



CHARTER SCHOOL CONTRACT
between
Volunteers of America-Minnesota, Authorizer
and
KIPP NORTH STAR ACADEMY (#4191), 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, 2022. Amended April 2023. Amended May 2025.

1.2 Expiration date: June 30, 2027.

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 KIPP: North Star 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 "KIPP North Star 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 K-12. The school serves students grades K-8. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5.

ARTICLE 5 **SCHOOL LOCATION**

5.1 The location of the School is 5034 N Oliver Avenue, Minneapolis, MN 55430.

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

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

ARTICLE 6 **OPERATING REQUIREMENTS**

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

Contractors providing facilities, goods, or services to a charter school may not serve on the board of directors of the charter school. A board may change its governance structure only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a

contract between the school and a cooperative; and (2) with the authorizer's approval. Any change in board governance structure must conform with the composition of the board established under Charter Law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten

program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

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

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

6.18 Reporting to the Authorizer.

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

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

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

6.19 Financial Management.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 9 **AUTHORIZER DUTIES**

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

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

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

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

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

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

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

ARTICLE 10

CAUSES FOR NONRENEWAL OR TERMINATION

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

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

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

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

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

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

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

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

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

ARTICLE 11 **GENERAL TERMS**

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

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

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

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

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

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

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

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

[AUTHORIZER]

DocuSigned by:
By: Julie Manwarran
70B711E781EC4F2
(June 22, 2022) _____ President / CEO
(Position Held)

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

[SCHOOL]

Nicole Danielsen

(June 1, 2022) _____ KIPP: NORTHSTAR ACADEMY BOARD CHAIR
(Position Held)

The charter contract addendums are as follows:

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

CHARTER CONTRACT AMENDEMENT

Effective date: April 27, 2023

As the designated representative for KIPP: Minnesota, we hereby agree to the contract amendment(s).

2E78E8673C9D48B
Nicole Danielsen
DocuSigned By: *Nicole Danielsen*
Signature _____ BOARD CHAIR _____
Position

DocuSigned by:
Shana Ford
6622208475FE441
Signature _____ SCHOOL LEADER _____
Position

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

Julie Manwarran

Signature PRESIDENT / CHIEF EXECUTIVE OFFICER
Position

CHARTER CONTRACT AMENDEMENT
Effective date: May 10, 2025

As the designated representative for KIPP: North Star Academy, I hereby agree to the contract amendment(s).

Nicole Danielsen
Signature

BOARD CHAIR
Date: May 1, 2025

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

DocuSigned by:

Julie Manworrer
Signature
7DB711E781EC4F2...

PRESIDENT / CHIEF EXECUTIVE OFFICER
Date: May 8, 2025



DATE CHARTER WAS STATE APPROVED: October 2007

FIRST SCHOOL YEAR SERVING STUDENTS: 2008

GRADES SERVED: K-8

GRADES APPROVED TO SERVE: K – 12

SCHOOL ADDRESS: 5034 N. Oliver Avenue, Minneapolis, MN 55430

SCHOOL PHONE NUMBER: (612) 287-9700

SCHOOL WEBSITE: www.kippminnesota.org

SCHOOL MISSION

Establish and operate high-performing public schools in the Twin Cities that confront education inequity by delivering academic excellence and cultivating leadership skills to ensure all students succeed in college and life.

SCHOOL VISION

Every child grows up to create the future they want for themselves and their communities.

SCHOOL PROGRAM DESCRIPTION

KIPP schools are united by a common mission, a commitment to excellence, and a belief that children will be able to build a better tomorrow for themselves, for their communities, for us all. Strong academic preparation and holistic identity affirmation drives all aspects of our schools, shaping our supportive culture, extended school day and year, and curriculum. It explains why our school leaders and all of our teachers ask so much of our students; yet also provide joyful experiences. At KIPP Minnesota our teachers are unified in doing what's best for students. Our teachers share best practices and collaborate as a school and with a powerful network nationally.

KIPP schools share a core set of operating principles:

- **High Expectations:** We prepare every student for college and celebrate all paths to a fulfilling life.
- **Focus on Character:** We help students foster the social and emotional skills essential for their success and well-being.
- **Safe, Structured, & Nurturing Environments:** Our schools provide a safe, structured, and nurturing environment so that our students thrive and maximize their learning.
- **Highly Effective Teachers & Leaders:** We empower our best-in-class teachers and leaders to see each student as an individual, matching what sparks their curiosity with what and how we teach.
- **College, Career, and Beyond:** Through KIPP Forward, we support alumni to discover what a fulfilling life means to them and break through any barrier that dares stand in their way of achieving it.

We believe every student walks through the doors of school bearing gifts. Talent. Perspective. Drive. Inspiration. So at KIPP Minnesota, we support every student to see those gifts, then build the skills and confidence they need to pursue their highest aspirations. That's why we count success one student at a

time and measure their progress all the way to and through their choice-filled lives. By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. In addition to the lessons students learn in the classroom, they are also learning life skills through the KIPP Forward (formerly known as the KIPP Through College) program. Our KIPP Forward team helps to bridge students' transition from middle to high school and also from high school to college, career, and life beyond.

KIPP has a rigorous model that has these unique elements:

- **Data-Driven Instruction:** In addition to the academic goals that are created and used for “big picture” planning and grouping, teachers engage in classroom level data cycles that help them tailor and target their instruction. Teachers meet and conduct item level analysis. They determine what standards have been mastered by the whole group, what standards need to be re-taught whole groups and what standards need to be taught to target groups of students. They are also given planning time with team teachers and paraprofessionals to ensure that the appropriate interventions are put in place. Teachers also meet once a term to do a data deep dive, looking at all bi-weekly quiz data alongside MAP data and MCA projections. They reflect on their quantitative data and generate their own qualitative observations to help guide their planning into the next term. All teachers also reflect on school wide culture data (behavioral metrics, attendance data, student & family survey data.)
- **Excellent, Supported Teaching:** At KIPP MN, teachers are the most important in-school factor contributing to student achievement. We believe that great instruction results from innovation and collaboration. When something works, we celebrate it and share it broadly. To enable our teachers and leaders to benefit from the collective knowledge across the KIPP network, we use the KIPP Foundation frameworks to provide a common language and facilitate the exchange of effective practice. In 2011, KIPP introduced the KIPP Framework for Excellent Teaching, which KIPP MN uses at its instructional core. This model contains four elements, all centered on our goal of student growth and achievement and the beliefs and character traits that all our teachers share. At the center of our work is “Student Growth and Achievement.” We define excellent teaching as students learning, growing, and achieving transformative life outcomes. The four elements of excellent teaching are linked through our “Beliefs and Character.” An excellent KIPP teacher is committed to KIPP’s mission. They constantly pursue becoming a better person, just as they support students in this pursuit. They understand that their beliefs and character affect who they are, their impact on and relationships with others, their classroom environment, how they teach, and what they know.
- **Growth Focused Behavior Management:** Our behavior management system is a flexible system of “glows” and “grows” in the middle school, and a spectrum that students can move up or down on in the primary school. They allow students to be both rewarded and redirected. While our expectations remain high, the systems we use allow for the opportunity for students to “cool down” and reflect. For example, in middle school students who are given multiple “grows” spend time reflecting with an administrator in a separate room before returning to class. Students who earn a specified number of “glows” are given privileges and rewards. There is additional time in the school day where students are able to reflect in groups about how their choices are impacting their class community. Students discuss how their behavior has impacted their team and their learning. Ongoing character education also plays a big role in this improvement, as we helped students shed negative, reactive habits and build self-control, social intelligence, and optimism.
- **Targeted Math and Reading Intervention:** While all of our students are in need of high quality, data drive instruction, we recognize that there are groups of students who need additional supports and interventions to be successful. While intervention structures look different in the primary and middle school, both prioritize using data to make informed decisions about the additional services and targeted instruction that students need. Groups of students were pulled during non-instructional components of the day to receive an extra “dose” or reading or math. In addition to the small groups, all students participate in a portion of the day called “lab.” During this block of time, all students either complete independent reading, instructional level math problems on blended learning platforms, or are pulled by a content teacher to practice a recent standard based skill. In elementary grades, all

classroom teachers use AIMSWeb reading assessment data to diagnose literacy foundations. Additionally, teachers use a combination of AIMSWeb, NWEA and classroom level data to identify students for the Child Study Team (CST) to receive a complete individualized intervention plan.

- Below is a summary of our academic and curricular structures:

Reading

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> • KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) 	<ul style="list-style-type: none"> • Guided Reading Library • Accelerated Reader • IXL 	<ul style="list-style-type: none"> • Curriculum based assessments • NWEA MAP
KIPP North Star/Legacy Primary	<ul style="list-style-type: none"> • KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) • Fundations Phonics • Guided Reading 	<ul style="list-style-type: none"> • Guided Reading Library • RAZKids • iStation 	<ul style="list-style-type: none"> • AIMSWeb Literacy Assessment • Curriculum based assessments • NWEA MAP

Math

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> • Eureka Math (lesson plans, assessments, exit tickets) • Achievement First Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> • IXL Math platform • KIPP Share Feature Teacher resources 	<ul style="list-style-type: none"> • Curriculum based assessments • NWEA MAP
KIPP North Star/Leagcy Primary	<ul style="list-style-type: none"> • Eureka Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> • Zearn Math platform • Number Corner 	<ul style="list-style-type: none"> • Curriculum based assessments • NWEA MAP

Science

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> Amplify Curriculum KIPP MN created curriculum (unit outlines, daily objectives, assessments) 	<ul style="list-style-type: none"> MCA Science Prep KIPP Foundation Master Teacher Resources 	<ul style="list-style-type: none"> Curriculum based assessments Amplify Assessment NWEA MAP
KIPP North Star/Legacy Primary	<ul style="list-style-type: none"> Amplify Curriculum 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NWEA MAP

KIPP MINNESOTA'S INSTRUCTIONAL VISION

At KIPP MN, we believe that the foundations of strong instruction are strong primary curriculum resources and well-prepared teachers. We let these two beliefs inform all academic program decision making. We use the KIPP Wheatley curriculum in reading in grades K-8 to ensure all students are exposed to high quality, rigorous texts and asked to engage with these texts deeply. We use Eureka Math curriculum in grades K-8 to ensure all students are developing deep math thinking and computation skills. In science, we use the Amplify Science curriculum.

During the 20-21 school year, the primary prerogative was to find an effective delivery method that brought these instructional materials and techniques into a distance learning platform. We utilized GoogleClassroom, NearPod, and many other blended learning strategies to teach from afar.

We provide frequent and meaningful coaching opportunities to teachers to help them prepare for instruction using these resources. School leaders facilitate internalization meetings where teachers are asked to engage with their content before planning to teach. School leaders coach teachers using the “Get Better Faster” tool, in addition to other rubrics, to develop all staff toward our vision of excellent teaching.

INTEGRATING IDENTITY AND SOCIAL-EMOTIONAL LEARNING INTO INSTRUCTION

KIPP MN offers teachers, kids, and parents a structured, meaningful way to talk about and develop identity, social-emotional learning, and character.

At KIPP MN, explicitly creating opportunities to develop social-emotional learning is infused throughout the school day. During this challenging year of distance learning, social-emotional learning was more critical than ever as our entire community grappled with the realities of living through such trying times. KIPP implemented an art therapy class at KIPP Legacy; a peace garden at KIPP North Star; a number of counseling groups; among other specific social-emotional support initiatives.

At KIPP North Star Academy and KIPP Legacy Academy, students are given “Glows” to incentivize demonstrating specific positive behaviors. For example, a student who struggles for the duration of a math class with a problem but does not give up would be awarded a “Glow” for showing perseverance. Conversely, students can be assigned “Grows” for violating a school norm. Students are able to earn rewards and privileges based on their “Net Impact” (their total glows minus their total grows).

At KIPP North Star Primary, students receive or lose a “DoJo Point.” Students who reach certain point levels throughout the day are celebrated both daily and weekly. Additionally, students participate in a weekly community

meeting where they learn about different character traits, learn examples and non-examples and celebrate a "KIPPster of the Week" who embodies the charter trait of the week.

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

Charter School Law requires that every charter school board member attends annual training throughout the member's term on the board. All new board members are required to attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and 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, vision, strategic plan
- Sign 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 will be composed of 9 to 13 qualified members who are passionate about the school's success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student populations. Additionally, the Board will be composed of officers including Chair, Vice Chair, Treasurer, and Secretary. Standing committees may include Budget and Finance, Audit, Marketing and Recruitment, and Academic Performance. The Board Chair will convene special advisory committees as deemed necessary by the Board.

KIPP Minnesota has an active board that supports the school with oversight and strategic focus. Board members are intent on ensuring the success of KIPP Minnesota. Building the processes, behavioral and curricular systems, and developing faculty and leadership are the unrelenting priority of the KIPP Minnesota Board. The board operates in compliance with the bylaws including individuals and resources with school finance, as well as nonprofit governance. All board members have completed required board training.

Board structure currently consists of five committees:

- Executive
- Governance and Human Resources
- Finance and Operations
- Development

Family and Community Engagement

The Board election process is as follows:

1. New members are elected annually in the spring.
2. Election results are announced at the KIPP Minnesota Annual Meeting in June.
3. Newly elected board members are inducted/seated at the June board meeting.
4. All teaching staff and parents are invited to run for a school board seat.
5. The term of office for all board members is for three years

The Board maintains a governance file that includes all board minutes and monthly board packets. In compliance with Open Meeting Law, all committee meeting minutes, committee reports, and financials are available for stakeholder review. In addition, the board governance committee oversees the structure and makeup of the board to ensure maximum effectiveness. All the necessary documents for the Board are provided from recent audits, bylaws, annually updated committee charters, student performance data to budget, and financial information. The Board of Directors Commitment document outlines clear expectations highlighting the importance of engagement in committee service, meeting attendance, and required training.

Board governing tools include officer job descriptions and committee charters. Measuring outcomes of committee work is a cornerstone to the KIPP board operating efficiently. The most recent review of the bylaws was completed in July 2017. The bylaws were reviewed for compliance with state and federal laws.

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Executive Director	Provides overall accountability for all aspects of school's mission, vision, strategic plan, including facilities and construction projects, staffing, and education
Head of Schools	Provides oversight and management directly to school leaders, acts as the lead for academic program design and execution
School Leaders	Provides instructional and staff leadership by coordinating observations, coaching meetings, overseeing school leadership, running professional development, assisting in hiring, managing all educational staff, managing parent relationships
Special Education Coordinator	Manages all special education programming, paperwork, IEP meetings, and special education staff, acts as parent liaison to special education students, locates and provides services to special education students and families
VP of Finance and Operations	Oversees and plans financial aspects of the school and assists with daily school operations, manages vendor relationships and purchasing

VP of Development	Plans and executes annual development activities, manages external communications and branding
VP of KIPP Forward	Runs the KIPP Through College alumni services program, including high school placement and college access services
VP of Human Resources	Oversees human resources and talent management
Sr. Executive Assistant and Director of Compliance	Assists Executive Director in all functions, acts as a board and authorizer liaison, manages Compliance and regulatory requirements

SCHOOL FACULTY

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Classroom Lead Teacher	Plan and execute curriculum and lesson plans, deliver instruction, assess student progress, communicate regularly with parents
Classroom Co-Teacher	Support Lead Teachers in all responsibilities above
Special Education Teacher	Identify students for screening, work with team to create IEPs, deliver differentiated instruction, assess students on IEP goals, report progress to parents
Paraprofessional	Support teachers and students, either on one-to-one basis or in small groups, pull targeted groups for interventions, provide logistical and/or behavioral support throughout the school day

STUDENT RECRUITMENT AND ENROLLMENT

Minnesota Statute 124E, set forth certain requirements the School must follow when enrolling students.

The School may limit admission to:

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

The School shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. 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 (DRAFT Site 1)

Grades	2021-22	2022-23	2023-24
PK	0	0	0
K	36	36	36
1 st Grade	40	42	42
2 nd Grade	56	56	56
3 rd Grade	40	56	56
4 th Grade	56	56	56
5 th Grade	56	56	56
6 th Grade	56	52	56
7 th Grade	40	40	56
8 th Grade	30	40	40
TOTAL	410	434	454

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.

DESCRIPTION OF SPECIAL EDUCATION

Please refer to Contract Addendum C

DESCRIPTION OF SERVICE LEARNING PROGRAM

KIPP Minnesota works to create well-rounded students. We know and understand that service learning is an important part of teaching and learning evidenced through the following activities

2020-2021 School Year:

Virtual Host: Black History Month Celebration and Action Night (see video!)

Virtual Work: Community Action Planning

Virtual: Get-Out-The-Vote
Virtual: COVID Supplies Drive

2019-2020 School Year:

Host: KIPP Minnesota Community Donation Center (served hundreds of Northside families basic necessities during COVID-19 and the George Floyd uprising)
Host: Day of Action (community service event painting murals for social justice)
Host: Fall Family Night
Host: Black History Month Celebration and Action Night

2018-2019 School Year:

Host: Community Garden
Host (in partnership with Wilderness Inquiry): Fall Family Night
Host (in partnership with Wilderness Inquiry): Spring Barbeque
Host: Winter Family Night (including dance performances, wellness information, student art galleries)

2017-2018 School Year:

Host: Community Garden
Host (in partnership with Wilderness Inquiry): Fall Family Night
Host (in partnership with Wilderness Inquiry): Spring Barbeque
Host: Winter Family Night (including dance performances, wellness information)

2016-2017 School Year:

Host: Community Garden
Host (in partnership with Wilderness Inquiry): Fall Family Night
Host (in partnership with Wilderness Inquiry): Spring Barbeque
Host: Winter Family Night (including dance performances, wellness information)

2015-2016 School Year:

Breast Cancer Walk
Food Drive
Host: Community Garden
Host: Community Wellness Night

2014-15 School Year:

Cancer Walk

2013-14 School Year:

Alzheimer's walk Clothing Drive Food Drive Multiple Sclerosis

2012-13 School Year:

Urban Squash—Aids Walk Community Clean up—Earth Day Food Drive
Clothing Drive
Feed my Starving Children

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN

KIPP Minnesota provides free busing to all students via a contracted bus company. The boundaries of our free transportation area includes the majority of Minneapolis, Brooklyn Center, and Brooklyn Park. KIPP Minnesota also provides specialized transportation for students who require it, including to meet the needs of IEPs and the Homeless/Highly Mobile population.

DESCRIPTION OF SCHOOL FACILITY PLAN

KIPP Minnesota Affiliated Building Corporation currently owns a building in North Minneapolis at 5034 N. Oliver Avenue. The building is approximately 53,446 square feet. One site of KIPP Minnesota is located here. KIPP Minnesota also leases a building in North Minneapolis at 2620 Russell Ave N. It is a 3-year lease with option to extend.

FUTURE PLANS

At the conclusion of the 2016-2017 Academic Year, KIPP Minnesota released a five-year strategic plan. The plan included five priorities that will help ensure that KIPP Minnesota is serving approximately 1,000 students in high-performing charter schools by 2022. The five strategic priorities were to:

1. Develop the tools required to become “High Performing.”
2. Complete the build-out of the existing primary school and middle school.
3. Begin building an additional high-performing primary school and middle school.
4. Prepare to open a high school.
5. Ensure an efficient financial operating model.

KIPP Minnesota is nearing the end of this five-year strategic plan having achieved the majority of the stated goals, while also pivoting its intentions due to a number of factors - including, largely, the global COVID-19 pandemic. KIPP MN is embarking on a new strategic planning process to chart out the next five years.

During the new contract term, KIPP Minnesota will maintain its current sites and will not look to drastically grow or move. We will fill out enrollment to be “full” in our K-8 grades.

FINANCIAL MANAGEMENT AND BUDGET

The Board has a standing Finance Committee which is tasked with ensuring the school's financial plans are prepared for launch. The school's fiscal year will run from July through June each year, and the final budget will be approved no later than the June Board meeting annually. Budgets will be designed to yield positive net income each year to strengthen the school's fund balance.

GENERAL EDUCATION AID

General Education Aid is a combination of several revenue categories that provide the major share of funding for school districts. General Education Aid is not restricted to any specific use. The total general education funding formula for FY21 was \$6,567. Based on our ADA/ADM and this funding formula, KIPP MN received \$6,435,780 in general education aide for the 2020-2021 school year. The per weighted student unit amount will be \$6,728 in FY22. Assuming that student attendance goals are met, KIPP Minnesota anticipates receiving \$4,32562 in general education aid in FY22.

SPECIAL EDUCATION AID

A school's Special Education Program is funded primarily by three sources: State SpEd Revenue, Tuition Billing Revenue, and Federal SpEd Revenue. The School receives State SpEd Aid funding annually approximating 94% of the total salary and contracted service costs incurred during the year. KIPP MN had a budgeted amount of \$3,665,849 for SpEd and actuals of \$3,649,654 in FY21.

ENGLISH LEARNER STATE AID

English Learner (“EL”) Aid is allocated to schools based on the number of students categorized as “English learners.” KIPP MN had 9 EL students enrolled in FY21 and received \$14,330 in EL Aid.

BUILDING LEASE AID

The School is eligible for Building Lease Aid that must be used to pay for facility occupancy and certain related costs. The amount of Building Lease Aid the School receives and will receive in the future is determined by a statutory formula. Under the current formula, effective July 1, 2011, a charter school receives as Building Lease Aid equal to the lesser of (i) 90% of the approved cost of the lease or (ii) a cap of \$1,314 per weighted student unit. The School received Building Lease Aid in the amount of \$901,430 in lease aid for the 2020-2021 year. KIPP MN anticipates receiving \$795,848 in lease aid for the 2021-2022 school year.

OVERALL FINANCIAL RESULTS

In FY21, the School had total revenues of \$14,344,391 and total expenditures of \$12,967,046 which resulted in net income for the year of \$1,377,345. The positive net income resulted in an ending FY21 fund balance of \$3,684,302 or 28.4%. The cash balance at the end of the year was \$2,727,840 or 77 days of cash on hand which exceeds the School's bond covenant compliance requirement of 30 days of cash on hand.

FINANCIAL MANAGEMENT PRACTICES

The School contracts with BerganKDV (BKDV) for services related to its accounting, payroll, generation of financial statements, and compliance reporting. KIPP MN also contracts with Abdo for performance of its annual independent financial audit. Financial statements are presented to the School Board on a monthly basis; the School Board also reviews monthly expenditures and approves all contracts. For additional review and accountability, on a monthly basis, the School submits financial statements and Board meeting minutes to its Authorizer (VOA-MN).



ADDENDUM B

School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

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

PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.
MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

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

PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.
MEASURE: Locally determined, board approved annually.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- **ADDITIONAL PURPOSE (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to K-8 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 charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic

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

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

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

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

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

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

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

CUMULATIVE TOTAL AVERAGE	
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Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

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

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

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

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*. Data Source: The school submits a completed VOA-MN Board Roster Table (template provided by VOA-MN) twice a year to demonstrate compliance with statute and bylaws. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. (See the Annual Submissions document.) Scale:

2 = The Board structure meets bylaws and state statute.

1 = The Board did not meet requirements for the entire fiscal year.

0 = The Board's structure does not meet bylaws and/or state statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat § 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education. Data Source: Development/Training Plan (template provided by VOA-MN) including summary of a needs assessment and a calendar of planned board training to meet those needs submitted to VOA-MN by January 5. Scale:

2 = The Board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

1 = The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

0 = The Board does not implement a plan to ensure Board members have the necessary knowledge.

Governance Standard 3: The board adheres to an orientation process for bringing on new members. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board

members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

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

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that provides evidence of board training. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

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

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

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

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

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

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law. Data Source: School Website, Board Minutes, Bylaws, Interview. Scale:

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

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

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

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. Data Source: Board Minutes, Evaluation Documentation. Scale:

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

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

- 2 = A professional development plan for the non-licensed individual(s) was documented in the School's Annual Report or the School's Director holds an administrative license.
- 1 = NA
- 0 = A professional development plans for the non-licensed individual(s) was not documented in the School's Annual Report.

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

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

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

- 2 = Meeting minutes include evidence of regular oversight of school academic performance.
- 1 = At least half of the Board meeting minutes include evidence of oversight of school academic performance.
- 0 = Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.

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

- 2 = All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
- 1 = Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
- 0 = Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

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

- 2 = Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
- 1 = Board documents were not distributed to all Board members and VOA-MN one or two times.
- 0 = Board documents were not distributed to all Board and VOA-MN members three or more times.

Governance Standard 15: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*. Data Source: School Website and Interview. Scale:

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

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

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

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

Authorizer standards / expectations for school management and operations include:

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

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

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

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

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

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

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

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

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

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

1 = The school is making progress approaching standard.

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

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

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

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

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

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

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

1 = The school is making progress approaching standard.

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

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

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

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

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

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

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

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

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

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

2 = Meets all criteria and is adhered to.

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

0 = School has not adopted a teacher evaluation process.

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

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

1 = NA

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

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

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

1 = NA

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

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

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

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

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

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

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

1 = The school is making progress meeting standard.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner

prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

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

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

BOARD MEETINGS

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

SCHOOL PUBLISHED ANNUAL REPORTS

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

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

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

ANNUAL VOA-MN SUBMISSION CALENDAR

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

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



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	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Notice of Concern</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	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Notice of Deficiency</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	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Probationary Status</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	<p>Failure to address the terms of Probationary Status.</p> <p>Charter Review</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 Review results in recommendation to revoke.	Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.
Charter Revocation		



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



KIPP: NORTH STAR ACADEMY

Special Education Services

KIPP: NORTH STAR 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 KIPP: NORTH STAR ACADEMY agree to comply with all federal and state laws governing organizational, programmatic and financial requirements applicable to charter schools.

1. Nicole Danielsen

Board Member Signature

4/23/25

Printed Name

2. Patricia Jones

Board Member Signature

PATRICIA JONES

Printed Name

3. Milpha Blamo

Board Member Signature

Milpha Blamo

Printed Name

4. Brandi Wallock

Board Member Signature

Brandi Wallock

Printed Name

5. David O. Milton

Board Member Signature

DAVID O. MILTON

Printed Name

6. Kojo Amoo GottfriedSigner ID: SHHYJOB114
Board Member SignatureKojo Amoo Gottfried

Printed Name

7. Kristine Straumann

Signer ID: V5Z43W0V15

Board Member Signature

Kristine Straumann

Printed Name

8. Prince Jibunor

Signer ID: XTRUYTRXH4

Board Member Signature

Prince Jibunor

Printed Name

Charter School Closure Plan

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

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

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

	should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.			
9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <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,</p>	Board Chair or Secretary		

	including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 	Board Chair or Treasurer		
13	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Board Chair or Treasurer		
14	<p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		

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. (See Liquidation of Assets, below.) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below). 	School Board and School Director		
16	<p>Protection of Assets; Insurance</p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. 	Board Chair or Designee		

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors, bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 		
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	Board Chair & School Director	
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>	School board chair and treasurer	

19	<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> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	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 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 	School board chair or designee		

	<p>to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding.</p> <p><input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below).</p>			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>	School Board		
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <p><input type="checkbox"/> notification to the grant entity of the School closure; and</p> <p><input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports.</p> <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>	School Board		
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See 2 CFR 200.334-200.338.</i></p>	School Board		
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <p><input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and</p> <p><input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</p> <p><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.</p>	School Board		
26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <p><input type="checkbox"/> Loans, bonds, mortgages and other financing;</p> <p><input type="checkbox"/> Contracts;</p> <p><input type="checkbox"/> Leases;</p>	School Board		

	<ul style="list-style-type: none"> <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 2 CFR 200.334 – 200.338. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. 			
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
28	<p>Dissolution</p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>	School board secretary		
29	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p>	School board chair or designee		

	<p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"><input type="checkbox"/> An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)<input type="checkbox"/> In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.		
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**Contract Evaluation Report
KIPP ACADEMY, #4191**
Contract Term: July 1, 2018- June 30, 2022

REPORT PURPOSE: This report was produced by the authorizer of KIPP: NORTHSTAR 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 CONTACT INFORMATION:

KIPP: North Star
5034 Oliver Ave N
Minneapolis, MN 55430
(612) 287-9700 / www.kippminnesota.org

SCHOOL PROGRAM DESCRIPTION: Together with families and communities, the school prepares students with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world. The school believes that an excellent college-prep education will set students up for success in whatever life path they choose. Through KIPP Forward (formerly KIPP Through College) the school supports students to discover what a fulfilling life means to them, then break through any barrier that dares stand in their way of achieving it. KIPP supports students to choose and prepare for the educational and career paths that fit their goals and sense of purpose. Once on their way, KIPP Forward teams help alumni keep moving forward, tackling academic, social, and financial challenges they might encounter while pursuing their dreams. And through the KIPP Alumni Network, the KIPP family is creating powerful connections, and ascending together with networking, mentorship, leadership training, and more.

EVALUATION REPORT ORDER

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

CONTRACT RENWAL DETERMINATION

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

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

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

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

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

1. ACADEMIC PERFORMANCE - Is the school's Learning Program a Success?
2. SCHOOL ORGANIZATION - Is the organization effective and well run?
3. FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?

ACADEMIC PERFORMANCE SECTION

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

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

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

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

KNSA Academic Performance Section Overview: KNSA tested 210 students in 2021. The school's demographic data has remained steady over the past few years with a higher than average free and reduced population. KNSA's proficiency rates on the MCAs fell below those of the combined comparison school in math, reading and science. Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

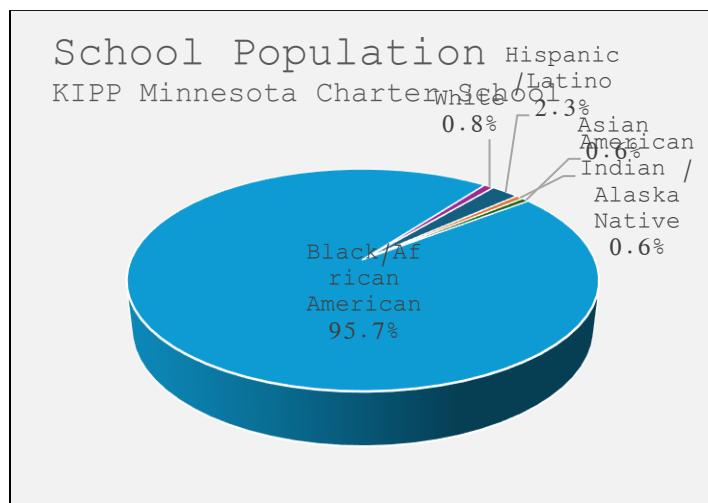


Figure 1 – School Population

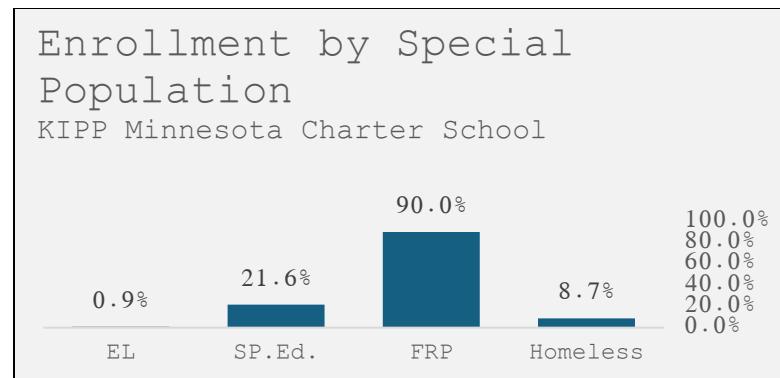


Figure 2 - Enrollment by Special Population

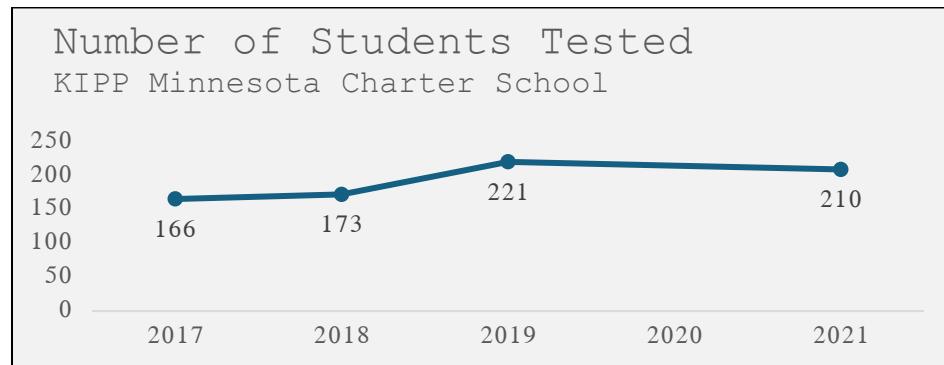


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations 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 2017 - 2021

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 rd	68.6%	66.9%	66.0%		57.1%
4 th	67.4%	65.6%	64.3%		53.8%
5 th	57.7%	55.2%	52.4%		41.1%
6 th	56.0%	54.3%	50.9%		37.2%
7 th	55.4%	54.9%	52.5%		37.4%
8 th	58.8%	57.8%	55.7%		39.8%
KIPP	34.5%	32.5%	18.6%		4.8%
3 rd	N/A	N/A	11.4%		9.1%
4 th	N/A	N/A	N/A		8.0%
5 th	23.1%	11.5%	14.3%		7.7%
6 th	22.4%	19.6%	1.8%		2.1%
7 th	44.4%	47.6%	33.3%		2.8%
8 th	51.4%	46.5%	35.0%		0.0%
Jenny Lind	30.1%	29.2%	21.5%		10.5%
3 rd	39.5%	31.9%	29.6%		14.7%
4 th					N/A
5 th	12.5%	29.0%	16.4%		4.3%
Olson Middle (MPLS)	17.5%	16.5%	17.8%		9.4%
6 th	24.4%	16.0%	18.0%		7.5%
7 th	11.7%	18.3%	14.2%		16.1%
8 th	14.4%	14.4%	20.8%		5.6%

Combined	21.8%	20.8%	18.8%		9.7%
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* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

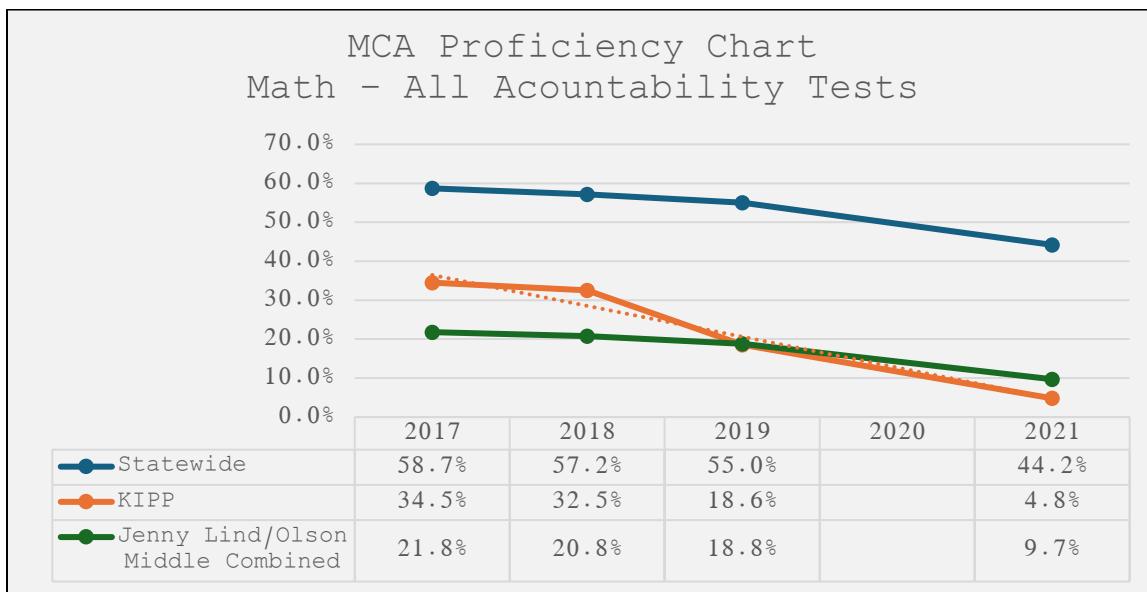


Figure 4 - MCA Math Proficiency 2017 – 2021

ANALYSIS OF MATH MCA PROFICIENCY: KNSA's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3-5, and Olson Middle School, grades 6-8, were combined to create a comparison score for KNSA. KNSA's math proficiency rate decreased by 13.8 percentage points from 2019 to 2021 to 4.8%. In future years, it is expected that KNSA will increase its MCA math proficiency rate to meet or exceed that of both the state and the combined comparison school.

Table 2 – MCA Reading Proficiency 2017 - 2021

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.2%	59.9%	59.2%		52.5%
3 rd	57.0%	56.2%	55.0%		48.5%
4 th	57.3%	56.2%	55.9%		49.3%
5 th	67.9%	67.5%	66.2%		59.4%
6 th	63.8%	64.9%	63.2%		55.0%
7 th	57.9%	58.7%	57.9%		48.3%
8 th	59.3%	59.1%	58.2%		49.7%
KIPP	33.9%	29.7%	26.2%		12.1%
3 rd	N/A	N/A	15.9%		9.1%
4 th	N/A	N/A	N/A		16.1%
5 th	26.9%	24.1%	37.0%		14.5%
6 th	29.3%	30.4%	20.8%		11.8%
7 th	40.0%	28.6%	37.3%		10.5%
8 th	40.0%	32.6%	25.0%		8.8%
Jenny Lind	27.3%	24.6%	22.1%		18.4%
3 rd	31.1%	23.6%	18.5%		23.3%
4 th	18.2%	13.1%	18.8%		10.5%
5 th	31.3%	36.1%	27.9%		N/A
Olson Middle (MPLS)	28.3%	29.8%	31.1%		18.2%
6 th	31.1%	25.3%	31.7%		10.2%
7 th	25.5%	33.6%	28.3%		17.5%
8 th	27.8%	29.8%	33.1%		25.0%
Combined	27.4%	27.3%	28.3%		18.2%

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

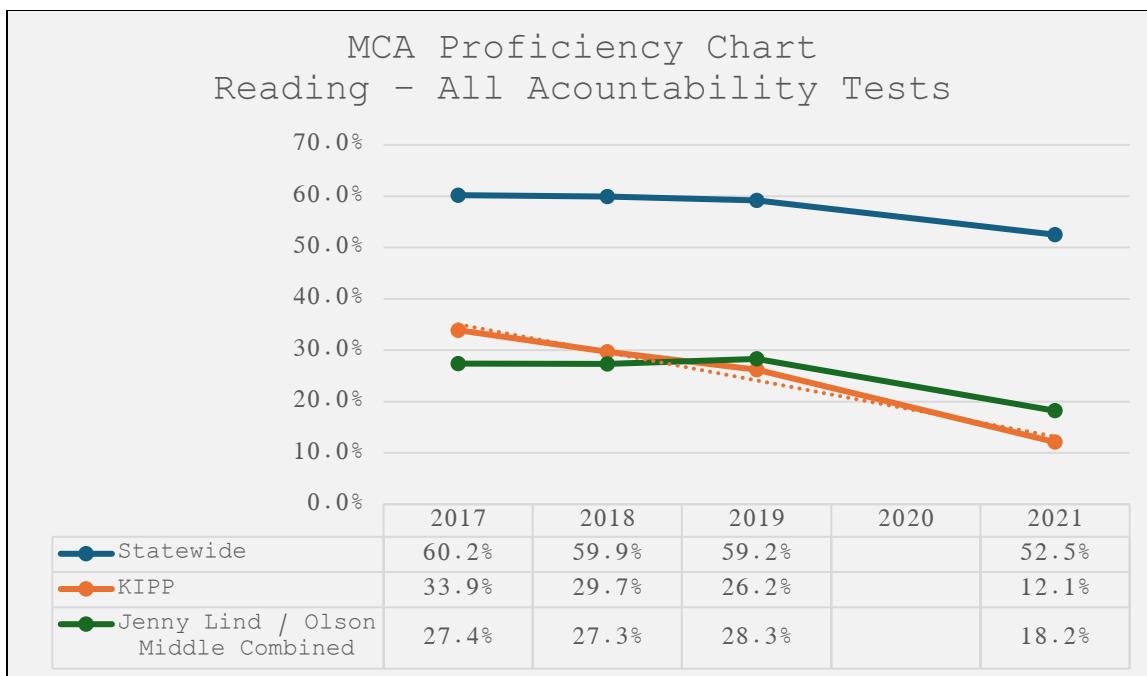


Figure 5 – MCA Reading Proficiency 2017 – 2021

ANALYSIS OF READING MCA PROFICIENCY: KNSA's MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3 and 5, and Olson Middle School, grades 6-8, were combined to create a comparison score for KNSA. KNSA's reading proficiency rate decreased by 14.1 percentage points from 2019 to 2021. The school is reading proficiency rate is currently below that of the combined comparison school. In future years, it is expected that KNSA will increase its MCA reading proficiency rate to meet or exceed that of both the state and the combined comparison school.

Table 3 – MCA Science Proficiency 2017 - 2021

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 th	60.0%	58.2%	54.9%		47.9%
8 th	46.2%	45.2%	43.0%		33.8%
KIPP	32.3%	44.4%	32.4%		7.8%
5 th	48.1%	37.9%	32.1%		10.6%
8 th	20.0%	48.8%	32.5%		3.3%
Jenny Lind Elem. 5 th	17.5%	14.8%	20.9%		6.3%
Olson Middle 8 th (MPLS)	8.5%	9.6%	19.1%		9.5%
Combined	11.9%	11.6%	19.8%		8.9%

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

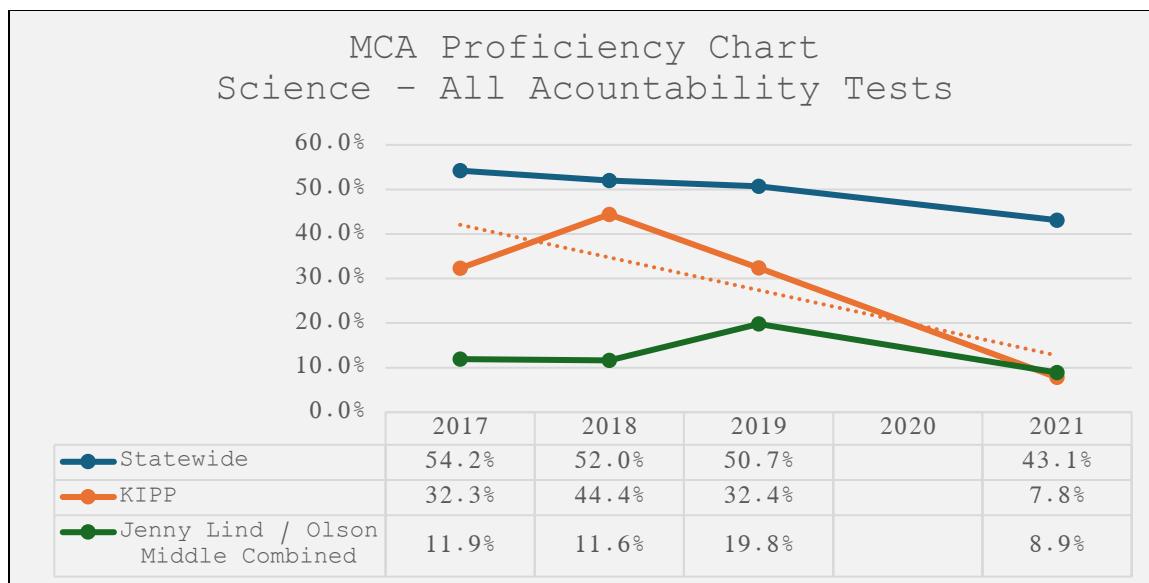


Figure 6 – MCA Science Proficiency 2017 – 2021

ANALYSIS OF SCIENCE MCA PROFICIENCY: KNSA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grade 5, and Olson Middle School, grade 8, were combined to create a comparison score for KNSA. After outperforming the combined comparison school for three consecutive years, KNSA’s science proficiency rate declined by over 24 percentage points to 7.8% and below that of the combined comparison school in 2021. In future years, the expectation is that KNSA will once again exceed the proficiency rate of the combined comparison school and work toward meeting or exceeding the statewide science proficiency rate.

Academic Performance Standard 2 - Growth

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

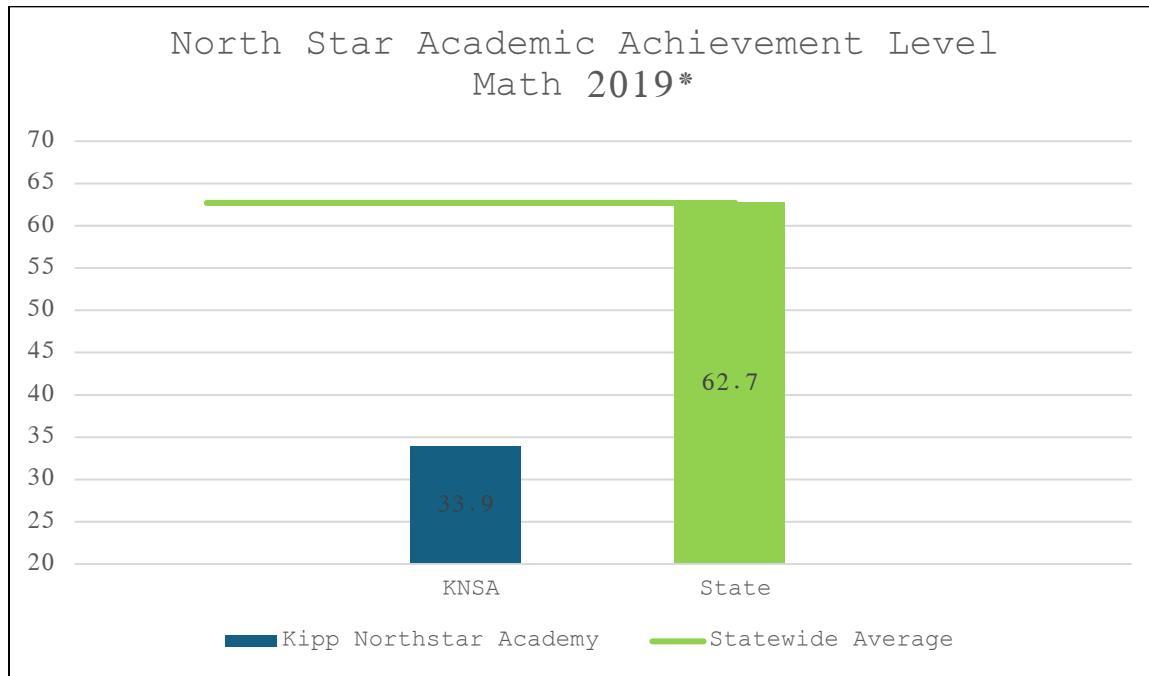


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* North Star Academic Achievement Level data is unavailable for 2021

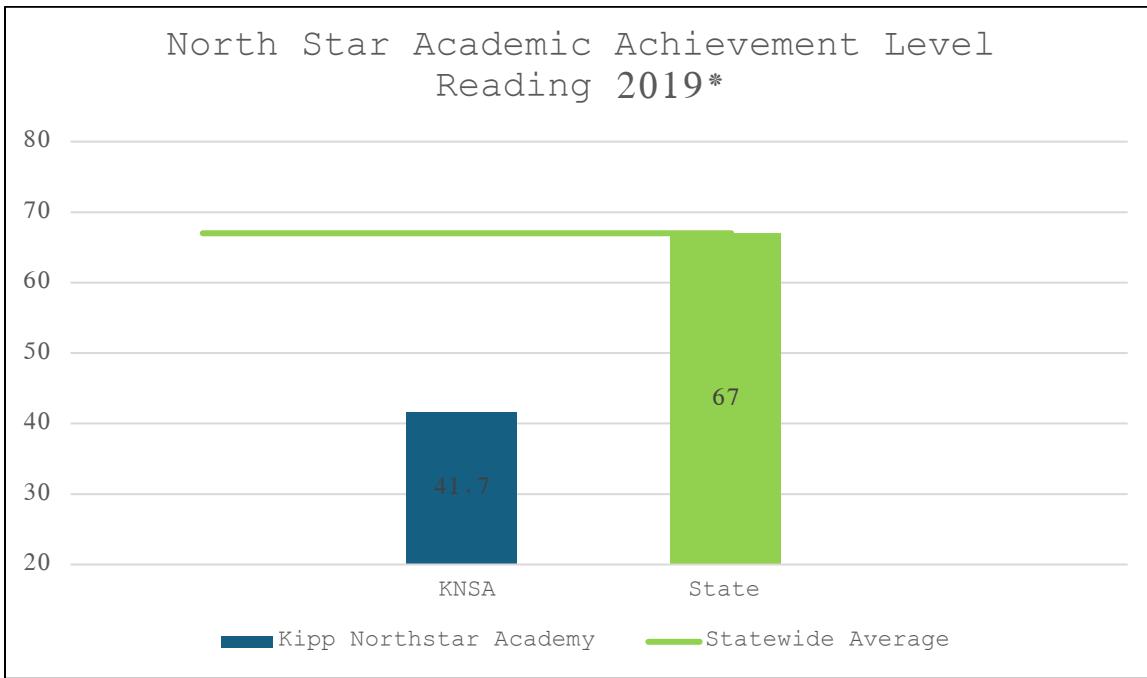


Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* North Star Academic Achievement Level data is unavailable for 2021

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

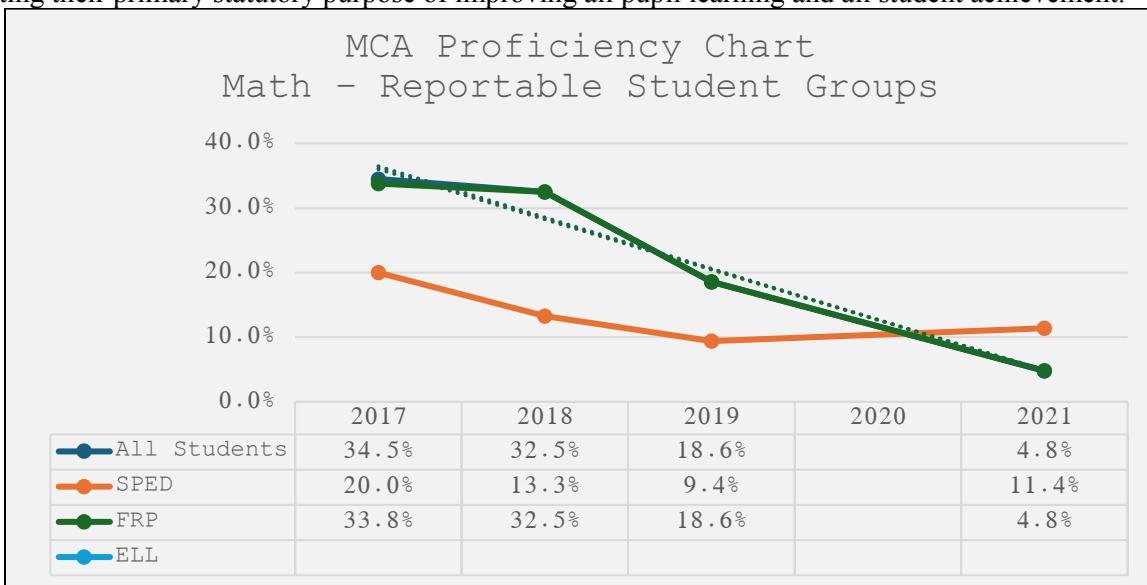


Figure 10 - Reportable Student Groups MCA Math 2017 - 2021

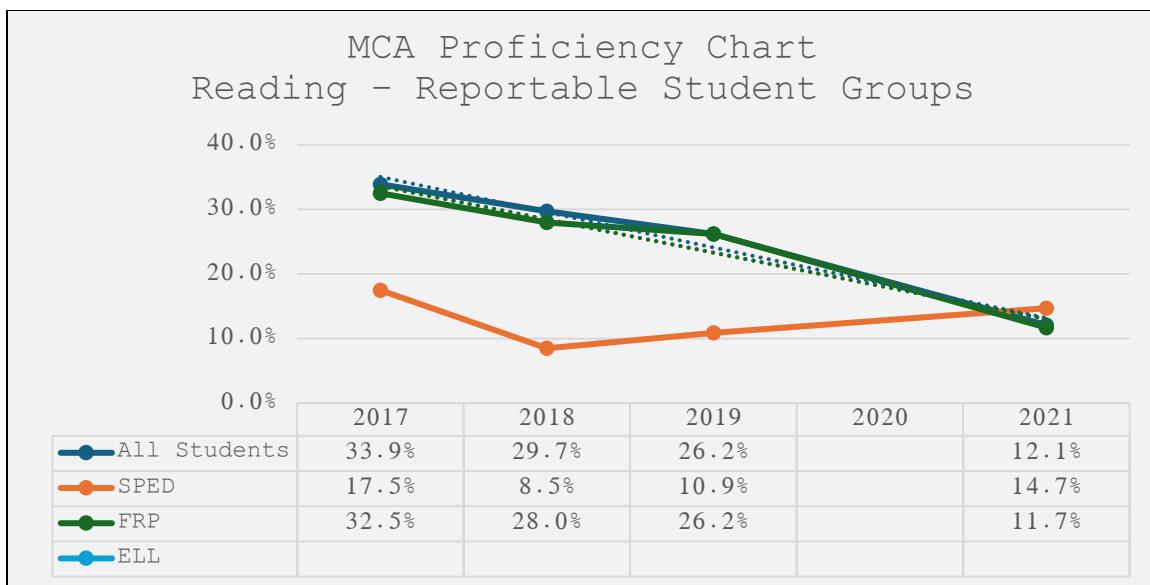


Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

2 - Meets

1 - Partially Meets

X 0 - Does Not Meet

Evidence / Source: Kipp Northstar Academy

Analysis: KNSA's proficiency rates on the MCAs are below the combined comparison schools in math, reading and science.

Academic Performance 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.

Scale:

Meets standard – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

Partially meets standard - School's achievement level of “improved and maintained” is above 50%

Does not meet standard - School's achievement level of "improved and maintained" is below 50%	
N/A	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

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

Scale:

Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.

2 - Meets

X 1 - Partially Meets

0 - Does Not Meet

Evidence / Source: MDE website

Analysis: A score of partially meets was awarded because KNSA reduced the achievement gap in three out the four possible areas.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X 2 - Meets

1 - Partially Meets

0 - Does Not Meet

Data/Source: School Annual Report

Analysis: KNSA believes that expectations for effective teaching should be clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. KNSA utilizes the KIPP Framework for Excellent Teaching which is designed to benefit teachers through self-evaluation, reflection, observations from peers, coaching sessions as well as feedback.

All observations will be followed by an observation de-brief within a teachers O3 (one-on -one) meetings. Every O3 agenda will include:

- Most recent observation de-brief
- Performance and development goal check-in
- Conversation about sustainability/work-life balance
- Additionally, on a rotating basis, O3s will include the following larger "deep dives:"
- Curriculum planning
- Assessment data
- Classroom culture, systems, and procedures

At KIPP Minnesota, we discuss and evaluate performance using three sources of data:

- Student Achievement Data (primarily MCA, MAP, and curriculum-based assessments)
- Formal/Full Observations (1x/semester)
- Informal Observations (at least 2x/month)

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

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - 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.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X 2 - Meets

1 - Partially Meets

0 - Does Not Meet

Data / Source: School Annual Report

Analysis: At KIPP Minnesota, we know that teachers get better faster if they are provided with meaningful and frequent development opportunities. While we believe that the majority of development comes from coaching on the job, explicit development also plays a role. At KIPP, that professional development centers on student achievement and instructional data cycles.

The KIPP Minnesota team has three full weeks of professional development prior to the start of the school year. These sessions are crucial for teachers to internalize curriculum, learn school systems, build team and work on foundational teaching skills. Throughout the year teachers have weekly PD sessions on Wednesday from 2:00-5:00 and an additional 5 full days spread throughout the academic calendar. These sessions focus on assessment analysis, targeted trainings and curriculum implementation.

In addition to whole school professional development, the leadership team works to identify staff that would benefit from additional training opportunities. Last year, KIPP Minnesota sent multiple teachers to curriculum conferences hosted by the KIPP foundation. Conferences vary in scope – some are targeted development on specific curriculum and others are holistic development opportunities for new leaders.

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

Scale::

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X 2 - Meets

1 - Partially Meets

0 - Does Not Meet

Data / Source: School Annual Report

Analysis: At KIPP MN, we believe every child can and will learn when provided a high-quality education. That's why we count success one student at a time and measure their progress all the way to and through college. Our model is not only based on rigorous academic preparation, but also on integrating character development into everyday lessons to help students prepare for the challenges of college and life. Developing character strengths like zest, grit, and optimism is a key part of KIPP's college-preparatory approach.

By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. All three parties sign a learning pledge called the "Commitment to Excellence," which ensures that each will do whatever it takes to help the student learn.

In addition to the lessons students learn in the classroom, they are also learning life skills through the KIPP through College (KTC) program. Our KTC counselor helps to bridge students' transition from middle to high school and also from high school to college. They help each student select a college that is a good fit, become socially and academically integrated after they enroll, and navigate the hurdles they face earning a degree.

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

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1 - In SY 19-20, the Family and Community Engagement Committee will develop a strategic vision and priorities, and ensure consistent membership. In SY 20-21, the FACE Committee will establish a "Community Supports" team for each site in KIPP MN in order to support KIPP MN families for school readiness during COVID-19 that provides access to 1) technology and 2) consistent communication.

Result: (Goal Met) The FACE Committee established a robust Community Supports team for both KIPP sites. The teams were responsible for guaranteeing Chromebook and Internet hotspot access for 100% of families, as well as establishing household communication infrastructure for families to regularly receive critical communication regarding COVID-related updates and needs.

Goal #2 - The percentage of students on or above grade level in reading in the 2030 cohort of students will improve by 10% as measured by the AimsWeb assessment.

Result: (Goal Not Met) The school administered the AimsWeb assessment to approximately 40% of its students in Spring 2021 due to the COVID-19 pandemic and distance learning. Due to this constraint, it is difficult assess.

Goal #3 - KIPP Minnesota's student population is over 90% students of color and over 90% of students receiving lunch aid. To help close the broader achievement gap between historically systemically oppressed communities and their peers, KIPP MN will demonstrate improved comparative MCA proficiency rates in math and reading. In 2020-2021 KIPP MN 8th graders will outperform peers in Minneapolis public schools by 10% in both math and reading.

Result: (Goal Not Met) Challenging to report because of low participation. The school's proficiency rates in math and reading declined from 2019 to 2021.

FINANCIAL PERFORMANCE SECTION

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.

The school board approved the original FY 2021 budget based on 730 ADM in May 2020, projecting a surplus of \$145,685. The board revised the budget in October 2020 reflecting a decrease in enrollment to 638 ADM and an ending surplus of \$133,861.

The school ended FY 2021 with a surplus of \$1,323,381 based on 657 ADM. The financial audit includes the following:

Financial Highlights

- *The assets and deferred outflows of resources of the Charter School were deficit to its liabilities and deferred inflows of resources at the close of fiscal year 2021 by \$2,492,256 (net position).*
- *A deficit of \$1,569,179 (unrestricted net position) exists due to the long-term liabilities recognized in accordance with GASB Statements No. 68 and the purchase of a new school building.*
- *The Charter School's net position increased \$760,637 in 2021. This increase can be attributed to forgiveness of the paycheck protection program loan.*
- *As of the close of the current fiscal year, the Charter School's governmental funds reported combined ending fund balances of \$5,030,252, an increase of \$358,322 in comparison with the prior year. The majority of this increase can be attributed to increased revenues from general education aid and the issuance of the KIPP foundation loan.*

General Fund Budgetary Highlights

The Charter School's original budget called for an increase in fund balance of \$145,685. The budget was amended and the final budget called for an increase of \$133,861 in fund balance.

Total revenue was less than budget by \$143,192 with the largest revenue variance from revenue from federal resources of \$162,575.

Actual expenditures were less than budgeted amounts by \$595,962. The largest positive expenditure budget variance related to pupil support services which were under budget by \$197,077. The largest negative expenditure budget variance related to district support services which was over budget by \$53,145.

The school has maintained a balanced budget for FY 2021.

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

<input type="checkbox"/>	0 = missed > 1 time
<input type="checkbox"/>	1 = missed 1 time
<input checked="" type="checkbox"/>	2 = never missed

Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2021.

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

<input type="checkbox"/>	0 = not submitted
<input type="checkbox"/>	1 = n/a
<input checked="" type="checkbox"/>	2 = submitted

Data Source: Email from the school with attached MDE documentation.

Analysis: The school submitted its financial audit to the MDE by December 31, 2021.

Standard Four: Schools are expected to have audits that are free of all findings.

<input checked="" type="checkbox"/>	0 = 1 or more "material weakness" or legal compliance finding (s)
<input type="checkbox"/>	1 = 1 or more "significant deficiency" finding(s)
<input type="checkbox"/>	2 = no findings

Data Source: The school's financial audit report.

Analysis: see below.

The school's FY 2021 financial audit contained two findings as noted in these excerpts from the management communication report:

2021-001 Internal Control – Investment Account

Condition: During our audit, it was noted that activity related to a Charles Schwab investment account was not recorded in the Charter School's accounting software nor were the transactions handled in accordance with the Charter School's normal processes.

Criteria: The Charter School's accounting software is intended to provide documentation of each transaction. To ensure proper internal control measures are followed, the accounting software must contain a complete history of the Charter School's financial process. All transactions should be handled in accordance with Charter School's written process.

Management Response: The Charter School is aware of the situation and will discuss internal control procedures with the administration staff to ensure proper internal controls and procedures are followed.

The FY21 audit stated: *We consider the deficiency described below as item 2021-001 to be a material weakness.*

2021-002 Time Period for Payment

Condition: During our audit procures, it came to our attention that the Charter School had not made several payments within the timeframe set forth by State statutes.

Criteria: Minnesota statute §471.425 requires the Charter School to pay bills within 35 days from receipt. If the invoice is not paid within 35 days, interest at 1.50 percent per month is to be added to the amount due.

Management Response: The Charter School is aware of the situation and plans to ensure that timely payments are made.

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

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

Data Source: Monthly check registers, cash flow projections, board meeting agenda's and minutes.

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payment to vendors of the school through June 2021.

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

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

Data Source: Board packets

Analysis: The board met seven times in FY 2021 and receives finance committee reports at each board meeting which includes a review of monthly financial statements.

There was a lot of leadership position changes for the school in FY 2020 including the Director, Director of Finance and HR, and Director of Development. This caused a lot of gaps in financial information flow from the school to VOA-MN which was discussed at a meeting between the two parties in April of 2020. At that time school leadership assured VOA-MN representatives that this would be corrected and processes would be put in place to ensure financial documents and information would be shared as required per the above standard. The school has now consistently provided required monthly financial reports to VOA-MN and the board in FY 2021.

Standard Seven: 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.

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

Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.

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

The FY 2021 financial audit report states the following regarding the school's General Fund balance policy:

The Charter School has formally adopted a fund balance policy for the General fund. The Charter School will strive to maintain a minimum General fund unassigned fund balance of 20 percent of the current year's budgeted expenditures.

The FY 2021 financial audit summarizes the school's General Fund balance:

The General fund is the primary operating fund of the Charter School. At the end of the current year, the total fund balance of the General fund was \$3,608,270. The General fund balance increased \$1,323,381 over the previous fiscal year. The majority of the increase is due to issuance of the paycheck protection program loan and state aid revenues received over related expenditures.

The school has met the school board's General Fund balance policy or the VOA-MN standard of 20%.

FOUR YEAR FUND BALANCE HISTORY

	FY 2018	FY 2019	FY 2020	FY 2021
Fund Balance Amount	\$1,314,368	\$1,224,298	\$2,284,889	\$3,608,270
Fund Balance Percent	19.6%	14.66%	23.28%	32.36%

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

0 = 0-4 meetings/year
1 = 5-7 meetings/year
X 2 = 8-12 meetings/year

Data Source: Board meeting packets, agendas, and minutes.

Analysis: The school has a finance committee that meets monthly and has been using it appropriately. The December 2020 finance committee minutes illustrates this:

1. Attendees
2. FY20 audit report
 - a. No findings this year
 - b. Ask everyone to review before next FC meeting
 - c. Positive net income for the year
3. November financial statements
 - a. New exec summary
 - i. Current ADM is 660 - revised budget is 665
 - ii. Days cash on hand is 47.4 DAYS, down from 52 in October
 - iii. Cash was \$1.8 million
 - iv. Fund balance is 22%, adjusted is 30%
 - v. Expenses are track with revised budget and time of year
 - vi. CARES act funding application - Kelly is working with Becky and Shana to complete that, which is due end of January
4. Fundraising report as of November 30
 - a. A lot also happened over December
 - b. About \$292k raised out of \$800k
5. KIPP Foundation Loan
 - a. Becky has not heard back from Nolan so she will send him another email and cc me and Shana

<p>6. <i>FY22 budget</i> 7. <i>PPP loan status</i> a. <i>No update yet, still anticipate end of January</i> b. <i>We are trying to switch contact info.</i></p>
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Standard Nine: All finance committee members exhibit working knowledge of financial oversight.

	0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee
	1 = n/a
X	2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee
Data Source: School board members queries, board meeting agendas and minutes.	
Analysis: Per the school board chair, all finance committee members have received training in financial matters in FY 2021. The following is an excerpt from an email from the board chair:	
<i>Kristine confirmed that training happened through the KIPP Foundation on March 24 as part of the Webinar titled: KIPP Board Financial Oversight. Finance Committee members attended this particular training that discussed Finance Committee duties and responsibilities. The webinar was targeted towards the Finance Committee's responsibilities. The full Finance Committee is comprised of Board members, BKDV team member, and members of the Executive Leadership Team including Shana and Becky.</i>	

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

	0 = in SOD
	1 = n/a
X	2 = not in SOD
Data Source: School's budget, board meeting agendas and minutes, financial audit.	
Analysis: The school is not in Statutory Operating Debt.	

SCHOOL ORGANIZATION SECTIONS

- BOARD GOVERNANCE
- SCHOOL MANAGEMENT AND OPERATIONS

SECTION PART I: BOARD GOVERNANCE PERFORMANCE SECTION

Effective board governance is essential to the successful 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 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.

VOA -MN Standards Evaluation - The school's evaluation on each standard is listed below.

Board Chairs: Nicole Danielsen
Email: nicole.danielsen@gmail.com

Phone: (612) 287-9700

Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.		
X	2-Meets	The Board structure meets bylaws and state statute.
	1-Partially Meets	The Board did not meet requirements for the entire fiscal year.
	0-Does Not Meet	The Board structure does not meet bylaws and/or state statute.
Data Source: Annual report, School Web site, Bylaws		
Analysis: Website roster information: http://www.kippminnesota.org/Board-of-directors?rq=Board		
The school's Annual Report provided the following information on the FY21 Board roster on page 14 that demonstrates the school met statutory requirements for Board structure.		

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.		
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: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee minutes, Board minutes, Annual report, School website

Analysis: The School has a robust strategic plan that includes activities aimed at Board oversight and development.

- July 2020: SWOT Analysis was conducted.
- September 2020: Review and approval of Committee Structure and Members

February 2021: Operationalize best practices for high performing Boards, six standards for effective Board governance was shared.

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

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

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

Analysis: The school director confirmed that each new Board member is provided necessary orientation.

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

X	2-Meets	All Board members comply with Minnesota law regarding Board training requirements. 0 = More than one Board member did not fully comply with Minnesota law regarding Board training requirements;
	1-Partially Meets	One Board member did not fully comply with Minnesota law regarding Board training requirements and was removed:
	0-Does Not Meet	More than one Board member did not fully comply with Minnesota law regarding Board training requirements:
Data Source: Annual report, School website, Board minutes and documents		
Analysis: The school provided the following 2020-2021 School Year KIPP Minnesota Board Training Schedule.		

FY21 Initial Board Training Report

Board Member	Date First Seated	Governance Basic Training – Trainer & Date	Finance Basic Training – Trainer & Date	Employment Basic Training – Trainer & Date	Met Requirement?
Chris Rogers	8/15/19	KIPP MN Board Retreat	KIPP MN Board Retreat	KIPP MN Board Retreat	x
John Slifer	8/15/19	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x
Paul Muldoon	11/15/18	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x
Margie Soran	8/15/19	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x
Nicole Danielsen	11/16/19	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x
Renee Uzong	6/15/16	University of St. Thomas Board Training	University of St. Thomas Board Training	University of St. Thomas Board Training	x
Kristine Strauman	7/1/18	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x

Kendall Harrell	1/12/20	MN Charter School Association Training	MN Charter School Association Training	MN Charter School Association Training	x
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FY21 Ongoing (Annual) Board Training Report, including new members' initial Board training.

2020-2021 School Year KIPP Minnesota Board Training Schedule

Name	Type of Activity	Date	Location
Kristine Straumann	KIPP MN Academic Board Training	January 2021	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
Lisa Roath	Initial Training; KIPP MN Academic Board Training	CharterSource; January 2021	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
Trent Bowman	Initial Training; KIPP MN Academic Board Training	CharterSource; January 2021	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN

Kojo Amoo-Gottfried received training on governance training on April 13, 2021. He also received training on finance July 15, 2021; and on employment on November 12, 2021. He also participated in training with the entire board on July 28, 2021.

Standard 5: The Board of Directors completes a self-evaluation each year.		
X	2-Meets	The Board completes a formal self-evaluation each year.
	1-Partially Meets	The Board completes informal self-evaluations during one or more Board meeting(s).
	0-Does Not Meet	The Board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee minutes		
Analysis: The School Board completes a self-evaluation annually at the Board retreat. For FY21 the school sent documentation for self-evaluation that was conducted, through a document titled Board Effectiveness Diagnostic.		

Board Practices

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: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview		
Analysis: Monthly logs of School Board meeting minutes provide evidence that the school maintains a quorum for scheduled Board meetings.		

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

<input checked="" type="checkbox"/>	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: School's website, Board minutes, Bylaws, Interview

Analysis: The Board Chair stated that their bylaws are up to date and consistent with state law. The Board reviewed and approved amendments to the bylaws in July 2020 and September 2020.

Bylaws can be found as of 1/4/2022 online at:

<https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/5e3396ba239e650b840941ec/1580439227149/KIPP+MN+Board+Bylaws.pdf>. The date on the bylaws document is October 3, 2017.

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

<input checked="" type="checkbox"/>	2-Meets	All election requirements were met.
	0-Does Not Meet	Election requirements were not met

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

Analysis: The Annual Report presented the Election plan as follows:

Board Elections Process

1. New members are elected annually in the spring
2. Election results are announced at the KIPP Minnesota Annual Meeting in June
3. Newly elected Board members are inducted/seated at the June Board meeting
4. All teaching staff and parents are invited to run for a school Board seat
5. The term of office for community Board members is for three years. The term of office for teacher and parent representatives is for two years.

Minutes reflected the election was held on May 21, 2021. Kojo Amoo-Gottfried was elected to officially begin his term as Community Representative. Kristine Straumann, Paul Muldoon were elected to begin their second term as Community Representatives. Aquila Collins was elected as the new Parent Representative, and Nicole Lipsey was elected as the new Teacher Representative.

Minnesota Statutes 124E.07 Subdivision 2 Requirements	Evidence
According to, the ongoing Board must be elected before the school completes its third year of operation.	Not applicable
The Board elections must be held during the school year but may not be conducted on days when the school is closed.	Election date and day(s): May 21, 2021 School was in a distance learning session.

A charter school must notify eligible voters of the school Board election dates at least 30 days before the election.	Date of notice: April 6, 2021 Date of election: May 21, 2021 Notice was sent at least 30 days before the election.
Staff members employed at the school, members of the Board of directors, and all parents or legal guardians of children enrolled in the school are eligible voters.	The Board chair confirmed that eligible voters were notified and encouraged to vote.

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. 0 = The Board did not complete an annual evaluation of the school leader;
	1-Partially Meets	The Board completed an evaluation of the school leader but not on all aspects of the job description.
	0-Does Not Meet	The Board did not complete an annual evaluation of the school leader.

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

Analysis: The Board uses the 360 and KIPP Leadership Competency Evaluation. Executive Director Review Process: “The Board Chair and Executive Director agree on goals and priorities for the school year as part of the performance plan. The Executive Director works with the Leadership Team to develop a comprehensive plan including strategies to meet school goals and benchmarks to monitor progress. The Executive Director reports on the goals regularly to the Executive Committee and Board of Directors. The Executive Director completes a self-assessment aligned to the KIPP Leadership Competencies and is formally evaluated by the Board of Directors mid-year and at the end of the year. The Executive Committee of the Board reviews the Executive Director's performance against the goals and performance plan along with the results of a 360-degree review and generates an assessment of performance.”

The April 2021 Board minutes reflected that the Board was conducting a performance review of the Executive Director including a process update, professional development to be completed by July of 2021, and for the review to be completed by July 2021.

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*).

	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.
X	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: Annual Report, Board minutes, Board chair communication.

Analysis: The professional development plan for the non-licensed school director/administrator(s) was not found in the school's annual report. However, the school did provide additional information upon request:

Shana had the following PD opportunities:

Nick Carson (KIPP Foundation Professional Development)

KIPP Foundation Finance Training

Marsha (Peer Professional Development)

Math Coach

Dyslexia Simulation

Meeting with Wendy (Dyslexia Simulation Facilitator)

Josh Crosson (Community Awareness and Charter School Landscape)

* Minn. Stat. 124E.12, Subd. 2*(b) The Board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

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

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

Data Source: Board meeting Minutes, Interview

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

- Examining Board policy related to Board membership and committees.
- Reviewing Board member training requirements and Board member roles and responsibilities.
- Monitoring compliance to open meeting law.
- Monitoring evaluation of leadership.
- Monitoring World's Best Workforce compliance.
- Planning and organizing elections.
- Monitoring Board training.

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: Board minutes, VOA Visit Review

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

The school has the following data practices policies: 5.3.4 - Student Educational Data Policy, and 7.4 - Data Access Policy for Members of the Public revised in January 2017. These address Minnesota and Federal data practices requirements.

The Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data. They have adopted the MDE Records Retention schedule. There is also information in the parent handbook.

Delegated parties are responsible for implementing policies, including:

Responsible Authority: Margie Soran and Nicole Danielsen

Compliance Official: Rebecca Gallt

Data Practice Designee: Shana Ford

* 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 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 Minutes

Analysis: The School Board monitored academic performance at Board meetings regularly either as an agenda item or as part of the Director's report. The Director provides an academic update at each meeting and aligns this information with the school's Strategic Plan. The Board also reviews the school's academic data in the Annual Report and WBF Summary Report. Examples of academic oversight found in Board minutes includes:

- July 2020: The Board addressed student engagement level of distance learning.
- September 2020: In the Academic Update distance learning was examined. Curricular decisions were discussed prioritizing cultural relevance of curriculum and daily live phonics instruction. Also, the administration of NWEA, MAP and AIMSweb were discussed. The Board discussed the importance of student engagement.
- February 2021: The Board approved Academic Committee Minutes that addressed 2nd Grade Literacy (Aimsweb), 5th Grade Literacy (MAP), a learning model shift - slowly shifting from distance learning to in person learning starting 2/22/21. The World's Best Workforce Report was referenced.

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

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

Data Source: Annual Report, Board Minutes, School data, Interview

Analysis: The school reported in their annual report that the retention rate for FY21 for students was 83%.

The school reported in their annual report that the retention rate for FY21 for teachers was 85%.

In a typical year, KIPP administers the TNTP survey for parent satisfaction. Because of the COVID-19 crisis, this school reported in their annual that the survey was not given. Another survey was given more focused on the experience with distance learning. The questions related to satisfaction did not result in achieving an 80% satisfaction rate.

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

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

Data Source: Monthly Board Minute Review Logs, Board chair statement

Analysis: VOA-MN had information that the October meeting packet was received 2 days prior to the meeting. However, the school provided evidence that the Board did receive the packet 3 days prior. The school reported that the June 21, 2002, meeting was an “special meeting” to give the Executive Committee the authority to approve vendor contracts. There was a meeting announcement for this meeting that was sent to board members on June 11.

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 including 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 incomplete information.
	0-Does Not Meet	Information is incomplete in the binder or on the school's website.
Data Source: School Website		
<p>Analysis: The School Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and is located in the school office records room for public access and all Board members have digital access to it. Board documents can also be found at the school's Web site at: http://www.kippminnesota.org/meeting-minutes</p> <p>The following table demonstrates compliance with statutory requirements for posting information on the School's website. Two checks of the school's website helped comprise the table below.</p>		

Statutory Requirement	Link
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (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;	As of 11/29/2021 the September 22, 2021, Board minutes are posted. http://www.kippminnesota.org/meeting-minutes
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (2) directory information for the Board of directors and for the members of committees having Board-delegated authority;	https://www.kippminnesota.org/Board-of-directors
124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (3) identifying and contact information for the school's authorizer.	http://www.kippminnesota.org/school-policies-and-compliance?rq=VOA
124E.11 Subd. 3 (b) The charter school must develop and publish, including on its <i>Web site</i> , a lottery policy and process that it must use when accepting pupils by lot.	https://www.kippminnesota.org/request-enrollment-information-1
124E.13 Subd. 3. (b) (3) post on the school <i>Web site</i> the name, mailing address, bylaws, minutes of Board meetings, and names of the current Board of directors of the affiliated nonprofit building corporation	http://www.kippminnesota.org/Board-of-directors and http://www.kippminnesota.org/s/KIPP-MN-ABC-Bylaws.pdf .
124E.16 Subd. 2. Annual public reports. (a).... A charter school must post the annual report on the school's official <i>Web site</i> .	https://www.kippminnesota.org/charter-school-authorizer-annual-report
124E.12 (b) A charter school Board or a cooperative of teachers that provides group health insurance coverage must establish and publish on its <i>Web site</i> the policy for purchasing group health insurance coverage. A charter school Board policy must include a sealed proposal process, which requires all proposals to be opened at the same time. Upon opening the proposals according to the school or	http://www.kippminnesota.org/s/KIPP-Minnesota-Group-Health-Insurance-Policy-fkwx.pdf

cooperative policy, the proposals become public data under chapter 13.	
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Standard 17: The Board has a policy review calendar and reviews and updates its policies as needed or required by state law.

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

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

Analysis: The Board's Governance Committee addressed policy review and had a plan, however evidence of policy review in meeting minutes for regular board meetings was lacking.

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS SECTION

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. The school's evaluation on each standard is listed in the table below.

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

X	2-Meets	Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	1-Partially Meets	Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0-Does Not Meet	Mission and vision are not used to guide school's decision-making.

Data / Source: Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion

Analysis: The school mission is posted prominently on the website and is stated on every slide deck, including all board meetings. KIPP Board Strategic Plan contains the central focus for the school and the school continues to refine KIPP MN's mission and vision. Vision of college-readiness and character strengths lives out in rigorous academic preparation, visible college knowledge, teacher messaging, KIPP Forward (formerly KIPP Through College) program, and more.

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: Students are engaged in service projects which demonstrates that they are engaged in Service Learning. The school is encouraged to continue efforts to further integrate Service Learning into the fabric of the school.

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

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

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

Analysis:

2021-22 faculty have received required training on health and safety procedures. X Yes

List of health and safety related professional development training topics:

- Emergency Procedures training (Fire Procedures, Lockdown Procedures, Tornado Procedures, Reunification, etc.)
- CPR/First Aid training
- AED Training
- Health and Safety Training
- Blood Borne Pathogens
- Additionally, twice per year the school does additional health and safety training on a particular issue (like asthma)

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

Number of fire drills completed 2020-21 school year N/A - COVID. So far 2021-22: 1 (req. five annually)

Number of lockdown/safety drills completed 2020-21 school year N/A-COVID. So far 2021-22: 1 (req. five annually)

Number of tornado drills completed 2020-21 school year N/A - COVID. So far 2021-22: 0 (req. one annually)

(NA = distance learning only)

Designated crisis management person team:

- Regional:
 - Executive Director: Shana Ford
 - VP of Finance and Operations: Rebecca Gallt
- Legacy Site:
 - School Leader: Crystal Batiste
 - School Operations Leader: Parris Fields
- North Star Site:
 - School Leader: Niaka Dunbar

- School Operations Leader: Melinda Blevins

NOTE: Joffe Emergency Services (based out of LA) reviews the KIPP plans and provides faculty training on safety training.

Classrooms & shared spaces contain **evacuation plans** / procedures. X Yes _____ No (Emergency backpacks)

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

Date of most recent facility inspection by fire department: See below (must be a minimum of every three years)

- North Star Campus: July 2021
- Legacy Campus: July 2021

School maintains a log of all visitors. X Yes (verified to be at the front desk at both school sites)

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

Designated responsible employee: Jenny Chomilo, RN (License #R-206109-2)

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

Designated responsible employee: Jenny Chomilo, RN (License #R-206109-2)

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

Designated responsible employee:

- Jenny Chomilo, RN (oversight)
- Courtney Jones - Healthcare Coordinator (North Star site)
- Carlos Bedoya Ortiz - School Operations Associate (Legacy site)

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

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

Name/Organization: Jenny Chomilo, RN, on-site once/week

School has a designated 504 Coordinator X Yes

504 Coordinator Name & Position: Director of Student Services (Tiffany Harris)

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: 3 (between both campuses)

Participants in the 504 meetings: Special Education Coordinator, administrative representative, teacher representative, student's parent, and nurse if/when necessary.

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: The school has many ways in which they engage students and parents. Examples below.

- FACE (Family and Community Engagement) Sub-committee of the Board of Directors – have established clear metrics, present at all family events, annual survey of parents. Representatives are from both campuses.

- Class Dojo system in the primary school (app that gives parents a daily update on student success and progress). Each parent can download the application so they can follow student success each day.
- High attendance at virtual Parent/Teacher Conferences
- Bimonthly family events (Fall Family Night, Wilderness Inquiry nights, 100 Days, Bookoween, etc.)
- Teachers available by cell phone for students and families every night (homework help, etc.)
- Partnership with the Northside Achievement Zone. NAZ Coaches and Navigators (three individuals that work at the campus) conduct workshops and community resource guidance to families.

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: July 2019 (began implementing an updated version of curriculum)
- Most recent curriculum standards alignment review for math: Ongoing (focused on Middle School in 2020-2021)
- Most recent curriculum standards alignment review for science: July 2021 (alignment between all sites)
- Most recent curriculum standards alignment review for social studies: July 2021 (alignment between all sites)

Content Teams meet weekly to discuss academic progress monitoring (for curriculum internalization, pre-post assessment analysis and any reteach needs). Elementary level teachers meet as grade levels.

Every teacher has an instructional coach that they also work with to discuss academic progress monitoring.

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

SWBAT required on the board/student handout.

Module and lesson internalization require analyzing standards and objectives.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. X Yes

Explanation of school plan: Instructional coaches monitor lesson plans and observe classrooms. Teachers administer daily exit tickets. Instructional coaches also do data analysis with exit tickets and mid- and end-of-module assessments.

The school also follows the DDI protocol where teachers meet and digest exams based on the extent to which students demonstrated that they met or struggled on a content standard assessed and they devise a “reteach” plan.

The school also utilizes the NWEA-MAP and interim assessments. All data is analyzed ongoing in content teams multiple times per week.

- The academic priorities at KIPP MN are:

- Aligned Instruction
- Progress Monitoring
- Instructional Coaching
- Individualized tailoring of content and instruction based on prior year MCA results and individual growth targets (reading material based on Lexile level, same content with varied ability level).
- Intervention block to reteach for mastery.
- These priorities dictate how time is spent by staff, in order to most create a rigorous academic environment that is centered on student achievement.

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 school submits the teacher roster to the authorizer annually in the fall. The authorizer looks up each teacher for license compliance.

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: Employment Background Investigations is the company that KIPP utilizes for background checks. Employment conditional based on background check. KIPP runs background checks only when hired and otherwise as needed. Background checks as needed on in-school volunteers using Raptor. Volunteers are not utilized presently due to the pandemic. Service Providers/Contractors are also required to have completed a background check.

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: The school is meeting its enrollment goals with some fluctuation due to the pandemic. The second campus (Legacy) lags slightly behind the main campus (North Star).

Student Enrollment by Year and Grade:

2018-2019

North Star Legacy

K- 77	K- 0
1- 23	1- 0
2- 56	2- 0
3- 47	3- 0
4- 0	4- 0
5- 0	5- 0
6- 0	6- 0
7- 0	7- 0
8- 0	8- 0
203	0

2019-2020

North Star	Legacy
K- 56	K- 0
1- 52	1- 0
2- 58	2- 0
3- 61	3- 0
4- 59	4- 11
5- 30	5- 20
6- 47	6- 24
7- 58	7- 0
8- 53	8- 0
474	55

2020-2021

North Star	Legacy
K- 54	K- 40
1- 61	1- 15
2- 52	2- 11
3- 59	3- 0
4- 60	4- 6
5- 56	5- 31
6- 42	6- 32
7- 46	7- 35
8- 63	8- 0
493	170

2021-22

North Star	Legacy
K- 31	K- 35
1- 40	1- 30
2- 52	2- 16
3- 40	3- 17
4- 50	4- 12
5- 49	5- 13
6- 44	6- 27
7- 35	7- 31
8- 27	8- 28
368	209

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: Authorizer reviewed application and enrollment packet. The school was instructed to remove birthdate and gender from the student online application, which was completed. The school might consider the addition of a statement that parents verify that their student is eligible for the grade for which they are enrolling that parents must sign in lieu of birthdate.		

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: Employee handbook distributed electronically to all employees annually. Evidence suggests that the school adheres to their human resources policies and procedures - The school recently revamped and updated employment policies. In addition to Operations Manager on site, the school contracts with a certified Human Resources professional.		
Human Resources Person: VP of HR (Deonna Perez-Evans) EEO Grievance Designee: VP of HR (Deonna Perez-Evans) School Evidence for Authorizer Review: Policy #1.2 Equal Educational Opportunity Policy #4.5.1 Prohibition Against Employee Discrimination Policy #4.1.1 Equal Education and Employment Opportunity Policy #5.4.1 Prohibition Against Discrimination in Education		
Director of Talent is responsible for overseeing the faculty observation process. Most employees have a mid-year and end-year evaluation.		

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 online hiring portal was reviewed by the authorizer. KIPP national provides samples to the school with templates, which KIPP modifies those to best fit the school. The school is verified to have job descriptions for all employee positions.		

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.
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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: The school provided the authorizer with a copy of their TSES.		
KIPP Minnesota Public Schools is a charter school and as such is responsible for identifying students in grades Kindergarten to 8th Grade needing special education services who attend the charter school.		
KIPP Minnesota has a problem-solving team to assist in the child find process. The problem-solving team meets once per month to act as a pre-referral body before referrals are made to special education. The problem-solving team consists of (a minimum of) a special education coordinator, a general education teacher stating concern, and the student's homeroom teacher. The concern is discussed and an action plan, including pre-referral interventions, is put in place for that student with planned follow-up. If the concern leads the team to believe that there may be significant needs to be met after implementing pre-referral interventions, the child is referred to Child Study. Pre-Referral Interventions consist of a minimum of 2 research-based strategies used and documented within the general education classroom. Each intervention is for a minimum of 6 weeks. The CST discusses students who are experiencing significant academic, social, emotional, or behavioral struggles, as well as new requests for Special Education evaluation. Child Study Team meetings are held monthly for KIPP Minnesota. The entire pre-referral process may be expedited if there is an immediate concern for a student's well-being OR if the school is provided with written or verbal documentation from a parent/guardian requesting an evaluation.		
Percent of special education students served in 2021-22: 19% Percent of special education students served in 2020-21: 29% Percent of special education students served in 2019-20: 24% Percent of special education students served in 2018-19: 22% Percent of special education students served in 2017-18: 20% Percent of special education students served in 2016-17: 18%		

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 school has evidence of providing faculty training.

2021-22 Faculty Training Topic(s):

- CPI Training (multiple dates)
- SpEd Co-Teaching Training (multiple dates)
- Assessment Accommodation/Modification Training (multiple dates)
- Case Management Training (multiple dates)
- Disability Category Training (multiple dates)
- IEP At-a-Glance Training
- Responsive Classroom
- Child Study Team (weekly meetings) - Director of Student Services, Special Education Coordinator(s), Social Worker(s), Teachers Representative, Paraprofessional Representative, Behavior Team Representative

Faculty Training Date(s): July-August 2021; ongoing Wednesday afternoons (sometimes all teachers and sometimes just special education staff)

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: To the best of the authorizer's knowledge, the school has not been subject to a special education investigation.

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: Kelly Semlak, special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Kelly Semlak may be reached at: kelly@creativelyfocused.net or by phone at 651-308-0995.

SEAC meeting dates:

FY22 meeting date: 03/24/2022

FY21 meeting date: 03/04/2021

FY20 meeting date: 3/27/2019

FY19 meeting date: 4/9/19

FY18 meeting date: 3/21/18

FY 17 meeting date: 3/16/17

Legal and Contractual Compliance

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

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Contract Renewal Eligibility

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

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

KNSA Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 5/12

Financial Management Point Total: 18/20

Board Governance Point Total: 30/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	3	2	0	5/12	.50	33.33%
Finance	18	0	0	18/20	.20	18.00%
Governance	28	2	0	30/34	.15	14.06%
Mgmt/Operations	30		0	30/30	.15	15.00%
Grand Total	79	4	0	83/96	1.00	80.39%

KNSA received a score of 83/96 points (80.39%). The school is performing well in all areas. Overall, KNSA is a quality school with upmost potential that VOA-MN is pleased to have in our Network of authorized charter schools. Based on the calculations above, **KNSA has earned a five-year renewal contract.**