



CHARTER SCHOOL CONTRACT
between
Volunteers of America-Minnesota, Authorizer
and
SOUTHSIDE FAMILY CHARTER SCHOOL (#4162), 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 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 Southside Family Charter School.

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

2.9 "Department" means the Minnesota Department of Education.

2.10 "State" means the State of Minnesota.

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

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

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

3.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of Volunteers of America of Minnesota. The relationship between the School and Volunteers of America of Minnesota is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between Volunteers of America of Minnesota and the school. Except as otherwise provided in this Contract, Volunteers of America of Minnesota shall have no authority or control over operational, administrative, or financial responsibility for the School.

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

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

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

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

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

ARTICLE 4

LEGAL STRUCTURE

- 4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A.
- 4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.
- 4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.
- 4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department's decision, to the Authorizer within thirty days of receipt.
- 4.5 Authorized Grades. The School is authorized to serve grades K-8. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5.

ARTICLE 5 SCHOOL LOCATION

5.1 The location of the School is 4500 Clinton Avenue S, Minneapolis, MN 55419.

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

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

ARTICLE 6 OPERATING REQUIREMENTS

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

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

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

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes § 123B.03, subd.1. The Charter School Board will certify to the Authorizer that background checks have been completed. Consistent with data practices law, the Charter School Board will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

6.4 Training. Every charter school board member shall attend annual training throughout the member's term on the board. Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law. An ex-officio member, who is a charter school director or chief administrator, must complete this training within three months of starting employment at the school. A new board member must complete training on employment policies and practices under chapter 181; public school funding and financial management; and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board or the individual is automatically ineligible to continue to serve as a board member. A board member who does not complete training within the 12-month period is ineligible to be elected or appointed to a charter school board for a period of 18 months.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in this section.

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

6.18 Reporting to the Authorizer.

- (a) Reports. The School will file reports with the Authorizer regarding the program and financial status of the school according to the terms of this Contract and the Volunteers of America of Minnesota Annual Submission Calendar.
- (b) Other Reports. The School and the Authorizer will file all reports with the Education Commissioner consistent with the procedures established by the Department.
- (c) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School, its employees or agents, unless such reporting would be in non-compliance with a state or federal law.

6.19 Financial Management.

- (a) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Charter School Board, if requested by the Authorizer. The School also will provide the Authorizer periodic reports of the financial status of the School.
- (b) UFARS and MARSS. The School will utilize the UFARS financial accounting principles and MARSS student accounting requirements.
- (c) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts required in Minnesota Statutes §§ 123B.75-.83. The School will be audited annually by a public accounting firm hired by the Charter School Board and the annual audit will be submitted to the Department and Authorizer no later than December 31 of each year. The School will make available for review by the Authorizer all financial records at such times as requested by the Authorizer.
- (d) Creditors. The School will pay all creditors within 30 days of receipt on an outstanding invoice, pursuant to the State's prompt payment law, Minnesota Statutes § 16A.124, subd.3. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for the delay and a proposal for payment of the outstanding liability.

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

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

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

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

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

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

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

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

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

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

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

7.6 Service Learning. The Authorizer requires that the School annually engage in planned and meaningful service learning activities. The school will have a Service-Learning Plan. The school reserves the right to amend the annual plan as needed. The school should develop a corresponding locally determined method of evaluation to measure the level of student and community engagement and benefit from each service-learning opportunity. The school shall include their annual plan for service learning and related evaluation results in the school Annual Report of the following year.

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

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

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

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

ARTICLE 9 **AUTHORIZER DUTIES**

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

- (a) Mission and Program Model Implementation. The Authorizer will evaluate whether the School has been faithful to the terms of this Agreement regarding the implementation of the School's design pursuant to the Application submitted to the Department.
- (b) Governance. The Authorizer will evaluate whether the Charter School Board is performing its governance responsibilities.
- (c) Student and school performance. The Authorizer will evaluate whether the performance of the students and the School meet the Authorizer expectations as provided in this Contract and Addendum B ("School Accountability and Authorizer Oversight System").
- (d) Finance. The Authorizer will evaluate whether the School is using its resources in compliance with the law and is engaging in adequate fiscal planning for future years.

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

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

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

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

ARTICLE 10 **CAUSES FOR NONRENEWAL OR TERMINATION**

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

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

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

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

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

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

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

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

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

ARTICLE 11 **GENERAL TERMS**

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

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

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

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer’s board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer or any of its representatives for any matters that may arise under the Charter Contract. The School and Authorizer acknowledge and agree that the Commissioner, Authorizer, members of the board of the Authorizer in their official capacity, and employees of the Authorizer are immune from civil or criminal liability with respect to all activities related to a charter school they approve or authorize. Notwithstanding Minn. Stat. 3.736, the School shall assume full liability for its activities and indemnify and hold harmless the Authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the School and the Commissioner and Department officers, agents, and employees.

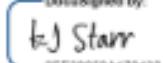
11.5 Severability. If any provision in the Charter Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Agreement.

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

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

As the authorized representative for the Southside Family Charter 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.

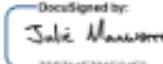
[SCHOOL]

DocuSigned by:
By:  kJ Starr
5E18000A179409
DATE: JUNE 1, 2021

Position: Board Chair

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

[AUTHORIZER]

DocuSigned by:
By:  Julie Marworer
5D6711E781EC4F2...
DATE: JUNE 1, 2021

Position: President / Chief Executive Officer

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 | |

CHARTER CONTRACT AMENDMENT

As the designated representative for **SOUTHSIDE FAMILY CHARTER SCHOOL**, I hereby agree to the contract amendment(s).

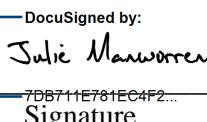


Signature

BOARD CHAIR

Date: March 15, 2025

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

DocuSigned by:
 Julie Marworer
7D6711E781EC4F2...
Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER

Date: March 31, 2025



Addendum A

FIRST SCHOOL YEAR SERVING STUDENTS: 2006/2007

GRADES SERVED: K-8

GRADES APPROVED TO SERVE: K-8

SCHOOL ADDRESS: 4500 Clinton Ave S, Minneapolis MN 55419

SCHOOL PHONE NUMBER: 612-872-8322 **SCHOOL WEBSITE:** www.southsidefamilyschool.org

SCHOOL MISSION: The Southside Family Charter School (SFCS) is a small, K-8 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives and advocating for children and families.

SCHOOL VISION: Southside Family Charter School provides K-8 academic programs and support services dedicated to providing children with tools to navigate the systems that impact their lives. We influence educational theory and practice through academic excellence, commitment to ideals of social justice, curriculum innovation, experiential learning through travel, parental empowerment and community involvement.

SCHOOL PROGRAM DESCRIPTION: Southside Family Charter School is located in Minneapolis, Minnesota. It opened as a demonstration school in 1972 serving students in the primary grades. The school evolved into an alternative elementary and junior high school serving students from the Minneapolis Public Schools until the 2006-2007 school year when it opened as a charter school. The school was granted a charter in 2005 and is currently authorized by Volunteers of America (VOA). It completed its ninth year of operation as a charter school in June 2015 with students in grades kindergarten through eighth grade.

Southside Family Charter School's mission and vision focus on academic excellence, innovation in curriculum, small class sizes, and family and community involvement. The school's commitment to social justice is central to its curriculum and to its educational delivery model. Ultimately, the school's goal is to assist in the development of children who demonstrate respect for themselves and others and are leaders in their communities and the world. In addition to its emphasis on social justice and leadership, the school's educational curriculum stresses basic academic skills and creative expression as important components of a balanced education.

Southside Family Charter School (SFCS) is a small urban K-8 program dedicated to academic excellence, innovation in curriculum, and parent and community involvement. We offer small class sizes that concentrate on individualized instruction and a warm and safe learning environment. We focus on a social justice curriculum that teaches students to be independently minded citizens who respect themselves and others. We stress basic skills, encourage creative expression, and offer a range of electives. In an atmosphere free of racism, sexism, classism and homophobia, we:

- *Honor diverse cultural identities*
- *Encourage volunteer participation*

- *Use the community as a classroom*
- *Develop curriculum*
- *Advocate for families*
- *Engage children in issues of social justice, decision-making and problem solving*

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS

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

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

Consistent with the Charter School Law, the school notifies eligible voters of the school board election dates at least 30 days before the election. School elections are held on an annual basis at a time and date set by the board and in accordance with statutes. Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

The SFCS board of directors is comprised of seven members: four parents, two teachers, and one community member. Members are elected for a term of two years at the Annual Meeting each September and can serve up to four consecutive years. Members are passionate about the school's success and demonstrate professional expertise in areas such as curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student populations. Additionally, the Board is composed of officers including Chair, Vice Chair, and Treasurer. Standing committees include Executive, Finance, Fundraising, Policy, and Equity in Education committees. The Board Chair will convene special advisory committees as deemed necessary by the Board.

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
School Administrator	The School Administrator functions as the Executive Director. They are responsible for fundraising, development, board relations, school finance, personnel, regulatory compliance, instructional leadership, professional development of the staff, and overall administration of the school.
School Leader	(Revised in 2021) The School Leader is responsible for vision/mission of the school, parent and community relations, school discipline, technology, fundraising, staff mentoring, marketing, enrollment oversight, and communications.
Business Manager	(Revised in 2021) The Business Manager's responsibilities are a combination of finance/compliance support and leading/supervising the front office. The scope of work includes finance and compliance support to the School Administrator, transportation, enrollment, medical, facilities, food program, substitute and board support.
Office Staff	(updated in 2021) The Office Staff is responsible for answering phones, greeting visitors, coordinating volunteers, field trips, and busing. They also manage the day to day calendar record of activities, record staff meetings and support the Business Manager by providing front office operational support.
Test Coordinator	There is one part-time Test Coordinator, who is responsible for scheduling, organizing and proctoring standardized tests at Southside (i.e. NWEA, MCA, and WIDA)
Special Education Admin Assistant	(New in 2021) The Special Education Admin Assistant provides onsite coordination between the Special Education Director (contract) and Special Education Teachers.

SCHOOL FACULTY

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Elementary Classroom Instructor	There are 6 Elementary classroom instructors and they are responsible for creating and delivering curriculum to students K-5.
Math Interventionist	There is one part time math interventionist whose responsibility is to create, deliver and track math interventions for struggling students.
Middle School Science instructor	There is one parttime middle school science instructor responsible for creating and delivering middle school science curriculum.
Middle School Math Instructor	There is one part time middle school math instructor responsible for creating and delivering middle school math curriculum.
Middle School Humanities/Social Science Instructor	There is one full time middle school humanities instructor responsible for creating and delivering middle school humanities and social science curriculum and coordinating the school's Travel Studies Program.
Reading Interventionist	There is one part time reading interventionist whose responsibility is to create, deliver and track math interventions for struggling students.
Spanish Instructor	There is one Spanish instructor whose responsibilities include planning and delivering instruction on the Spanish language and culture to all students K-8.
Special Ed Instructor	There are two Special Ed instructors who are responsible for assessment, documentation, and special instruction for students with disabilities. They coordinate and create evaluations and IEPs along with contracted specialists. Oversee the schedules and duties of Special Ed Paras.

Special Ed Para	There are currently six Special Ed paraprofessionals who provide direct classroom support for students with disabilities.
General Ed Teaching Assistant	There are two part time general education assistants who provide direct and indirect support for general education classrooms.
Hybrid Learning Onsite Support	We currently have 5 general education assistants who provide direct and indirect support for general education students in a hybrid learning model. These positions are only available as temporary positions through the end of FY21 year.

STUDENT RECRUITMENT AND ENROLLMENT:

Minnesota Statute 124E sets forth certain requirements the School must follow when enrolling students. The School may limit admission to:

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

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

The School shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A person shall not be admitted to the School (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in the aforementioned paragraphs.

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

Enrollment Projections

GRADE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2023
K	11	14	14	14	14
1 st grade	15	14	14	14	14
2 nd grade	15	15	14	14	14
3 rd grade	18	15	15	14	14
4 th grade	17	17	15	15	14
5 th grade	12	17	17	15	15
6 th grade	16	12	17	17	15
7 th grade	11	16	12	17	17

8 th grade	9	11	14	12	17
TOTAL	124	131	132	132	134

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will include no fewer than 165 instructional days for grades 1-8 and will meet the following hours of instruction requirements: 425 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12. The draft calendar presented here includes 165 instructional days for grades 1-8, and 164 full days of Kindergarten.. Days will be added to the end of the year for unexpected closures such as snow days.

Board approved 03212020 SB

District 4162 Southside Family Charter School 2020-2021 Calendar

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F																		
July *2020			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31									
August	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	24	25	26	27	28	31										
September		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	22	23	24	25	26	29	30										
October						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	26	27	28	29	30					
November	21	22	23	24	25	26	27	28	29	30	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	30
December		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						
January *2021						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		
February	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							
March	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							
April					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				
May	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	24	25	26	27	28	29	30									
June	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								

Key:  = Instructional days  = No School  = Staff development  = Holidays  = First day 1-8/last day  = First day K's  = Conferences

DESCRIPTION OF SERVICE-LEARNING PROGRAM:

Southside is dedicated to service learning and the opportunities it affords our students and our community. Each year, for different ages we create different goals specific to that age group.

K – 3rd Grade Goal: *Gain an appreciation of what it means to give back to the community.*

Example Activity: Group Neighborhood Cleanup.

4th – 6th Grade Goal: Educate the community about how and why we recycle.

Example Activity: In their writing class, students will present their recycling project and reach a digital audience of 200 people and a live audience of 130 people. Students will demonstrate learning through writing, art and both a live and recorded presentation.

6th – 8th Grade Goal: Educate the community on modern conservation practices.

Example Activity: The middle school science students will learn and then teach about the aquaponics system to the younger students and to the St. Joan of Arc community, and build vermicomposting systems in other classrooms at the school.

Specific examples of service-learning projects that the school students/families have participated in previously include:

- Painting storm drains with warning stencils alerting people not to pour waste into the watershed.
- Presenting the “Keep the Dream Alive” civil rights slideshow as the keynote address for the St. Cloud chapter of the NAACP’s annual Martin Luther King Jr. Day dinner.
- Water testing and stream clean up at a South Minneapolis creek.
- While on a travel study trip, participating in a voter registration drive in Jackson, Mississippi.
- Presenting an aquaponics demonstration and vermicomposting workshop for more than 200 residents of South Minneapolis.

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN: Southside Family Charter School contracts with Minneapolis Public Schools for its regular transportation needs. This allows us to transport students from all over Minneapolis, increasing the diversity of students we are able to serve. We are currently (2021) reviewing new bids for transportation but moving cautiously if we choose to make a change. Otherwise we will continue to work with MPS Transportation in the years to come.

DESCRIPTION OF SCHOOL FACILITY PLAN: Southside Family Charter School is currently renting space from St Joan of Arc’s Catholic Church, and at this time we have no plans to make any significant changes to our current facility.

FUTURE PLANS: As of right now we have no plans to add additional sites, grades, or to move to a new building, although we have discussed all of these things. We at Southside are dedicated to staying a small community because we believe that the small size of our school facilitates a more personalized education.

FINANCIAL MANAGEMENT AND BUDGET: The Board has a standing Budget and Finance Committee which is tasked with ensuring the school’s financial plans are prepared for launch. The school’s fiscal year will run from July through June each year, and the final budget will be approved no later than the June Board meeting annually. Despite all of the changes, Southside Family School continues to remain strong financially. Enrollment has held steady and in FY20 our combined ending fund balance was \$390,000 with a FY21 projected balance of \$430,000. However, at our February month end projects that our FY21 combined ending fund balance will be \$490,000 leaving our projected FY21 fund balance of 23.7% to end at 26%.

Southside Family Charter School
FY2021 Budget

Projected Enrollment Grades	Est. FY2021	Actual FY2022	Budget FY2023	Budget FY2024	Budget FY2025	Budget FY2026
Kindergarten	9.89	14	14	14	14	14
First	46.71	14	14	14	14	14
Second	0	15	15	15	15	15
Third	0	14	14	14	14	14
Fourth	43.73	18	18	18	18	18
Fifth	0	16	16	16	16	16
Sixth	0	12	12	12	12	12
Seventh	20.13	17	17	17	17	17
Eighth	0	11	11	11	11	11
ADM	120.46	131	131	131	131	131
WADM	124.49	136.6	136.6	136.6	136.6	136.6
LEP	1	1	1	1	1	1

GENERAL FUND

Revenues

Local Sources

01 005 000 000 092 000 Interest Earnings	124.06	124.06	124.06	124.06	124.06	124.06
01 005 000 000 096 000 Gifts and Donations	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00
01 005 000 000 619 000 Sale Mat-Rev Producing Act	-5,000.00	-5,000.00	-5,000.00	-5,000.00	-5,000.00	-5,000.00
01 005 000 000 620 000 Sale Of Materials	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
01 005 000 000 099 000 Miscellaneous Revenue	3,179.74	0.00	0.00	0.00	0.00	0.00

State Sources

01 005 000 372 071 000 MA refund	7,845.72	5,219.97	5,219.97	5,219.97	5,219.97	5,219.97
01 005 000 000 211 000 General Education Aid	954,431.01	1,037,334.00	1,037,334.00	1,037,334.00	1,037,334.00	1,037,334.00
01 005 000 335 211 000 Q Comp	31,473.56	31,473.00	31,473.00	31,473.00	31,473.00	31,473.00
01 005 000 000 201 000 Land Endowment	5,179.00	5,002.00	5,002.00	5,002.00	5,002.00	5,002.00
01 005 000 212 000 Literacy Aid	11,127.88	11,127.00	11,127.00	11,127.00	11,127.00	11,127.00
01 005 000 000 317 000 LT facility main	16,432.68	18,031.00	18,031.00	18,031.00	18,031.00	18,031.00
01 005 000 348 300 000 Charter School Lease Aid	143,999.98	144,000.00	144,000.00	144,000.00	144,000.00	144,000.00
01 005 000 740 360 000 State Special Education Aid	461,911.03	527,261.69	527,261.69	527,261.69	527,261.69	527,261.69

Federal Sources

01 005 000 151 400 011 Cares Act	20,137.21	0.00	0.00	0.00	0.00	0.00
01 005 000 152 400 011 Cares Act	1,366.61	0.00	0.00	0.00	0.00	0.00
01 005 000 153 400 011 Cares Act	9,930.68	0.00	0.00	0.00	0.00	0.00
01 005 000 154 400 000 Cares Act	35,838.09	0.00	0.00	0.00	0.00	0.00
01 005 000 401 400 000 Title I	36,345.67	36,345.67	36,345.67	36,345.67	36,345.67	36,345.67
01 005 000 401 400 011 Title I	6,625.52	0.00	0.00	0.00	0.00	0.00
01 005 000 414 400 000 Title II A	4,017.41	4,017.41	4,017.41	4,017.41	4,017.41	4,017.41
01 005 000 414 400 011 Title II A	807.95	0.00	0.00	0.00	0.00	0.00
01 005 000 419 400 000 Federal Special Education Aid	19,576.95	22,050.20	22,050.20	22,050.20	22,050.20	22,050.20
01 005 000 419 400 011 Federal Special Education Aid	2,567.00	0.00	0.00	0.00	0.00	0.00
01 005 000 420 400 000 Federal Special Education Aid	50.90	50.90	50.90	50.90	50.90	50.90
01 005 000 420 400 011 Federal Special Education Aid	127.74	0.00	0.00	0.00	0.00	0.00

Revenues

1,878,096.39	1,947,036.90	1,947,036.90	1,947,036.90	1,947,036.90	1,947,036.90	1,947,036.90
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Southside Family Charter School
FY2021 Budget

	Est. FY2021	Budget FY2022	Budget FY2023	Budget FY2024	Budget FY2025	Budget FY2026
Expenditures						
Salaries	890,569.37	972,034.10	972,034.10	972,034.10	972,034.10	972,034.10
Benefits	318,115.20	390,913.99	390,913.99	390,913.99	390,913.99	390,913.99
Purchased Services	645,765.76	621,807.18	621,807.18	621,807.18	621,807.18	621,807.18
Supplies & Materials	63,670.76	18,424.75	18,424.75	18,424.75	18,424.75	18,424.75
Capital Expenditures						
01 005 810 000 510 000 Site/Ground Acquist	390.00	390.00	390.00	390.00	390.00	390.00
Capital Expenditures						
Other Purchases	18,808.51	18,808.51	18,808.51	18,808.51	18,808.51	18,808.51
Expenditures	1,937,319.60	2,022,378.54	2,022,378.54	2,022,378.54	2,022,378.54	2,022,378.54
GENERAL FUND NET INCOME	-59,223.21	-75,341.64	-75,341.64	-75,341.64	-75,341.64	-75,341.64
General Fund Beginning Balance	568,036.21	568,813.00	433,471.36	358,129.72	282,768.09	207,446.45
General Fund Ending Balance	508,813.00	433,471.36	358,129.72	282,768.09	207,446.45	132,104.81

> SERVICE FUND

Revenues

State Sources

02 005 770 701 300 000 State Lunch Revenue	0.00	1,004.71	1,004.71	1,004.71	1,004.71	1,004.71
02 005 770 705 300 000 State Breakfast Revenue	0.00	1,151.20	1,151.20	1,151.20	1,151.20	1,151.20
General Sources						
02 005 770 701 471 000 Federal Reg Lunch	0.00	2,265.66	2,265.66	2,265.66	2,265.66	2,265.66
02 005 770 701 472 000 Federal Free & Reduced Lunch	0.00	15,234.88	15,234.88	15,234.88	15,234.88	15,234.88
02 005 770 705 476 000 Federal Breakfast	0.00	12,499.09	12,499.09	12,499.09	12,499.09	12,499.09
Revenues	0.00	32,155.54	32,155.54	32,155.54	32,155.54	32,155.54
Expenditures						
Purchased Services	0.00	15.00	15.00	15.00	15.00	15.00
Supplies & Materials	0.00	15.00	15.00	15.00	15.00	15.00
Lunch Supplies	1,040.97	0.00	0.00	0.00	0.00	0.00

Southside Family Charter School
FY2021 Budget

	Est. Actual FY2021	Budget FY2022	Budget FY2023	Budget FY2024	Budget FY2025	Budget FY2026
FOOD SERVICE FUND NET INCOME	-1,457.28	2,955.47	2,955.47	2,955.47	2,955.47	2,955.47
Food Service Fund Beginning Balance	3,005.47	1,548.19	4,503.66	7,459.13	10,414.60	13,370.07
Food Service Fund Ending Balance	1,548.19	4,503.66	7,459.13	10,414.60	13,370.07	16,325.54
COMBINED FUND NET INCOME	-60,680.49	-72,386.17	-72,386.17	-72,386.17	-72,386.17	-72,386.17
Combined Fund Beginning Balance	571,041.68	510,361.19	437,975.02	365,588.85	293,202.69	220,816.52
Combined Fund Ending Balance	510,361.19	437,975.02	365,588.85	293,202.69	220,816.52	148,430.35
General Fund Ending Balance as % of General Fund Expenditures	26.26%	21.43%	17.71%	13.98%	10.26%	6.53%



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 students.

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 elementary school students, specifically: all children are ready for school, all racial and economic achievement gaps between students are closed.

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 mission-driven charter schools is to improve the learning, achievement, and success of all students.* VOA-MN holds the schools it authorizes accountable in five major

areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school's performance on each indicator will be rated as:

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

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

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

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

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

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

CUMULATIVE TOTAL AVERAGE	
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Intervention and Corrective Action

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

Closure Plan

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

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

- **ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?**

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

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

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

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

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). One sample rating scale is imbedded below to provide the reader with context.*

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

Finance Standard 1: The school maintains a balanced budget (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. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

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

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. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being to small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

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

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

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

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

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

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

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

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

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

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

1 = The school is making progress approaching standard.

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

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

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

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

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

M/O Standard 5: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning. Data Source: annual school site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

1 = The school is making progress approaching standard.

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

M/O Standard 6: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. Data Source: annual school site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

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

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

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

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

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

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

M/O Standard 8 (former academic standard 4): The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute § 122A.40. Data/Source: The teacher evaluation plan submitted to VOA-MN by September 1 and interviews. Scale:

2 = Meets all criteria and is adhered to.

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

0 = School has not adopted a teacher evaluation process.

M/O Standard 9: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

1 = NA

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

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

2 = The school could provide evidence that it is meeting its annual student enrollment goals.

1 = NA

0 = The school is not meeting its student enrollment goals.

M/O Standard 11: The school institutes a fair and open student admission process that complies with Minnesota law. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.

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

M/O Standard 12: The school's employment process complies with state and federal law. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

2 = The school provides evidence that its employment process complies with state and federal law.

1 = The school is making progress meeting standard.

0 = The school could not provide evidence that its employment process complies with state and federal law.

M/O Standard 13: The school has defined job descriptions and defined evaluation process for all personnel. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.

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

M/O Standard 14: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications. Scale:

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

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

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

M/O Standard 15: The school is not subject to special education investigations by MDE and is not in Corrective Action. Data Source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications. Scale:

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

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

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

M/O Standard 16: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). Data Source: annual site visits, annual submission calendar document review, discussions with school leadership. Scale:

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

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

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

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

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

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

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

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

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

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

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

BOARD MEETINGS

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

SCHOOL PUBLISHED ANNUAL REPORTS

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

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. Each school also receives a VOA-MN Annual School Scorecards that measures the extent to which the school is meeting VOA-MN performance standards and “on-track” for renewal. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports / Scorecards, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

ANNUAL VOA-MN SUBMISSION CALENDAR

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

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 World’s Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. As of FY23, each school also gets a VOA-MN Annual School Scorecards that measures the extent to which the school is meeting VOA-MN performance standards and “on-track” for renewal. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports / Scorecards, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

ANNUAL VOA-MN SUBMISSION CALENDAR

The authorizer will publish an “Annual Submission Calendar” no later than July 1st annually. The Annual Submission Calendar is a document that contains deadlines for various submissions required by the state and/or authorizer VOA-MN

and serves as a primary source for evidence of school compliance with statute and VOA-MN standards. The authorizer monitors school compliance with submission calendar deadlines.


Addendum BII
RANGE OF POSSIBLE INTERVENTIONS

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

Status	Triggered By	May Result In
INTERVENTION LEVEL ONE Notice of Concern	Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. 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.	Letter from the Authorizer to the charter school's Board of Directors detailing areas of concern. Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.
INTERVENTION LEVEL TWO Notice of Deficiency	Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. 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.	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.
INTERVENTION LEVEL THREE Probationary Status	Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan. Continued failure to comply with the applicable law or the conditions of the charter contract. Severe concerns regarding the school's financial viability.	Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns. 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
INTERVENTION LEVEL FOUR Charter Review	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.
INTERVENTION LEVEL FIVE Charter Revocation	Charter Review results in recommendation to revoke.	Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.



ADDENDUM B.III.

Charter School Contract Renewal and Revocation Process

Renewal Process

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

End-of-Term Evaluation

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

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

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

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

Termination or Nonrenewal of a Contract

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

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

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

Example VOA-MN Timeline for Contract Renewal Process

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

If Terminating/Not Renewing

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



SOUTHSIDE FAMILY CHARTER SCHOOL Special Education Services

Southside Family Charter 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.

Addendum D



COMPLIANCE AGREEMENT

The undersigned members of the BOARD OF DIRECTORS of SOUTHSIDE FAMILY CHARTER SCHOOL agree to comply with all federal and state laws governing organizational, programmatic and financial requirements applicable to charter schools.

1. Board Member Signature

2. Brynn Macosko Paguy Board Member Signature

3. Board Member Signature

4. Helen Des Santos Board Member Signature

5. Harry S Board Member Signature

6. Basil Shadid Board Member Signature

Sara Horley Printed Name

Brynn Macosko Paguy Printed Name

Emmanuel Deerson Printed Name

Helen Des Santos Printed Name

Kaarunya Jayachandran Printed Name

BASIL SHADID Printed Name

Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 	Board		
2	<p>Reserve Funds</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		
Notifications and Further Actions				
3	<p>Notification of Parents / Guardians</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"> <input type="checkbox"/> * date of the last day of regular instruction; <input type="checkbox"/> * cancellation of any planned summer school; <input type="checkbox"/> * notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> * a listing of the names of charter, parochial, public and private schools in the area. <input type="checkbox"/> * offer of copies of student records before the CHARTER REVOCATION. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. 	Board Chair or School Director		
4	<p>Final Report Cards and Student Records Notice</p> <p>Within 10 business days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice that records,</p>	School Director		

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

	<p>Within 7 business days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide VOA-MN with a copy of the notice. 	Authorizer will notify Commissioner		
7	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. <input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 	Board Chair or Treasurer		
8	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide the VOA-MN with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time. 	Board Chair or Treasurer		

9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See School Wind-Up Plan and Action regarding payment of taxes, below.</i></p>	Board Chair or designee		
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary		
11	<p>Notification of VOA of MN Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	Board Chair or Secretary		
Assets, Creditors and Debtors				
12	List of Creditors and Debtors; UCC Search	Board Chair or Treasurer		

	<p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 			
13	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Board Chair or Treasurer		
14	<p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		
15	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p>	School Board and School Director		

	<ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below). 			
16	<p>Protection of Assets; Insurance</p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 	Board Chair or Designee		

17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, all of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	Board Chair & School Director		
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>	School board chair and treasurer		
19	<p>D&O Insurance</p> <p>Maintain existing directors and officer's liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>	School Board		
20	<p>Interim Statements</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>	School board chair or designee		

	<ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <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>			
21	<p>Final Statement</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 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"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). 	School board chair or designee		
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>	School Board		
23	Closeout of State and Federal Grants	School Board		

	<p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>			
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See 2 CFR 200.334-200.338.</i></p>	School Board		
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. 	School Board		
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 2 CFR 200.334 – 200.338. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. 	School Board		
Dissolution / Final Distribution of Assets				

27	<p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
28	<p>Dissolution</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"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>	School board secretary		
29	<p>Final Distribution of Assets</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> <ul style="list-style-type: none"> <input type="checkbox"/> An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) <input type="checkbox"/> In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 	School board chair or designee		

Addendum F

Contract Evaluation Report

SOUTHSIDE FAMILY CHARTER SCHOOL

Contract Term: July 1, 2017 - June 30, 2021

REPORT PURPOSE: This report was produced by the authorizer of SOUTHSIDE FAMILY CHARTER 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.

INTERIM SCHOOL DIRECTOR: Julie Cohrs

PROGRAM DESCRIPTION: Southside Family Charter School is located in Minneapolis, Minnesota. The school was granted a charter in 2005. SFCS is dedicated to academic excellence, innovation in curriculum, and parent and community involvement. The school offers small class sizes that concentrate on individualized instruction and a warm and safe learning environment. The school's focus is on a social justice curriculum that teaches students to be independently minded citizens who respect themselves and others.

The school stresses basic skills, encourage creative expression, and offer a range of electives. In an atmosphere free of racism, sexism, classism and homophobia, we:

- Honor diverse cultural identities
- Encourage volunteer participation
- Use the community as a classroom
- Develop curriculum
- Advocate for families
- Engage children in issues of social justice, decision-making and problem-solving

School Mission

Southside Family Charter School is a small, K-8 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives, and advocating for children and families.

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:

Southside Family Charter School Academic Performance Section Overview:

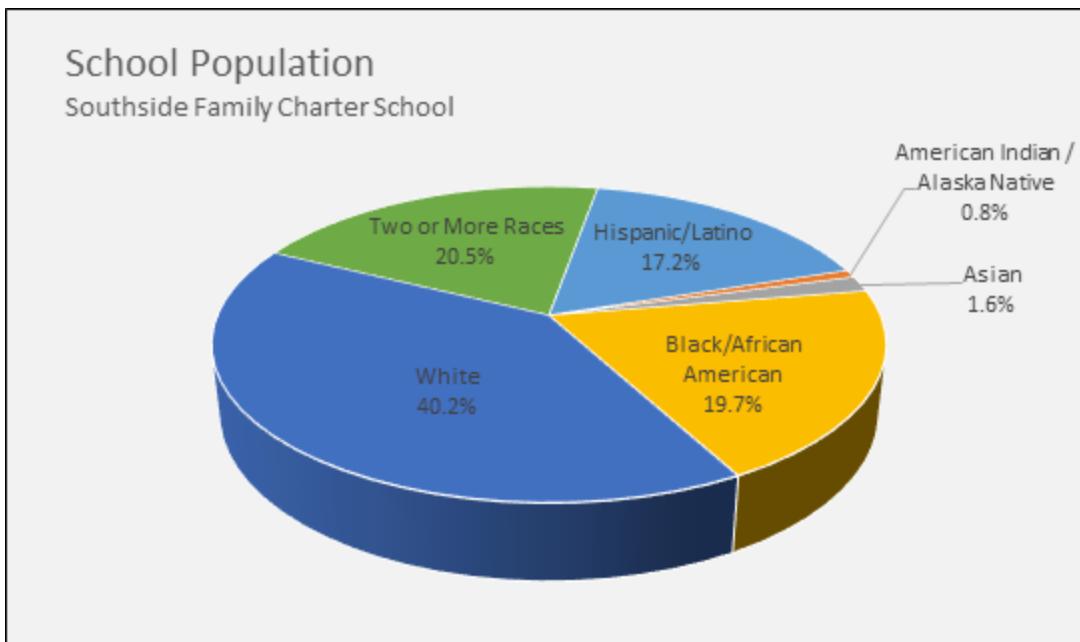


Figure 1 – School Population

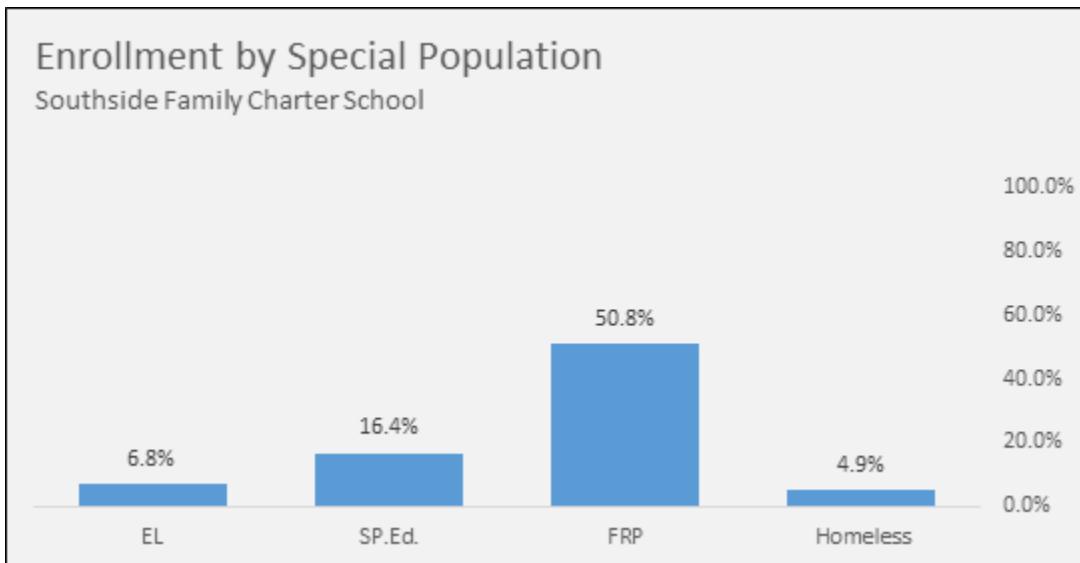


Figure 2 - Enrollment by Special Population

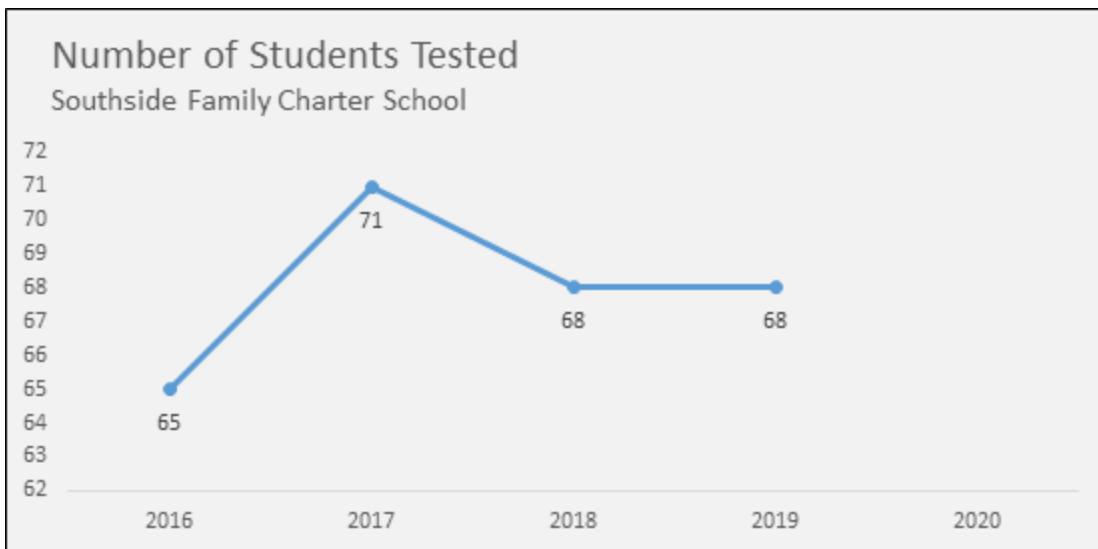


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2020

MCA Math	2016	2017	2018	2019	2020*
Statewide	60.1%	59.2%	57.7%	55.5%	
3 rd	70.0%	68.6%	66.9%	66.0%	
4 th	69.4%	67.4%	65.6%	64.3%	
5 th	59.4%	57.7%	55.2%	52.4%	
6 th	56.7%	56.0%	54.3%	50.9%	
7 th	56.7%	55.4%	54.9%	52.5%	
8 th	58.8%	58.8%	57.8%	55.7%	
Southside	56.5%	57.1%	60.6%	52.2%	
3 rd	61.5%	69.2%	69.2%	CTSTR	
4 th	81.8%	50.0%	63.6%	CTSTR	
5 th	41.7%	58.3%	45.5%	CTSTR	
6 th	40.0%	61.5%	80.0%	CTSTR	
7 th	60.0%	45.5%	40.0%	CTSTR	
8 th	CTSTR	CTSTR	63.6%	CTSTR	
Jefferson Elem.	18.8%	16.8%	15.9%	14.7%	
3 rd	33.3%	29.5%	22.6%	CTSTR	
4 th	20.7%	25.4%	32.1%	27.1%	
5 th	13.2%	10.2%	14.3%	CTSTR	
6 th	9.5%	10.7%	5.9%	CTSTR	
7 th	10.9%	7.3%	3.9%	CTSTR	

8th	19.5%	13.0%	13.6%	26.1%	
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* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

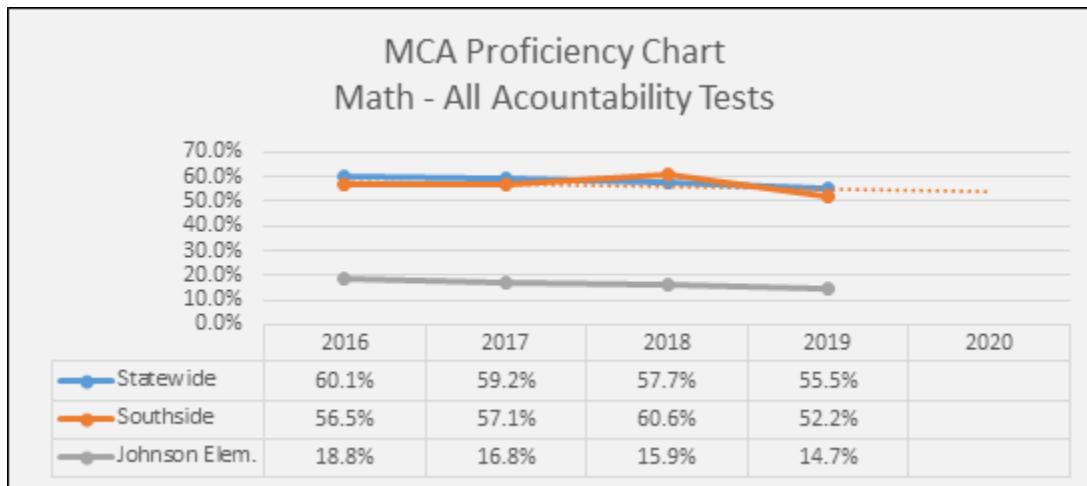


Figure 4 - MCA Math Proficiency 2016-2020

ANALYSIS OF MATH MCA PROFICIENCY: SFCS' MCA math proficiency results are shown in Table 1 and Figure 4. SFCS' math proficiency rate declined by eight percentage points to 52.2% in 2019. Despite the decline, SFCS continues to outperform the local district school by a wide margin. In future years, it is expected that SFCS will increase its math proficiency rate to meet or exceed the that of the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2020

MCA Reading	2016	2017	2018	2019	2020*
Statewide	60.2%	60.6%	60.4%	59.7%	
3 rd	57.7%	57.0%	56.2%	55.0%	
4 th	58.8%	57.3%	56.2%	55.9%	
5 th	68.1%	67.9%	67.5%	66.2%	
6 th	62.6%	63.8%	64.9%	63.2%	
7 th	57.2%	57.9%	58.7%	57.9%	
8 th	57.8%	59.3%	59.1%	58.2%	
Southside	61.2%	66.2%	64.6%	68.2%	
3 rd	69.2%	76.9%	41.7%	CTSTR	
4 th	66.7%	41.7%	45.5%	CTSTR	
5 th	66.7%	66.7%	70.0%	CTSTR	
6 th	50.0%	69.2%	90.0%	CTSTR	
7 th	60.0%	63.6%	63.6%	91.7%	
8 th	CTSTR	80.0%	81.8%	CTSTR	
Jefferson Elem.	17.8%	16.8%	22.1%	23.2%	
3 rd	19.8%	16.4%	17.7%	CTSTR	
4 th	11.9%	19.4%	30.4%	28.8%	
5 th	20.6%	12.2%	29.8%	27.3%	
6 th	18.5%	18.3%	19.6%	26.4%	
7 th	12.0%	12.5%	11.5%	CTSTR	
8 th	23.8%	21.7%	23.3%	24.4%	

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

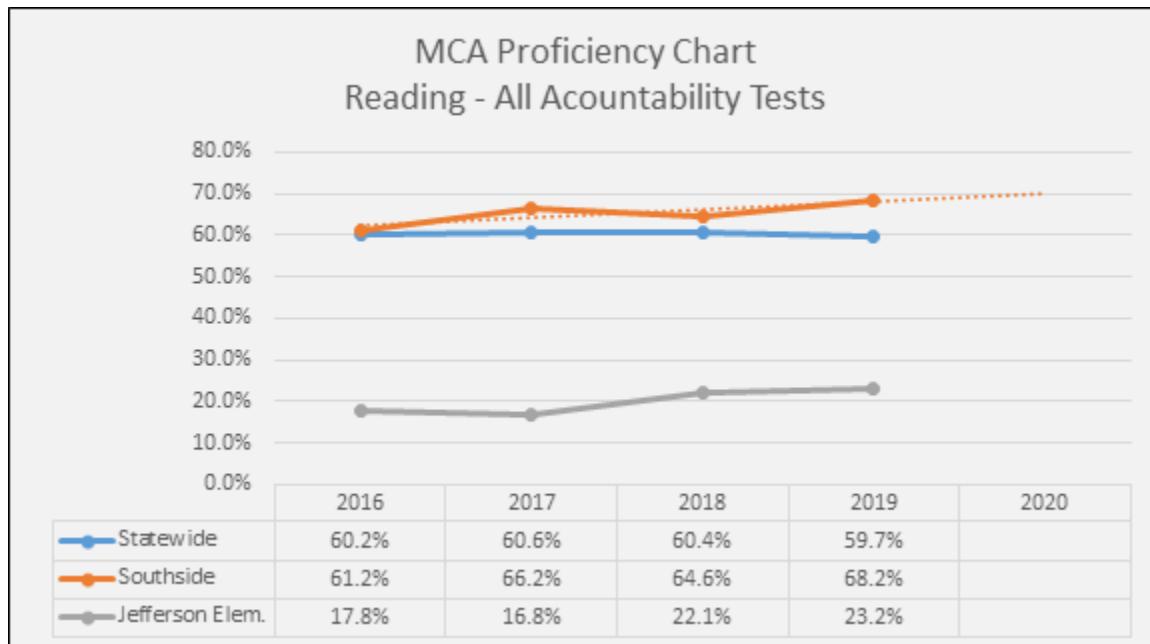


Figure 5 – MCA Reading Proficiency 2016-2020

ANALYSIS OF READING MCA PROFICIENCY: SFCS' MCA reading proficiency results are shown in Table 2 and Figure 5. SFCS increased its reading proficiency from 2018 to 2019, up 3.6 percentage points to 68.2%. SFCS is currently outperforming both the local district and the statewide average. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district school and 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.

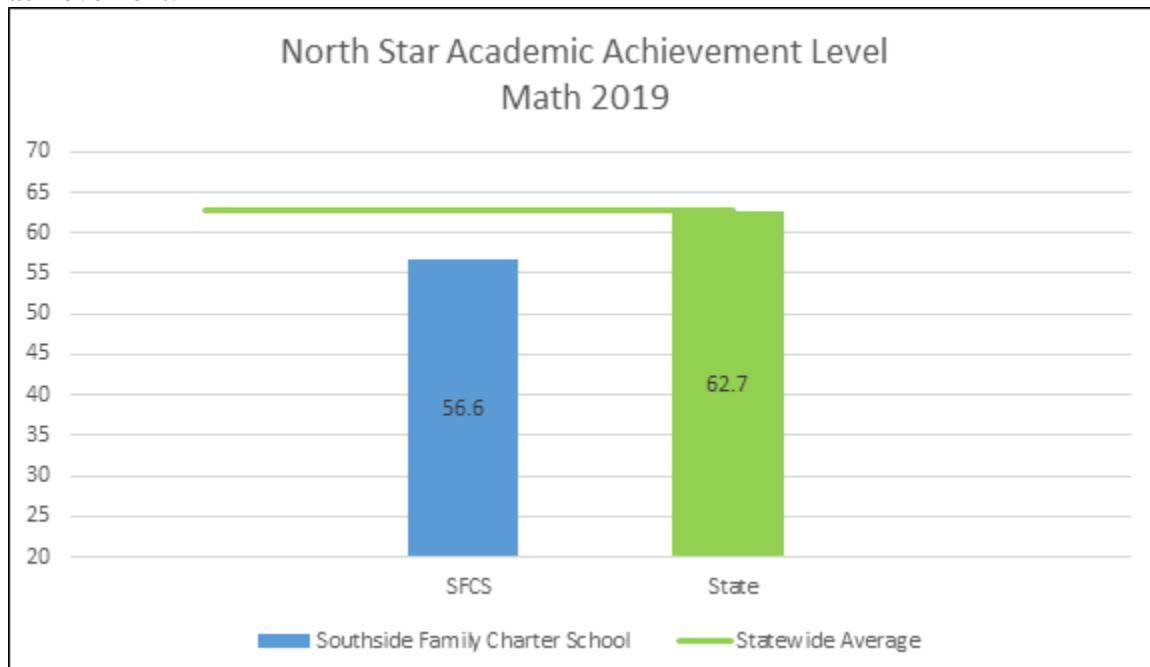


Figure 6 – 2019 North Star Academic Achievement Level (Improved + Maintained)

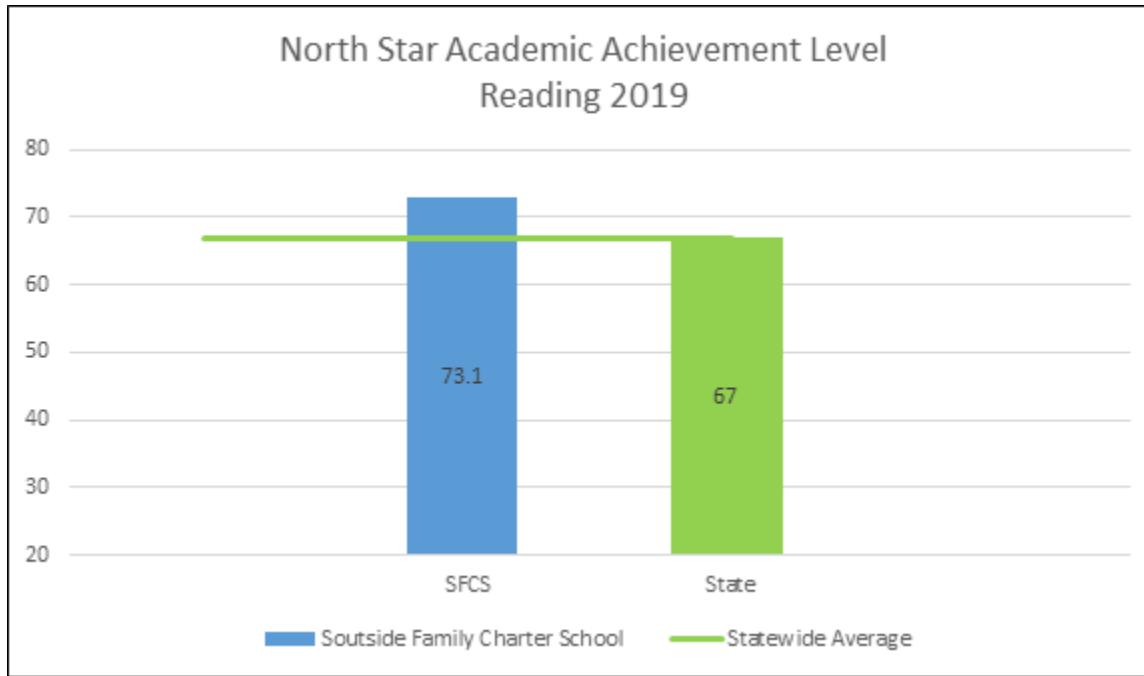


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

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.

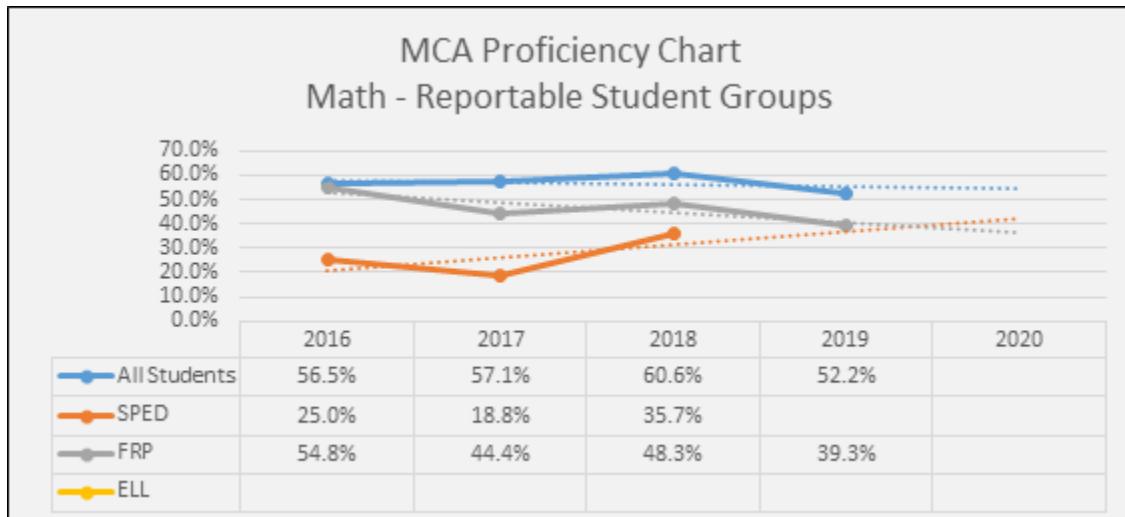


Figure 8 - Reportable Student Groups MCA Math 2016 - 2020

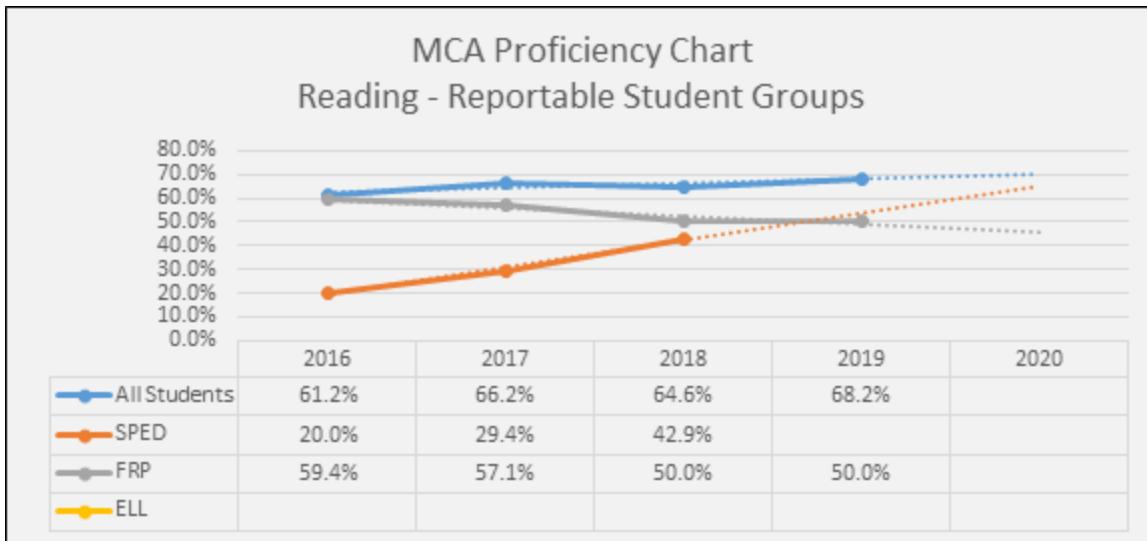


Figure 9 - Reportable Student Groups MCA Reading 2016- 2020

VOA -MN Academic Standards Evaluation

The school's evaluation on each standard is listed in the table below. VOA-MN's academic performance standards / expectations include the following:

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.**

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

Evidence / Source: SFCS

Analysis: Due to COVID-19, we do not have statewide Minnesota Comprehensive Assessment data for the 2019-2020 school year. Students in all grades take the NWEA MAP assessments in Math and Reading every fall. This assessment provides a RIT score, representing the student's achievement in a subject area, and comparing scores from year to year provides an effective measure of whether a student is showing expected academic growth. For this assessment, we would look for individual student scores to increase from year to year in order to determine whether appropriate progress is taking place. On an aggregate level, we examine the average scores by grade level and compare with the grade level average for the previous year (for the grade level below, in an attempt to compare scores for roughly the same group of students). We can also look at school-wide achievement results for two consecutive assessment years.

Below is a summary of NWEA results, summarized by grade level, for all students in Fall 2018 and Fall 2019. Percentages below indicate the proportion of students who demonstrated average or above average expected achievement.

		Fall 2018	Fall 2019
Reading	K	45.5%	76.9%
	1	75.0%	58.3%
	2	53.3%	76.9%
	3	76.9%	82.4%
	4	72.7%	78.6%
	5	63.6%	75.0%
	6	77.8%	75.0%
	7	91.7%	75.0%
	8	88.9%	91.7%
	All	71.7%	76.6%
Math	K	90.9%	83.3%
	1	73.3%	80.0%
	2	66.7%	92.3%
	3	61.5%	66.7%
	4	75.0%	78.6%
	5	72.7%	61.5%
	6	77.8%	88.9%
	7	80.0%	75.0%
	8	77.8%	81.8%
	All	75.1%	78.7%

If we follow students in one grade from Fall 2018 to the next higher grade in Fall 2019, we can see that out of eight such observable grade progressions, seven (88%) illustrate the expected increase in scores from one year to the next in Reading, and five (63%) show an increase from one year to the next in math.

On a school-wide level, we see that for both reading and math, the percentage of all students meeting or exceeding expected achievement levels increased from Fall 2018 to Fall 2019 (from 71.7% to 76.6% in Reading, and from 75.1% to 78.7% in Math).

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.

	2-Meets	School's achievement level of "improved and maintained" is above 62.7% for math and 67.0% for reading.
X	1-Partially Meets	School's achievement level of "improved and maintained" is above 50%
	0-Does Not Meet	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. Although the school's reading score was higher than that of the statewide average, a score of "partially meets" was awarded because the school's math score was below the 67% threshold.

STANDARD 2 ALTERNATIVE (for schools serving grade 9-12 only)

Standard 2 (Alternative): Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBF Standard: All students graduate from high school.

	2-Meets	School's four-year adjusted cohort graduation rate is 80% or higher.
	1-Partially Meets	School's four-year adjusted cohort graduation rate is between 75% and 80%
	0-Does Not Meet	School's four-year adjusted cohort graduation rate is below 75%

Evidence / Source: Minnesota Department of Education Website

Analysis:

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.

<ul style="list-style-type: none"> Imbedded WBF Standard: all racial and economic achievement gaps between students are closed. 		
	2-Meets	The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.
	1-Partially Meets	The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.
X	0-Does Not Meet	The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

Evidence / Source: SFCS

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.

The lack of ability to administer standardized assessments this year, as well as restrictions on reporting data for student subgroups with fewer than ten people, make it difficult for us to show changes to racial and economic achievement gaps in an accurate, meaningful way. Our school’s small classroom size allows us to instead provide individualized, focused support to students who are struggling to learn material and/or fully engage with the curriculum. This can be demonstrated by the work of our academic intervention and special education services. Our dedicated academic intervention teacher continued to meet with students during the initial suspension of in-person instruction, meeting either one on one or in small groups of 2-3 students to provide this continuity of support. Special Education Paraprofessionals set concrete, measurable goals with their students in the areas of independent reading, spelling accuracy, self-regulation, social interaction, self-monitoring, and reducing class disruptions. All special education goals were met.

There did appear to be racial and economic gaps in student engagement with distance learning. Teachers responded to this trend by reaching out to families directly to set up times to meet individually with students once or twice a week. There were also some early challenges in making enough tablets available for students and ensuring they were set up in an accessible format. For the 2020-21 school year, more tablets were purchased for grades needing more technology support than anticipated, and they were all set up to allow students to access the platform and applications more easily.

2018 - 2019 Results: A score of “does not meet” was awarded because the gap between the “all students” group and the Free and Reduced population increased from 2018 to 2019 in both math and reading. Data was not available for the Special Education subgroup was not available.

Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.		
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X	2-Meets	Meets all criteria and is adhered to.
	1-Partially Meets	Meets some of the criteria, but no evidence that process is followed.
	0-Does Not Meet	School has not adopted a teacher evaluation process.

Data / Source: School Annual Report

Analysis: SFCS evaluates all teaching staff on a three-year cycle that meets all statutory requirements outlined in Minnesota Statute 122A.40, subd. 8. Probationary teachers (those in their first year of

teaching at SFCS or within their first three years teaching in Minnesota) receive three performance reviews during each year of probation. The evaluation process includes four steps:

1. Employee Preparation
2. Stakeholder Feedback/Classroom Visit
3. Supervisor Preparation
4. Conduct Performance Review

The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals. All sources of information (self-review, supervisor feedback, and stakeholder input) are based on the SFCS community core practices listed below:

Teaching Social Justice, Social Justice Curriculum, Promote Key Values, Active Pedagogy, Quality Orientation, Results Orientation, Culture and Character, Integrity, Accountability, Leadership and School Improvement, Interpersonal Effectiveness, Professional Growth.

PROFESSIONAL DEVELOPMENT

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.

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

Data/Source: School Annual Report

Analysis: Southside Family Charter School offers several school-wide opportunities for professional development that are aligned with the school's mission and vision. In addition, staff members can choose trainings that will enhance their teaching and the students' learning. The professional development activities are summarized below.

Montessori Practices, Regular Learning Teams Meetings, Handwriting Without Tears, Insisting on Equity: MN NAME annual Education Conference, Minnesota History Trip, Courageous Conversations and Writing your Racial Autobiography, Crisis Prevention Institute, Trauma Informed Instruction.

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

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

Data / Source: School Annual Report

Analysis: Travel Studies. The school's commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects that are exciting to the students. Parents and students are highly satisfied with the approach, and it continues to be a unique hallmark of Southside's mission-driven operations.

Social Justice Curriculum. The heart of the school's mission, social justice education is woven into every subject and grade level. Teachers choose their own material and collaborate through learning teams to coordinate and integrate lessons throughout the student experience. Within this unique framework, students learn to view history, literature, and the sciences through the lenses of critical race theory and feminist theory, and from the perspective of marginalized populations. Students learn to question conventional narratives and build a deep understanding of the impact of power and privilege on social systems and the human experience.

Governance Model. The school employs a unique governance model that was developed by staff, parents, and community members to formalize our customary practice of empowering school staff through consensus-based decision-making. The model is founded on the principles of collaboration and non-hierarchical leadership. It includes extensive staff involvement in decision making processes through regular meetings, representation on the school's board of directors, and participation on the Cooperative Leadership Team.

Circles in Classrooms and Restorative Justice. Classrooms are organized around the principle of engaging students as leaders and active participants, and this is supported by the use of circles and restorative justice practices within the classroom. In circle discussions, students learn skills around problem solving, self-regulation, respect and equality, and emotional intelligence. These skills translate into restorative justice practices, which are implemented when an issue arises within the classroom that can benefit from collaborative problem solving to build community, repair harm, and facilitate healing. In this setting, the teacher functions as the circle keeper, facilitating collaboration and restorative practices, and students build these leadership skills as well.

Small Class Sizes. Southside Family Charter School continues to have small class sizes so they can give each student individualized attention and enable collaborative classroom practices. The average classroom size in 2017-18 was 13, which indicates a high level of commitment to this practice.

Family and Community Involvement. True to its name, Southside Family School works to sustain a sense of strong community and encourages family involvement at every opportunity. In addition to classroom-level and school-level communication with families and family engagement events throughout the school year, there is an active parent group and parent-majority board of directors. Parent-teacher conferences take place three times a year, and the school aims for 100% attendance, whether in-person or by phone.

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

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

Data / Source: School Annual Report

Analysis: 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 enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all reading state

accountability tests (MCA, MOD, MTAS). Results: In 2019, the growth z-score on the MCA-III Reading was -0.13. Goal met

Goal #2 All students enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all math state accountability tests (MCA, MOD, MTAS). Results: In 2019, the growth z-score on the MCA-III Mathematics was -0.35. Goal met

Goal #3 The percentage of students meeting or exceeding proficiency standards on the MCA Science will increase from 59.1% in 2018 to 61.1% in 2019. Results: In 2019, the science proficiency rate was 60.0%. Goal Met

Goal #4 To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Reading will decrease by 25% from 2018 to 2019. This means our gap will go from 45.2% in 2018 to 33.9% in 2019. Result: Data unavailable on the Minnesota Report Card. "Data reported on less than 10 students in a category will no longer be available in the assessment reports."

Goal #5 To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Math will decrease by 25% from 2018 to 2019. This means our gap will go from 45.2% in 2018 to 33.9% in 2019. Result: Data unavailable on the Minnesota Report Card. "Data reported on less than 10 students in a category will no longer be available in the assessment reports."

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 School Finance Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

Financial Standard 1: The school maintains a balanced budget.		
X	2-Meets	surplus position
	1-Partially Meets	NA
	0-Does Not Meet	deficit position
Data / Source: School budgets, Annual Report, School monthly financial reports		
Analysis: The school's original FY 2020 budget was approved in June 2019 reflecting a surplus of \$35,391 and based on 120 ADM. The budget was revised and approved at the May 2020 board meeting projecting a surplus of \$52,554 and based on the same enrollment of 120 ADM.		
The FY20 audit report contained the following General Fund budgetary highlights:		
<ul style="list-style-type: none"> <i>It is the policy of the Board of Directors of the Charter School to set up the annual budget prior to June 30 for the subsequent year and utilize it as a guideline for revenues and expenditures over the course of the year. The Board periodically reviewed the budget versus actual revenues and expenditures and took note of deviations and their causes. The Board revised the budget during the school year due to revenue and expenditure changes from original expectation.</i> 		
<ul style="list-style-type: none"> <i>The budget revision called for a decrease of \$6,707 in revenues. This decrease in the revenues budget was caused by a lower than expected amount of funding from local sources. The budget revision called for a decrease of 23,870 in expenditures. The decrease in the expenditures budget was due to a decreased need for both salaries and related benefits.</i> 		
<ul style="list-style-type: none"> <i>Revenues sources were under budget for fiscal year 2020 by \$5,389.</i> 		
<ul style="list-style-type: none"> <i>The negative variance is mainly due to other local sources (\$6,277) as a result of less revenues than anticipated from gifts and donations.</i> 		
<ul style="list-style-type: none"> <i>Expenditure programs were over budget for fiscal year 2020 by \$697.</i> 		
<ul style="list-style-type: none"> <i>The largest variance (\$2,427) resulted from lower than anticipated purchased services as part of regular instruction.</i> 		
The school ended FY 2020 with a surplus of \$46,468 net of \$177,100 for the paycheck protection program loan and 118 ADM. Overall, the school has maintained a balanced budget.		

Financial Standard 2: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.		
X	2-Meets	never missed
	1-Partially Meets	missed 1 time
	0-Does Not Meet	missed > 1 time
Data / Source: Preliminary and final UFARS data, ADM reports		
Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2020.		

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

X	2-Meets	Submitted
	1-Partially Meets	N/A
	0-Does Not Meet	Not Submitted
Data / Source: Financial audit submission		
Analysis: The school submitted its financial audit to the MDE by December 31, 2020.		

Financial Standard 4: The schools financial audit is free of all findings.		
	2-Meets	no findings
X	1-Partially Meets	1 or more “significant deficiency” finding(s)
	0-Does Not Meet	1 or more “material weakness” or legal compliance finding (s)
Data / Source: School financial audit		
Analysis: The school’s FY 2020 financial audit contained two findings considered to be significant deficiencies as noted in these excerpts from the financial audit report:		
2020-001 Limited Segregation of Duties		
<i>Condition: During our audit, we reviewed procedures over major transaction cycles and found the Charter School to have limited segregation of duties related to cash disbursements, payroll, and receipting.</i>		
<i>Criteria: There are four general categories of duties: authorization, custody, record keeping and reconciliation. In an ideal system, different employees perform each of these four functions. In other words, no one person has control of two or more of these responsibilities.</i>		
<i>Also, a well-designed system of internal control has documentation of significant transaction cycles. Documentation is especially important in the event of staff turnover.</i>		
<i>Recommendation: While we recognize that the number of staff is not large enough to eliminate these deficiencies, we believe the risk can be reduced with better monitoring.</i>		
<i>Management Response: The Charter School has evaluated the accounting procedures and has determined that the job duties are assigned with the intention of segregating duties. The Charter School recognizes that it is not economically feasible to correct this finding, however aware of the deficiency and will continue to review its processes and make changes where possible.</i>		
2020-002 Closed Meeting of the Charter School not disclosed in the Minutes		
<i>Condition: During our audit, it came to our attention that the school board had closed meetings during the year that were not disclosed in the minutes.</i>		
<i>Criteria: Minnesota statute 124E.03 requires all closed meetings and specific grounds permitting the meeting to be disclosed of those meeting be disclosed in the minutes.</i>		
<i>Recommendation: We recommend that the School properly disclose closed meetings, as required by Minnesota statute 124E.03, for all future meetings.</i>		
<i>Management Response: The School will ensure that closed meetings are properly disclosed by Minnesota statute.</i>		

Financial Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.		
X	2-Meets	never late
	1-Partially Meets	late 1-2 times
	0-Does Not Meet	late > 3 times
Data / Source: 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.

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

Data / Source: School monthly financial reports

Analysis: The school did not provide financial reports during FY 2020 on a consistent basis. Notes regarding this were included in financial oversight logs of the VOA-MN financial analyst and explain:

Missing financials include:

Need financials for August bd mtg – emailed Holly on 9/5. David reminded me that the financial docs from August are waiting for the September audit information (every year). This is not the practice expected by VOA-MN as a monthly review of financials is the standard.

Need July, August, and October cash flows and October Income Statement and check register. *Per Kaarunya-Cashflow for July, August & September are all together. If you open the document "Cashflow FY2019_September2019" you will find the cashflow for July, August and September 2019. Per Kaarunya on 4/6: The July, August and September Financials (all together) were presented to the board at the Oct 26th board meeting.* This is not the same as individual monthly financials that show they were reviewed each month.

Missing Oct checks 1171, 1172, and 1174. Sherri sent copies of the checks. I asked why they are not on the check register and she didn't know but reran the registers and they are included now.

No review and approval of financials in the August, October, and January board mtg mins. *Per Kaarunya: The financials were approved in the Jan board meeting - it is an error that it wasn't included in the minutes. I will fix that error. I am not sure about Aug and Oct as this was before I took my seat on the board. I can bring it to the next board meeting and we can approve it. If that works for you. I will make changes to the Oct 26th board meeting minutes to reflect that the Finance Report was approved for July, August & September 2019.* Check on this next month. I didn't see these changes in the April board packet.

The school should begin to consistently provide the required monthly financial reports to VOA-MN and the board. In addition, the finance committee should review monthly financial reports regularly at finance committee meetings and the full school board at regular meetings, where the reports are approved.

Financial Standard 7: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines

a standard for fund balance annually based on items such as school funding trends and funding hold backs.

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

Data / Source: 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

	FY 2017	FY 2018	FY 2019	FY 2020
Fund Balance Amount	\$327,854	\$332,829	\$344,469	\$371,947
Fund Balance Percent	19.59%	21.36%	22.01%	21.8%

The audit presentation states the following about the General Fund Balance: *Total unassigned fund balance as a percentage of expenses FY20 is 21.78%. The total fund balance above includes the restricted fund balance for the paycheck protection program loan.* As the table indicates the school's FY 2020 General Fund balance increased over the prior year and meets the school's fund balance target:

The school will strive to maintain an average minimum unassigned general fund balance of 19% of expenditures, calculated as an average of the current year's fund balance percentage with that of the previous two fiscal years.

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

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

Data / Source: School monthly board meeting agendas and minutes

Analysis: The school's finance committee met ten times in FY 2020 to review financial information. The school's website includes documents detailing the *Committee Charge* which includes:

Purpose: The Finance Committee is charged by the Board of Directors to do the following:

- *Review monthly financial documents for presentation to the board*
- *Prepare annual budget for presentation to the board and revise as directed by the board*
- *Evaluate the extent to which board and administrative initiatives impact the budget*
- *Report to board regarding oversight of financial systems and reporting*

The document continues with information about membership, products, accountability and duration:

Membership: The Finance Committee shall be composed of a mix of members appointed by the Board. Membership shall be composed of the Board Treasurer, the Executive Director, the Office Director, and at least one teacher, parent, and community member (if possible). The Chair of the Committee shall be the Board Treasurer.

New committee members may join an existing committee at the discretion of the committee chair.

Products: The product(s) of the Committee's work shall be:

- *Monthly financial documents*
- *Annual budget proposal*
- *Current year budget revision proposal (when needed)*

Accountability: The Committee shall comply with the requirements of MN statute 13D (Open Meeting Law) and the provisions of Southside's bylaws and board policies. The Committee shall make monthly reports to the board.

Duration: The committee shall be a standing committee.

The finance committee meeting minutes are not posted on the school's website for FY 2020 and most board packets didn't include the minutes. I would encourage the school to take minutes during the finance committee meetings, include them in the board packets, and post them on the school website. An email from the school's treasurer states:

Consistent with other committees in the 2019/2020 school year, I did not submit formal minutes for the finance committee meetings. Rather, I made an oral report of the committee's work based on these notes.

The notes documented what was discussed at the finance committee meetings; an excerpt from the December meeting included:

Cashflow

Primary concern discussed was that to meet the 2020 budget, we are currently needing to bring in about \$25K every month in the gifts/donation's category. We received a gift of stocks in lieu of a donation which we receive annually. We will sell the stocks and will meet the \$25K goal for December and part of January.

The Board needs to approve \$5,000 gift per policy. This is in the name of Stephanie's stepfather.

The school received a donation of 8,000 wrapping paper kits which we will be selling at Holiday Pops. If we sell all of it for \$1 we will have \$8,000!

Movie night was net positive, although we don't have the exact number yet because costs have not been tallied. Perhaps more importantly, it was a wonderful community-building event.

Upcoming possible expense of concern is the annual bus inspection on Dec 23. Last year, the bus received an unexpected \$10,000 in repairs.

Enrollment

We followed up on our discussion regarding enrollment from last month's meeting. The news is good: we have two 7th graders enrolling as well as a fourth and sixth grader! These new enrollees replace students who have left.

The finance committee feels strongly that we need to increase enrollment maximums in order to account for attrition. If we lose students when we are already at a low enrollment and we don't replace them very quickly, we will have to lay off staff. This will result in the higher student-teacher ratios that we are trying to avoid by keeping enrollment low. It appears that increasing enrollment actually ends up resulting in the same class size we are currently shooting for, but gives us a much-needed cushion when we lose students.

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

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

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

Analysis: Per the school business manager, all committee members have received training during the year as an email from her states: *Yes, we did it at our last finance meeting for this year. Benji, the board treasurer, was the only new one this year so he also stayed on so we could talk about the treasurer reports and what to look for.*

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

X	2-Meets	not in SOD
	1-Partially Meets	N/A
	0-Does Not Meet	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: Tiffany Enriquez
 Email: tiffany.board@southsidefamilyschool.org
 Phone: 612-872-8322

Southside Family Charter School Board Committees

Executive Committee
 Finance Committee
 Fundraising Committee
 Educational Equity Committee
 Governance Committee
 CISA/Equity Committee
 Development Committee
 Policy Committee

VOA -MN Board Governance Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

Board Structure and Development

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

X	2-Meets	The Board structure meets bylaws and state statute.
	1-Partially Meets	The Board did not meet requirements for the entire fiscal year.
	0-Does Not Meet	The Board structure does not meet bylaws and/or state statute.

Data / Source: Website and Annual Report

Analysis: The School meets this standard.

The Board of Directors structure meets its governance model requirements laid out in its bylaws ([http://www.southsidefamilyschool.org/files/user/17/file/SFCS%20Bylaws%20draft\(1\).pdf](http://www.southsidefamilyschool.org/files/user/17/file/SFCS%20Bylaws%20draft(1).pdf)) and as required by Minnesota Statute. The following table demonstrates that the Board includes a balance of skills and expertise among members. Delegated Committees of the SFCS Board are: Executive, Finance, Policy, Curriculum, Instruction, & Student Achievement (CISA), Fundraising, Board Development, and Equity Committees. Each meets according to a schedule, some monthly and others less frequently. At the beginning of meetings, as reflected in board minutes, the Board states that a quorum is present to conduct business. They also review and declare that no conflicts were disclosed pertaining to that day's agenda items.

An FY2020 Board Table is found on the Website at

<http://www.southsidefamilyschool.org/District/1221-Untitled.html> and in the Annual Report on pages # 6-7. The board roster below is from the FY20 Annual Report.

*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
Tiffany Enriquez	Parent, Chair	Parent	Yes	11/23/2019, 1/25/2020	Yes
Stan Hacker	Community Member, Vice Chair	Community	Yes	11/23/2019, 1/25/2020	Yes
KJ Starr	Parent, Treasurer	Parent	Yes	1/25/2020	Yes
Adam Headington	Parent, Member	Parent	Yes	1/25/2020	Yes
Kim Holmes	Community Member, Member	Community	Yes	1/25/2020	Yes
Kaarunya Jayachandiran	Teacher, Member	Education	Yes	New	Yes
James Orione	Parent, Member	Parent	Yes	11/23/2019, 1/25/2020	Yes
Krista Tinei	Parent, Member	Parent	Yes	11/23/2019, 1/25/2020	Yes
Stephanie Windfeldt	Teacher, Member	Education	Yes	11/23/2019, 1/25/2020	Yes
Erika Zurawski	Parent, Member	Parent	Yes	11/23/2019, 1/25/2020	Yes

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

X	2-Meets	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.
	1-Partially Meets	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.
	0-Does Not Meet	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 conducts informal self-evaluations during board meetings. During FY20, the Board engaged with an outside consulting firm specializing in board development. As a result, the Board was able to develop areas of focus for board training and development.

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

X	2-Meets	The Board adheres to a thorough process for the orientation of new board members.
	1-Partially Meets	The Board has a process for the orientation of new board members, but it is not consistently followed.
	0-Does Not Meet	The Board does not have a membership orientation process for new board members.
Data / Source: Website, Board Packet, Minutes, Authorizer/School Discussion		
Analysis: The School met this standard. The new Board Chair met with each new board members and the new board members were provided board orientation from a consultant.		

Board Practices

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.

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

Data / Source: VOAMN Submission Calendar

Analysis: The School meets this standard.

The School provided a FY20 Initial Board Training Report from the Annual Report.

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

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

Data / Source: Board Minutes

Analysis: The School meets this standard. During the year, there was several board transitions and issues that arose that resulted in the Board conducting several reviews involving board self-evaluation. The Board engaged with a outside consultant to do a review and help with a training plan.

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

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

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

Analysis: The School Board partially met this standard. At the January 2020 Board meeting, a set of board materials was not available for review at meeting and the meeting was moved without notice to the public. The school has been involved in correcting these processes.

*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.

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

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

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

Analysis: The School partially met this standard.

According to the Bylaws on the School's website the Bylaws were last revised on April 23, 2016. The Board began conducting bylaw review in FY21. Each board member has a binder and digital version of bylaws and school office binder contains the bylaws.

Bylaws can be found online at:

[http://www.southsidefamilyschool.org/files/user/17/file/SFCS%20Bylaws%20draft\(1\).pdf](http://www.southsidefamilyschool.org/files/user/17/file/SFCS%20Bylaws%20draft(1).pdf)

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

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

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

Analysis: The School did not meet this standard. The election was held at the Annual Meeting and election September 12, 2019. However, the announcement was August 22, 2019 not meeting the 30 day notice.

August 22, 2019 Meeting Minutes: "All eligible Board Members are continuing their second term. There are six parent seats open, two teacher seats open and two community member seats open. All Board members are tasked with selecting parents, teachers and community members to encourage them to run for the school 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.

X	2-Meets	The Board completed a formal evaluation of the school leader including all aspects of the job description.
	1-Partially Meets	The Board completed an evaluation of the school leader but not on all aspects of the job description.
	0-Does Not Meet	The Board did not complete an annual evaluation of the school leader.
Data / Source: Website, Board Packet and Minutes, Authorizer-School Discussion		
Analysis: The School meets this standard. The evaluation performance was conducted by the Board of Directors on April 25, 2020.		

Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd.2(b)).		
X	2-Meets	A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	1-Partially Meets	N/A
	0-Does Not Meet	A professional development plan(s) for the non-licensed individual(s) was not documented in the school's annual report.
Data / Source: Website, Board Packets and Minutes, Authorizer-School Discussion		
Analysis: The School meets this standard. Phillip Gray was not a licensed principal. A professional development plan for him was approved by the Board as part of the Administrative Team's professional development plan. This is referenced below from the FY20 Annual Report. Administrative Team's Professional Development for 2019-2020: Administrative staff engaged in several professional development activities. A list of the activities and dates of participation were provided in tables.		

* 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/data-practices/data/types/education/>, Federal law for FERPA (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Standard 11: The Board of Directors monitors the organization's adherence to school board policies.		
X	2-Meets	Board meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.
	1-Partially Meets	Board meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.
	0-Does Not Meet	Board meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.
Data / Source: Bylaws, Website, Board Packet and Minutes, Authorizer-School Discussion		
Analysis: The School meets this standard. The School Board utilizes policies and monitors the application of policies in its work throughout the year. Examples include: <ul style="list-style-type: none"> • Overseeing and examining board policy related to board membership and committees. • Reviewing board member training requirements and board member roles and responsibilities. 		

- Monitoring compliance to open meeting law.
- Monitoring evaluation of leadership.
- Monitoring World's Best Workforce compliance.
- Planning and organizing elections.
- Monitoring board training.

During the many organizational changes during the school year, the Board utilized policies to manage decision making in areas of governance, management, and personnel issues. Also, at the December 2019 Board Meeting, the Board considered the CLT policy and governance structure to improve the functioning of the three branches of the SFCS governance structure.

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

X	2-Meets	Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.
	1-Partially Meets	Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices.
	0-Does Not Meet	Data practice policies are not fully in place.

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

Analysis: The School met this standard.

The Board works to comply with the Minnesota Data Practices Act in several ways.

The school has the following data practices policies:

- Public and Private Personnel Data (#406, revised 4-11-15): This policy defines public and private data for students, who can access this data, under what conditions and what can and cannot be done with this data. It presents the rights students and parents/guardians have to review, request amendment, and other rights regarding student data. It defines what information and data the school can share with various entities and individuals and for what purposes. It defines who is responsible to protect data and how. An accompanying Public Notice is also posted with this policy, informing parents about these matters.
- Protection and Privacy of Pupil Records (#515, revised 6-6-15): This policy identifies which data and information is private and public for SFCS personnel, rights of SFCS personnel and processes for addressing concerns.

The School Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data.

The School Director stated that appropriately trained staff were in place to handle Data Practices in accordance with state statute.

Board Documentation and Communications

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

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

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

Analysis: The School meets this standard. Review of Board minutes and Director's reports provided evidence of regular attention to student academic programming, student data, or budgetary decisions focused on student success.

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.

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

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

Analysis: The School partially met this standard.

The parent satisfaction rate was 85% based on 39 respondents.

The student retention rate was 87%. Student Retention information is found on Page 21 in the FY20 Annual Report.

The teacher retention rate was 75% based on 9/12 teachers that returned.

* 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>

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

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

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

Analysis: The School did not meet this standard. The September and October packets were received by VOA after the board meetings. The November and December packets were received 2 days prior to the board meetings.

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

	2-Meets	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.
X	1-Partially Meets	Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after Board approval.
	0-Does Not Meet	Information is incomplete in the binder or on the school's website.

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

Analysis: The School partially met this standard. Up to date minutes were not posted at the school's website several times during the year. On January 25, 2020, the last posting was for the meeting on August 24, 2019.

The School Board has a Documents Binder which includes meeting minutes, bylaws and 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: <http://www.southsidefamilyschool.org/District/1221-Untitled.html>.

Deficiencies in posting of documents and information on the website were found, though most required items were posted.

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

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

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

Analysis: The School partially met this standard. The Board had a Policy committee but reviewed policies at less than half of the Board meetings.

2020	25/34	74%
2019	26/34	76%
2018	34/34	100%

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS EVALUATION

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.

Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.		
X	2-Meets	Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	1-Partially Meets	Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0-Does Not Meet	Mission and vision are not used to guide school's decision-making.
Data / Source: Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion		
Analysis: The school mission is central to everything the school does. It's visible on school walls and on every meeting agenda, but more importantly, social justice is why teachers and students are drawn to Southside and why they stay. It is the driving force behind what makes the school unique and a community. It drives professional development (during the 2020-21 school year, the school has focused professional development on a series of racial equity trainings). The school functions through consensus making at Southside, even when it is a struggle.		

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

X	2-Meets	The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1-Partially Meets	The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0-Does Not Meet	The school does not have a plan for service learning. School does not engage in service.

Data / Source: Annual Report, Authorizer-School Discussion

Analysis: SFCS continues regular service learning programming. The school met its service learning goals, as all students were involved in some level of service-learning. The following are examples of activities conducted in past years. Last school year,

- 5th and 6th grade students spent 10 hours reading to kids at the Head Start program located in the school's neighborhood.
- Middle school students presented the Civil Rights Trip Slideshow at Hamline University.
- Middle school students spent 16 hours working on the farm at Two Pony Gardens.
- 4th, 5th, and 6th grade students did a park clean-up at Chutes and Ladders park.
- Southside students volunteered to work at school fundraisers, such as the Plant Sale and Fish Fry.
- 5th and 6th grade students were pen pals with a local group of immigrant English language learners.
- Southside students worked with the church's Zero Waste Committee on efforts to green our school.

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

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

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

Analysis:

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

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

Mandated reporting

CPR and First Aid

Blood-Borne Pathogens training

Lockdown and Fire Drill Training

Restorative Justice

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

Number of fire drills completed: Incomplete due to pandemic.

Designated crisis management person/team: Sherri Bergwall

*** Due to the pandemic the school has been in distance learning from March 6, 2020 through February 17th and limited capacity until April 13, 2021.

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: 8/2020 (must be a minimum of every three years)

School maintains a log of all visitors. Yes _____ No

Note: No visitors are allowed onsite due to Pandemic 20-21 school year.

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

Responsible employee: Tarik Thornton

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

Yes

Designated responsible employee: Tarik Thornton

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

Designated responsible health aid/employee: Tarik Thornton

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

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

School has a designated 504 Coordinator Yes _____ No

504 Coordinator Name & Position: Cathy Tryggstad, Contracted services

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

Plans. Yes _____ No

Number of enrolled students presently on a 504 plan: 2 complete, currently working on a 3rd effective 3/16/21.

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.

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

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

Analysis: Southside Family School works to sustain a sense of strong community and encourages family involvement at every opportunity. In addition to classroom-level and school-level communication with families and family engagement events throughout the school year, there is an active parent group and parent-majority board of directors. Parent-teacher conferences take place three times a year, and the school aims for 100% attendance, whether in-person or by phone. **

Updated from 20-21 school year: Conferences have taken place over zoom, google meet or by phone.

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.

<input checked="" type="checkbox"/>	2 - Meets	Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	1 -Partially Meets	The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	0-Does Not Meet	The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
Data / Source: MCA Results, Site Visits, Authorizer-School Discussion		
Analysis: Most recent curriculum standards alignment review for language arts: <u>2018</u> school year Most recent curriculum standards alignment review for math: <u>2018</u> school year Most recent curriculum standards alignment review for science: <u>2018</u> school year Most recent curriculum standards alignment review for social studies: <u>2018</u> school year		
Management requires that lesson plans and student learning targets are aligned to the state standards. <u>X</u> Yes <u> </u> No		
School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <u> X </u> Yes <u> </u> No Explanation of school plan: The Interim School Leader and CLT is currently reviewing the current plan as well as reviewing the standards alignment. Will be updated by June 15, 2021.		
The school has professional learning communities which meet bi-monthly (twice a month) to support all staff.		

Standard 6: The school employs highly qualified, appropriately licensed teachers.

<input checked="" type="checkbox"/>	2 -Meets	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-Partially Meets	The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0- Does Not Meet	The school has had multiple license infractions over the contract term.

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

Analysis: The authorizer verifies teacher license compliance annually in the fall and monitors school employment changes throughout the school year.

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

X	2-Meets	The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1-Partially Meets	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.
	0-Does Not Meet	The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data / Source: Board Policy, Handbook, Authorizer-School Discussion		
Analysis: Background checks are a part of the employee hiring process and parent volunteer process per state law.		

Standard 8: The school meets / maintains its enrollment goals.

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

Data / Source: Site Visits, School Budget, Authorizer-School Discussion**Analysis:**

2020-21 Student Enrollment by Grade: (FY21 students served = 124)

K – 11
 1 – 15
 2 – 15
 3 – 18
 4 – 17
 5 – 12
 6 – 16
 7 – 11
 8 – 9

Number of students served 2019-20: 122

Number of students served 2018-19: 118

Number of students served 2017-18: 117

Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law.

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

Data / Source: Website, Application Form, Policy, Authorizer-School Discussion.
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Analysis: The authorizer verifies that the school application and corresponding enrollment policy is compliant with state law annually. It is contained on the school website per state law.

Standard 10: The school's employment process complies with state and federal law.
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X	2-Meets	The school provides evidence that its employment process complies with state and federal law.
	1-Partially Meets	The school is making progress meeting standard.
	0-Does Not Meet	The school could not provide evidence that its employment process complies with state and federal law.

Data / Source: Policy Review, Authorizer-School Discussion.
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Analysis: The school has an employee handbook that is updated annually.
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School leader performs all staff evaluations as per the following guidelines:

Stage 1: EMPLOYEE PREPARATION:

- Completes the *Employee Reflection* section, commenting on previous year's goals/objectives.
- Completes the Self-Assessment portion for each core practice area on the *Employee Performance Appraisal Form*. Summative ratings are only done in Review Year 3.
- Reviews position description and notes any changes needed
- Continuously collects applicable student growth data to support reflection / documentation (required for General Education Teachers, optional for others).

Stage 2: STAKEHOLDER FEEDBACK / CLASSROOM VISIT:

- Peer or mentor visits classroom annually, and two additional stakeholders provide feedback annually.
- Follows the required peer review schedule for any probationary licensed teachers
- Schedules the classroom visit (if applicable)
- Completes the Stakeholder Feedback / Classroom Visit Form
- Clarifies comments and responds to questions as needed

Stage 3: SUPERVISOR PREPARATION:

- Reviews SFCS's organizational documents including Vision, Mission, Comprehensive Goals
- Reviews feedback from stakeholders
- Completes the draft performance review on the *Employee Performance Appraisal Form*. Summative ratings are only done in Review Year 3.
- Shares the draft Employee Performance Appraisal form with next immediate supervisor (if applicable)
- Schedules meeting with employee to review the draft Employee Performance

Stage 4: CONDUCT PERFORMANCE REVIEW:

- Reviews Employee's Reflections and comments including them on the final form
- Share organizational and stakeholder feedback
- Review and discuss Employee Performance Appraisal ratings recording final ratings and comments
- Determine future goals/objectives and record on the *Planning for the Future* section
- Finalize and sign Employee Performance Appraisal
- Provide a copy of the signed Employee Performance Appraisal to the employee and file the original in the employee's personnel file

During the 20-21 School Year the Interim School Leader with the support of the CLT will complete an annual review for all staff members that includes self-assessment, observation and supervisor/staff member feedback and goal setting conversation.

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

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

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

Analysis: The authorizer annually verifies that the school maintains job descriptions for each school position with corresponding job performance evaluation process.

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.

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

Data / Source: School Policies, Handbook, Child Find and Child Study Process Documents/Forms, Sped Director Contract, Authorizer-School Discussion

Analysis: A copy of the school Child Find process / TSES is contained in the VOAMN Compliance Binder.

Brief description of school Child Find/Study Process:

Parent Referral Procedure

1. If any parent or guardian mentions that he or she would like to have a special education evaluation conducted for a student, the faculty member must document this request and why the request is being made within 24 hours in an e-mail to the School Leader. Copy the e-mail to the special education director Lee-Ann Sanborn. Please be aware that you cannot require the parent to put the request in writing, which is why we are requiring the faculty member to put the request in writing per the e-mail outlined above.

If the parent provides a written request, make sure that the written request is dated with the date received and that the copy of the request follows the e-mail to the School Leader. Place the dated, written request in the School Leader's mailbox.

2. The School Leader will bring the parent request to the RTI Team. Prior to the meeting, the director will make a follow-up phone call to the parent/guardian to clarify further and discuss the concerns, to determine the focus for the evaluation and to ensure that it is a special education evaluation that they want.
3. The classroom teacher and school leader will compile data (state assessments, NWEA/MAP scores, interim assessments, progress reports/report cards, and basic health information) for discussion at an RTI meeting within 10 days of the e-mail from the faculty member. This will ensure that complete information is available for planning a special education evaluation.
4. A special education teacher will be a member of the RTI Team and will receive the referral there. The coordinator presents the referral at the special education Child Study Team so a Notice of an Evaluation/Prior Written Notice and an Evaluation Plan can be created for the parent's consent.

Any questions about this process should be directed to the School Leader.

Teacher Referral Procedure

1. If any teacher thinks there is a need to refer a student for a special education evaluation, the faculty member must complete a Reason for Referral form and submit it to the RTI Team. Attached to the referral will be the relevant data: e.g., discipline reports/office referrals, state assessments, NWEA/MAP scores, interim assessments, progress reports/report cards, and basic health information.
2. If interventions (2) have been implemented at the time of referral, the RTI team will review the interventions for fidelity of implementation and outcomes. If interventions have yet to be implemented, the RTI team will assist the teacher in planning interventions, create a plan for implementation of the interventions, and develop a follow-up plan.
3. Based on the intervention and follow-up plans, the RTI Team will ultimately determine if a referral for special education evaluation should move forward. If the referral moves forward, the team will make recommendations for what should be included in the evaluation plan based on the referral question. The special education teacher on the RTI Team will bring that referral to the Child Study Team for review and development of the Notice of an Evaluation/Prior Written Notice and an Evaluation Plan

Brief description of how school ensures adherence to Child Find/Study process: Weekly "student joys and concerns" staff meetings and bi-weekly RTI meeting assure compliance. Otherwise, Authorizer was unable to verify the presence of a TSES plan.

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.

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

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

Analysis: Faculty Training Topic(s): Sanborn Ed Associates facilitated training on a variety of topics including:

- Teaching Social Thinking Skills: Adaptations for Distance Learning 08/10/20
 2. Strategic Instruction (7th in a series): Self-Monitoring Strategy (Reading Comprehension) 08/12/21
 3. Technology and Assistive Technology Training: Use of Google Read/Write, Text to Speech and Speech to Text - how to set up Google Classrooms and Google Meets for students with disabilities (including close captioning) - Week of August 31, 2020 and on-going throughout the year
 4. Annual back-to-school due process refresher: 08/05/21
 5. Individual sessions with teachers re: Orton Gillingham Phonics Instruction - use of materials in distance learning
 4. Paraprofessional Training (Disabilities 101, Special Ed 101, Sensory & Self-Regulation Strategies): 03/16/21 a half day back to school training on special education (Sped 101 and IEP from Theory to Practice)

Name of special education teachers & license/file number (can attach separate roster):

Cate Carlis - FF #432084 Out of Field Permission: (Autism, Academic & Behavioral Strategist, EBD, LD)
 Peggy Gigrich FF# 346694 Resigned (EBD, ABS)
 Lorie Standinger - FF# 317861 Contractor (EBD, LD)

Number of special education paraprofessionals: 6

20-21 Child Count 12% in special ed.

19-20 Childcount 16.7% in special ed.

18-19 Chldcount 16.2% in special ed.

17-18 Childcount 17.2% in special ed

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

X	2-Meets	The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	1-Partially Meets	The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0-Does Not Meet	The school has been the subject of MDE investigations with findings. Findings have not been resolved.

Data / Source: MDE Notice, Authorizer-School Discussion.

Analysis: The authorizer is not aware of any investigations against the school. The school is not in corrective action.

Date of last special education program audit: FY18

Date of last special education financial audit: FY18

Current audit stage: Audit completed last year

School Evidence for Authorizer Review: MDE letter in compliance binder.

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

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

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

Analysis: Special Education Director: Sanborn Ed Associates
2020-2021 – TBD now that school has resumed in person.
FY20 meeting date(s): 9/12/19
FY 19 meeting date(s): 9/27/18
FY 18 meeting date(S): 9/13/17

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.

SFCS Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 11/14

Financial Management Point Total: 17/20

Board Governance Point Total: 25/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	10	1	0	11/14	.50	39.29%
Finance	16	1	0	17/20	.20	17.00%
Governance	20	5	0	25/34	.15	11.03%
Mgmt/Operations	30	0	0	30/30	.15	15.00%
Grand Total	76	7	0	83/98	1.00	82.32%

SFCS earned 82.32 percent. The school is strongly committed to its mission and the community it serves. Based on the calculations above, SFCS earned a five-year renewal contract.