



CHARTER SCHOOL CONTRACT

between

Volunteers of America-Minnesota, Authorizer

and

ATHLOS LEADERSHIP ACADEMY (#4011), School

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

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

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

ARTICLE 1

TERM OF CHARTER CONTRACT

1.1 Effective date: July 1, 2021. Amended December 2021. Amended April 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 Athlos Leadership Academy.

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 “Athlos Leadership

Academy 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 PK-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 located at 10100 Noble Pkwy N, Brooklyn Park, MN 55443.
- 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 contact between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school; and (3) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator are ex-officio nonvoting board members. No charter school employees shall serve on the board other than licensed teachers employed as a teacher at the school. Board bylaws shall outline the process and procedures for changing the board's governance model, consistent with Chapter 317A and Charter Law.

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

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

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

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

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

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

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

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

6.8 Board Responsibilities. The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain

a policy on nepotism in employment and other policies required by state or federal law. Charter Law requires that the board maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development related to the individual's job responsibilities.

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

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

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

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

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

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

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

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

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

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The

charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

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

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

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

6.18 Reporting to the Authorizer.

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

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

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

6.19 Financial Management.

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

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

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

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

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

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

ARTICLE 7

SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

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

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

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

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

- (3) District Assessment Plan. The School will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The School will submit the board-approved school Assessment Plan to the authorizer by September 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 Athlos Leadership Academy, I hereby certify that the school is able to comply with the contract and all applicable law and that the school, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract.

[SCHOOL]

By:  Position: Board Chair
DocuSigned by: Ann DeGroot
70B719E781E04F2
DATE: JUNE 1, 2021

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

[AUTHORIZER]

By:  Position: President / Chief Executive Officer
DocuSigned by: Sali Manwarren
70B719E781E04F2
DATE: JUNE 15, 2021

The charter contract addendums are as follows:

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


CHARTER CONTRACT AMENDMENT

As the designated representative for ATHLOS LEADERSHIP ACADEMY, we hereby agree to the contract amendment(s).


Signature

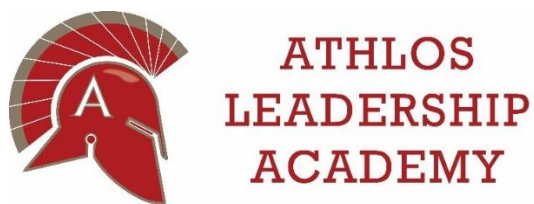
BOARD CHAIR
Date: March 18, 2025

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

DocuSigned by:

7DB711E781EC4F2...
Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER
Date: April 11, 2025

ADDENDUM A – SCHOOL DESCRIPTION



PREPARED MIND HEALTHY BODY PERFORMANCE CHARACTER

DATE CHARTER WAS STATE APPROVED: August 30, 1994

FIRST SCHOOL YEAR SERVING STUDENTS: 1994-1995

GRADES SERVED: PreK-8 GRADES APPROVED TO SERVE: PreK-8

SCHOOL ADDRESS: 10100 Noble Parkway North, Brooklyn Park, MN 55443

SCHOOL PHONE NUMBER: 763-777-8942

SCHOOL WEBSITE: <http://www.athlosbrooklynpark.org/>

SCHOOL MISSION: Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.

SCHOOL DIVERSITY STATEMENT

Guided by the Athlos Leadership Academy's mission, the school is committed to creating a diverse coeducational community of all stakeholders. The school seeks to provide an inclusive environment in which to foster mutual respect, kindness and understanding within our school and the world around us.

SCHOOL CORE VALUE STATEMENT

As a community of educators and learners, we will motivate and teach students from diverse backgrounds to strive for intellectual and physical excellence. We will set high standards for academic achievement and will educate and support all students with a rigorous and differentiated curriculum in effort toward these goals. We will guide students in developing an appreciation for the arts and different cultures, physical fitness and nutrition and will utilize the technological tools of the 21st century. We will seek to instill in students a strong sense of integrity through personal, academic, and social responsibility, the ability to think critically, and the competence to communicate, strive and contribute in an increasingly global community.

SCHOOL PROGRAM DESCRIPTION

Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Unlike other schools, the Athlos model measures students' progress across all three areas of

academics, fitness and performance character. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

- Prepared Mind Pillar

Athlos Leadership Academy's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. An outline of ALA's most current academic curriculum can be viewed on the school's website, <http://www.athlosbrooklynpark.org/>.

- Healthy Body Pillar

Athlos recognizes that the mind and body are inextricably linked. The Healthy Body pillar focuses on increasing academic achievement, growing awareness of a healthy lifestyle, and establishing a lifetime of fitness for students of all athletic abilities. The Athlos Athletic Curriculum is an innovative approach to conventional physical education. It combines conventional physical education standards with current scientific sports performance methodology. This equips students with healthy habits that last a lifetime. Through a professionally developed, age-appropriate athletic curriculum and the incorporation of health and nutrition education, Athlos Leadership Academy is focused on creating a culture of wellness.

- Performance Character Pillar

Performance Character is a key indicator of future success. The Performance Character program integrates 12 key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation. The school believes it is important to help students recognize these character strengths within themselves and others so these concepts become part of daily academic instruction, athletic activities, and meaningful social interactions as leaders among peers, younger students, and within the community.

- Pre-Kindergarten Program

Athlos Leadership Academy is proud to offer a full-day Pre-Kindergarten program. The program has been provided to the community since the fall of 2011. Our Pre-Kindergarten is a high-quality Parent Aware 4-Star Rated program that uses practices that will best prepare children for kindergarten. The Pre-K classrooms at Athlos Leadership Academy work to better develop kindergarten readiness skills. Our teachers weave literacy, math, science, creativity, and community building throughout our daily routine. ALA sets high objectives that teachers and students work on throughout the year through rigorous instruction and activities. Our objectives are aligned with Minnesota State Early Learning Standards.

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS

The Charter Law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the

execution of charter contract provisions and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

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

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

The Board is composed of 5 qualified members (2 community members, 2 teachers, 1 parent,) who are passionate about the school's success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student population. Additionally, the Board will be composed of officers including Board Chair, Treasurer, and Secretary. Board committees and authorized powers are outlined in board policy.

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Superintendent/Principal	The Principal provides leadership and management over school operations and student achievement. The Principal also serves as the Chief Financial Officer.
Dean of Students	The Dean of Students assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Dean of Students.
Academic Resource and District Assessment Coordinator	The Academic Resource and District Assessment Coordinator assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Academic Resource and District Assessment Coordinator.
Dean of Academics	The Dean of Academics assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. The specific duties are assigned by the Principal. The decision-making authorities related to such assignments are established in the working relationship between the Principal and the Dean of Academics.
Family Services Coordinator	The Family Services Coordinator assists the Principal in the performance of various leadership responsibilities related to family and community services and outreach. The specific duties are assigned by the Principal. The decision-making

	authorities related to such assignments are established in the working relationship between the Principal and the Family Services Coordinator.
Finance Manager	Responsible for supervising, analyzing, approving and evaluating all data prepared by others prior to entering it into the school's accounting system; maintaining financial operations, ensuring that revenues and expenses are within budget limits and that overall fiscal policies and/or that regulations meet compliance requirements; maintaining accurate account balances; evaluating feasibility of services within budget parameters; determining budget allocations and implementing the decisions of all schools/divisions/departments; ensuring efficient use of financial resources; and providing financial guidance and recommendations to the Principal and/or Board; and communicating cooperatively with State, county officials, external auditors and a variety of vendors concerning financial matters of the school. The finance team is supervised by the Principal.
Administrative Assistants	Provide administrative support for various functions and report directly to the Principal.

SCHOOL FACULTY

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Teachers	Perform all contracted teaching duties while abiding by the Code of Ethics for Minnesota Teachers- MN Administrative Rules 8700.500 and the Standards for Effective Practice for Teachers- MN Rules 8710.2000
Paraprofessionals	A paraprofessional is a school employee who is primarily engaged in direct interaction with one or more students for instructional activities, or other purposes under the direction of a regular or a special education teacher. The role of the paraprofessional is to enhance the instruction provided by the teacher or related services staff, to supplement instruction activities, and to provide extended practice in instances in which the paraprofessional has had training and ongoing support from a special education teacher or related services staff. Paraprofessionals have a supportive role. Duties can encompass a broad range of responsibilities. Duties can include activities related to maintaining the organization of a classroom, assisting students with personal care, and providing input as a team member.
Social Workers	Trained professionals who assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, family support, consultation with teachers, parents and administrators and provide individual and group sessions with students. Instrumental in enhancing the school's ability to collaborate between home, school and community to meet the school's academic mission and to increase students' academic success by increasing student and family access to needed supports.

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

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

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	2024-2025	2025-2026
PreK	40	40	40	40	40	40
K	100	105	115	115	115	115
1	100	105	110	110	115	115
2	100	100	110	110	115	115
3	95	100	100	100	105	110
4	121	95	100	100	105	110
5	112	120	95	100	100	110
6	105	110	115	115	115	115
7	87	100	100	90	90	90
8	80	80	80	80	80	80
Total (excluding PK)	900	915	925	920	940	960

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will include no fewer than 165 instructional days 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. This leaves sufficient room in the calendar for unexpected events such as snow days. The school board approves the school calendar on a yearly basis and is created in accordance with statutory requirements.

DESCRIPTION OF SERVICE-LEARNING PROGRAM:

At Athlos Leadership Academy, service learning helps students become better learners, classmates, and citizens, and can help them make a valuable contribution to their communities. However, to be successful, their project/s must be organized so that both student learning and service experiences achieve the best results.

Annual decisions for service learning opportunities are based on school and community needs.

Current service components include:

- School Community Garden
- Brooklyn Park Adopt-A-Park

- Student Ambassador Program
- Feed My Starving Children
- H2O for Life
- Crayola ColorCycle

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN:

Athlos Leadership Academy may, but is not required to, provide transportation to students. Each year Athlos Leadership Academy will notify the district in which the school is located and the Department of Education if it will provide its own transportation or use the transportation services of the district in which it is located. At the time a student enrolls in Athlos Leadership Academy, the school must provide the parent with information regarding the transportation.

If Athlos Leadership Academy elects to provide transportation for its students, the transportation will be provided within the geographic boundaries of the district in which Athlos Leadership Academy is located. For students who reside outside the geographic boundaries of the district in which Athlos Leadership Academy is located, Athlos Leadership Academy is not required to provide or pay for transportation between the student's residence and the border of the district in which Athlos Leadership Academy is located. A parent may be reimbursed by Athlos Leadership Academy for the costs of transportation from the student's residence to the border of the district in which Athlos Leadership Academy is located if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the student's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week.

If Athlos Leadership Academy does not elect to provide transportation, transportation for students enrolled at Athlos Leadership Academy will be provided by the district in which Athlos Leadership Academy is located, according to Minnesota Statutes [sections 123B.88, subdivision 6](#), and 124E. If the district provides the transportation, the scheduling of routes, manner and method of transportation, control and discipline of the pupils, and any other matter relating to the transportation of pupils shall be within the sole discretion, control, and management of the district.

DESCRIPTION OF SCHOOL FACILITY PLAN:

Spartan Building Company, an affiliated building company of the school, issued nearly \$26 million in bonds to purchase the building.

FUTURE PLANS:

Athlos Leadership Academy serves 40 Pre-Kindergarten students for which it does not receive any funding from the federal or state governments. Athlos Leadership Academy continues to seek out funding options to support the continuance of the Pre-Kindergarten program.

FINANCIAL MANAGEMENT AND BUDGET:

The Board will have a standing Budget and Finance Committee which will be 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. Budgets will be designed to yield positive net income each year to strengthen the school's fund balance.

Athlos Leadership Academy
Long Range Budget Projection Model

2/17/2021

	Approved			Projections		
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Enrollment Projections						
Preschool	40	40	50	50	50	50
Number Students Grade K	100	110	110	110	110	110
Number Students Grade 1	100	110	110	110	110	110
Number Students Grade 2	100	105	105	105	105	105
Number Students Grade 3	95	100	105	105	105	105
Number Students Grade 4	121	100	100	100	100	100
Number Students Grade 5	112	110	95	95	95	95
Number Students Grade 6	105	105	105	105	105	105
Number Students Grade 7	87	90	100	100	100	100
Number Students Grade 8	80	70	80	80	80	80
Enrollment Totals by State Pupil Unit Weighting Category						
Total Number of Students Grade K	100	110	110	110	110	110
Total Number of Students Grade 1-3	295	315	320	320	320	320
Total Number of Students Grade 4-6	338	315	300	300	300	300
Total Number of Students Grade 7-12	167	160	180	180	180	180
Total Number of Students/ADM	900	900	910	910	910	910
Total Number of Current Year Pupil Units	933.19	932.00	946.00	946.00	946.00	946.00

State Revenue Assumptions and Calculations

General Education Aid						
State Averages Per Pupil Unit						
Inflation Rate Assumption-Basic only	2.0%	0.0%	1.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	6,260.65	6,260.65	6,323.25	6,449.72	6,578.71	6,710.29
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.56	30.26	30.26	30.26	30.26	30.26
Operating Capital	226.51	226.51	226.51	226.51	226.51	226.51
Equity	119.93	116.23	116.23	116.23	116.23	116.23
Transition	252.21	252.21	252.21	252.21	252.21	252.21
Extended Time	15.30	15.30	15.30	15.30	15.30	15.30
Referendum	117.77	100.77	100.77	100.77	100.77	100.77
Transportation	306.01	306.01	309.07	315.25	321.55	327.98
Per Pupil Unit State Revenue	7,340.93	7,320.94	7,386.60	7,519.25	7,654.55	7,792.55
Pension Adjustment	0.00	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Aid	7,340.93	7,320.94	7,386.60	7,519.25	7,654.55	7,792.55
Total General Education State Aid	6,850,463	6,823,112	6,987,726	7,113,210	7,241,203	7,371,756



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						

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

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

Academic 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 too 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

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- **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.

CHARTER SCHOOL PRE-OPERATIONAL STAGE (Start-up Checklist)

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with VOA-MN – academic success, financial sustainability, and organizational aptitude – depends on what happens well before the doors of the school open. While a Start-Up Coordinator is often hired by the interim board to handle many functions, the volunteer efforts of board members and parents are often necessary to absorb much of the work and provide direction to any pre-operational staff.

VOA-MN has organized a charter school's start-up year, contained in the Ready-To-Open standards organized by month. Progress and completion of Ready-To-Open standards for preoperational school development are checked every trimester of the development year, in a meeting between the authorizer and school. The official RTO meeting and authorizer determination occurs in June prior to being approved, or not approved, to open.



Addendum BII

RANGE OF POSSIBLE INTERVENTIONS		
If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.		
Status	Triggered By	May Result In
INTERVENTION LEVEL ONE Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual performance standards / expectations.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Letter from the Authorizer to the charter school's Board of Directors detailing areas of concern.</p> <p>Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.</p>
INTERVENTION LEVEL TWO Notice of Deficiency	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency.</p> <p><i>and</i></p> <p>Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.</p>
INTERVENTION LEVEL THREE Probationary Status	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school's financial viability.</p>	<p>Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns.</p> <p>Remediation plan imposed by the Authorizer.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p>
INTERVENTION LEVEL FOUR Charter Review	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school's financial viability.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
INTERVENTION LEVEL FIVE Charter Revocation	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>



ADDENDUM B.III.

Charter School Contract Renewal and Revocation Process

Renewal Process

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

End-of-Term Evaluation

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

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

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

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

Termination or Nonrenewal of a Contract

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

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

At least 60 days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final

action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

Example VOA-MN Timeline for Contract Renewal Process

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

If Terminating/Not Renewing

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



ATHLOS LEADERSHIP ACADEMY

Special Education Services

Athlos Leadership Academy 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:

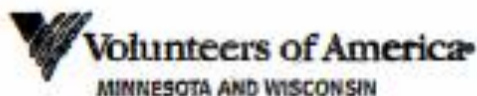
- Monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, is required to have a Total Special Education System (TSES).

- 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 ATLOS LEADERHSIP ACADEMY agree to comply with all federal and state laws governing organizational, programmatic and financial requirement applicable to charter schools.

1. [Signature]
Board Member Signature

Ann Marie DeGroot
Printed Name

2. Caroline Walker
Board Member Signature

Caroline Walker
Printed Name

3. Joy Blanchard
Board Member Signature

Joy Blanchard
Printed Name

4. Ryan Marie Nelson
Board Member Signature

Ryan Marie Nelson
Printed Name

5. [Signature]
Board Member Signature

BART JONES
Printed Name

Charter School Closure Plan

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

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

	Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to each pupil's resident school district.			
6	<p>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</p> <p>Within 7 business days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide VOA-MN with a copy of the notice. 	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		
7	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. <input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 	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. 	Board Chair or Treasurer		

	<p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <p><input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.</p>			
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> <p><input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA</p> <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>	Board Chair or designee		
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	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 	Board Chair or Treasurer		
13	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p>	Board Chair or Treasurer		

	To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.			
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> <ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract 	School Board and School Director		

	<p>and School Board status of those authorized to sign for the School.</p> <p><input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below).</p>			
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> <p><input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan.</p> <p><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.</p> <p><input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</p> <p><input type="checkbox"/> Appropriate security services should be obtained or maintained.</p> <p><input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility.</p>	Board Chair or Designee		
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <p><input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried.</p> <p><input type="checkbox"/> Provide VOA OF MN with a copy of the inventory.</p> <p><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.</p> <p><input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</p> <p><input type="checkbox"/> Return assets not belonging to School and document same.</p>	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</p>	School board chair and treasurer		

	<p>liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p><input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>			
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> <p><input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and</p> <p><input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and</p> <p><input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets.</p> <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	School board chair or designee		
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</p>	School board chair or designee		

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

	Department of Education. <i>See</i> 2 CFR 200.334-200.338.			
25	IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <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	Corporate Records In all cases, the School Board shall maintain all corporate records related to: <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	Resolution of Dissolution 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.	School Board Chair		
28	Dissolution If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include: <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and 	School board secretary		

	<p><input type="checkbox"/> a statement of the ascertainable debts of the education corporation.</p> <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
29	<p>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> <p><input type="checkbox"/> An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)</p> <p><input type="checkbox"/> In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.</p>	School board chair or designee		



Contract Evaluation Report

Athlos Leadership Academy

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

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

SCHOOL DIRECTOR: Jennifer Geraghty

PROGRAM DESCRIPTION: Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities. Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character.

EVALUATION REPORT ORDER

ACADEMIC PERFORMANCE & STATUTORY PURPOSES
 FINANCIAL PERFORMANCE
 ORGANIZATIONAL PERFORMANCE
 BOARD GOVERNANCE
 MANAGEMENT AND OPERATIONS
 CONTRACT RENEWAL DETERMINATION

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

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

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

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

- 20% weighting: Financial Sustainability
- 30% weighting: Organization
- 15% governance
- 15% management & compliance

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

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

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

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

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose of “improving 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:

Athlos Leadership Academy Academic Performance Section Overview:

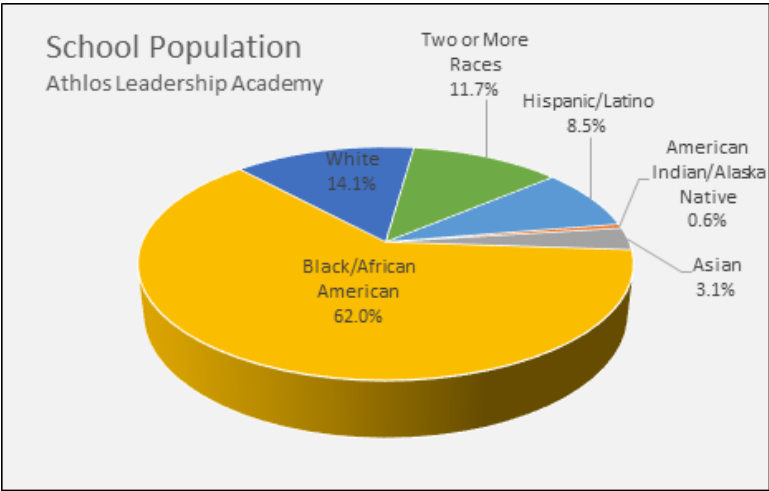


Figure 1 – School Population

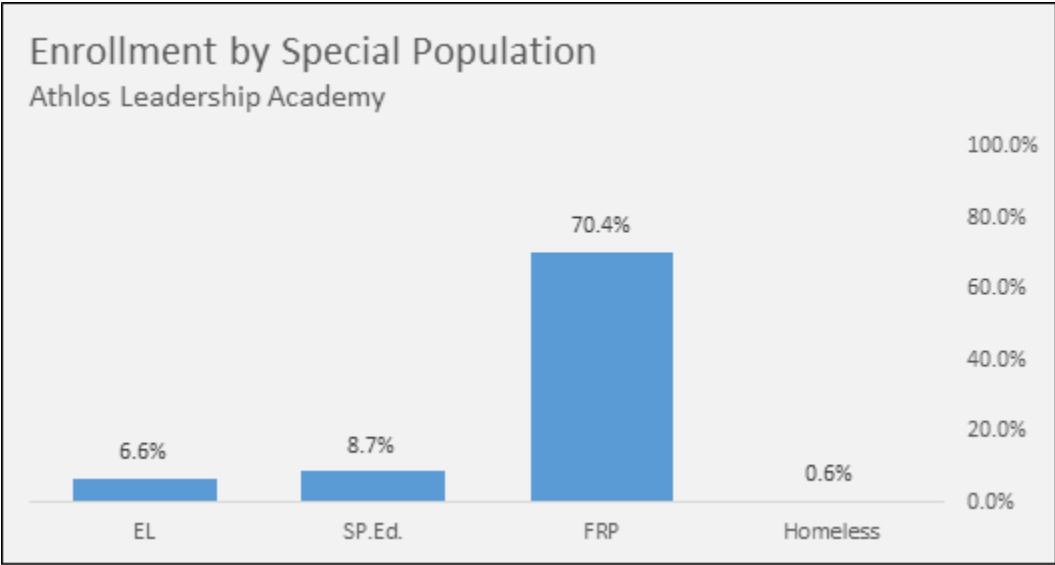


Figure 2– Enrollment by Special Population

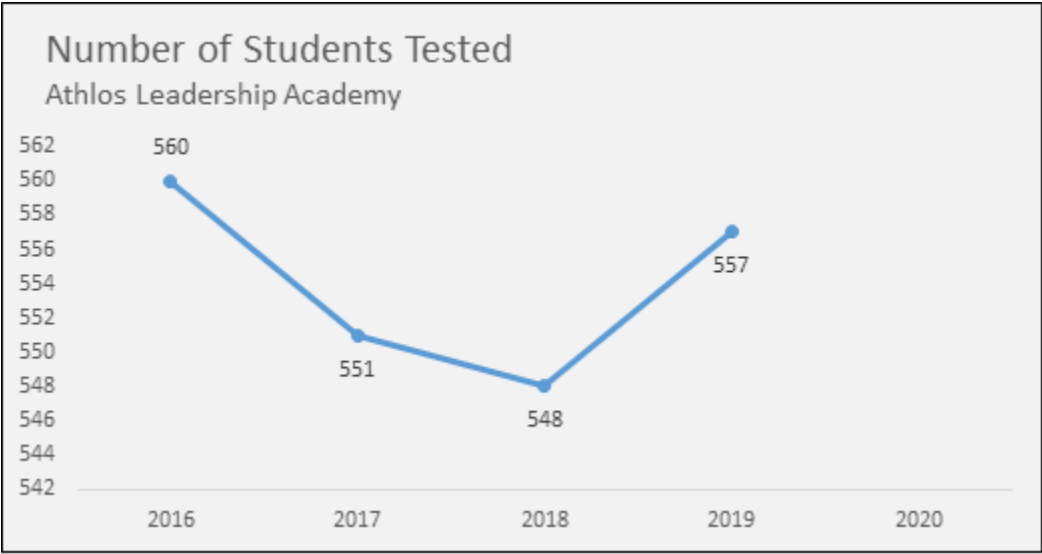


Figure 3 – Number of Students Tested (MCA)

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%	
Athlos	37.2%	43.0%	42.3%	39.9%	
3 rd	39.1%	64.6%	51.4%	54.8%	
4 th	57.3%	57.8%	56.1%	55.5%	
5 th	29.7%	39.2%	43.0%	32.4%	
6 th	29.7%	18.1%	29.3%	22.2%	
7 th	32.8%	24.1%	32.0%	24.7%	
8 th	27.7%	40.7%	30.9%	40.6%	
Crest View Elem.	18.6%	27.3%	19.8%	23.7%	
3 rd	24.3%	33.3%	25.6%	37.5%	
4 th	16.2%	30.3%	23.1%	CTSTR	
5 th	14.3%	18.4%	10.5%	CTSTR	
Brooklyn Middle	45.1%	44.5%	41.8%	36.7%	
6 th	38.3%	41.9%	38.7%	36.5%	
7 th	40.9%	42.7%	38.5%	32.2%	
8 th	55.5%	49.0%	48.2%	41.9%	
Combined	42.4%	42.6%	39.5%	35.6%	

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

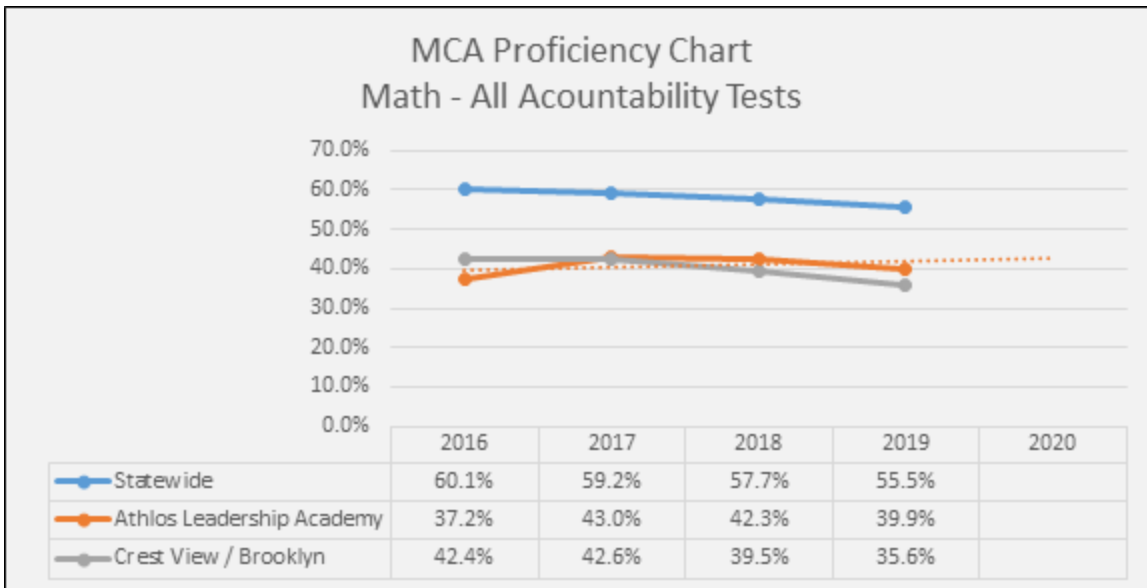


Figure 4 - MCA Math Proficiency 2016-2020

ANALYSIS OF MATH MCA PROFICIENCY: ALA’s MCA math proficiency results are shown in Table 1 and Figure 4. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School, grades 6-8, were combined to create a comparison score for ALA. ALA’s math proficiency rate declined slightly from 2018 to 2019. Despite the decline, ALA continues to outperform the combined proficiency rate of the local comparison schools. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

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%	
Athlos	49.5%	48.1%	53.3%	51.6%	
3 rd	38.3%	54.0%	53.2%	41.7%	
4 th	43.7%	41.4%	39.5%	54.5%	
5 th	55.4%	57.8%	67.3%	53.8%	

6th	55.9%	47.0%	52.4%	54.4%	
7th	60.9%	37.3%	56.0%	49.3%	
8th	46.8%	50.0%	53.6%	59.4%	
Crest View Elem.	17.5%	26.4%	21.6%	24.7%	
3 rd	24.3%	23.1%	23.1%	24.4%	
4 th	7.9%	24.2%	15.4%	CTSTR	
5 th	21.4%	31.6%	26.3%	27.5%	
Brooklyn Middle	50.2%	47.7%	49.4%	48.8%	
6 th	51.3%	45.3%	50.3%	50.4%	
7 th	46.8%	49.5%	45.7%	46.6%	
8 th	52.2%	47.1%	51.8%	49.4%	
Combined	47.3%	45.0%	46.5%	46.8%	

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

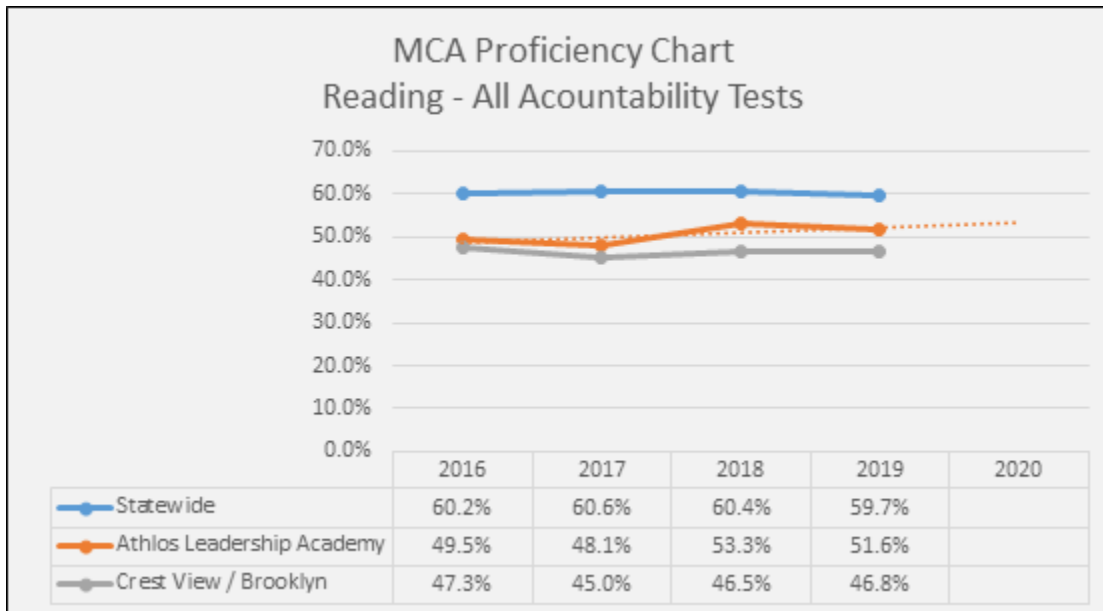


Figure 5 – MCA Reading Proficiency 2016-2020

ANALYSIS OF READING MCA PROFICIENCY: ALA’s reading MCA proficiency results are shown in Table 2 and Figure 5. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School, grades 6-8, were combined to create a comparison score for ALA. ALA’s reading proficiency declined slightly from 2018 to 2019. Despite the decline, ALA continues to outperform the combined comparison schools’ proficiency rate. In future years, it is expected that ALA will continue to outperform the comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain an average state-determined minimum achievement level of 65% (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (an alternative measure will be used when cell size is too small or in the case of stand-alone high school).

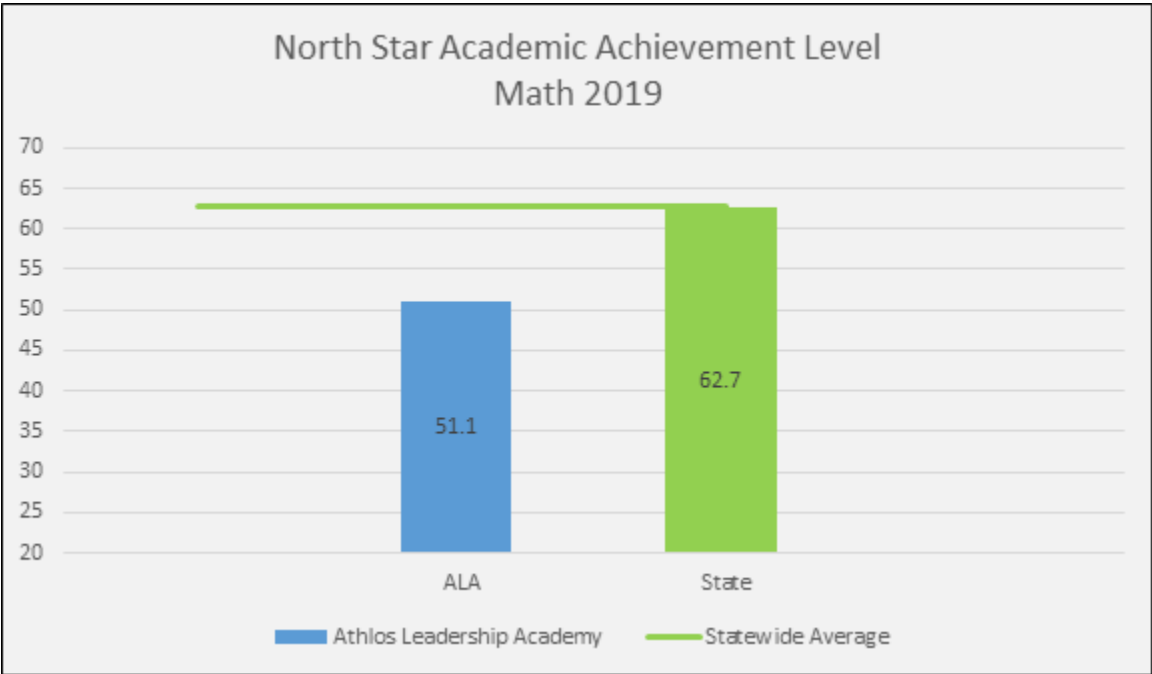


Figure 6 – 2019 North Star Academic Achievement Level (Improved + Maintained)

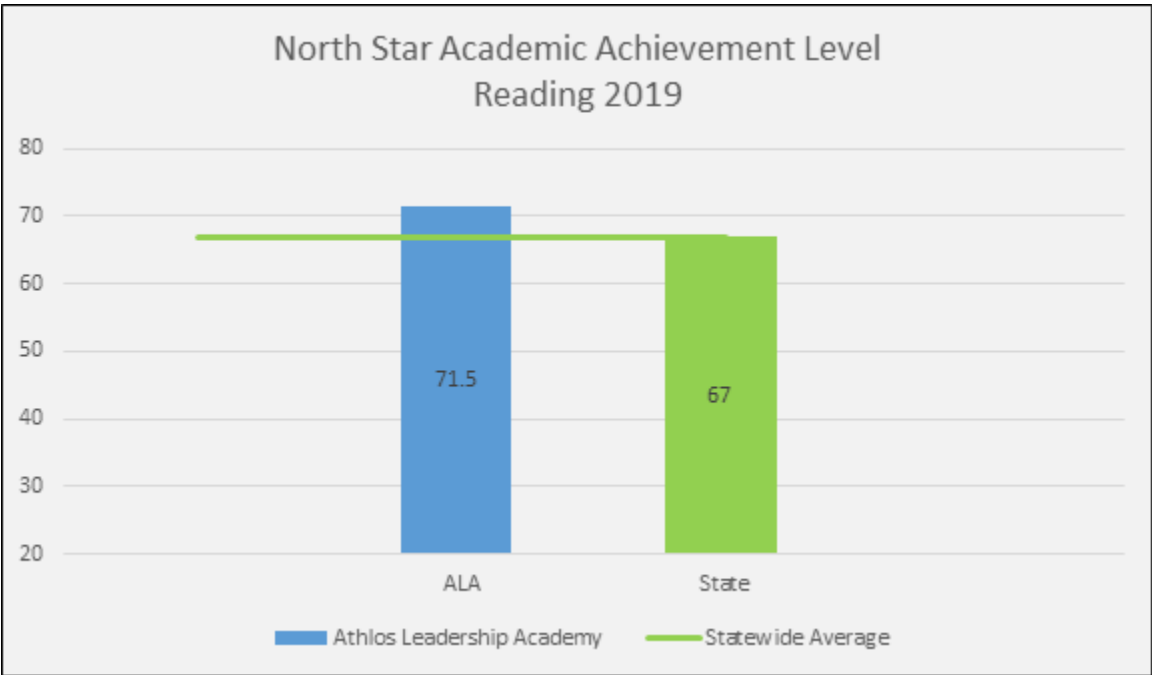


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

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.

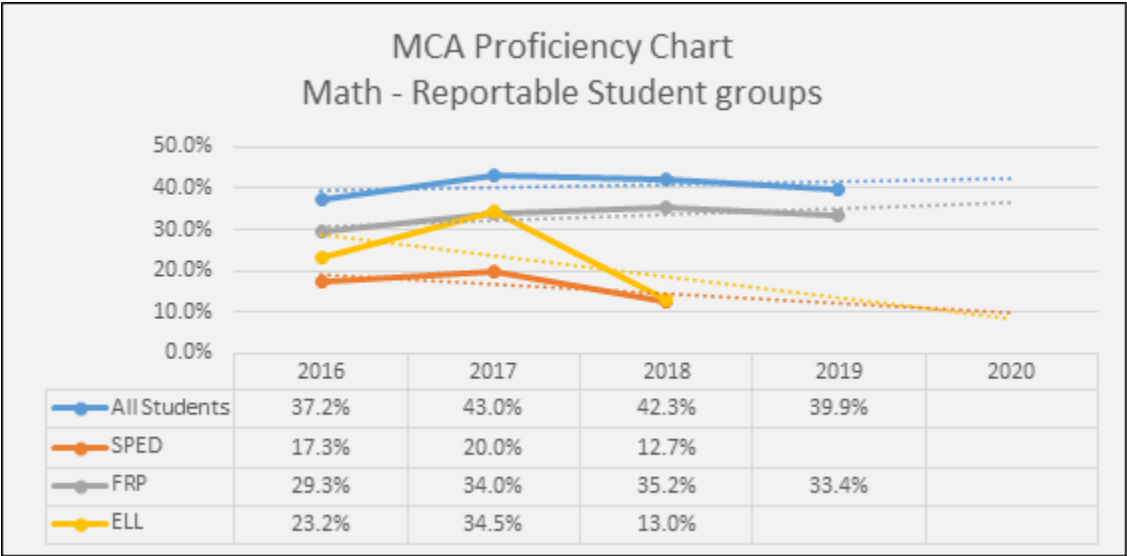


Figure 10 - Reportable Student Groups MCA Math 2016 – 2020

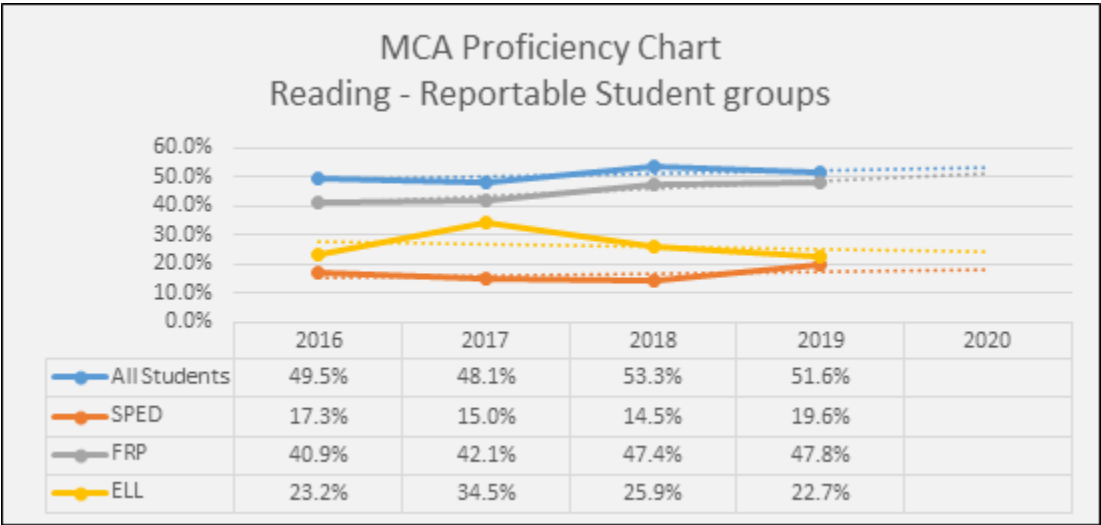


Figure 11 - Reportable Student Groups MCA Reading 2016 - 2020

VOA -MN Academic Standards Evaluation

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: School Annual Report

Analysis: Due to the Covid-19 pandemic, the school experienced the unprecedented challenge of providing a Distance Learning model for a third of the 2019-2020 school year. The following implementation highlights have been pulled from surveys that were administered in the spring.

- 97% of parent respondents were extremely confident, quite confident, or somewhat confident that the school has high standards for their student's academic achievement.
- 96% of parent respondents were extremely confident, quite confident, or somewhat confident the teachers and administrators encourage their child to develop to their potential.
- 98% of student respondents said they felt comfortable coming back to school in the fall.
- 100% of student respondents said that their teacher was doing a good job during Distance Learning and/or the summer program.
- 100% of student respondents felt that Athlos staff was available to help them if needed.
- 97% of student respondents knew who to call with questions if they had questions about their classes.

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 WBWF 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.

- **Imbedded WBWF 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.
X	1-Partially Meets	The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.
	0-Does Not Meet	The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

Evidence / Source: Minnesota Department of Education

Analysis: MCA’s were not conducted in 2020 due to the COVID-19 pandemic. The results shown here reflect the 2019 MCA administration. Achievement gap reduction was reduced in three out four possible areas. A score of “partially meets” was awarded because the gap between the ‘all students’ group and the ELL population increased in reading from 2108 to 2019.

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

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

Data / Source: School Annual Report

Analysis: Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute§122A.40 Subd. 8. The at-will status of ALA teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success. ALA conducts classroom observations each year in accordance with the Q-comp plan guidelines. Q-comp observations are not considered summative evaluations but are used to support improved instruction. Data from Q-comp observations is used, though, to inform the summative evaluation in the form of supplying longitudinal data and observational data. In addition to classroom observations, data is collected through walkthroughs, observations outside of the classroom, surveys, records of employee conduct, etc. Summative evaluations are performed by qualified and trained evaluators. Longitudinal data on student engagement is tracked through student surveys and classroom observations. Longitudinal data on academics is tracked using school-wide assessments as documented on the school assessment plan. Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards. Each spring, growth and development plans are created by teachers following their summative evaluation meetings. Staff development activities are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

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: On an annual basis, Athlos Leadership Academy updates a school-wide professional development plan to support Athlos Leadership Academy's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with ALA's continuous improvement plan since continuous improvement and professional development work in tandem to address ALA's efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to ALA teachers and administrators that:

- 1.Align with ALA's Development Plan for Increased Academic Proficiency.
- 2.Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
- 3.Are sustainable over time as ALA continues to grow in student and staff numbers.

- 4.Require regular Professional Learning Communities where teachers will work collaboratively to learn and implement strategies and knowledge that will support student achievement.
- 5.Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
- 6.Provided differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

Professional development plan goals include:

1. Professional Learning Community (PLC)Goal: All ALA teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years' growth toward proficiency. ALA teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow ALA to academically compete with School District 279.
2. Fall Training and Year-Round Professional Development Goals Professional development opportunities will be based on the following:
 - School needs as indicated in the Development Plan for Increased Academic Proficiency.
 - Fall training needs
 - Ongoing training in previously implemented and successful ALA initiatives
 - Needed training in newly purchased resources and systems
 - Continuous training needs that are specific to roles and positions

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: In addition to its rigorous academic curriculum, Athlos Leadership Academy implements an age-appropriate fitness program and a character education program. As well, the school has a 4 Star Parent Aware rated Prekindergarten Program.

Fitness/Physical Education The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons.

Character Performance Twelve essential performance traits are taught throughout the school year. We believe it is important to help students first recognize character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance.

Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

Prekindergarten Program Athlos Leadership Academy is proud to offer a full-day Prekindergarten program. The program is a high-quality Parent Aware 4-StarRated program that uses practices that will best prepare children for kindergarten.

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.

PreK Smart Goal 85% of Prekindergarten students will demonstrate proficiency in the following reported areas of the OWL Assessments.

- Letter Recognition-Uppercase
- Letter Recognition-Lowercase
- Letter Sounds
- Counting
- Counting Objects
- Recognizing Numerals

Reading SMART Goal - The percentage of all students enrolled in grades 3-8 at Athlos Leadership Academy for at least half a school year who are proficient on the state Reading tests (MCA and MTAS) will increase from 51.6% in 2019 to 54.6% in 2020.

Math SMART Goal - The percentage of all students enrolled in grades 3-8 at Athlos Leadership Academy for at least half a school year who are proficient on the state Math tests (MCA and MTAS) will increase from 39.9% in 2019 to 42.9% in 2020.

K-3 Plan Reading Goal - 2019-2020 In May 2017, 87% of all students enrolled October 1st in grades K -3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. ALA’s 2019-2020 goal is to maintain at least 87% proficient.

FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?

Financial Section Summary

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

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

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

VOA -MN Financial Standards Evaluation

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 General Fund budget was approved at the May 2019 board meeting and reflected a surplus of \$208,618 based on 900 ADM. The school did not revise the budget during the year.		
The following is an excerpt from the FY 2020 Executive Audit Summary:		
Enrollment – For fiscal 2019-2020, the School served a net average daily membership of 904.74 (or 934.31 pupil units). For fiscal 2018-2019, the School served a net average daily membership of 899.76 (or 927.76 pupil units).		
Budget to Actual – Total revenues of the General Fund on a net basis were \$402,042 (or 3.4%) higher than the budgeted amount while total expenditures were \$87,767 (or 0.7%) lower than had been		

budgeted. The net result, including other financing sources and uses, was \$487,595 higher than had been reflected in the final Board approved budget. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero to the extent possible. We encourage you to continue to undertake mid-year budget reviews resulting in the adoption of a revised General Fund budget when updated information becomes available.

The following is an excerpt from the FY 2020 financial audit report:

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

- *The total fund balance of the General Fund was \$2,135,074 at June 30, 2020, which is an increase of \$696,213 over the prior year.*
- *The total fund balance of the Food Service Fund was \$174,652 at June 30, 2020, which is an increase of \$26,692 over the prior year.*
- *Average number of students increased by 5 from the prior year.*
- *Net position decreased by \$30,499 during fiscal year 2020 from a deficit of \$4,488,535 to a deficit of \$4,519,034. Note that most of the deficit relates to the School's net pension liability which had a balance of \$5,162,737 as of June 30, 2020. This is the School's proportionate share of the net pension liabilities of the General Employee Plan of PERA and TRA.*

The FY 2020 audit also states the following regarding the school's budget:

General Fund Budgetary Highlights

Following approval of the budget prior to the beginning of the fiscal year, the School may revise the annual operating budget in mid-year. These budget amendments typically fall into two categories:

- *Implementing budgets for specially funded projects, which include both federal and state grants and reinstating unexpended funds being carried over from the prior fiscal year.*
- *Legislation passes subsequent to budget adoption, changes necessitated by employment agreements, and increases in appropriations for significant unbudgeted costs.*

Both General Fund revenues and expenditures were very close to budget this year with revenues being within 3.4% of budget while expenditures were within 0.5% of the final amended budget. Federal special education carryover revenue was utilized to a greater extent than had been planned.

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 Single Audit findings as noted in the INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, REPORT ON INTERNAL CONTROL OVER COMPLIANCE, AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE and the following excerpt from the Executive Audit Summary report:

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

Compliance – *No compliance issues were noted in our review of laws, regulations, contracts, grant agreements, or other matters that could have significant financial implications to the School.*

Yellow Book Report – *No "material weaknesses" in internal control was reported.*

Single Audit – *Because the School expended more than \$750,000 of federal funds, a Single Audit was required. We tested the School's compliance with the requirements of the Child Nutrition Cluster as the major federal program. The School complied with all direct and material requirements of the major federal program tested, however, two findings of other noncompliance and significant deficiency were reported for eligibility and suspension and debarment issues in the Child Nutrition Cluster.*

Legal Compliance Report – *No compliance findings were reported with respect to Minnesota Statutes related to charter schools and UFARS.*

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.

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

Data / Source: School monthly financial reports

Analysis: The school has consistently provided complete financial reports in the monthly board packets to VOA-MN and the school board.

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.

	2-Meets	20% or >
X	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	\$1,429,303	\$1,421,946	\$1,438,861	\$2,135,074
Fund Balance Percent	12.85%	12.53%	12.35%	17.56%

The school has a fund balance policy in place which states:

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of 5% - 30% percent of the annual budget.

The school's General Fund balance increased 5% from FY 2019 to FY 2020 due to a surplus of \$696,213. An excerpt from the FY20 Executive Audit Summary states the following regarding the General Fund balance:

Fund Balance – *The total fund balance of the General Fund increased by \$696,213, ending at \$2,135,074 as of June 30, 2020. We recommend that a charter school develop a plan that will eventually result in a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2020 for Athlos Leadership Academy represents 17.56% of expenditures incurred for the year and is an important aspect in the School's financial wellbeing since a healthy fund balance represents financial flexibility in terms of positive cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, state aid metering changes, aid prorations at the state level and similar problems.*

Although the school has not met the VOA-MN General Fund balance target of 20% it has met the range stated in their fund balance policy and has increased it 5% over the prior year.

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

2	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 has a finance committee that meets on a regular basis. An excerpt from the January 2020 finance committee minutes demonstrates that the committee covers relevant financial topics:

- *FINANCE MINUTES*
- *Finance requested doing the School Board training in January on Debt. Service Covenants.*
- *Geraghty and the Director of Maintenance and Security are looking into a solar grant.*
- *Gas mileage reimbursement change with amount going from \$.58 to \$.575 cents per business mile.*

- *Athlos has applied for the PK state funds again this year.*
- *Congratulations to the School Board for receiving the VOA Governance Award.*
- *The committee reviewed specific budget line items with large variances from budget to action.*
- *The committee reviewed operations of PK, Extended Day programming and the food budget which are all healthy.*

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: An email from the school's board chair states the following regarding finance committee member training:

Yes, they received informal training during the school year regarding their roles and responsibilities on the committee. In addition, the formal board training last year was finance-related.

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: Ann Marie DeGroot
Email: ann.marie.degroot@gmail.com
Phone: (612) 201-8318

Athlos Leadership Academy Board Committees

Executive Committee
Finance Committee
Board Development Committee
Personnel Committee
District Advisory Committee

VOA -MN Board Governance Standards Evaluation

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	Board structure meets bylaws and state statute.
	1-Partially Meets	Board did not meet requirements for the entire fiscal year.
	0-Does Not Meet	Board structure does not meet bylaws and/or state statute.
Data / Source: Website and Annual Report		
Analysis: The school meets this standard.		
Following is the Athlos Leadership Academy Board of Directors for FY2020. The school also provided a board roster on the School's Website: https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=532118		

***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
Virginia Anderson	Board Secretary, Community Member	Education/Special Education	Yes	May 2020	Yes
Joy Blanchard	Board Member, Community Member	Education/ Administration	Yes, 9/2020	May 2020	Yes
Ann DeGroot	Board Chair, Community Member	Business, Finance, Public Policy	Yes	May 2020	Yes
Farhiyo Olow	Board Member, Parent	Family Involvement, English Learner Support	Yes	May 2020	Yes
Kathryn Phelps	Board Member, Teacher (#416271)	Education/Assessments	Yes	May 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 school submits an annual plan for ongoing trainings for each year.		

Standard 3: The Board adheres to an orientation process for bringing on new members.		
X	2-Meets	School board adheres to a thorough process for the orientation of new board members.
	1-Partially Meets	The school 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 meets this standard. The Athlos Leadership Academy Board institutes and follows an orientation process for new board members. The Board Development Committee mentors newer board members to support them in their roles.		

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. All board members complied with Minnesota law regarding board training requirements in 2019-2020. The school's Annual Report provided evidence of annual training.		

Standard 5: The Board of Directors completes a self-evaluation each year.		
X	2-Meets	board completes a formal self-evaluation each year

	1-Partially Meets	board competes informal self-evaluations during one or more board meeting(s)
	0-Does Not Meet	board does not self-evaluation
Data / Source: Board Minutes		
Analysis: The school meets this standard. The School Board completes a self-evaluation annually. The Athlos Leadership Academy Board completes a self-evaluation annually by March in the school year. The Board members complete a rubric where they rate and comment on each governance performance area. Each performance standard has performance indicators listed below it for consideration. They make comments to support their ratings to enhance board discussion regarding performance standards and performance indicators. Comments include strong points, downfalls, progress being made toward standard, as well as future goals for Board consideration. Each board member's form is returned for compilation. The ALA administrator is invited to include comments and insight as well. The Board meets to discuss the results of the self-evaluation, plan for improvements, and to set and agree upon goals for the upcoming year.		

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 meets this standard. The Board chair stated that the Board is diligent to follow open meeting law requirements and VOA concurs. Monthly school board meeting minutes provide evidence that the school maintains a quorum for all Board meetings. Board minutes provided evidence that the Board Meeting Calendar was approved.		

*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.		
X	2-Meets	Bylaws are consistent with state law and the board reviews them regularly.
	1-Partially Meets	Bylaws are consistent with state statute but have not been reviewed regularly.
	0-Does Not Meet	Bylaws are inconsistent with state statute.
Data / Source: Bylaws, Annual Report, Board Packet and Minutes, Authorizer-School Discussion		
Analysis: The school meets this standard. The Board chair stated that the Board is diligent to follow open meeting law requirements and VOA concurs. Monthly school board meeting minutes provide evidence that the school maintains a quorum for all Board meetings. Board minutes provided evidence that the Board Meeting Calendar was approved.		

Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute.		
X	2-Meets	All requirements were met.
	1-Partially Meets	N/A
	0-Does Not Meet	Election requirements were not met.
Data / Source: Annual Report, School Website, Authorizer-School Discussion		
Analysis: Due to the pandemic this standard could not be reviewed. The 2020 board election was postponed to November 10, 2020 due to the Covid-19 pandemic.		

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.

Date of evaluation of school leader: At the June 2020 board meeting the Board held a closed meeting to review and accept the results of the annual Principal evaluation as conducted by the Personnel Committee.

Description of evaluation: Principal Evaluation System

ALA uses a Principal evaluation tool that directly correlates with the qualifications and job duties within the Principal's job description, as required by charter law. Therefore, the evaluation is composed of sections including instruction and assessment, human resource and personnel management, financial management, legal and compliance management, effective communication and board, authorizer, and community relationships. A section titled "effective leadership" was added. Ongoing student achievement data is reported throughout the school year, through board meetings, and is included in the Principal evaluation process. The evaluation is conducted under the supervision of the Board Personnel Committee. The results of the evaluations are reported on and discussed, by board members, at board meetings.

The formal evaluation meetings are also intended as an opportunity to reassess the Principal's job description and duties and to make recommendations to the Board, if needed, to hire additional administrative staff to take on specific tasks previously assigned to the Principal, therefore, further increasing the Principal's time spent on instruction and assessment. As well, these meetings are an opportunity to re-assess the role of the School Board in relation to the Principal to ensure that the Principal continues to have the needed operational flexibility to make changes in support of improved teaching and learning.

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 plans 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 met this standard.

Jennifer Geraghty has been the principal at Athlos Leadership Academy since the fall of 2000. She received her undergraduate degree in Elementary Education from Manchester University. In addition, she holds a Master's Degree in Leadership in Educational Administration, and an Education Specialist Degree in Leadership in Educational Administration. She also holds a first through sixth grade teaching license and a kindergarten through twelfth grade Principal license. Principal Geraghty has a Doctorate in Leadership in Educational Administration. She has completed the Principals Academy through NISL and is a member of the ECSU Principals Academy. Her K-12 Principal License folder # is 373563.

* 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	Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1-Partially Meets	Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0-Does Not Meet	Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data / Source: 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 that impact school finances, administrative functions, school governance, and operations.		

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 meets this standard. The Board works to comply with the Minnesota Data Practices Act in several ways. The school has the following data practices policies: <ul style="list-style-type: none"> The Student Educational Data Policy (5.3.1) 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. The Tennessean Warning Policy (5.7.1) defines how personal or confidential data and information will be authorized by individuals and collected. It repeats the standard Tennessean warning 		

procedure to inform individuals of the purpose and use of information and, where appropriate, how to obtain an individual's permission or denial for the use of that data or information.

The principal 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.

Responsible Authority: Superintendent

Name: Jennifer Geraghty

Data Practices Designee(s)

Names: Jennifer Geraghty- Superintendent

Julie Brown- Academic Resource and District Assessment Coordinator

Data Practices Compliance Official: Julie Brown- Academic Resource and District Assessment Coordinator

Board Documentation and Communications

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

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

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

Analysis: The School met this standard. The Athlos Leadership Academy Board monitors academic performance at meetings as an agenda item, as part of reviewing information found in the Board Packet, or as part of the Principal's Report. The School's Annual Report and WBWF Report were reviewed during board meetings. The Board annually reviews student performance through standardized assessments and tests.

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

X	2-Meets	All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	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		
<p>Analysis: This standard was met. Evidence included the following data provided by the school or published in its Annual Report.</p> <p>Each spring the Athlos Leadership Academy conducts surveys of our faculty and families. According to the parent survey:</p> <ul style="list-style-type: none"> 97% of respondents were extremely confident, quite confident or somewhat confident that the school has high standards for their student's academic achievement. 96% of respondents were extremely confident, quite confident or somewhat confident the teachers and administrators encourage their child to develop to their potential. <p>According to the faculty survey:</p> <ul style="list-style-type: none"> 95% of the administrators and teachers surveyed believed that they received enough support from administration during Distance Learning in Spring 2020. <p>Student Retention: the school provided a table showing student retention rates over 80%.</p> <p>Teacher Retention for 2020 to 2021 was 86.1%.</p>		

* 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.		
X	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.
	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 meets this standard. VOA meeting minute logs confirms that the school has regularly adhered to providing information 3 days in advance of board meetings. Board packets sent to VOA confirmed this in the Board Minute Review Logs.		

Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.		
X	2-Meets	A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1-Partially Meets	complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0-Does Not Meet	Information is incomplete in the binder or on the school's website.
Data / Source: Website, Board Documentation, Authorizer-School Discussion		
Analysis: The School meets this standard. The Athlos Leadership Academy Board maintains all board files, which includes meeting minutes, bylaws and articles of incorporation and financial statements, and policies in an online format. Members of the public can make data requests by emailing or calling the school. All items required by law are posted on the school webpage for easy access. These documents are accessible to the public and all board members have digital access to them. All required items were posted on the School's Website.		

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

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

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

Analysis: The School meets this standard.

School policies can be found on the School's Website:

https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=638468

The school has an annual policy review plan as documented in board minutes. Multiple policies were reviewed in the year.

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS

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

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

VOA -MN Management and Operations Standards Evaluation

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: Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character.

The school's mission is contained on each board agenda and in the school's handbooks. The Athlos Character Traits are displayed on walls throughout the facility including classrooms. The school has developed a Spartan Spirit Award program through which students are given Spartan Spirit Award shout outs to reinforce student demonstration of the character traits. There are displays in the main hallway outside of the gym containing pictures of the middle school Honor Roll students and the Student Ambassador program representatives, recognizing students for leadership, academics and positive role modeling. Each month, classroom teachers nominate 12 students from their respective grade-levels to award as Student of the Month, one student for each character trait. Students are awarded based on a noteworthy display of a given trait. Lesson plans at each grade level contain character "I Can" statements alongside the academic "I Can" statements to embed and encourage growth in the traits within the academic program. Students in grades K-8 have daily gym class along with a recess block. Students in PK have at least 2 large motor breaks per day mixed between gym classes and recess breaks. The school provides health class for grades K-8 as part of the specials block rotation. Classroom teachers include movement breaks within their classroom spaces to encourage additional exercise. The school has a Student Ambassador program for grades 4-8. Students complete applications to be part of the program which provides leadership opportunities for students within the school setting.

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: Athlos Leadership Academy's students participated in various service projects annually. Over the course of the 2019-2020 school year, all projects were successful and beneficial. Some projects needed to pause due to the Covid-19 pandemic.

- Adopt a Park
- Feed My Starving Children
- H2O for Life
- Crayola ColorCycle

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.
	-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

2020-21 faculty have received required training on health and safety procedures. X Yes No

List of health and safety related professional development training topics (all done during back-to-school workshops):

- Health procedures
- Bloodborne Pathogens
- Sexual Harassment
- Emergency Drill Procedures
- First Aid/Fieldtrips
- CPI Training for specified admin and sped staff
- Homeless training for all staff
- Mandatory Reporting
- Confidentiality
- Bullying Prevention and Response
- Civil Rights Student Meals
- Conflict of Interest
- Para Professional Training in all Mandated Areas

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

Policy #:8.3

Number of fire drills completed 2019-2020 school year.4 So far 2020-2021 school year 2

Number of lockdown/safety drills completed 2019-20 school year 4. So far 2020-2021: 2 (req. five annually)

Number of tornado drills completed 2019-2020 school year 1. So far 2020-2021:2 (req. one annually)

Designated crisis management person/team (Title – Crisis, Emergency, Safety, and Wellness Team):
Principal (Jennifer Geraghty), Facilities and Security Director (Jeremy Wilson), Nikki Kallman (School Nurse), Assistant to the Principal (Danielle Petersen)

NOTE: Grade level, case-by-case smaller drills in addition to the required (ex. elementary grades discussions about recess safety).

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

- Observed.

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

Date of most recent facility inspection by fire department: 8-6-20 (must be a minimum of every three years)

- Certificate verified.

School maintains a log of all visitors. X Yes _____ No

- Verified by authorizer (electronic process)

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

Responsible employee: Nikki Kallman- School Nurse (licensed)

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

Designated responsible employee: Nikki Kallman- School Nurse (license #s #2093413, #21127)

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

Designated responsible health aid/employee: Nikki Kallman- School Nurse (license #s #2093413, #21127)

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

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

Name/Organization: Nikki Kallman (license #s #2093413, #21127)

School has a designated 504 Coordinator X Yes

504 Coordinator Name & Position: Joseph Corcoran- Lead Social Worker

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

Number of enrolled students presently on a 504 plan: 14

Each of the two social work team members work with their case load to help oversee 504 compliance (updated each fall and then additionally as needed). Always a topic covered during fall trainings.

Additional Evidence for Authorizer Review:

The Principal maintains the ALA Emergency Folder system and each faculty member has an ALA Crisis Emergency and Safety Management Plan. A copy of the school drill log is hung by the fire box in the work room. Each classroom has an emergency folder with maps and instructions, with exit maps and emergency locations posted by classroom doorways. Staff are trained on emergency procedures at fall training or upon hire. All entrances to the school are secure. Various management members also wears a alarm activation pennant

- Authorizer verified.

Select management team members wear a device around their neck on which they could trigger the lockdown alarm. There is an automated message that comes on and large doors throughout the facility close and lock. Every year the school makes upgrades to security system.

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.

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

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

Analysis: In typical years, the school has a substantial number of school events for families to take part in as evidenced through the school calendar. Due to the Covid-19 pandemic, in-person school events had to be put on hold due to safety precautions. Parent's were kept well-informed virtually and conferences are held via Zoom or phone.

The school hosts conferences twice per year, but encourages regular parent communication and parent meetings between conferences. In grades 6-8, families receive syllabi each trimester so that they can follow and support classroom learning. Across all grades, classroom teachers make regular updates to classroom webpages to keep families informed about assignments and upcoming events or due dates. The school posts a Volunteer Handbook and Parent/Student Handbook on the website.

The school employs a Family Services Coordinator to support families in connecting to volunteering opportunities and events along with many other efforts to support the families' roles in student success.

The school had parent contacts/calls for SEAC and the Native American Parent Advisory Group during the pandemic.

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.

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

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

Analysis:

Most recent curriculum standards alignment review for language arts: 2018 (and ongoing monitoring)

Most recent curriculum standards alignment review for math: 2018 (and ongoing monitoring)

Most recent curriculum standards alignment review for science: 2018 (and ongoing monitoring)

Most recent curriculum standards alignment review for social studies: 2018 (and ongoing monitoring)

- All grade levels teams use the same summative assessments. Samples were shared with authorizer. If/when students do not perform well on standard, grade level teams discuss the potential need to amend plans or bring in a new resource.

Management requires that lesson plans and student learning targets are aligned to the state standards. ☒X Yes ☐No

- Lesson plans uploaded every Monday. Admin can log in to review lesson plans. Also do classroom drop-in visits with lesson plans as a guide.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. ☒X Yes ☐No

- Authorizer notes above.

Explanation of school plan: Curriculum maps were created by administrators and instructional coaches to ensure that ALA curriculum aligns with MN standards and that teachers have a clear path for data-driven instruction. Teachers meet in weekly PLCs for data-based and benchmark/instruction-based discussions to ensure that instruction aligns with the intent of the benchmarks. The school provides in-house professional development to support teachers in understanding benchmarks. PLC's occur every Monday. The school's lesson plan format requires that all lessons link to MN Benchmarks. Lesson plans are posted on the school's SharePoint site so that they can be reviewed by administrators and used by administrators during walk-throughs and observations.

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

X	2 -Meets	The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions 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 completes a compliance check of all of our schools in the fall to verify that schools are adhering to teacher licensing laws.		

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: Staff and volunteers have completed criminal background checks as required through the staff and volunteer handbooks. Completion has been verified by the Accounts and Human Resources Coordinator and Family Services Coordinator.		
Discussion: Background checks are conducted every three years or additionally as needed. Background checks on employees at time of hire. School verifies teacher qualifications through both the licensure look-up section of the MDE website and also the MDE Board of Teaching, Teacher Ethics, Teacher Discipline Inquiry System.		

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: Student Enrollment and Attrition

This table identifies the number of students enrolled at the school.

Data is based on end of year Average Daily Membership (ADM) and September 2020 estimates.

School Year	K	1	2	3	4	5	6	7	8	Total # of Students	Attrition / Retention Rates
2015-2016	108	119	119	119	108	107	112	68	47	907	+78%
2016-2017	111	114	120	116	120	106	88	88	56	919	+1.32%
2017-2018	100	105	119	111	118	105	84	79	70	891	-3.05%
2018-2019	105	104	117	115	115	110	93	74	66	899	+0.90%
2019-2020	114	105	100	123	115	111	90	93	55	906	+0.78%
2020-2021	96	111	110	107	123	111	101	80	94	933	+2.98%

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.

Analysis: The school has an application and enrollment policy that is regularly reviewed by those involved in enrollment to ensure that any updates are provided to the board in a timely manner if updates are needed. The Family Services Coordinator serves as the enrollment coordinator, but enrollment data collection is a process which involves additional staff members.

The school has Tennessee Warnings for both the enrollment and employment process. X Yes

Standard 10: The school's employment process complies with state and federal law.

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

Data / Source: Policy Review, Authorizer-School Discussion.

Analysis: The school is advertised as an “equal opportunity” employer.

Student / Employee legal records are filed in a separate locked cabinet. X Yes

Location: Employee legal records are filed in separate locked cabinets upstairs or in the Accounts and Human Resource Coordinators office in locked cabinets.

Student/Employee health records are filed in a separate locked cabinet. X Yes

Location: Data related to employee health are kept in employee personnel files which are locked in files in the Accounts and Human Resource Coordinator’s office. Student health files are locked in the health office.

School has Tennessee Warnings for both the enrollment and employment process. X Yes

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 verified that the school has job descriptions for every employment position and conducts employee evaluations per school policy and state law.

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: Name of special education teachers & license/file number:		
Carlson	Courtney	488383
Kapuska	Mark	494467
Meier	Emily	1000045
Shidell	Sarah	419123
Paulsen	Jenni	479608
Hermans	Olivia	494076
<p>Number of special education paraprofessionals in 2020-2021: 16</p> <p>Percent of special education students served in 2020-2021—7.9%</p> <p>Percent of special education students served in 2019-20: 8.7%</p> <p>Percent of special education students served in 2018-19: 8.28%</p> <p>Percent of special education students served in 2017-18: 8.4%</p> <p>2020-2021 MDE conducted a review of ALA's Special Education transportation costs and reporting as part of their annual review process. There were no findings.</p> <p>FY21- 89% of students who qualified for special education services at the end of the 2019-2020 school year re-enrolled at ALA for the 2020-2021 school year.</p>		

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: The special education director provides training annually to all teachers and then more in-depth professional development for paraprofessionals and special education teachers. The school provides evidence that documents are in place that align to the Child Find process and SART (Student Assistance Referral Team) and management members of the SART provide oversight that processes are followed. The school has a very detailed pocess for RtI.) TSES revisited annually and revised if/when		

needed. SART comprised of school principal and RtI Coordinator. Special Education Coordinator attends if/when requested.

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 that the school is not subject to any investigations pertaining to special education services.

2018-2019- Routine Program Review

2020-2021 MDE conducted a review of ALA's Special Education transportation costs and reporting as part of their annual review process. There were no findings.

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:

Name of director and organization: Tammy Pulver
SE Director File Number: 412668
School Evidence for Authorizer Review: Discussion.

FY 20 meeting dates—October 10.8.19 6:00pm;
January 22, 2020 at 6:00pm;
April 14, 2020 at 6:00pm (same nights as parent Ambassadors nights)

FY 21 meeting dates- February 8, 2021 4:30 PM

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.

ALA Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 12/14

Financial Management Point Total: 18/20

Board Governance Point Total: 34/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	10	2	0	12/14	.50	42.86%

Finance	16	2	0	18/20	.20	18.00%
Governance	34	0	0	34/34	.15	15.00%
Mgmt/Operations	30	0	0	30/30	.15	15.00%
Grand Total	90	4	0	94/98	1.00	90.86%

ALA received a score of 94/98 points (90.86%). The school is performing well in all areas. Overall, ALA is a high performing, high functioning school that VOA-MN is pleased to have in our Network of authorized charter schools. Based on the calculations above, **ALA has earned a five-year renewal contract.**