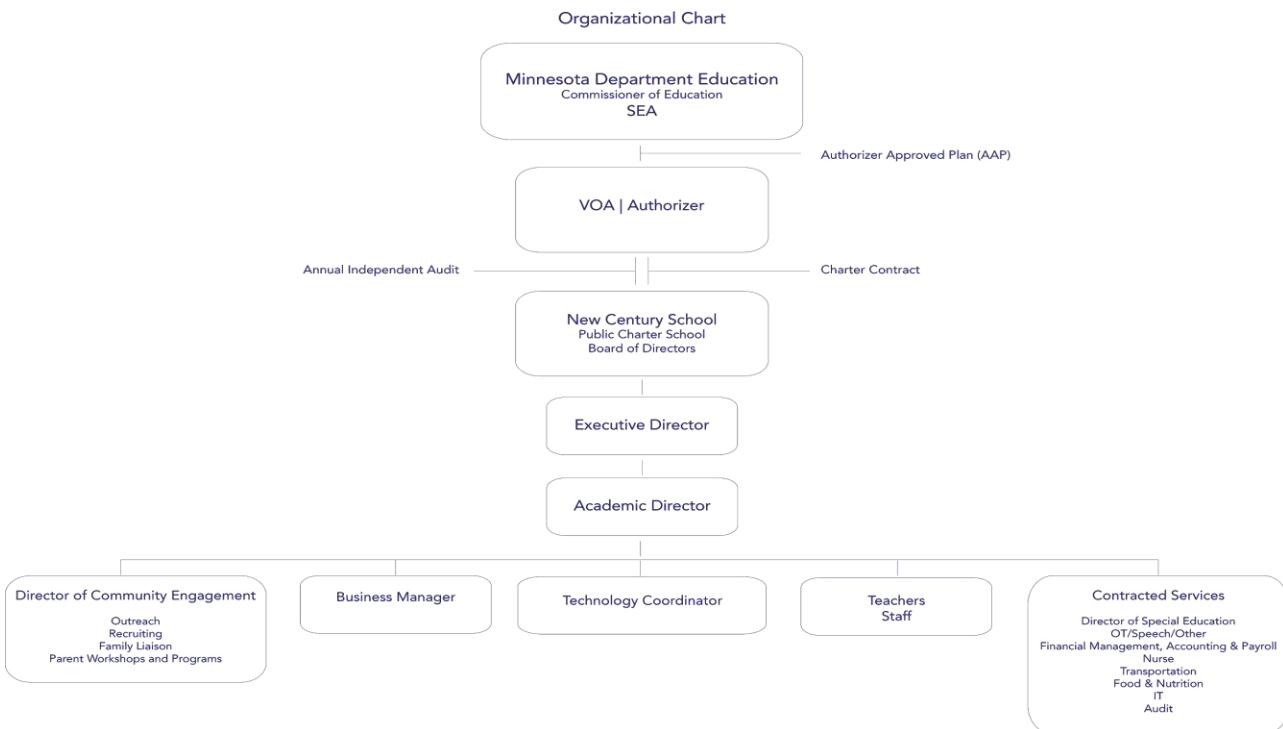
New Century School's (NCS) Board of Directors provides governance and general oversight of its management. The Board of Directors govern the school as it is the final decision-making entity of the school. The composition of the Board is in compliance with Minnesota Statutes §124E. The board's responsibilities include governance, fiscal oversight, strategic planning, and policy development and generally ensure the school is managed properly. Board membership reflects diversity in areas such as professional experience, race and gender. Meetings of the Board of Directors and all Standing and Ad Hoc Committees have been and will continue to comply with the Minnesota Open Meeting Law (Chapter 13).

The Board consist of five qualified members who are passionate about the school's success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student population. The Board officers consist of Chair, Secretary and Treasurer. The Board committees facilitate and advance the mission and goals of NCS. Standing committees include Governance, Budget and Finance, Development and Facilities, and Academic Excellence. All board members have been trained in the required fields and members obtain additional trainings every year in their respective roles and responsibilities.

### **SCHOOL'S PRESENT GOVERNING BOARD**

NAME	POSITION	TERM
------	----------	------

	(eg. PARENT / CHAIR)	(start and end dates)
Ellie Holte	Community/Chair	2018-2021
Jessica Tallman	Teacher/Secretary	2020-2023
Ahmed Anshur	Community/Treasurer	2018-2021
Isse Abdi	Community/Member	2019 - 2022
Abdalla Nuno	Community/Member	2020 - 2023



## **SCHOOL ADMINISTRATION / MANAGEMENT TEAM**

<b>POSITION TITLE</b>	<b>SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES</b>
Executive Director	Overall school administration and management
Director	The Academic Director coordinates the academic programs including curriculum development and assessment, is the instructional coach, supervises teachers and other school staff, and coordinates student support programs and services.
Dean of Students	Student behavior and support services
Office administrator	Responsible for state reports such as MARSS and CLiCS, maintains student records, Supervises facility maintenance and student food service program, and manages other school operations
Administrative Assistant	Front desk, school wide communication, staff support, clerical
Parent Liaison	Develop community outreach and parent engagement programs, coordinate marketing and student enrollment, facilitate parent education and training programs, explain school policies and practices to parents and coordinate parent meetings.

## **SCHOOL FACULTY**

<b>POSITION TITLE</b>	<b>SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES</b>
Classroom Teacher	Plan, teach, evaluate, and modify instructional plans to improve the student's knowledge and skills using the approved curriculum, provide instructional leadership in the classroom, create a safe and positive learning environment for students, effectively manage classrooms, communicate with parents
Associate Educator	Assist the teachers with curriculum and instructional planning, provide students with academic support and guidance, provide individual and small group instruction, assist the teacher in testing and assessment of students as well as classroom management
Educational Assistant	Provide instructional support to students, provide academic assistant to students such as English Language Learners (ELLs), communicate with parents about student and school issues, facilitate communication between teachers and parents, provide clerical and related support to the teacher such as photocopying, printing and classroom organization
Special Education Teacher	Provide instructional and related services and support for students with special needs
ELL Teacher	Provide instructional services and related and support for English Language Learners (ELLs)
International Language Teacher	Teach an international language and provide relevant language learning services and programming
Physical Education Teacher	Teaching physical education classes, and provide resources, services and skills that advance student health and wellbeing
Food Services Assistant	Prepare food serving facilities and areas, assist with meal planning and preparation, serving food to students, clean the kitchen and the cafeteria including tables and floors, maintain a safe environment for preparing and serving the food, Take and maintain inventory of food and kitchen supplies, maintain records
Facility Assistant	Provide custodial and building maintenance services, responsible for overall cleanliness and maintenance of the building, perform minor repair work,

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

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

NCS has an enrollment policy that complies with charter school policies. Policy 536 ensures that there is fair admission and enrollment process, including the use of lottery. Policy 537 is about early admission to Preschool and Kindergarten. NCS follows the following process in admission:

*Students who wish to attend New Century School for the current school year will be accepted based on available space in the applicable grade. If space is not available, students will be added to the waiting list for the applicable grade. In following State law, all applications received during open enrollment will be accepted for enrollment unless more applications are received than the available enrollment, as established by the NCS Board, for the applicable grade. In this situation, all applications will be placed in a lottery. Please note that siblings and foster siblings of currently admitted students have first preference; children of NCS staff have second preference for enrollment.*

*In order to enroll for Preschool, students must be four years old on or before September 1 of enrollment year. In order to enroll for Kindergarten, students must be five years old on or before September 1 of enrollment year. A limited number of students turning 4 (Preschool) and 5 years (KG) between September 2 and October 31 may enroll if space allows and if students pass an assessment.*

The School does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and does not establish any criteria or requirements for admission that are inconsistent with the State enrollment policies. The School abided by the board approved school enrollment policies and procedures and applicable laws.

### ENROLLMENT PROJECTIONS

GRADE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Preschool	10	20	20	20	20
K	52	40	40	40	40
Grade 1	43	40	40	40	40
Grade 2	53	45	45	45	45
Grade 3	47	45	45	45	45
Grade 4	45	40	40	40	40
Grade 5	35	45	45	45	45
Grade 6	47	45	45	45	45
Grade 7	30	30	30	30	30
Grade 8	27	30	30	30	30
Grade 9		25	25	40	40
Grade 10		25	20	25	40
Grade 11			20	25	25
Grade 12				20	40
<b>TOTAL</b>	<b>379</b>	<b>405</b>	<b>430</b>	<b>470</b>	<b>505</b>
w/out Preschool					

**SCHOOL CALENDAR:** In compliance with Minnesota Code §120A.41, NCS calendar has more than the minimum 165 instructional days and meets the following hours of instruction requirements: 425 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12. The calendar presented here includes 174 instructional days. This leaves sufficient room in the calendar for unexpected events such as snow days.

<p>July 2020</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	TH	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>July</p> <p>4 – Independence Day</p>	<p>January</p> <p>1-NO SCHOOL, Winter Break</p> <p>13 – Second Quarter Ends</p> <p>14– Third Quarter Begins</p> <p>18 – NO SCHOOL, MLK Holiday</p> <p>21– PT Conferences 4-7 PM</p> <p>22–NO SCHOOL, PT Conferences 9am-4pm</p> <p>25-29 – WIDA ACCESS</p>	<p>January 2021</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	TH	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																									
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**Legend / Days:**

No School for Students and staff

No School – Staff Development

Quarter Begins/Ends

Parent Teacher Conferences

NWEA Testing

WIDA Access Testing

MCA Testing			
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### **DESCRIPTION OF SERVICE-LEARNING PROGRAM:**

New Century School sees its mission as broader than just education. Our goal is to raise responsible citizens who give back as much as they take from society. Therefore, we focus on service learning, with emphasis on environmental education, particularly on the three “Rs” of reducing, recycling and reusing. We plan to take leadership in creating a healthy environment and planet.

Service learning is used as a pedagogical method for learning through applied real world tasks that provide a service to the community. NCS students are expected to extend the learning program into the community through service-learning and occupational preparation. Students have been involved in various service-learning activities throughout the year.

The Service Learning Leadership team provides training for staff, students and parents. Students participates in various activities such as neighborhood cleanup, tutoring and mentoring, recycling training and development, and foodstuff donations. We have also developed partnerships with various agencies and communities. We obtained resources from Ramsey for staff training and implementation of our environmental conservation program.

### **DESCRIPTION OF SCHOOL TRANSPORTATION PLAN:**

The school provide its own transportation and well developed policies and guidelines for student transportation services. This is necessary for the school’s schedule and calendar, learning programs, reaching the target student population, ensuring there is fair admission and enrollment, and giving the school the necessary and much needed flexibility to determine and operate its programs. We contract with student bus service providers to provide busing services for students. When selecting the most qualified transportation provider for the school, NCS considerx several factors such as cost, reliability, student transportation experience, and safety. Any selected transportation provider is always expected to meet the state’s student transportation requirements and standards. Cost and convenience will be a determining factor in providing transportation to students living outside the district.

### **DESCRIPTION OF SCHOOL FACILITY PLAN:**

NCS is currently located in its planned location in St. Paul. The facility is meeting the needs of our program and it has met all safety requirements and other city and state codes. The School is eligible for Building Lease Aid that and the lease has been used to pay for facility occupancy and allowable related costs.

### **FUTURE PLANS:**

NCS will continue to provide and improve the quality of its programs and expand the grades offered. The improved academic performance, high enrollment and expanded facility demonstrates that our school will continue with its plans of implementing a high quality and rigorous academic program including but not limited to STEM education and a strong ELL program. Parent involvement will be strengthened by involving parents in school committees, programs and activities.

NCS added a Preschool program during the 2020-21 school year. We plan to add a high school program during the 2021-22 school year. Program implementation will begin with a 9<sup>th</sup> grade class. The goal is to start with a small, high quality program so as to develop a strong foundation for a comprehensive high school program. To meet the needs of our English Language Learners, NCS is planning to hire additional staff and acquire more space for intervention and small group instruction services. The SPED program has grown, with more students needing specialized services intending to enroll in our school. We will expand our SPED program in order to serve the needs of our students with special needs.

We will explore online learning programs for students in middle and high school. A virtual program will be an added flexible opportunity for student that are not able to enroll in our current program due to transportation and space limitation.

### **FINANCIAL MANAGEMENT AND BUDGET:**

New Century School (NCS) has existing policies and guidelines that guide its budgeting and financial management practices. The board developed the following policies: Policy 701 (Annual Budgeting Principles), Policy 701.5 (Procurement Policy), and Policy 715 (Internal Control). The school board created a strong foundation for creating sound and prudent financial management policies and practices with the goal of having a school with healthy financial resources. The school received a clean audit every year.

NCS has adopted a sound budgeting and prudent financial management system. The school developed financial plans and practices that allowed for stable revenue generation such as reliable student enrollment and controlled expenditure. The school is compliant with state and federal financial reporting requirements. While investing in quality school programs, facilities and staff, the school also grew a healthy fund balance. NCS exceeded (26%) the VOA recommended fund balance of 20%. The table below contains the history of the school's General Fund balance/SOD calculation:

<b>FOUR YEAR FUND BALANCE HISTORY</b>				
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Fund Balance Amount</b>	\$98,681	\$300,724	\$629,599	\$1,212,256
<b>Fund Balance Percent</b>	6.45%	11.1%	16.1%	26%

NCS has sufficient cash flow to meet its regular operations despite MDE's withholdings. NCS is current on all its financial obligations without using a line of credit, loan or other cash borrowings. Moreover, each year, NCS received the School Finance Award, awarded annually by the Minnesota Department of Education, Division of School Finance, to recognize schools for meeting statutory deadlines for submission of audited fiscal financial data and reporting criteria.

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
<b>Enrollment Projections</b>							
Number Students Grade Pre-K		20	20	20	20	20	20
Number Students Grade VPK	0	2	2	2	2	2	2
Number Students Grade HK & K	42	40	40	40	40	40	40
Number Students Grade 1	45	40	40	40	40	40	40
Number Students Grade 2	42	45	45	45	45	45	45
Number Students Grade 3	45	45	45	45	45	45	45
Number Students Grade 4	34	45	45	40	40	40	40
Number Students Grade 5	46	45	45	45	45	45	45
Number Students Grade 6	28	45	45	45	45	45	45
Number Students Grade 7	28	30	30	30	30	30	30
Number Students Grade 8	28	25	25	30	30	30	30
Number Students Grade 9	0	0	0	25	25	40	40
Number Students Grade 10	0	0	0	20	25	25	40
Number Students Grade 11	0	0	0	0	20	25	25
Number Students Grade 12	0	0	0	0	0	20	40
<b>Total students including Pre-K</b>		<b>380</b>	<b>380</b>	<b>425</b>	<b>450</b>	<b>490</b>	<b>525</b>
<b>Enrollment totals by state pupil unit weighting category</b>							
Total Number of Students Grade VPK	0	2	2	2	2	2	2
Total Number of Students Grade K-6	283	305	305	300	300	300	300
Total Number of Students Grade 7-12	56	55	55	105	130	170	205
<b>Total Number of ADM</b>	<b>339</b>	<b>360</b>	<b>360</b>	<b>405</b>	<b>430</b>	<b>470</b>	<b>505</b>
<b>Total Number of Current Year Pupil Units (WADM)</b>	<b>350.33</b>	<b>372.20</b>	<b>372.20</b>	<b>427.20</b>	<b>457.20</b>	<b>505.20</b>	<b>547.20</b>
<b>State Revenue Assumptions and Calculations</b>							
<b>General Education Revenue</b>							
State Averages Per Pupil Unit	\$6,438	\$6,567	\$6,567	\$6,666	\$6,766	\$6,867	\$7,004
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.0%	1.5%	1.5%	1.5%	2.0%
Basic Excluding Transportation	6,137.99	6,260.98	6,260.98	6,355.36	6,450.70	6,547.00	6,677.61
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.56	29.56	29.83	29.56	29.56	29.56	29.56
Operating Capital	226.51	226.51	226.49	226.51	226.51	226.51	226.51
Equity	119.93	119.93	116.27	119.93	119.93	119.93	119.93
Referendum	151.96	151.96	116.22	116.22	116.22	116.22	116.22
Transportation	300.01	306.02	306.02	310.64	315.30	320.00	326.39
Extended Time	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Per Pupil Unit State Revenue</b>	<b>\$6,978.96</b>	<b>\$7,107.96</b>	<b>\$7,068.81</b>	<b>\$7,171.22</b>	<b>\$7,271.22</b>	<b>\$7,372.22</b>	<b>\$7,509.22</b>
<b>Total General Education State Revenue</b>	<b>\$2,444,939</b>	<b>\$2,645,583</b>	<b>\$2,631,010</b>	<b>\$3,063,544</b>	<b>\$3,324,400</b>	<b>\$3,724,444</b>	<b>\$4,109,044</b>

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
Free	100%	100%	100%	100%	100%	100%	100%
Reduced	0%	0%	0%	0%	0%	0%	0%
<b>Compensatory Revenue</b>							
A: Number of Students prior yr. (current year for 1st year)	294	333	333	368	405	430	470
B: Number of Free Lunch Students prior yr. (or current year for	293	332	332	339	404	429	469
C: Number of Reduced Lunch Students prior yr. (current yr. for	0	0	0	0	0	0	0
<b>D: Adjusted Counts = 100% Free, 50% Reduced - (A)</b>	293.00	332.00	332.00	339.00	403.78	428.71	468.59
E: Concentration Portion	0.9966	0.9970	0.9970	0.92	1.00	1.00	1.00
F: Concentration Factor (lesser of 1 or Conc. Portion/.8)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
G: PU = .6 * D * F	175.80	199.20	199.20	203.40	242.27	257.23	281.15
H: Initial Revenue	984,304	1,141,018	1,141,018	1,185,212	1,435,936	1,550,554	1,733,309
Miscellaneous Adjustment (Rounding)	0	0	0	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1	1
<b>Calculated Compensatory State Revenue</b>	<b>\$984,304</b>	<b>\$1,141,018</b>	<b>\$1,141,018</b>	<b>\$1,185,212</b>	<b>\$1,435,936</b>	<b>\$1,550,554</b>	<b>\$1,733,309</b>

Pension Adjustment - new in FY19						
Member Salaries	917,885	936,243	917,885	954,968	974,067	993,548
Pension Adjustment Rate	0.42%	0.63%	0.63%	0.84%	1.05%	1.25%
<b>Total Pension Adjustment Revenue</b>	<b>\$3,855</b>	<b>\$5,898</b>	<b>\$5,783</b>	<b>\$8,022</b>	<b>\$10,228</b>	<b>\$12,419</b>
						<b>\$12,668</b>

Building Lease Aid: Lesser of line a or b below:						
Building Lease Cost	<u>436,589</u>	<u>543,412</u>	<u>520,966</u>	<u>623,712</u>	<u>667,512</u>	<u>737,592</u>
a) Lease Aid Rev at \$1,314 per pupil unit	<u>460,334</u>	<u>489,071</u>	<u>489,071</u>	<u>561,341</u>	<u>600,761</u>	<u>663,833</u>
b) Lease Aid Rev at 90% of Lease Exp.	<u>392,930</u>	<u>489,071</u>	<u>468,869</u>	<u>561,341</u>	<u>600,761</u>	<u>663,833</u>
Lesser of \$1,314 p.u. or 90% of lease payment	392,930	489,071	468,869	561,341	600,761	663,833
<b>Estimated Proration of Lease Aid Revenue</b>	<b>99.9%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Total Prorated Building Lease Aid Revenue</b>	<b>\$392,449</b>	<b>\$489,071</b>	<b>\$468,869</b>	<b>\$561,341</b>	<b>\$600,761</b>	<b>\$663,833</b>
Lease Aid Revenue per pupil unit (before proration)	1,314	1,314	1,314	1,314	1,314	1,314

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
<b>Building Lease Aid Analytical:</b>							
Lease Aid Revenue that would need to be generated to cover exp. at 90%. Max is \$1,314	\$1,122	\$1,314	\$1,260	\$1,314	\$1,314	\$1,314	\$1,314
How many more PUN would we need to maximize lease aid?	0	0	0	0	0	0	0
<b>Special Education Revenue</b>	<b>90%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>
State Special Education Aid and Tuition Billing	<u>\$482,559</u>	<u>\$483,631</u>	<u>\$589,152</u>	<u>\$521,260</u>	<u>\$544,459</u>	<u>\$576,248</u>	<u>\$606,398</u>
<b>EL (English Learner) State Aid</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>
Prior Year EL Eligible ADM	<u>MARSS 32</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Current Year EL Eligible ADM	256	256	253	271	305	323	354
ADM Served	253	271	268	305	323	354	380
ADM Served	339	360	360	405	430	470	505
<b>EL Revenue</b>	<b>\$178,013</b>	<b>\$190,641</b>	<b>\$189,002</b>	<b>\$214,471</b>	<b>\$227,710</b>	<b>\$248,892</b>	<b>\$267,427</b>
Concentration Portion	0.7457	0.7522	0.7457	0.7522	0.7522	0.7522	0.7522
Concentration Factor	1	1	1	1	1	1	1
EL Pupil Units	253	271	268	305	323	354	380
<b>EL Concentration Revenue</b>	<b>\$63,215</b>	<b>\$67,699</b>	<b>\$67,117</b>	<b>\$76,162</b>	<b>\$80,863</b>	<b>\$88,385</b>	<b>\$94,967</b>
Rounding Adjustment	0	0	0	0	0	0	0
<b>Total EL Aid</b>	<b>\$241,228</b>	<b>\$258,340</b>	<b>\$256,119</b>	<b>\$290,632</b>	<b>\$308,573</b>	<b>\$337,277</b>	<b>\$362,393</b>
<b>Long-Term Facilities Maintenance Revenue</b>							
Revenue per Adjusted Pupil Unit	\$ 132.00	\$ 132.00	\$ 132.00	\$ 132.00	\$ 132.00	\$ 132.00	\$ 132.00
<b>Total Long-Term Facilities Maintenance Revenue</b>	<b>\$ 46,243.56</b>	<b>\$ 49,130.00</b>	<b>\$ 49,130.00</b>	<b>\$ 56,390.00</b>	<b>\$ 60,350.00</b>	<b>\$ 66,686.00</b>	<b>\$ 72,230.00</b>
Estimated Proration of LTFM Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Total Prorated LTFM Revenue</b>	<b>\$ 46,244.00</b>	<b>\$ 49,130.00</b>	<b>\$ 49,130.00</b>	<b>\$ 56,390.00</b>	<b>\$ 60,350.00</b>	<b>\$ 66,686.00</b>	<b>\$ 72,230.00</b>

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
<b>General Fund - Revenues</b>							
<b>State Aids</b>							
General Education Revenue	\$2,444,939	\$2,645,583	\$2,631,010	\$3,063,544	\$3,324,400	\$3,724,444	\$4,109,044
EL Aid	241,228	258,340	256,119	290,632	308,573	337,277	362,393
Pension Adjustment Revenue	3,855	5,898	5,783	8,022	10,228	12,419	12,668
Compensatory Revenue	984,304	1,141,018	1,141,018	1,185,212	1,435,936	1,550,554	1,733,309
<b>Subtotal</b>	<b>3,674,326</b>	<b>4,050,839</b>	<b>4,033,930</b>	<b>4,547,410</b>	<b>5,079,137</b>	<b>5,624,694</b>	<b>6,217,414</b>
Building Lease Aid	392,449	489,071	468,869	561,341	600,761	663,833	719,021
K-3 Literacy Incentive Aid	22,778	22,778	22,778	22,778	22,778	22,778	22,778
Special Education Aid	482,560	483,631	589,152	521,260	544,459	576,248	606,398
Long-Term Facilities Maintenance Revenue	46,244	49,130	49,130	56,390	60,350	66,686	72,230
Endowment Aid	12,969	13,668	14,512	15,510	17,801	19,052	21,052
Safe Schools - One Time	6,853	0	0	0	0	0	0
MDE PELSB Grant	22,200	0	0	0	0	0	0
MDE PELSB Grant II	0		46,270				
Prior Year Over Under Accruals	(13,693)	0	0	0	0	0	0
<b>Total State Aids</b>	<b>4,646,686</b>	<b>5,109,117</b>	<b>5,224,641</b>	<b>5,724,689</b>	<b>6,325,286</b>	<b>6,973,291</b>	<b>7,658,893</b>
<b>Federal Revenue</b>							
Federal GEER	17,109	0	3,242	0	0	0	0
Federal ESSER	0	99,399	99,399	0	0	0	0
Federal CRF			125,145				
Federal Special Ed	60,093	57,877	62,897	57,877	57,877	57,877	57,877
Federal Title Funds	161,697	154,542	224,172	156,474	149,520	147,086	142,235
<b>Total Federal Revenue</b>	<b>238,899</b>	<b>311,818</b>	<b>514,855</b>	<b>214,351</b>	<b>207,397</b>	<b>204,963</b>	<b>200,112</b>
<b>Other Revenue</b>							
Fees from Students (Field Trip, Other)	2,912	4,350	1,825	4,975	5,375	6,000	6,575
Interest Revenue	33	0	33	0	0	0	0
Contributions and Gifts, Grants	1,705	40,000	40,000	0	0	0	0
Bush Foundation	120,000	0	0	0	0	0	0
ProtoLabs	40,000		0				
E-Rate Revenues	20,397	20,900	22,100	24,000	26,000	29,000	31,800
Miscellaneous Income	1,340	0	0	0	0	0	0
Sale of Materials	0	0	0	0	0	0	0
<b>Total Other Revenue</b>	<b>186,387</b>	<b>65,250</b>	<b>63,958</b>	<b>28,975</b>	<b>31,375</b>	<b>35,000</b>	<b>38,375</b>
<b>Total Revenue</b>	<b>\$5,071,972</b>	<b>\$5,486,185</b>	<b>\$5,803,454</b>	<b>\$5,968,015</b>	<b>\$6,564,058</b>	<b>\$7,213,254</b>	<b>\$7,897,380</b>
Check Figure	5,071,972	5,486,185	5,803,454	5,968,015	6,564,058	7,213,254	7,897,380

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New Century School Budget Projection Model

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
<b>General Fund - Expenditures</b>							
<b>New Staff Calc - Staff increases based on enrollment increases</b>				45	25	40	35
Actual/projected enrollment change from prior year				3.0	2.0	3.0	2.0
Added new teacher FTE's - calculated at 15:1 ratio (rounded)				41,000	41,820	42,656	43,510
Projected new teacher (1FTE) Salary cost				123,000	83,640	127,969	87,019
Added salary cost - teachers (added FTE's times cost)							
<b>Other Teachers/Non-teachers Added</b>				100,000	50,000	100,000	50,000
Additional staff budget added							
<b>Inflation Assumptions</b>							
Salaries	actual	see detail	see detail	2.0%	2.0%	2.0%	2.0%
General Inflationary	actual	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
<b>Budget Calculations</b>	19.9%	20.8%	21.7%	21.8%	22.8%	23.8%	24.8%
100's Salaries	\$1,445,585	\$1,776,652	\$1,781,024	2,035,200	2,209,500	2,481,700	2,668,400
200's Benefits	287,048	368,915	385,688	442,954	502,985	589,767	660,820
305 Contracted Services	226,245	220,376	200,376	252,900	273,900	305,400	334,700
315 Repairs & Mtc for Computers and Technology	36,957	36,788	41,788	42,200	45,700	51,000	55,900
320 Communications Services	24,793	25,400	24,300	25,900	26,400	26,900	27,400
329 Postage	0	100	1,500	100	100	100	100
330 Utilities/Facilities, CAM Costs through Landlord	209,846	197,259	197,259	207,122	217,478	228,352	239,770
340 Property and Casualty Insurance	12,486	13,450	13,450	13,700	14,000	14,300	14,600
350 Repairs and Maintenance	19,404	140,000	40,000	45,900	57,200	63,800	69,900
360 Transportation	453,980	457,620	457,620	525,100	568,700	634,000	694,800
less transportation to CARES			(69,000)				
360 Field Trip Transportation	9,006	9,800	4,800	11,200	12,100	13,500	14,800
366 Travel and Conferences	4,016	8,200	8,200	9,400	10,200	11,400	12,500
369 Field Trip Admissions	3,193	7,600	2,500	8,700	9,400	10,500	11,500
348-370 Lease	436,589	543,412	520,966	623,712	667,512	737,592	798,912
370 Other Rentals and Operating Leases	1,001	1,100	1,100	1,300	1,400	1,600	1,800
380 Other Leases/Rentals	12,634	13,700	13,700	15,700	17,000	19,000	20,800
389 Tuition Reimbursement	10,005	10,000	10,000	10,200	10,400	10,600	10,800
401/455/465 Non-Instructional Supplies	52,848	50,000	30,000	57,400	62,200	69,300	75,900
810-401 Building Supplies	23,811	28,200	28,200	32,400	35,100	39,100	42,900
405/406 Software Licensing	28,434	35,725	40,725	41,000	44,400	49,500	54,200
430/456/466 Instructional Supplies	66,498	50,000	30,000	57,400	62,200	69,300	75,900
440 Fuels	20	0	0	0	0	0	0
460 Textbooks and Workbooks	33,447	60,000	90,000	68,900	74,600	83,200	91,200
461 Standardized Tests	3,155	4,900	4,900	5,600	6,100	6,800	7,500
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New Century School Budget Projection Model

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
470 Media/Library Resources	0	1,000	1,000	1,100	1,200	1,300	1,400
490 Non Food-Service Food	7,116	8,100	8,100	9,300	10,100	11,300	12,400
520 Leasehold Improvements/Construction	54,635	0	167,000	50,000	49,100	34,700	(12,000)
530 Furniture and Other Equipment		45,000	30,000	34,400	41,900	49,600	59,400
555/556 Technology Equipment	31,013	35,500	28,600	100,700	104,100	111,100	106,800
820 Dues and Memberships	25,924	26,768	26,768	30,700	33,200	37,000	40,600
<b>State Special Ed Expenditures Total</b>	<b>536,177</b>	<b>525,686</b>	<b>640,383</b>	<b>560,495</b>	<b>585,440</b>	<b>619,621</b>	<b>652,041</b>
State SPED Salaries and Wages	301,418	261,750	338,786	266,985	272,325	277,772	283,327
State SPED Benefits	48,909	50,716	69,278	51,730	52,765	53,820	54,896
State SPED Purchased Services	10,290	23,020	42,219	23,480	23,950	24,429	24,918
State SPED Transportation	175,560	190,200	190,100	218,300	236,400	263,600	288,900
Federal GELR	17,109	0	3,242	0	0	0	0
Federal LSSER	0	99,399	99,399	0	0	0	0
Federal CRF			125,145				
Federal Special Ed Expenditures	60,093	57,877	62,897	57,877	57,877	57,877	57,877
Federal Title Expenditures	161,697	154,542	224,172	156,474	149,520	147,086	142,235
Summer Program (CRS 202)	35,423	30,000	45,000	34,400	37,300	41,600	45,600
less amount to CARES			(7,200)				
After School Program (CRS 302)	38,755	35,000	30,000	40,200	43,500	48,500	53,200
Bush Foundation (CRS 303)	79,063	40,000	40,937	0	0	0	0
Protolabs Grant (CRS 304)	20,000	20,000	20,000	0	0	0	0
MOE PELSB Grant (CRS 306)	4,309	0	17,891	0	0	0	0
MOE PELSB Grant II (CRS 307)	0		46,270				
Pre-K program costs	0	119,795	86,847	137,500	148,900	166,000	181,900
Food Service Program Transfers Out	17,001	29,280	21,301	29,396	29,724	29,864	30,017
<b>Total Expenditures and Transfers Out</b>	<b>4,489,316</b>	<b>5,287,144</b>	<b>5,576,848</b>	<b>5,776,530</b>	<b>6,220,436</b>	<b>6,872,259</b>	<b>7,356,572</b>
<b>Change in Fund Balance - General Fund</b>	<b>582,656</b>	<b>199,041</b>	<b>226,606</b>	<b>191,485</b>	<b>343,622</b>	<b>340,995</b>	<b>540,808</b>
<b>Beginning Fund Balance - General Fund</b>	<b>629,599</b>	<b>1,228,255</b>	<b>1,212,255</b>	<b>1,427,296</b>	<b>1,618,781</b>	<b>1,962,403</b>	<b>2,303,398</b>
<b>Ending Fund Balance - General Fund</b>	<b>\$1,212,255</b>	<b>\$1,427,296</b>	<b>\$1,438,861</b>	<b>\$1,618,781</b>	<b>\$1,962,403</b>	<b>\$2,303,398</b>	<b>\$2,844,206</b>
Fund Balance Percentage of Expenditures - General Fund	27.1%	27.1%	25.9%	28.2%	31.7%	33.7%	38.8%

New Century School #4240-07 Long-Range Budget Projection Model 12.3.20							
	Prelim. Actual 2019-2020	Original 2020-2021	Working 2020-2021	Projections			
				2021-2022	2022-2023	2023-2024	2024-2025
<b>Food Service Fund</b>							
<b>Revenues</b>							
State Sources	\$5,196	\$5,600	\$5,600	\$6,400	\$6,900	\$7,700	\$8,400
Federal Sources	278,374	301,500	301,500	346,000	374,700	417,700	457,800
Transfers In	17,001	29,280	21,301	29,396	29,724	29,864	30,017
Total Food Service Revenues and Transfer In	<b>\$300,571</b>	<b>\$336,380</b>	<b>\$328,401</b>	<b>\$381,796</b>	<b>\$411,324</b>	<b>\$455,264</b>	<b>\$496,217</b>
Check Figure	300,571	336,380	328,401	381,796	411,324	455,264	496,217
<b>Expenditures</b>							
Food Service Salaries	\$17,639	\$28,550	\$21,683	\$29,121	\$29,703	\$30,297	\$30,903
Food Service Benefits	2,904	4,530	3,418	4,575	4,621	4,667	4,714
Food Service Supplies & Capital	17,365	18,800	18,800	21,600	23,400	26,100	28,600
Food Service Milk and Food	262,662	284,500	284,500	326,500	353,600	394,200	432,000
Total Food Service Expenditures	<b>\$300,570</b>	<b>\$336,380</b>	<b>\$328,401</b>	<b>\$381,796</b>	<b>\$411,324</b>	<b>\$455,264</b>	<b>\$496,217</b>
Check Figure	300,570	336,380	328,401	381,796	411,324	455,264	496,217
<b>Change in Fund Balance - Food Service Fund</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Beginning Fund Balance - Food Service Fund</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Ending Fund Balance - Food Service Fund</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
per audit	0	0	1	0	0	0	0
<b>Schoolwide Activity</b>							
<b>Total Revenues</b>	<b>\$5,372,543</b>	<b>\$5,822,565</b>	<b>\$6,131,855</b>	<b>\$6,349,811</b>	<b>\$6,975,382</b>	<b>\$7,668,518</b>	<b>\$8,393,597</b>
<b>Total Expenditures</b>	<b>4,789,886</b>	<b>5,623,524</b>	<b>5,905,249</b>	<b>6,158,326</b>	<b>6,631,760</b>	<b>7,327,523</b>	<b>7,852,789</b>
<b>Annual Surplus - Combined</b>	<b>582,657</b>	<b>199,041</b>	<b>226,606</b>	<b>191,485</b>	<b>343,622</b>	<b>340,995</b>	<b>540,808</b>
<b>Ending Fund Balance - Combined</b>	<b>\$1,212,256</b>	<b>1,427,296</b>	<b>\$1,438,861</b>	<b>\$1,618,781</b>	<b>\$1,962,403</b>	<b>\$2,303,398</b>	<b>\$2,844,206</b>
per audit	1,212,256						
<b>Fund Balance Percentage of Expenditures - All Funds</b>	<b>25.4%</b>	<b>25.5%</b>	<b>24.5%</b>	<b>26.4%</b>	<b>29.7%</b>	<b>31.6%</b>	<b>36.4%</b>

*Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.*



## 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 K-12 school students.** Specifically: all children are ready for school; 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%)				
<b>TOTAL</b>				
<b>CUMULATIVE TOTAL AVERAGE</b>				

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



## 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**

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

<b>Item</b>	<b>Responsible Party</b>	<b>Timeline</b>
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



## **NEW CENTURY SCHOOL**

### **Special Education Services**

New Century 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 SCHOOL NAME agree to comply with all federal and state laws governing organizational, programmatic and financial requirement applicable to charter schools.**

1.	_____ Board Member Signature	_____ Printed Name
2.	_____ Board Member Signature	_____ Printed Name
3.	_____ Board Member Signature	_____ Printed Name
4.	_____ Board Member Signature	_____ Printed Name
5.	_____ Board Member Signature	_____ Printed Name

## Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
<b>Immediate Board Actions</b>				
<b>1</b>	<p><b>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN;</li> <li><input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations;</li> <li><input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN.</li> <li><input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any.</li> </ul>	Board		
<b>2</b>	<p><b>Reserve Funds</b></p> <p>Segregate by Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>	Board		
<b>Notifications and Further Actions</b>				
<b>3</b>	<p><b>Notification of Parents / Guardians</b></p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * date of the last day of regular instruction;</li> <li><input type="checkbox"/> * cancellation of any planned summer school;</li> <li><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;</li> <li><input type="checkbox"/> * a listing of the names of charter, parochial, public and private schools in the area.</li> <li><input type="checkbox"/> * offer of copies of student records before the CHARTER REVOCATION.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of the notice.</li> </ul>	Board Chair or School Director		

4	<p><b>Final Report Cards and Student Records Notice</b></p> <p>Within 10 business days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice that records, which include information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56, will 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"> <li><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.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of the notice.</li> </ul>	School Director		
5	<p><b>Transfer of Student Records and Testing Material</b></p> <p>No later than 10 business days after Authorizer Notice of CHARTER REVOCATION / CLOSURE, the school must provide parents of enrolled students information and assistance to enable the student to re-enroll in another school.</p> <p>Within ten business days of closing the charter school, the closed school must transfer each student's educational records to the student's school district of residence, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;</li> <li><input type="checkbox"/> student health / immunization records;</li> <li><input type="checkbox"/> attendance records; and</li> <li><input type="checkbox"/> all other student records.</li> </ul> <p>Student transmitted records information must include any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56. The school must provide notice to a student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).</p> <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION / CLOSURE.</p>	School Director		

	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.			
6	<p><b>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</b></p> <p>Within 7 business days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided.</li> <li><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.</li> <li><input type="checkbox"/> Provide VOA-MN with a copy of the notice.</li> </ul>	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		
7	<p><b>Notification of Funding Sources / Charitable Partners</b></p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <li><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.</li> <li><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.</li> </ul>	<p>Board Chair or Treasurer</p>		
8	<p><b>Notification of Contractors and Termination of Contracts</b></p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of such notice.</li> <li><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.</li> </ul>	<p>Board Chair or Treasurer</p>		

	<p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <p><input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&amp;O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.</p>		
<b>9</b>	<p><b>Notification of Employees and Benefit Providers</b></p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit 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> <p><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> <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.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>	Board Chair or designee	
<b>10</b>	<p><b>Notification of Food and Transportation Services and Cancellation of Contracts</b></p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary	

11	<p><b>Notification of VOA of MN Regarding Lawsuits</b></p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	Board Chair or Secretary		
<b>Assets, Creditors and Debtors</b>				
12	<p><b>List of Creditors and Debtors; UCC Search</b></p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed.</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><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.</li> </ul>	Board Chair or Treasurer		
13	<p><b>Notification to Creditors</b></p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p>	Board Chair or Treasurer		

	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.			
<b>14</b>	<p><b>Notification to Debtors</b></p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		
<b>15</b>	<p><b>School Wind-Up Plan and Action</b></p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.</li> <li><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).</li> <li><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. (See Liquidation of Assets, below.)</li> <li><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.</li> <li><input type="checkbox"/> Cancellation of corporate credit cards and lines of credit.</li> <li><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</li> </ul>	School Board and School Director		

	<p>and School Board status of those authorized to sign for the School.</p> <ul style="list-style-type: none"> <li><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).</li> </ul>			
<b>16</b>	<p><b>Protection of Assets; Insurance</b></p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</li> <li><input type="checkbox"/> Appropriate security services should be obtained or maintained.</li> <li><input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility.</li> </ul>	Board Chair or Designee		
<b>17</b>	<p><b>Inventory</b></p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried.</li> <li><input type="checkbox"/> Provide VOA OF MN with a copy of the inventory.</li> <li><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.</li> <li><input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li><input type="checkbox"/> Return assets not belonging to School and document same.</li> </ul>	Board Chair & School Director		
<b>18</b>	<p><b>Liquidation of Assets</b></p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any</p>	School board chair and treasurer		

	<p>liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p><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> <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>			
<b>19</b>	<p><b>D&amp;O Insurance</b></p> <p>Maintain existing directors and officer's liability (D&amp;O) insurance, if any, until final dissolution of the School Corporation. If no such D&amp;O insurance exists, disclose this fact to the board of directors.</p>	School Board		
<b>20</b>	<p><b>Interim Statements</b></p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <p><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</p> <p><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</p> <p><input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets.</p> <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	School board chair or designee		
<b>21</b>	<p><b>Final Statement</b></p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all</p>	School board chair or designee		

	<p>contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and</li> <li><input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.</li> <li><input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</li> <li><input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below).</li> </ul>			
<b>Corporate Records / Accounting</b>				
<b>22</b>	<p><b>Final Financial Statement Audit</b></p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1<sup>st</sup> of the calendar year in which the School ceases instruction.</p>	School Board		
<b>23</b>	<p><b>Closeout of State and Federal Grants</b></p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notification to the grant entity of the School closure; and</li> <li><input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports.</li> </ul> <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>	School Board		
<b>24</b>	<p><b>U.S. Dept. of Education Filings</b></p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States</p>	School Board		

	Department of Education. <i>See</i> 2 CFR 200.334-200.338.			
<b>25</b>	<p><b>IRS Status; Reports</b></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"> <li><input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and</li> <li><input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</li> <li><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.</li> </ul>	School Board		
<b>26</b>	<p><b>Corporate Records</b></p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Loans, bonds, mortgages and other financing;</li> <li><input type="checkbox"/> Contracts;</li> <li><input type="checkbox"/> Leases;</li> <li><input type="checkbox"/> Assets and asset sales;</li> <li><input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 2 CFR 200.334 – 200.338.</li> <li><input type="checkbox"/> Governance (Minutes, by-laws, policies);</li> <li><input type="checkbox"/> Employees (background checks, personnel files);</li> <li><input type="checkbox"/> Accounting/audit, taxes and tax status, etc;</li> <li><input type="checkbox"/> Personnel,</li> <li><input type="checkbox"/> Employee benefit programs and benefits; and</li> <li><input type="checkbox"/> Student summary test data files</li> <li><input type="checkbox"/> Any items listed in this Closure Plan.</li> </ul>	School Board		
<b>Dissolution / Final Distribution of Assets</b>				
<b>27</b>	<p><b>Resolution of Dissolution</b></p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
<b>28</b>	<p><b>Dissolution</b></p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and</li> </ul>	School board secretary		

	<p><input type="checkbox"/> a statement of the ascertainable debts of the education corporation.</p> <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>			
29	<p><b>Final Distribution of Assets</b></p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <p><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.)</p> <p><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.</p>	School board chair or designee		

**Contract Evaluation Report**  
**NEW CENTURY SCHOOL**  
**Contract Term: July 1, 2018 – June 30, 2021**

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

**SCHOOL DIRECTOR:** Dr. Ahmed Ali

**PROGRAM DESCRIPTION:** New Century School (NCS) a public STEM charter School located in the Midway area of St. Paul, Minnesota. The school serves students grades Preschool-grade 8 with plans on growing into high school during the next contract term. The school integrates a STEM based curriculum that allows students to develop skills for the 21st Century. Our school's inquiry-based learning model and multi-disciplinary instructional approach provides the foundation for our rigorous curriculum. New Century School is aspirational to its very bedrock: built upon the values of equity of opportunity and access, it aspires to fulfill the hope and promise of the community it serves.

**EVALUATION REPORT ORDER**

ACADEMIC PERFORMANCE & STATUTORY PURPOSES  
 FINANCIAL PERFORMANCE  
 ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS

CONTRACT RENWAL DETERMINATION

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance  
15% management & compliance

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

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

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

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

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

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed:

**New Century School Academic Performance Section Overview:**

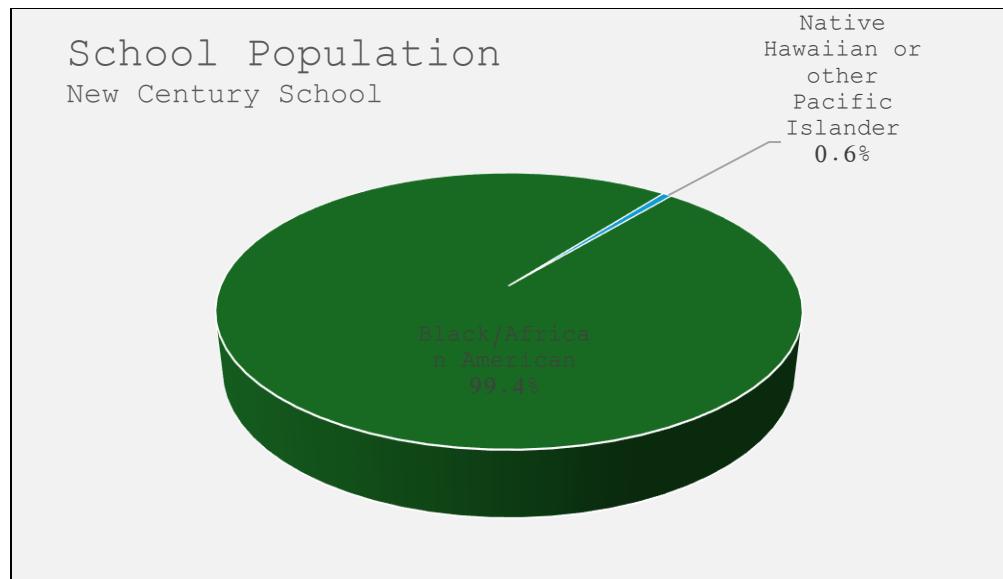


Figure 1 – School Population

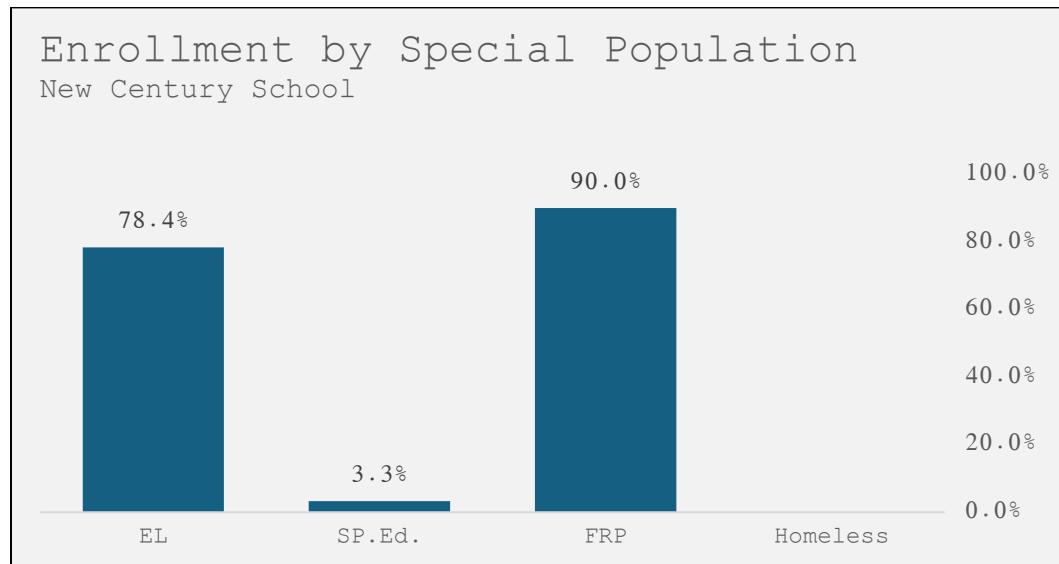


Figure 2 - Enrollment by Special Population

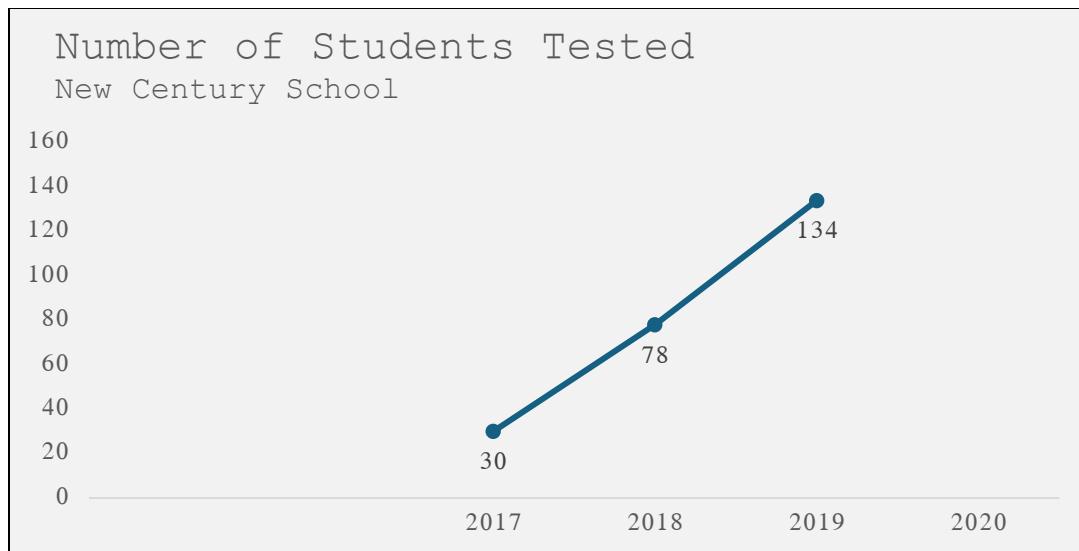


Figure 3 – Number of Students Tested (MCA)

## Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2020

MCA Math	2016	2017	2018	2019	2020*
Statewide	60.2%	59.5%	58.7%	55.5%	
3 <sup>rd</sup>	70.9%	69.6%	68.1%	66.0%	
4 <sup>th</sup>	70.0%	68.8%	66.8%	64.3%	
5 <sup>th</sup>	59.7%	58.8%	57.1%	52.4%	
6 <sup>th</sup>	56.7%	56.0%	54.3%	50.9%	
7 <sup>th</sup>	56.7%	55.4%	54.9%	52.5%	
New Century		13.3%	33.3%	44.8%	
3 <sup>rd</sup>		33.3%	36.4%	57.1%	
4 <sup>th</sup>		CTSTR	42.9%	44.7%	
5 <sup>th</sup>		0.0%	25.0%	40.0%	
6 <sup>th</sup>			16.7%	44.0%	
7 <sup>th</sup>				CTSTR	
Minnesota Math and Science Academy	18.7%	29.2%	20.1%	27.8%	
3 <sup>rd</sup>	23.1%	26.7%	12.5%	39.5%	
4 <sup>th</sup>	18.4%	19.6%	11.4%	CTSTR	
5 <sup>th</sup>	13.2%	51.2%	19.0%	CTSTR	
6 <sup>th</sup>	21.4%	21.6%	25.6%	35.7%	
7 <sup>th</sup>		26.4%	34.4%	39.0%	

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

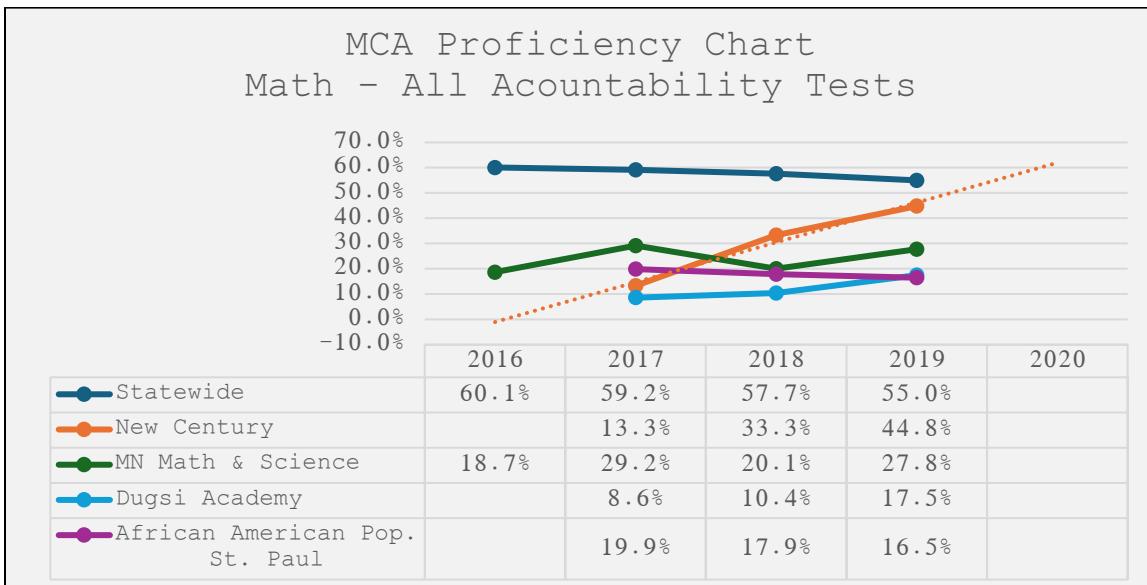


Figure 4 - MCA Math Proficiency 2016-2020

**ANALYSIS OF MATH MCA PROFICIENCY:** Table 1 and Figure 4 illustrate MCA math proficiency at NCS. NCS is currently performing above the local comparison school by seventeen percentage points. After an increase of eleven percentage points from 2018 to 2019, NCS has reduced the gap between itself and the statewide average. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2020

MCA Reading	2016	2017	2018	2019	2020*
Statewide	60.2%	60.6%	60.4%	59.7%	
3 <sup>rd</sup>	57.7%	57.0%	56.2%	55.0%	
4 <sup>th</sup>	58.8%	57.3%	56.2%	55.9%	
5 <sup>th</sup>	68.1%	67.6%	67.5%	66.2%	
6 <sup>th</sup>	62.6%	63.8%	64.9%	63.2%	
7 <sup>th</sup>	57.2%	57.9%	58.7%	57.9%	
New Century		16.7%	37.2%	32.1%	
3 <sup>rd</sup>		25.0%	42.4%	35.7%	
4 <sup>th</sup>		CTSTR	28.6%	31.6%	
5 <sup>th</sup>		18.2%	33.3%	CTSTR	
6 <sup>th</sup>			41.7%	CTSTR	
7 <sup>th</sup>				CTSTR	
Minnesota Math and Science Academy	21.2%	26.2%	24.4%	30.0%	
3 <sup>rd</sup>	20.5%	22.2%	14.6%	26.3%	
4 <sup>th</sup>	7.9%	26.1%	13.6%	CTSTR	
5 <sup>th</sup>	21.1%	21.4%	31.0%	31.9%	
6 <sup>th</sup>	40.5%	29.7%	38.5%	42.9%	
7 <sup>th</sup>		28.3%	CTSTR	24.4%	

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

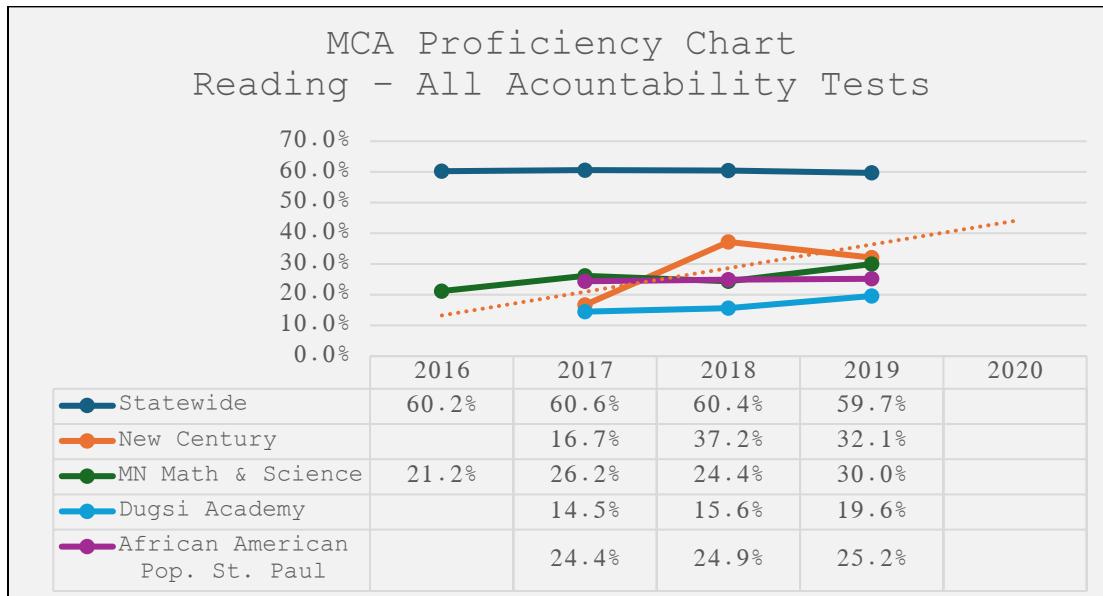


Figure 5 – MCA Reading Proficiency 2016-2020

**ANALYSIS OF READING MCA PROFICIENCY:** Table 2 and Figure 5 illustrate MCA reading proficiency at NCS. NCS' reading proficiency rate fell by five percentage points from 2018 to 2019. Despite the decline, NCS continues to outperform the local comparison school. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

### Academic Performance Standard 2 - Growth

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

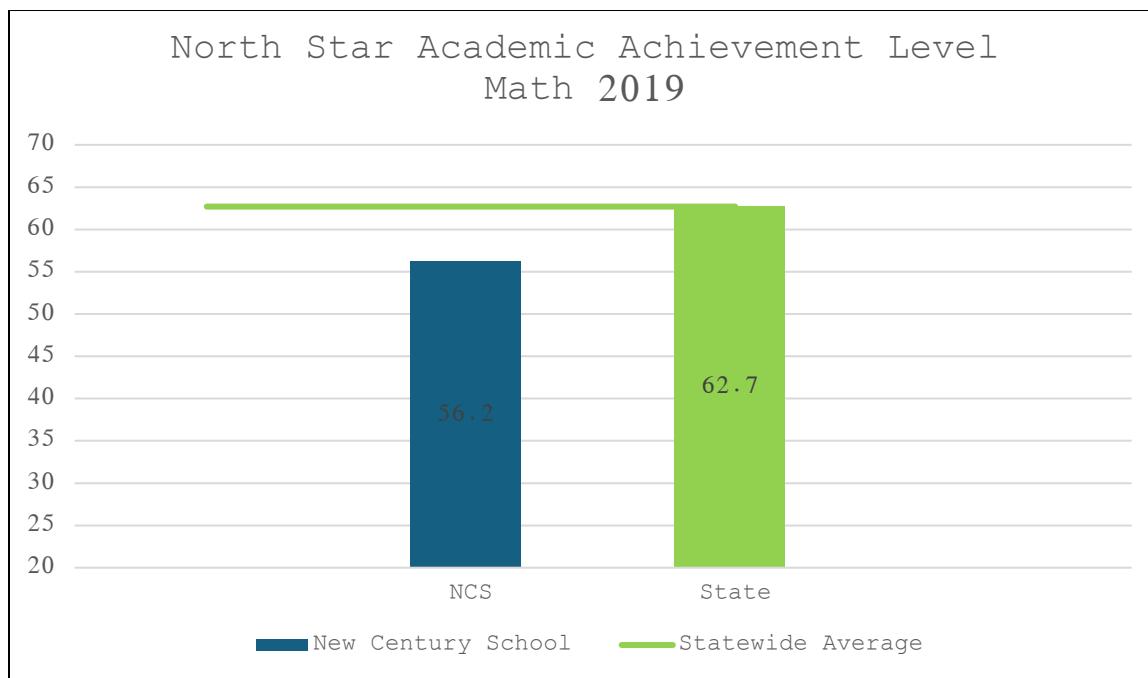


Figure 6 – 2019 North Star Academic Achievement Level (Improved + Maintained)

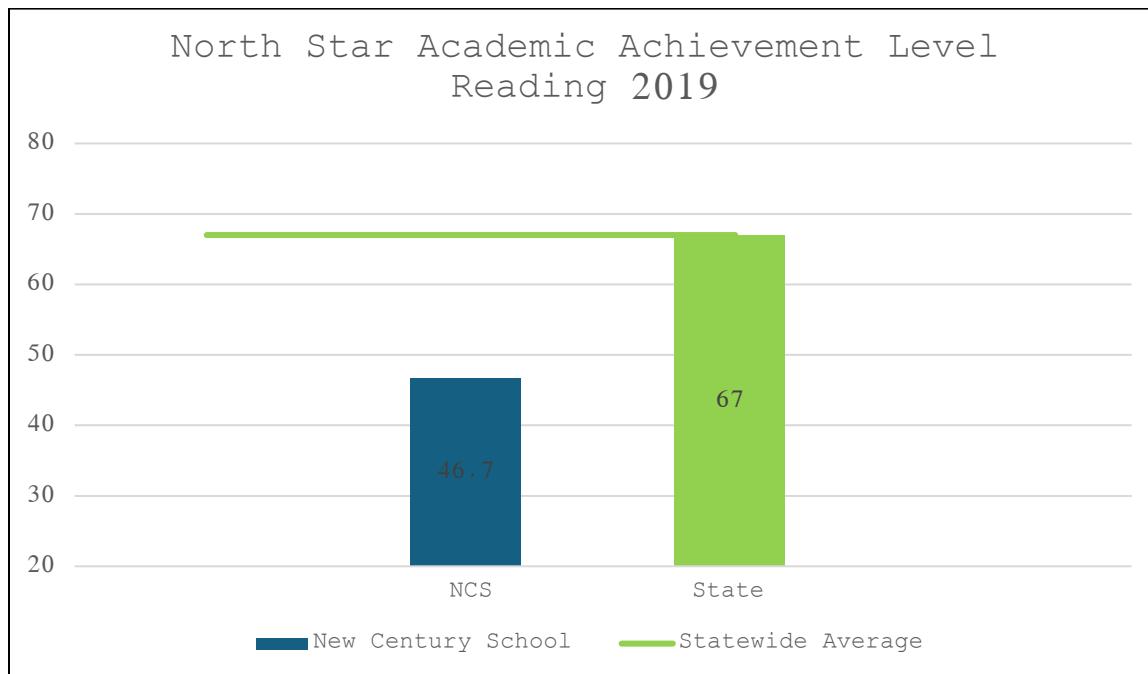


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

### Academic Performance Standard 3 - Achievement Gap Reduction

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

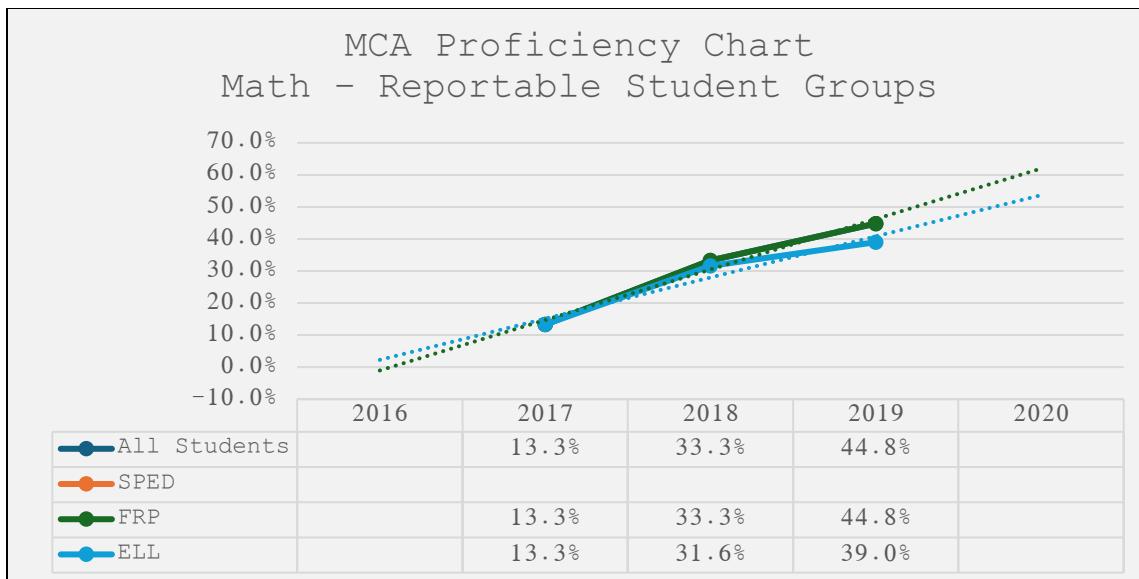


Figure 8 - Reportable Student Groups MCA Math 2016 – 2020

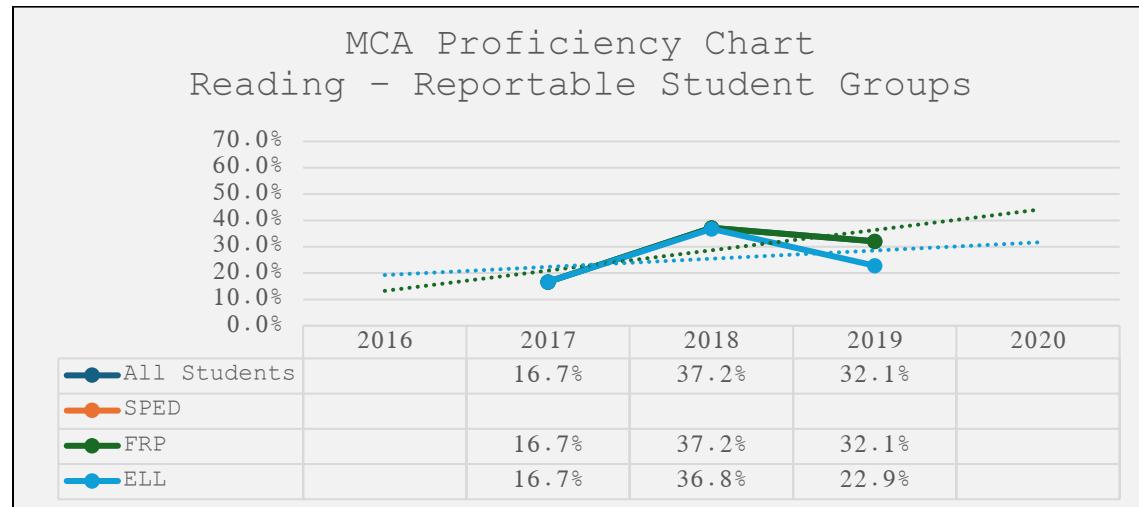


Figure 9 - Reportable Student Groups MCA Reading 2016- 2020

## VOA -MN Academic Standards Evaluation

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

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

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

**Evidence / Source:** Minnesota Department of Education

**Analysis:** During the 2019/20 school year, the COVID-19 pandemic disrupted New Century School's regular assessment plans and programs such as the MCA assessment and the Spring NWEA. However, NCS administered alternative assessment and evaluation tools and programs. The programs include the following: Lexia Reading (Reading progress), NWEA (Math and Reading Growth) Fall and Winter, and WIDA ACCESS (ELL progress and growth), standardized tests. Other evaluation programs implemented are monthly and year-end classroom teacher assessment and Raz-kids for reading levels. Although we were able to measure our students' growth and achievement, we did not have data from other schools to compare with our school. As for the 2020-21 school year, we will implement the same programs and tools if we continue to be engaged in distance learning.

**Academic Standard 2: Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.**

	<b>2-Meets</b>	School's achievement level of "improved and maintained" is above 62.7% for math and 67.0% for reading.
X	<b>1-Partially Meets</b>	School's achievement level of "improved and maintained" is above 50%
	<b>0-Does Not Meet</b>	School's achievement level of "improved and maintained" is below 50%

**Evidence / Source:** North Star Academic Progress

**Analysis:** MCA's were not conducted in 2020 due to the COVID-19 pandemic. The results shown here reflect the 2019 MCA administration. Math = 56.2, Reading = 46.7

**Academic Standard 3: The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.**

- Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

	<b>2-Meets</b>	The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.
X	<b>1-Partially Meets</b>	The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.
	<b>0-Does Not Meet</b>	The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.

**Evidence / Source:**

**Analysis:** Due to the Covid-19 pandemic, MN schools were unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools. Unfortunately, without this data, it is impossible to calculate the differences between "all student" proficiency rates and subgroup proficiency rates. The State has advised that schools be cautious in how they use any

available student-level data for 2019-2020 and be wary of creating or publishing data stories using insufficient or unavailable data. The results shown here reflect the 2019 MCA administration. A score of partially meets was awarded because the gap between the “all students” group and the English learner population increased in math and reading from 2018 to 2019. During the 2018-2019 school year NCS had a Free and Reduced population of over 90% and an EL population of over 80%.

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

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

**Data / Source:** School Annual Report

**Analysis:** Teachers are observed using a detailed observation rubric based on three domains, planning, environment, and instruction. In addition, the observation will include: The lists of items for READ IT curriculum, weekly submission of lead teacher admin report, students' reading levels list according to tiers, teacher notes, data tracking log, Envison Math planning guide sheet as well as a completed classroom environment checklist.

## PROFESSIONAL DEVELOPMENT

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

<b>X</b>	<b>2-Meets</b>	The school has adopted and followed a school-wide, data-driven professional development plan.
	<b>1-Partially Meets</b>	The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	<b>0-Does Not Meet</b>	The school has not adopted a school-wide professional development plan.

**Data/Source:** School Annual Report

**Analysis:** During the last year, the school provided extensive professional development for teachers. instructional staff participated in trainings for two weeks before school opened, and ongoing trainings were conducted throughout the year.

Topics included:

Component of Classroom management: Re-focus

Component of Classroom management: Self-Control

Component of Classroom management: Classroom arrangement

NWEA: Understanding and Using the Data for instructions

Component of Classroom management: Unconditional Positive Regard

Setting High Academic Expectations: Tips

WIDA Session 4: Understanding Uses of Academic Language

WIDA Session 5: Using Supports to Connect Language and Content

Structuring and Delivering Your Lessons: Tips  
 Engaging Students in Your Lessons: Tips  
 Staff Development (FOSS, IXL, or Other) TBD  
 Using the Mn Report Card and Local Assessment Data for Accountability Supporting Students' Academic Language and Literacy Development

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

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

**Data / Source:** School Annual Report

**Analysis:**

**STEM:** As a STEM school, New Century School is equally committed to closing the achievement gap in Science, a gap that is wider in Minneapolis and St. Paul. All NCS students were given a device during the 2019/20 academic year as part of a blended and online learning model. NCS developed a unique MakersSpace, the Design & InnoVation Lab. Community partnerships were critical to the development of the Lab. Concurrently, NCS made significant progress in the efforts to strengthen the STEM and personalized learning initiatives.

NCS scholars had a unique opportunity to practice what they have been learning in classrooms in a science camp for three days. NCS believes in creating unique programs and opportunities for its students. The success of the programs is grounded in the following:

**Flexible Learning Space:** At New Century School, we believe that learning should be distinct and dynamic, student driven, and equitable. Students have access to unique learning spaces and a Design & InnoVation Lab in which the teacher's role has shifted dramatically. Rather than holders and distributors of knowledge, teachers are instructional facilitators. Some students prefer to learn alone; others prefer a peer or group learning experience. The open platform of the lab afforded student voice and choice.

**Tech Enabled:** New Century School secures and assigns resources so that all students have access to learning, anywhere, anytime. Access is integral to equity. A 1:1 program is important for our students, most of whom are otherwise underserved and most often in low-income communities. All students are given iPads or Chromebooks for individualized and personalized learning. Students are given opportunities to enroll in online and blended learning. Instruction tools used include Smartboards and Smart screens, and educational and productivity software.

**Authentic Learning Experiences:** New Century, Robotics is integral to the STEM program. More students have access and the opportunity to explore options, including coding, engineering, and research, bringing individual and collective skills sets to a challenge. NCS believes in community partnerships. NCS students are provided with opportunities to participate in off-site programs and activities such as Minnesota State University (Mankato) Engineering Center of Excellence, STARBASE Minnesota's (DOD US Airforce) STEM learning, Eagle Bluff Environmental Learning Program, Carnegie Mellon University's coding and engineering, University of Minnesota's Talented Youth Math Program (UMTYMP), FIRST LEGO's robotics program, and YMCA's youth leadership and governance program.

In 2019-2020, NCS participated in the FIRST LEGO League Challenge (FLL) and FIRST LEGO League Jr. Challenge (FLL Jr.). FIRST (For Inspiration and Recognition of Science and Technology) was founded in 1989 to inspire young people's interest and participation in science and technology. Based in Manchester, NH, the 501(c)(3) not-for-profit public charity designs accessible, innovative programs that motivate young people to pursue education and career opportunities in science, technology, engineering, and math, while building self-confidence, knowledge, and life skills. FIRST participation is proven to encourage students to pursue education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21st century work-life skills.

The FIRST LEGO League Challenge (FLL) is an annual robotics event. Students build, test and program autonomous robots using LEGO® MINDSTORMS® technology to solve a set of missions. The local (Minnesota) sponsor of the robotics tournaments is High Tech Kids. With generous support from benefactors (including 3M, Boston Scientific, Seagate, Stratasys, etc.), middle-school teams compete at regional and state tournaments. In 2019-2020, NCS will register two teams.

The FIRST LEGO League Jr. Challenge (FLL) is also an annual robotics event. Younger students build, test and program autonomous robots using LEGO® WeDo technology to solve a set of missions. The local (Minnesota) sponsor of the robotics tournaments is High Tech Kids. With generous support from benefactors (including 3M, Boston Scientific, Seagate, Stratasys, etc.), elementary teams compete at regional and state tournaments. In 2019-2020, NCS will register two teams.

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

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

**Data / Source:** School Annual Report

**Analysis:** Due to the Covid-19 pandemic, the school was unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools. Therefore, 2019-2020 data has not been included in this report. The 2018-2019 WBWF goals are listed below.

**Goal # 1 All Students Ready for School**

- Achieve at least 95% attendance.
- 90% of students enrolled in Kindergarten should successfully meet KG completion requirement by end of the year.
- Develop at least four parent engagement activities.
- **Result: Goal Met**
- The 2018-19 attendance was 98%
- 100% of the students successfully completed KG requirements.
- We had nine parent events at the school.

**Goal # 2 All Students in Third Grade Achieving Grade-Level Literacy**

- 80% of third grade students will meet or exceed the individual projected growth target in reading. (NWEA MAP) in 2018/19.

**Result: Goal Met**

- 86% of students met or exceeded the individual projected growth target in NWEA reading.

### **Goal # 3 Close the Achievement Gaps Between Students**

- 80% of all students will meet or exceed the individual projected growth target (NWEA MAP) in 2018/19.

**Result: Goal Met**

Fall to spring growth

- Math – 91%
- Reading – 68%

The data has not been disaggregated by groups as almost all our students were of the same group/demographic.

### **Goal # 4 All Students Career and College Ready by Graduation**

- 45% of students will receive information about career and college or visit a college.
- 35% of 3rd – 7th grade students will meet or exceed the MCA Reading and math standards in 2018/19.

**Result: Goal Met**

- Over 50% of students obtained information about career and college and/or went on a field trip to a college.

45% of 3rd – 7th grade students demonstrated proficiency on the MCA math and 32% achieved reading proficiency.

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

### **Financial Section Summary**

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

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

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

## VOA -MN Evaluation of Financial Standards

<b>Financial Standard 1: The school maintains a balanced budget.</b>		
<b>X</b>	<b>2-Meets</b>	surplus position
	<b>1-Partially Meets</b>	NA
	<b>0-Does Not Meet</b>	deficit position
<b>Data / Source:</b> School budgets, Annual Report, School monthly financial reports		
<b>Analysis:</b> The school board approved an original FY20 budget in June 2019 projecting 320 ADM and a surplus of \$226,532. The budget was revised and approved in June 2020 estimating 339 ADM and a surplus of \$598,656.		
FY 2020 was the fourth year the school served students, reporting 339 ADM at year-end and a surplus of \$582,657. The financial audit contained the following statements relating to financial performance:		
<p><b><i>Enrollment – For fiscal 2019-20 and 2018–19, New Century School served an estimated net average daily membership of 339.07 and 288.20.</i></b></p> <p><b><i>Budget to Actual – Total General Fund revenues on a net basis were \$9,227 higher than the final budgeted amount while total expenditures were \$25,217 (or .56%) higher than the final amended budget. As part of any budget update initiated for fiscal 2020-21, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero to the extent practical once the educational program has stabilized. This may involve tightening up the budget development and monitoring process to ensure that net variances remain within those parameters and would generally include continuing to undertake at least one mid-year budget amendment to update budget assumptions.</i></b></p> <p><b><i>General Fund Budgetary Highlights</i></b>  <i>The budget is approved prior to the beginning of the fiscal year. The School then may revise the annual operating budget in the fall and then again mid-year. These budget amendments fall into two main categories:</i></p> <ul style="list-style-type: none"> <li>• <i>Implementing budgets for specially funded projects, which include both federal and state grants and reinstating unexpended funds being carried over from the prior fiscal year.</i></li> </ul>		

- *Legislation passes subsequent to budget adoption, changes necessitated by employment agreements, and increases in appropriations for significant unbudgeted costs.*

*Actual revenues were higher than budgeted with a variance of \$9,227. Actual expenditures were higher than budgeted with a variance of \$25,217 or 1.0%. The majority of this is found in the area Sites and Buildings. Both revenues and expenditures increased over prior year due to the second year of operations and increasing enrollment from 288 students in 2018-2019 to 341 students in 2019-2020.*

Overall, the school has maintained a balanced budget for FY 2020.

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

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

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

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

**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.**

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

**Data / Source:** Financial audit submission

**Analysis:** The school submitted its financial audit to the MDE, **Office of the State Auditor, and the authorizer** by December 31, 2020.

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

<b>X</b>	<b>2-Meets</b>	no findings
	<b>1-Partially Meets</b>	1 or more "significant deficiency" finding(s)
	<b>0-Does Not Meet</b>	1 or more "material weakness" or legal compliance finding (s)

**Data / Source:** School financial audit

**Analysis:** The school's FY 20 financial audit contained no findings as noted in this excerpt from the financial audit reports Schedule of Findings:

**AUDIT FINDINGS AND RESULTS**

***Audit Opinion – The financial statements are fairly stated. We issued what is known as a "clean" audit report.***

***Compliance and Other Matters (Yellow Book) – No compliance issues were noted in our review of laws, regulations, contracts and grants that could have significant financial implications to the School.***

**Internal Controls – No material weaknesses were reported.**

**Legal Compliance – No significant compliance issues were reported with respect to Minnesota Statutes.**

**Financial Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.**

<b>X</b>	<b>2-Meets</b>	never late
	<b>1-Partially Meets</b>	late 1-2 times
	<b>0-Does Not Meet</b>	late > 3 times

**Data / Source:** School monthly financial reports

**Analysis:** The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2020.

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

<b>X</b>	<b>2-Meets</b>	never missed
	<b>1-Partially Meets</b>	missed 1-2 times
	<b>0-Does Not Meet</b>	missed > 2 times

**Data / Source:** School monthly financial reports

**Analysis:** The school consistently provided all financial reports and information to the school board and VOA-MN throughout the year.

**Financial Standard 7: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold backs.**

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

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

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

#### **FOUR YEAR FUND BALANCE HISTORY**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Fund Balance Amount</b>	\$98,681	\$300,724	\$629,599	\$1,212,256
<b>Fund Balance Percent</b>	6.45%	11.1%	16.1%	26%

The school boards approved General Fund balance policy states:

*The school will strive to maintain a minimum unassigned general fund balance of between 10-15% of the annual expenses. In the event of a combined unassigned fund balance of less than 10% of annual expenses, the school administration and board of directors will take immediate financial and budgetary action to retain the minimum unassigned fund balance percentage.*

The school experienced a large increase in the General Fund balance in FY 2020 due to the student enrollment increase of 91 ADM's from the prior year (197 to 288). An excerpt from the executive audit summary (EAS) expands on this:

**Fund Balance** – *The School experienced an increase in fund balance during fiscal 2019-20 of \$582,657 in the General Fund. This increase was \$15,990 less than had been reflected in the School's budget. The fund balance of the General Fund ended at \$1,212,256 as of June 30, 2020. The ending unassigned fund balance at June 30, 2020 in the General Fund was \$1,161,757 which represents 26.0% of expenditures incurred for the year (having been 16.1% of expenditures at June 30, 2019). This is an important aspect in the School's financial well-being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid pro-rations at the state level and similar problems.*

The school has seen a steep increase in enrollment since its opening in FY17 and has controlled spending successfully to achieve, and even exceed the targeted General Fund balance stated in its board policy of between 10-15%, and the VOA-MN network target of 20% for FY 2020.

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

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

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

**Analysis:** The school has a finance committee that meets on a regular basis and met eight times in FY 2020. The committee is doing appropriate work as supported by this excerpt from the March finance committee minutes:

*The committee revised and worked on the following tasks:*

- Distance learning/COVID-19 related financial plan/costs*
- Preliminary 2020/21 budget.*
- Revised 2019/20 working budget*

*The committee reviewed and discussed the following reports shared by the Finance manager:*

- Monthly financial reports (Statements and Supplemental information).*

**-COVID grants and PPE Loans**

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

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

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

**Analysis:** All finance committee members have received training during FY 2020 as the director states in a recent email:

*Yes, each member received at least one finance training. Others attended two trainings. The meeting attended by every board member was done by BergenKDV.*

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

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

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

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

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

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

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

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

**The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools.** The purpose of this report is to be a single

annual source on the board operations and compliance of the fifteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

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

**Board Chair:** Ellie Holte

Email: ellietofte@yahoo.com

Phone: (651) 478-4535

### New Century School Board Committees

Governance Committee

Curriculum Committee

Development & Facilities Committee

Finance Committee

### VOA -MN Evaluation on Board Governance Standards

<b>Board Standard 1: The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.</b>		
<b>X</b>	<b>2-Meets</b>	The Board structure meets bylaws and state statute.
	<b>1-Partially Meets</b>	The Board did not meet requirements for the entire fiscal year.
	<b>0-Does Not Meet</b>	The Board structure does not meet bylaws and/or state statute.
<b>Data / Source:</b> Website and Annual Report		
<b>Analysis:</b> The School meets this standard.		
The school provided the FY2020 Board Table on its Website at <a href="https://newcenturyschool.net/our-school/governance/">https://newcenturyschool.net/our-school/governance/</a> ; and in its Annual Report page on page 4		

\*124E.07 Subd. 3. Membership criteria.

(a) The ongoing charter school board of directors shall have at least five nonrelated members and include: (1) at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school. The board structure may include a majority of teachers under this paragraph or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members. No charter school employees shall serve on the board other than teachers under clause (1).

Contractors providing facilities, goods, or services to a charter school shall not serve on the board of directors of the charter school.

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

Board Member	Board Office/Seat Type	Expertise	Initial Training	Ongoing Training dates (this year)	Meets Req
Ellie Holte	Board Chair/Community Member,	Education	Yes	6/15/2020, 4/14/2020, 5/20/2020	Yes
Jessica Tallman	Secretary / Teacher,	Education	Yes	6/15/20, Various dates	Yes
Ahmed Anshur	Treasurer / Community Member,	Finance	Yes	6/15/20, 2/13/20	Yes
Fadumo Khalif	Board Member Parent,	Parent Involvement	Yes	Feb 2020	Yes
Isse Abdi	Board Member Community,	IT. Youth Development	Yes	New	Yes
Abdalla Nuno	Board Member Parent,	Parent Involvement	Yes	New	Yes

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

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

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

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

The Board created a plan or calendar for board training for FY 2020-2021 at the May Board meeting. The Board designated agenda time at each board meeting for each of the board committees to present information or proposals to the Board. Plans and schedules for the work of the committees are set. The Board also addressed board management issues such as discussion of Board Committees and Membership in the January Board meeting. Board training was brought up several times at various board meetings in the year. The school submitted a Board Training Plan as part of the annual submission process.

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

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

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

**Analysis:** The School meets this standard. The first election was held May 2020. The Board Chair confirmed that new board members were provided a thorough orientation. The orientation process entails a new member given access to the shared board folder that contains documents such as the bylaws, board policies, board member roles and responsibilities, Robert Rules book/Parliamentary Motion Guide, board calendar and committee assignments. The new member is given a plan and timeline for attending training and is also assigned a board mentor.

## Board Practices

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

<input checked="" type="checkbox"/>	<b>2-Meets</b>	All board members comply with Minnesota law regarding board training requirements.
	<b>1-Partially Meets</b>	One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	<b>0-Does Not Meet</b>	More than one board member did not fully comply with Minnesota law regarding board training requirements.

**Data / Source:** VOAMN Submission Calendar

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

The school provided the following evidence in its Annual Report.

All board members received training on various topics. The trainings were provided by the Minnesota Association of Charter Schools (MACS) and BergenKDV. Other members attended individual trainings and education in other relevant fields. The following table lists some of the training events attended by the members.

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

<input checked="" type="checkbox"/>	<b>2-Meets</b>	The Board completes a formal self-evaluation each year.
	<b>1-Partially Meets</b>	The Board competes informal self-evaluations during one or more board meeting(s).
	<b>0-Does Not Meet</b>	The Board does not complete a self-evaluation.

**Data / Source:** Board Minutes

**Analysis:** The School Board completes a self-evaluation annually and meets this standard. Board members completed a self-evaluation at the April 20, 2020 board meeting. The New Century School Board completes a self-evaluation annually. A self-evaluation document submitted for annual submissions is a survey instrument with evaluative statements members reflect on and answer. Prior to the meeting, a self-evaluation form is sent to all members via survey monkey. The Board uses the evaluation results and information to set goals for the Board for the next year at the June board meeting.

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

<input checked="" type="checkbox"/>	<b>2-Meets</b>	The Board has no infractions of MN Open Meeting Law.
	<b>1-Partially Meets</b>	The Board has 1 infraction of MN Open Meeting Law.

<b>0-Does Not Meet</b>	The Board has 2 or more infractions of MN Open Meeting Law.
<b>Data / Source:</b> Bylaws, Website, Board Packet and Minutes, Authorizer-School Discussion	
<b>Analysis:</b> The School meets this standard.	
Monthly logs of school board meeting minutes provided evidence that the school maintained a quorum for scheduled board meetings.	

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

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

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

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

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

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

#### **Board Standard 7: The Board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.**

<b>X</b>	<b>2-Meets</b>	The Bylaws are consistent with state law and the Board reviews them regularly.
	<b>1-Partially Meets</b>	The Bylaws are consistent with state statute but have not been reviewed regularly.
	<b>0-Does Not Meet</b>	The Bylaws are inconsistent with state statute.

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

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

The Board Chair stated that their bylaws are up to date and consistent with state law. Each board member has a binder and digital version of bylaws and the school office binder contains the bylaws. At the April 2020 Board Meeting, the Board reviewed and revised the Bylaws.

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

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

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

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

NCS was required to hold the first election in the 2019-2020 school year. Board minutes showed the election was held in May 2020. Teacher Board member Jessica Tallman and Parent Board member Abdalla Nuno were elected.

The Board Chair confirmed that the school followed its own bylaws and Minnesota Statute in holding school board elections.

The election notice was April 21, 2020. The election was held from May 21, 2020.

**Board 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.**

<b>X</b>	<b>2-Meets</b>	The Board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1-Partially Meets</b>	The Board completed an evaluation of the school leader but not on all aspects of the job description.
	<b>0-Does Not Meet</b>	The Board did not complete an annual evaluation of the school leader.
<b>Data / Source:</b> Website, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard.		
Date of evaluation of school leader: May 11, 2020		
The executive director was reviewed through the following process. The Board's governance committee had a mid-year meeting with the Director in December to discuss school and Director progress. The Board administered a survey of the Director by the admin staff in May. The Board shared a copy of the staff survey with the Director and had a meeting with the director to review the survey results. The Board also reviewed the overall school report and the survey. At the May 11, 2020 Board Meeting, the Board held a closed meeting for the Executive Director Review. Director Ahmed Ali's contract was approved.		

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

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

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

**Analysis:** The School did not meet this standard. The board approved the professional development plan for Dr. Ahmed Ali, who is not a licensed administrator on 6/15/20. The minutes reflect the approved plan. The plan was included in the Board packet sent to VOA on 6/12/20. However, the existence of this plan was not presented in the Annual Report. MN Statute 124E.12 (b) states, "The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan."

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

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

<b>X</b>	<b>2-Meets</b>	Board meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.
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	<b>1-Partially Meets</b>	Board meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.
	<b>0-Does Not Meet</b>	Board meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.
<b>Data / Source:</b> Bylaws, Website, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard.		
The School Board utilizes policies and monitors the application of policies in its work throughout the year. Examples include: <ul style="list-style-type: none"> <li>• Examining board policy related to board membership and committees.</li> <li>• Reviewing board member training requirements and board member roles and responsibilities.</li> <li>• Monitoring compliance to open meeting law.</li> <li>• Monitoring evaluation of leadership.</li> <li>• Monitoring the World's Best Workforce compliance.</li> <li>• Monitoring board training.</li> <li>• Ensuring board officers and roles are fulfilled.</li> </ul>		
At the April 2020 Board Meeting, the Board reviewed and approved operational policies. Some of these dealt with Family Medical Leave, student retention, attendance, and addressing community complaints and conflicts. In addition, at each board meeting, the Board ensures compliance with conflict of interest requirements by asking for any notifications from board members concerning the agendas.		

<b>Board Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).</b>		
<b>X</b>	<b>2-Meets</b>	Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.
	<b>1-Partially Meets</b>	Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices.
	<b>0-Does Not Meet</b>	Data practice policies are not fully in place.
<b>Data / Source:</b> Website, Board Packet and Minutes, Authorizer-School Discussion		
<b>Analysis:</b> The School meets this standard.		
There is an administrative person at the school that handles data requests who has been appropriately trained. The Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data.		
The School Board works to follow these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data.		
The School Administrative Assistant is the Responsible Authority.		
The School Executive Director is the Designated Authority.		
The School Board Chair is the Data Practices Compliance Official.		

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

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

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

**Analysis:** The School meets this standard. The School Board monitored academic performance at Board meetings regularly either as an agenda item or as part of the Director's report. Examples include at the April 2020 Board Meeting, the Board examined academic data and assessments and curriculum plans. At the May 2020 Board Meeting, the Board considered Distance Learning updates, technology and staff PD reports as well as academic program updates.

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

<b>X</b>	<b>2-Meets</b>	All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>1-Partially Meets</b>	Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>0-Does Not Meet</b>	Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

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

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

The parent satisfaction rate: The FY20 parent survey results were 82% for questions answered Yes or Strongly Agree/Agree for all survey questions. This was based on 38 respondents.

Parent survey information was provided by the Executive Director.

NCS had 295 students in the 2018/19 school year and the students' enrollment number increased to 362 students during the 2019/20 year. The School stated that 90% of the students who attended the school in 2018/2019 returned to school in 2019/2020.

The teacher retention rate was: 86% of teachers recommended for employment renewal returned for the next school year. This information was provided by the Executive Director.

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

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

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

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

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

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

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

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

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

The school does not have an affiliated building corporation.

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

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

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

<b>X</b>	<b>2-Meets</b>	Board documents were distributed to all board members at least 3 days prior to each board meeting.
	<b>1-Partially Meets</b>	Board documents were not distributed to all board members one or two times.
	<b>0-Does Not Meet</b>	Board documents were not distributed to all board members three or more times.

**Data / Source:** Board Packet and Minutes, submission email dates.

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

VOA meeting minute logs and information provided by the Board Chair confirms that the school has regularly adhered to providing information to the Board three days in advance of board meetings.

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

<b>X</b>	<b>2-Meets</b>	A complete Board Documents Binder is kept that includes meeting minutes, bylaws, articles of incorporation, and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	<b>1-Partially Meets</b>	Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after Board approval.
	<b>0-Does Not Meet</b>	Information is incomplete in the binder or on the school's website.

**Data / Source:** Website, Board Documentation, Authorizer-School Discussion

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

The School Board has a Documents Binder which includes meeting minutes, bylaws, articles of incorporation, and financial statements and is located in the school office records room for public access and all board members have digital access to it. Board documents can also be found at the school's Web site at: <https://newcenturyschool.net/our-school/governance/>

All required items were posted on the School's Website.

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

	<b>2-Meets</b>	The Board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
<b>X</b>	<b>1-Partially Meets</b>	The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	<b>0-Does Not Meet</b>	The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.

**Data / Source:** Website, Board Documentation, Authorizer-School Discussion

**Analysis:** The School partially met this standard.

School policies website: <https://newcenturyschool.net/our-school/governance/>

A board policy review calendar was not received by VOA and minutes reflect policy review at less than half the meetings. However, there were instances of policy review. At the February 2020 Board Meeting, the Board reviewed the following policies: 214 Out of State Travel by Board Members, 410 Family Medical Leave, 433 Student Retention Policy, and 492.2 Policy on Community Complaints or Conflicts were reviewed. At the May 2020 Board Meeting, the Board reviewed the following policies: 536 Enrollment policy – revised. 503 Attendance, 524 Internet Use, 601 School District Curriculum, and 603 Curriculum Development were reviewed. At the June 2020 Board Meeting, the Board reviewed the following policies: 524 Internet Use, 601 School District Curriculum, and 603 Curriculum Development were reviewed.

Standards Met Past 3 Years

2020	31/34	91%
2019	29/34	85%
2018	31/34	91%

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

Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed. Standards for Management and Operations are judged on the Formal Site Visit Rubric and monitoring of reporting compliance.

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

**VOA -MN Evaluation on Management and Operations Standards**

**Management and Operations Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.**

<b>X</b>	<b>2-Meets</b>	Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	<b>1-Partially Meets</b>	Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	<b>0-Does Not Meet</b>	Mission and vision are not used to guide school's decision-making.
<b>Data / Source:</b> Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion		
<b>Analysis:</b> Mission and vision statements are posted on the walls throughout the facility. STEM displays are throughout the facility as well and a part of the daily learning objectives posted in the classrooms. College banners are also displayed throughout the facility to emphasize that the school is college-prep. Mission and vision statements are posted on the school website as well as NCS publications.		

**Management and Operations Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.**

<b>X</b>	<b>2-Meets</b>	The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	<b>1-Partially Meets</b>	The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	<b>0-Does Not Meet</b>	The school does not have a plan for service learning. School does not engage in service.
<b>Data / Source:</b> Annual Report, Authorizer-School Discussion		
<b>Analysis:</b> NCS Service-Learning Plan includes learning through environmental awareness and education. The school's plan is guided by the concept of "Re-Use, Reduce, and Recycle." A teacher is designated as the Service-Learning Coordinator for the school.		

**Management and Operations Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).**

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

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

**Analysis:**

2020-21 faculty have received required training on health and safety procedures. X Yes

List of 2020-21 health and safety-related professional development training topics:

- Emergency Action Plan

- Plan/calendar of school safety drills
- Health and Wellness
- Health and safety training

School complies with MS 121A.035 – Crisis Management Policy.  Yes

(NOTE: School term: Emergency Action Plan)

Number of fire drills completed 2019-20 school year 5. So far 2020-21: 5 (req. five annually)

Number of lockdown/safety drills completed 2019-20 school year 5. So far 2020-21: 5 (req. five annually)

Number of tornado drills completed 2019-20 school year 1. So far 2020-21: 1 (req. one annually)

Designated crisis management person / team: Executive Director (Ahmed Ali), Academic Director (Dido Kotile), Office Manager (Sana Amin), and Teachers (Kevin Railsback).

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

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

Date of most recent facility inspection by fire department: 11/13/2020 (must be a minimum of every three years)

School maintains a log of all visitors.  Yes \_\_\_\_\_ No (located at reception desk)

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

Responsible employee: Office Manager (Sana Amina)

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

Yes

Designated responsible employee: Contracted School Nurse (Tara Meyer) and Office Manager (Sana Amina)

School complies with MS 121A.22 – Administration of Drugs and Medicine.  Yes  
Policy #516 – STUDENT MEDICATION

Designated responsible health aid/employee: Office Manager (Sana Amina)

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

The school contracts with a licensed school nurse or organization.  Yes

Name/Organization: Tara Meyer, Navigate Care Consulting (Tara@navigatecareconsulting.com)

School has a designated 504 Coordinator  Yes \_\_\_\_\_ No \_\_\_\_\_

504 Coordinator Name & Position: SPED Coordinator (Saido Abdirashid)

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

Number of enrolled students presently on a 504 plan: 0
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**Management and Operations Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.**

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

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

**Analysis:** The school employs a full time Parent Liaison position. The school has initiated many ways in which to involve parents, including: Parent Council, Parent Workshops ("Mental health, Distance Education, Internet Safety, Student Success, SPED, ELL, ..."). Parent-Teacher conferences every quarter, home visits, parents serve on school committees and school board, and the school maintains a parent involvement calendar.

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

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

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

**Analysis:** Evidence of satisfaction of the scope of the MN Academic Standards can be found in the following:

- All curriculum and resources used in ELA, Math, Science, and Social Studies have been aligned to the MN State Standards.
- All standards grades 3-8 in Math and ELA and all Standards in Science in grades 5 and 8 are mapped to be taught by March 30 to ensure exposure for all students before state testing. This pacing also evaluates how much time should be spent teaching each standard based on the MN Test Specifications and the resources provided through the Sci Math MN website.
- Students take quarterly exams aligned to the MN State Standards already taught to ensure all state standards are met. Each question is aligned to the state standards and retaught to students who did not show mastery at this time.

- Teachers submit weekly lesson plans in which the standard and lesson objective for the lesson is assigned. All lesson objectives for math and reading are selected based on the sub-skills needed within each standard based on the MN Test Specifications.
- Students take a weekly assessment on Thursdays in which each question is assigned a standard and sub-skill. Students who did not show proficiency on this skill receive further instructions on Fridays.
- The school adopted a standard-based school designed curriculum that is aligned to the state standards. The courses follow the required scope and sequence.
- Most recent curriculum standards alignment reviewed for reading:
- Most recent curriculum standards alignment reviewed for Language Arts:  
Curriculum: Locally adopted to NCS
- Most recent curriculum standards alignment reviewed for math:  
Curriculum: Pearson enVision math.
- Most recent curriculum standards alignment reviewed for science:  
Curriculum: FOSS kits.
- Most recent curriculum standards alignment reviewed for social studies:  
Curriculum Northern Lights, Social Studies Alive, United States History,

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

Other curricula and instructional materials and resources used include the Lexia and related common core programs. The following online materials are also used to supplement instructions: Super Teacher Worksheets, A-Z learning, IXL for math, Khan Academy, STARFALL (K-2) and MCIS-Jr-career information for 8<sup>th</sup> grade.

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

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

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

**Analysis:** The authorizer checks each school's teaching roster annually in the fall to be sure the schools are compliant with teacher licensing laws. At the local level, the Academic Director is responsible for checking MN Teacher Licensing website before teachers are hired.

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

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

	<b>0-Does Not Meet</b>	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
<b>Data / Source:</b> Board Policy, Handbook, Authorizer-School Discussion		
<b>Analysis:</b> The school's applicable policy is #404 – Employment Background Checks. Employee Folder, Employee Handbook page 4 (Recruitment and Selection). The policy also includes provisions for background checks on volunteers.		

<b>Management and Operations Standard 8: The school meets / maintains its enrollment goals.</b>		
X	<b>2-Meets</b>	The school could provide evidence that it is meeting its annual student enrollment goals.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	The school is not meeting its student enrollment goals.
<b>Data / Source:</b> Site Visits, School Budget, Authorizer-School Discussion		
<b>Analysis:</b> The school is at capacity in its current facility. The school plans to open a second site in fall 2021.		
2020-2021 Present total student enrollment: 388 Students served by grade: Pre-K=10; K= 52; 1=43; 2=53; 3=47; 4=45; 5=35; 6=46; 7=30; 8=27		
Number of students served 2020-2021: 388 Number of students served 2019-2020: 361		

<b>Management and Operations Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law.</b>		
X	<b>2 -Meets</b>	The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1- Partially Meets</b>	The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	<b>0- Does Not Meet</b>	The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
<b>Data / Source:</b> Website, Application Form, Policy, Authorizer-School Discussion.		
<b>Analysis:</b> The authorizer annually reviews the application and enrollment process of the school during the formal site visit. Policy #536 - Enrollment Policy and Procedures and Policy #537 - Early Admission to Kindergarten. The school also has the following applicable policies and disclaimers: equal opportunity disclaimer on the student application form, Policy #102 (Equal Educational Opportunity), Policy #401 (Equal Employment Opportunity), Policy #402 (Disability Non-discrimination).		

<b>Management and Operations Standard 10: The school's employment process complies with state and federal law.</b>
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<b>X</b>	<b>2-Meets</b>	The school provides evidence that its employment process complies with state and federal law.
	<b>1-Partially Meets</b>	The school is making progress meeting standard.
	<b>0-Does Not Meet</b>	The school could not provide evidence that its employment process complies with state and federal law.
<b>Data / Source:</b> Policy Review, Authorizer-School Discussion.		
<b>Analysis:</b> The school publishes an employee handbook annually. School Designated Human Resources Person: Executive Director (Dr. Ahmed Ali) EEO Grievance Designee: Executive Director (Dr. Ahmed Ali) School Evidence for Authorizer Review: Policy # 402 - Disability, Nondiscrimination, Pages 4-5 of Employee Handbook.		

<b>Management and Operations Standard 11: The school has defined job descriptions and defined evaluation process for all personnel.</b>		
<b>X</b>	<b>2-Meets</b>	The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	<b>1-Partially Meets</b>	The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	<b>0-Does Not Meet</b>	The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
<b>Data / Source:</b> Job Descriptions and evaluation forms, Authorizer-School Discussion		
<b>Analysis:</b> The authorizer verifies that the school has job descriptions for each employment position. Academic Director and instructional coach conduct daily walk-in informal classroom observations and monthly formal observations. Weekly feedback is given after observation. Same for all teachers. The Executive Director is responsible for non-licensed staff evaluations. The ED employee "Performance Appraisal" form was also reviewed by the authorizer (appraisals occur every 2-3 months).		

<b>Management and Operations Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.</b>		
<b>X</b>	<b>2-Meets</b>	The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	<b>1-Partially Meets</b>	The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	<b>0-Does Not Meet</b>	The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
<b>Data / Source:</b> School Policies, Handbook, Child Find and Child Study Process Documents/Forms, Sped Director Contract, Authorizer-School Discussion		
<b>Analysis:</b> Authorizer verifies that the school has a TSES and adheres to its Child Find process.  New Century School identifies students who are suspected of having a disability through a comprehensive child find process. Referrals are accepted by a variety of sources including but		

not limited to parents and classroom teachers. The Child Find Team (CFT) meets twice a month on Wednesday afternoons to discuss student progress and identify any student who may be struggling academically, socially, emotionally, or behaviorally. The team notifies parents of concerns and the team proceeds to use all available information to develop, implement, and revise interventions for a minimum six-week period. Teachers have access to the CFT during the problem-solving process and intervention implementation process. If the student does not demonstrate adequate progress after two unsuccessful interventions, if all regular education staff and resources have been exhausted, and if a disability is suspected, an administrator or teacher will then complete the CFT Referral form as part of the Special Education referral process.

The Special Education Director and Assistant Director of Special Education also participate in the Child Find team meetings to support the team with the child find process. The team reviews the referral form together to ensure the appropriate steps are being followed. The team also discusses the intervention data and determines appropriate next steps.

Name of special education teachers & license/file number:

- Luul Ahmed (512397)
- Timiro Adan (482292)
- Nelson Anderson (487699)

Number of special education paraprofessionals: 6.5

Percent of special education students served in 2020-21: 5.9%

**Management and Operations Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws.**

<b>X</b>	<b>2-Meets</b>	The school could provide evidence that it provides training to faculty at least annually.
	<b>1-Partially Meets</b>	N/A
	<b>0-Does Not Meet</b>	The school could not provide evidence of training to faculty on special education.

**Data / Source:** Professional Development Calendar, Authorizer-School Discussion

**Analysis:** Back to school workshops conducted by Ms. Saido (Assistant SPED Director) included the topics: school-wide special education training to discuss our service delivery model, child find, the importance of inclusion, LRE, collaborations. We also had a Zones of Regulation training and our staff participated in Verbal Deescalation training. Two of our special education teachers participate in Indigo's monthly New Teacher Cohort training.

Faculty Training Date(s): 8/25/2020; 10/02/2020; 12/04/2020

Child Find Process Update Training: 10/02/2020

**Management and Operations Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action.**

<b>X</b>	<b>2-Meets</b>	The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	<b>1-Partially Meets</b>	The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	<b>0-Does Not Meet</b>	The school has been the subject of MDE investigations with findings. Findings have not been resolved.
<b>Data / Source:</b> MDE Notice, Authorizer-School Discussion.		
<b>Analysis:</b> The authorizer is not aware that the school is under any investigations. Date of last special education program audit: currently in progress for FY21 Date of last special education financial audit: FY20 Current audit stage: None		

### **Management and Operations Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).**

<b>X</b>	<b>2-Meets</b>	The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	<b>1-Partially Meets</b>	The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	<b>0-Does Not Meet</b>	The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

**Data / Source:** SEAC Meeting Notice, Minutes, Authorizer-School Discussion.

**Analysis:**

**SPED Director:** Mike Deschneau [mdeschneau@indigoed.org](mailto:mdeschneau@indigoed.org) License #422193

FY21 SEAC meeting date(s): SEAC meeting planned for March 19, 2021

FY20 SEAC meeting date(s): COVID PANDEMIC

FY19 SEAC meeting date(s): May 9, 2019

Special Education Advisory Committee Members: Saido Abdirashid (Assistant SPED Director), Timiro Aden (SPED Teacher), Nelson Anderson (SPED Teacher), Luul Ahmed (SPED Teacher), Farhiya Mahamud (NCS Parent), Intisar Ahmed (NCS Parent), Nimo Abdullahi (NCS Parent), Saido Arale (NCS Parent), Yusuf Mohamed (NCS Parent)

Evaluation Guests: Melissa Jensen (School Psychologist), Tara Meyer (Nurse), Rachel Siegel (Speech Language Pathologist), Christine Spray (Occupational Therapy)

### **Legal and Contractual Compliance**

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

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

### Contract Renewal Eligibility

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

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

### NCS Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 12/14

Financial Management Point Total: 20/20

Board Governance Point Total: 31/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	10	2	0	12/14	.50	42.86%
Finance	20	0	0	20/20	.20	20.00%
Governance	30	1	0	31/34	.15	13.68%
Mgmt/Operations	30	0	0	30/30	.15	15.00%
<b>Grand Total</b>	<b>90</b>	<b>3</b>	<b>0</b>	<b>93/98</b>	<b>1.00</b>	<b>91.54%</b>

NCS received a score of 93/98 (91.54%). The school is performing strong in all areas. NCS is a high functioning school that VOA-MN is pleased to have in our Network of authorized charter schools. Based on the calculations above, **NCS has earned a five-year renewal contract.**

