



Volunteers of America®

MINNESOTA AND WISCONSIN
CHARTER SCHOOL AUTHORIZING PROGRAM

ATHLOS LEADERSHIP ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: November 22, 2021; May 3, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: August 16, 2022; April 25, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 4, 2023; May 17, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: November 19, 2024

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: November 6, 2025

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 25, 2021; January 25, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 16, 2022; April 25, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 26, 2023; April 30, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: January 28, 2025; April 29, 2025

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school's performance on each indicator will be rated.

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

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

In addition to VOA-MN defined "performance standards," a charter school must also be meeting their statutory purposes which are measured as part of Academic Performance Oversight.

REPORT PURPOSE: The Annual School "Scorecard" Report is the VOA-MN Authorizing Program's official communication to the school on performance meeting statutory purposes and VOA-MN Performance Standards. The report is comprised of three sections aligned to the three essential questions that guide our authorizer oversight and charter school accountability plan.

SECTION ONE

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

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments and 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 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. VOA-MN’s academic performance standards/expectations are scored below.

SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.
PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.
MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- ❑ **STATUTORY PURPOSE II (MS 124E.01):** Increase quality learning opportunities for all students.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 5. Locally determined, board approved annually.
MEASURE: Locally determined, board approved annually.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to elementary school students, specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. 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.

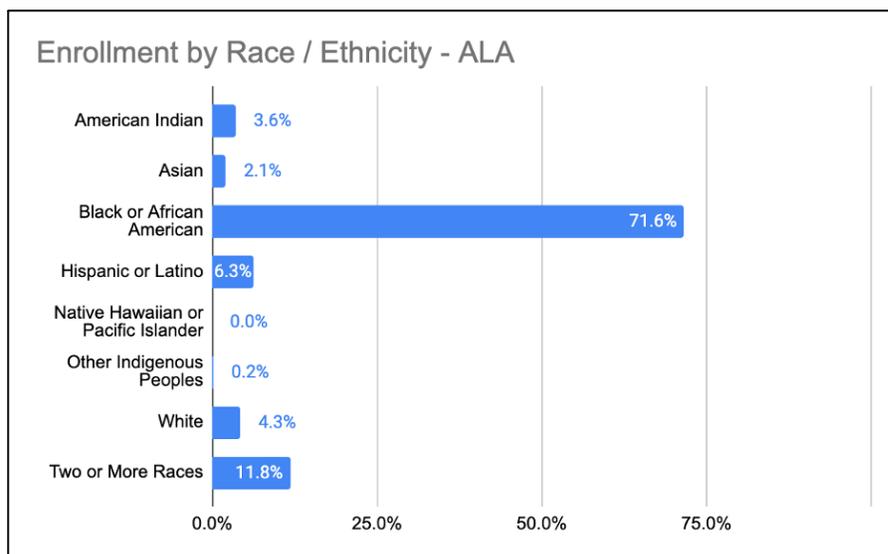


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

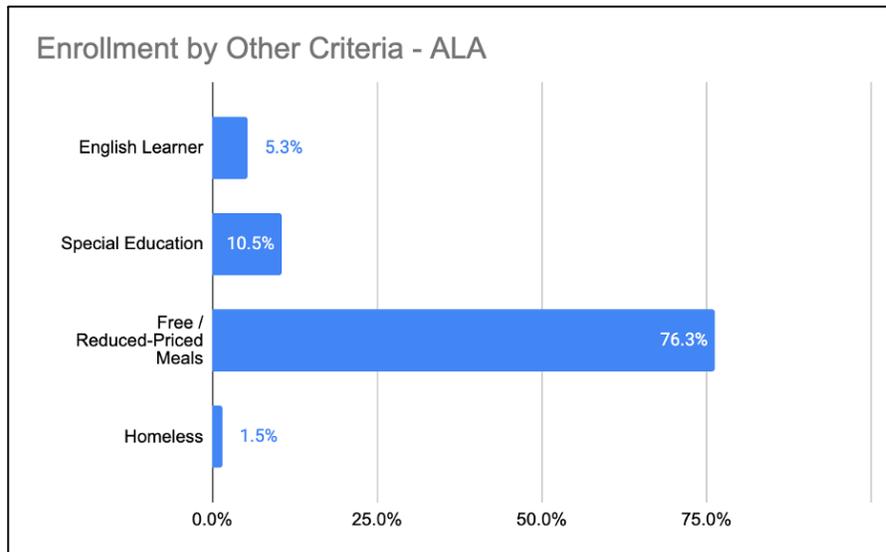


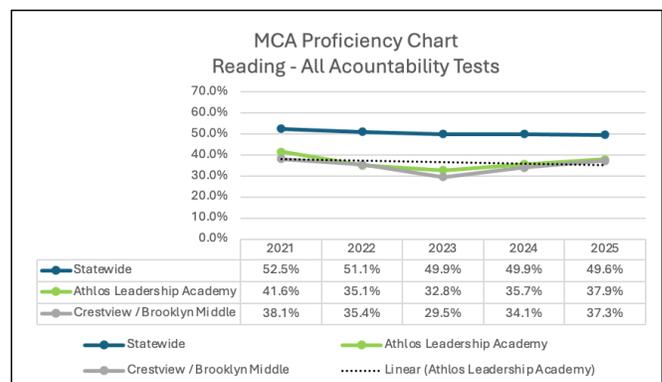
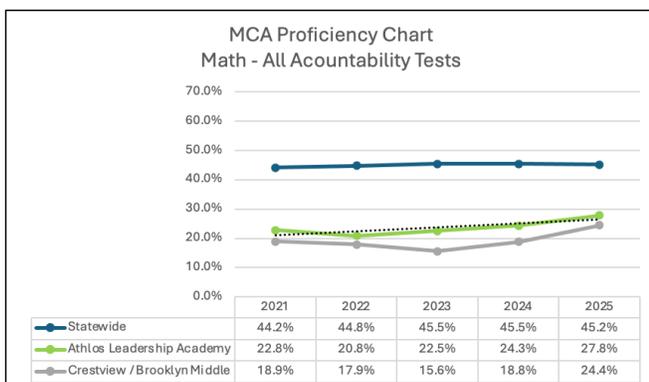
Figure 2– Enrollment by Other Criteria

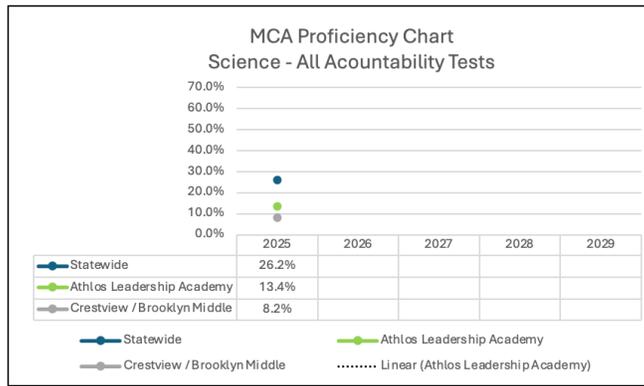
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. A school may also use a nationally normed exam as a supplemental indicator.

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

Data Source: Minnesota Department of Education

Analysis: For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. Athlos Leadership Academy is outperforming the combined comparison school in math, reading and science.



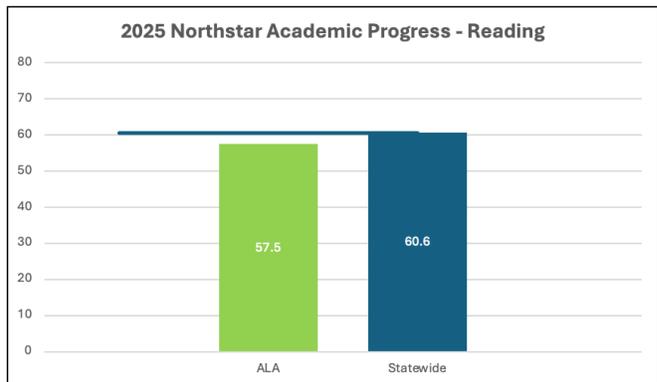
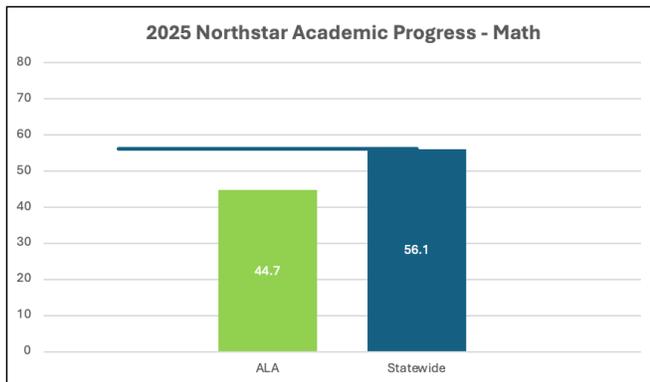


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the combined statewide average was 56.1% in math and 60.6% in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 44.7% for math and 57.5% for reading.

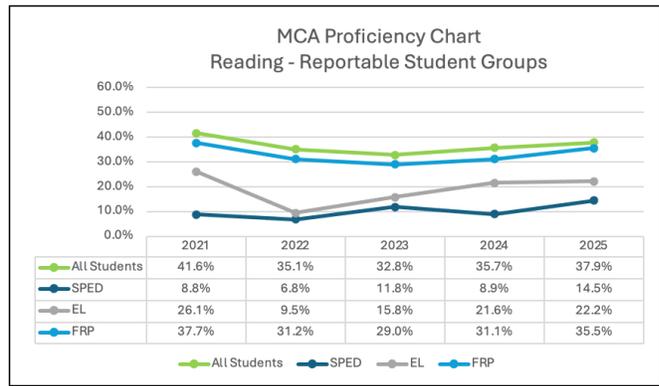
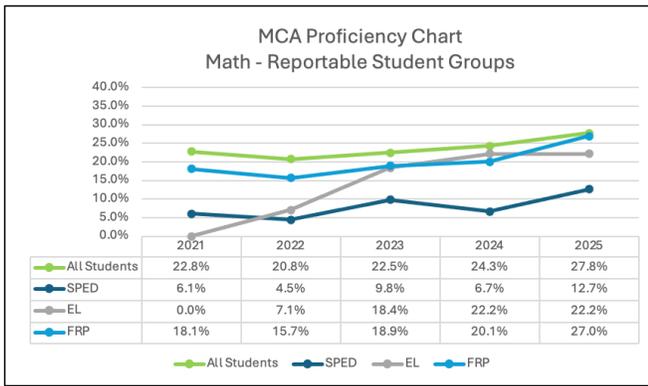


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.

	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: Athlos Leadership Academy reduced the achievement gap in four of the six possible areas. (SPED Math & Reading and FRP Math & Reading)



Academic Performance 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.

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

Data Source: School Annual Report

Analysis: ALA has implemented a school-wide professional development plan that is an organized, focused, inclusive and a public way to plan improvements for student benefits. ALA’s professional development plan is implemented in conjunction with the school’s continuous improvement plan and addresses the school’s efforts to increase student proficiency and reach school-wide achievement goals. The school’s professional development plan included goals related to professional learning communities as well as fall and year-round training. Per the school’s plan, “The Principal or designees will determine and set a schedule for PLC topics for PK-8 PLC whole groups and small groups based on trends in student achievement data and school needs. This schedule will align with needs as reflected in the Continuous Improvement Plan.”

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: In addition to its rigorous academic curriculum, ALA has increased quality learning opportunities for all students through an age-appropriate fitness program and character education program. The school’s fitness program is a professionally developed plan that teaches leadership and life lessons. All students participate in the program throughout the week. ALA’s character education program is based on twelve essential performance traits that are a part of the school’s daily academic instruction.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - 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.
X	1: Partially Meets - 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: Does Not Meet - 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.

Data Source: School Annual Report / CACR Summary Report

Analysis:

Goal #1a All Students Ready for School

Eighty-five percent of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Three Cheers for PreK assessments:

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

Results: Goal Met

The goal was met in all six possible areas.

- Letter Recognition-Uppercase - 89%
- Letter Recognition-Lowercase - 89%
- Letter Sounds - 89%
- Counting - 97%
- Counting Objects - 97%
- Recognizing Numerals – 94%

Goal #2 All Students Career and College Ready by Graduation

The percentage of all students enrolled in grade 8 at Athlos Leadership Academy who are proficient on the state Math tests (MCA and MTAS) will increase from 25.9% in 2024 to 27.9% in 2025.

Results: Goal Not Met

In 2025, 19.2% of students enrolled in grade 8 scored proficiently on the Math MCA.

Goal #3 All Students Prepared to be Lifelong Learners

The percentage of all students enrolled in grade 3 at Athlos Leadership Academy who are proficient on the state Reading tests (MCA and MTAS) will increase from 38.8.0% in 2024 to 41.8% in 2025.

Results: Goal Not Met

35.7% of third graders scored proficient on the Reading MCA or MTAS in 2025.

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school financial standards/expectations are scored below.

Financial Standard 1 - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).	
X	2: Meets - Surplus position
	1: Partially Meets - N/A
	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school’s original FY 2025 General Fund budget was approved at the May 2024 board meeting and reflected a surplus of \$286,348 based on 850 ADMs. The school revised the budget in March 2025 to 815 ADMs and projected a surplus of \$72,938. The school ended the year with a surplus in the General Fund of \$230,550 and 812 ADMs, with an ending fund balance of \$3,243,041.	
Overall, the school has maintained a balanced budget.	

Financial Standard 2 - The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.	
X	2: Meets - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time
Data Source: Preliminary UFARS data, ADM report, final UFARS data.	
Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.	

Financial Standard 3 - The School’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted
Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.	
Analysis: The school submitted its financial audit to the MDE by December 31, 2025.	

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.)	
X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)
Data Source: The School’s financial audit report.	
Analysis: The school’s FY 2025 financial audit contained no findings as stated on page 75 of the financial audit.	

Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. The school reports late payments in the monthly financial reports.	
X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times
Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.	
Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2025.	

Financial Standard 6 - The school provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. 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.)

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

Data Source: Board packets.

Analysis: The school has consistently provided complete financial reports in the monthly board packets to VOA-MN and the school board for FY 2025.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY

	FY 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$3,288,454	\$3,429,293	\$3,243,041	\$3,473,591
Fund Balance Percent	28.01%	26.05%	27.25%	34.60%

The schools General Fund balance increased by 7.35% from the prior year and has increased the past two years, which is indicative of a well-run school board and strong internal financial management.

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

V. MINIMUM FUND BALANCE

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

The school has met the VOA-MN General Fund balance target of 20% and has met the range stated in their fund balance policy.

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.

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

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that met eleven times in FY 2025.

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
Data Source: Query school board members, board meeting agendas and minutes.	
Analysis: All finance committee members received training during FY 2025 as stated in an email from Julie Brown on behalf of the school on June 3, 2025:	
<p><i>In accordance with the VOA annual submission calendar, this email serves as confirmation that the Finance Committee members at Athlos Leadership Academy have met their training requirements.</i></p> <p>Description of the training: <i>Ongoing training from Jenny Abbs, Senior Advisor at Creative Planning. Ongoing Minnesota Charter Board Training Website- Training Called “Maximize Revenue with Reimbursements.”</i></p> <p>Training Date: <i>FY24-25 self-paced with completion by the end of the school year.</i></p> <p>List of Board Finance Committee members attending: <i>Ryan Nelson, Joy Blanchard, Jen Geraghty</i></p>	

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).	
X	2: Meets - The school is not in SOD
	1: Partially Meets – N/A
	0: Does Not Meet – The school is in SOD
Data Source: The School’s budget, board meeting agendas and minutes, financial audit.	
Analysis: The school is not in Statutory Operating Debt.	

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of VOA-MN authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

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

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
	2: Meets - The board structure meets bylaws and state statute.
X	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board's structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The July, August, September, and October meeting minutes and the school's website only reflect four board members. At the October board meeting, the minutes noted that the election results had been ratified and that Bart Jones was elected to a parent role on the board. The Annual Report notes his start date as March 20, 2025.	

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.
Data Source: 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.	
Analysis: The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. A board development plan was submitted to VOA-MN.	

Governance Standard 3 - The board adheres to an orientation process for bringing on new members.	
X	2: Meets - The board adheres to a thorough process for the orientation of new board members.
	1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.
	0: Does Not Meet - The board does not have a membership orientation process for new board members.
Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview	
Analysis: The school met this standard. The Board adhered to a thorough process for the orientation of new board members. The school leader confirmed that all new board members received orientation.	

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received the required training per page 5 of the school's Annual Report.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet - The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation and discussed the results at the March 18, 2025 board meeting.	

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
	2: Meets - The board has no infractions of MN Open Meeting Law.
X	1: Partially Meets - The board has 1 infraction of MN Open Meeting Law.
	0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law.
Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
Analysis: The school partially met this standard. The Board was compliant with the Minnesota Open Meeting Law in most respects. The date, time, and location of all meetings are listed on the website, and links to agendas and up-to-date minutes are available online. The Board provides opportunities for public comment at each meeting, and meetings are generally held in person. However, during the January 28, 2025 meeting, which was conducted using interactive technology with two members onsite and three participating remotely, roll-call voting was not used as required.	

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The bylaws were updated, and revised bylaws were approved at the October 2024 meeting. The bylaws are consistent with state law.	

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
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X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was scheduled for more than 30 days after the election was announced, and it was a school day.	

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leader at the June 10, 2025 board meeting.	

Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2).	
X	2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school’s annual report or the school’s director holds an administrative license.
	1: Partially Meets – N/A
	0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school’s annual report.
Data Source: Annual Report, Board Minutes, Board Chair Communication.	
Analysis: The school met this standard. The School Director, Jennifer Geraghty, is a licensed administrator, and beginning on page 9 of the annual report, the report addresses the professional development the principals completed throughout the year.	

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include three or more examples of the board monitoring the organization’s adherence to school board policies, such as ensuring the school follows policies regarding school admissions, board training, board elections, and purchasing and procurement.	

Governance Standard 12 - The board of directors provides ongoing oversight of school academic performance.

X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The board minutes provide evidence of 8/12 regular meetings where the school reviewed academics: September, October, November, January, March, April, May, and June.	
Some academic performance data shared include:	
<ul style="list-style-type: none"> • MCA scores • Q-Comp Site Goals • Annual Report review and approval • CACR plan • K-4 Fastbridge data • 5-8 IXL data • Professional Development • Additional Math and Reading blocks added to K-4 • Learning lab block added to 6-8 • PLC 	

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.	
X	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
Data Source: School Annual Report, Board Minutes, School Data, Interview	
Analysis: The school met this standard. The school met all three criteria. The student retention rate was 87.2%. The school achieved over 90% overall parent satisfaction according to completed survey results. Specifically, 93% of respondents expressed confidence that the school maintains high academic standards, 97% felt that teachers and administrators encourage students to learn and do their best, and 97% indicated that staff care deeply about their students. The school reported a teacher retention rate of 94%.	

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.	
X	2: Meets - Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all Board members and VOA-MN one or two times.
	0: Does Not Meet - Board documents were not distributed to all Board and VOA-MN members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The school met this standard. VOA-MN records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.	

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.	
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 minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: Board Documents Binder, School Website	
Analysis: The school met this standard. The binder was complete and board-related information was posted to 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.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA-MN Site Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: September, October, November, March, April, May, and June. Some of the policies reviewed include: <ul style="list-style-type: none"> • Procurement Policy • School-Sponsored Student Publications and Activities • Board Election and Training Policies • Conflict of Interest and Nepotism Policies • Superintendent Hiring, Supervision and Evaluation Policy • Employee Ethics and Conflicts of Interest Policy • Admission Policy • Statement of Mission • Distribution of Noncurricular Materials 	

- Board Member Training
- Board Election process
- School Meal and Payment Policy
- Purchasing, Procurement and Contracting
- Capital Assets Capitalization Policy
- Conflict of Interest Policy

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school’s goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. Authorizer standards for school management and operations are scored below.

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

X	2: Meets - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	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: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

SCHOOL MISSION: [Athlos Website](#)

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

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

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

SCHOOL VISION: At Athlos Leadership Academy, our vision is to cultivate the next generation of leaders—students who are prepared, principled, and passionate about making a difference. As a preparatory school grounded in diversity, equity, and academic excellence, we empower students to rise as confident communicators, compassionate citizens, and resilient problem-solvers.

We believe that leadership is not a title, but a mindset—rooted in integrity, fueled by curiosity, and demonstrated through service to others. Through our Three Pillars—Prepared Mind, Healthy Body, and Performance Character—we foster intellectual rigor, physical wellness, and ethical character, equipping students with the skills and habits needed to lead in their schools, communities, and a rapidly changing world.

Together, we nurture a learning community that values voice, responsibility, and inclusion—where every child is seen, supported, and challenged to lead with heart, purpose, and perseverance.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

[Athlos Website- The Athlos Difference](#)

The Athlos Difference

Derived from the Greek word for "feat" or "contest", Athlos revives the classical idea of balancing mind, body, and character. Athlos teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Unlike other schools, the Athlos model measures students' progress across all three areas of academics, fitness, and performance. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

Prepared Mind Pillar

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

Healthy Body Pillar

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

Performance Character Pillar

Performance Character is a key indicator of future success. The Performance Character program integrates 12 key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation.

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

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

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

Analysis:

[25-26 Service Learning Plan.pdf](#)

BRIEF DESCRIPTION OF SCHOOL'S SERVICE-LEARNING PLAN:

ALA follows the guidelines below in implementing its school service plan:

1. Meaningful service: Make sure your project addresses a community need.
2. Curriculum connections: Apply academic content to practical tasks so students learn by doing.
3. Student leadership: Help students take ownership of the project.
4. Reflection: Make meaning of the experience.

ALA's service-learning process takes its students through the stages of investigation, preparation, action, reflection, demonstration and evaluation. Example: Feed My Starving Children could be tied to human geography and food scarcity.

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

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

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

Analysis:

Faculty have received required back-to-school training on health and safety procedures. Yes No

List of present school year back-to-school health and safety related professional development training:

- Health Office Procedures
- Bloodborne Pathogens
- Sexual Harassment
- Emergency Procedures
- First Aid/Field trips
- CPI Training for specified admin and sped staff
- Homeless training for all staff
- Mandatory Reporting
- Food & Nutrition Procedures
- Civil Rights-additional training done with administration during the 2024-25 school year
- Data Privacy
- Staff Health Procedures
- Student Allergy Procedures
- First Aid Procedures

School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements. Yes No Examples would be handicapped accessible bathrooms, wide hallways, special microphones for students with hearing devices, adaptive paper and pencil use when needed, sensory wall, accommodations for students that are legally blind, etc.

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students. Yes No But, the school does not currently have students needing an adaptation. This year the school has only experienced students with a walker or crutches and necessary accommodations.

School complies with MS 121A.035 – Crisis Management Policy. Yes No
Policy # 8.3 - Policy Title- Crisis Management Policy

Number of fire drills completed previous school year 6. (req. five annually)
Number of lockdown/safety drills completed previous school year 5. (req. five annually)
Number of tornado drills completed previous school year 2. (req. one annually)
Number of bus evacuation drills completed previous school year: 1. (req. one annually)
Drill log reviewed by the authorizer.

Designated crisis management person / team members: Head of School, Assist Head of School, Administrative Assistant, Building Manager, HR Coordinator, and BOD Executive Member (chair, secretary, or treasurer)

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

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

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Front Office – Staff workroom

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

Date of most recent facility inspection by fire department: 8/3/2023 (must be a minimum of every three years)

Brooklyn Park Fire Department now does inspections every 3 years instead of annually.

School maintains a log of all visitors. Yes No

Location of visitor log: Front Office School Pass System. The school utilizes the Raptor system.

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

Responsible employee: School Nurse

Health records are secured in locked cabinets in the health office.

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes No

Immunization records are kept in paper form and electronic.

Designated responsible employee: School Nurse

School Nurse and License Number: Nikki Kallman # 2093413 & # 489540 (MDE)

License # # 2093413 & # 489540 (MDE)

Frequency of school visits: Full-time school employee

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.

Yes No NA

Policy #5.5.8 STUDENT MEDICINE IN SCHOOL

[ALA Policy 5 5 8 Student Medicine in School 9-26-23 .pdf](#)

Designated responsible health aid/employee:

School Nurse License #2093413 and #489540 (MDE) Nikki Kallman

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

School complies with MS 121A.21 – School Health Services (if applicable). Yes No NA

The school contracts with a licensed school nurse or organization. Yes No NA

Name/Organization: Nikki Kallman (employee)

School has a designated 504 Coordinator:

504 Coordinator Name & Position: Haley Peach, Social Worker

School has a process to ensure that student accommodations are consistent with 504 Plans. Yes No

Number of enrolled students during the 2025-2026 school year on a 504 plan: 9

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).

X	2: Meets - 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: Partially Meets - 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: Does Not Meet - 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.

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

Analysis:

School Appointed DPA Responsible Authority (RA): Jennifer Geraghty

School Appointed DPA Designated Authority (DA): Jennifer Geraghty and Julie Brown

School Data Practices Compliance Official (DPCO): Julie Brown

APPLICABLE BOARD POLICIES: (Titles and Numbers)

7.4 Data Access Policy for Members of the Public [Policy 7.4 Data Access Policy for Members of the Public 05-30-23.docx](#)

3.2 Administration of the Minnesota Government Data Practices Act [Policy 3.2 Administration of the MGDPA 5-31-22.docx](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO? Yes No N/A

- May 27, 2014 (last reviewed May 27, 2025)

[Consent Agenda Board Minutes](#)

Authorizer representative verified that the school has a data retention plan: Yes No

Date of board approval: April 9, 2013

Date of Historical Society Approval: 4-29-2013

Date of Board approval for Records Retention policy: There are two policies. The date of the most recent revision/approval for Policy 5.3.2 was May 30, 2023. The date of the last revision for policy 3.1 was May 31, 2022. The actual records retention SCHEDULE was approved [April 9, 2015](#) before sending it to the MN Historical Society for their approval.

[Policy 3.1 Record Retention-Destruction 5-31-22.docx](#)[Policy 5 3 2 Records Retention 05-30-23.docx](#)

[Approved Records Retention Schedule.pdf](#)

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

Yes No Location: Room #500 (upstairs)

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet. Yes No
Location: BENEFIT DIRECTOR'S OFFICE ROOM # 308 (in benefits and payroll office)

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. Yes No
Location: Health office for health records and Room 500/308 for any medical files.

School verified that only designated school employees have access to files containing student/employee records. Yes
 No

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.

Yes No Partial [Enrollment Tennessee](#)

For students the Tennessee Warning is on main enrollment page on website. It is also on the application and each enrollment form. [Enroll Today – Our School – Athlos Leadership Academy](#)

For staff the Tennessee Warning is a part of their onboarding packet done with HR.

School has a board approved Data Request Policy / Procedures. Yes No

School policy name(s) and number(s): This is the same policy as above, Policy 7.4 Data Access Policy for Members of the Public. The board last reviewed Policy 7.4 on 5-28-24.

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

Yes No Partial Benefits and AP office room #308.

M/O Standard 5 - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

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

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

Analysis:

Description of school plan for student / parent engagement and supporting evidence:

Evidence suggests that the school maintains and distributes annually a student/ family handbook. Yes No

[Student/Family Handbook](#) website link

[2025-2026 Employee Handbook.pdf](#)

[2025-2026 Employee Information and Procedures Handbook.pdf](#)

School Evidence for Authorizer Review:

The school annually updates and distributes a student/family handbook, an employee HR handbook and an employee procedures handbook. The staff handbooks are saved on the school's SharePoint system for ongoing staff availability. The parent handbook is posted on the school website. The 3 handbooks contain signature pages for parties to verify receipt of the handbooks.

Each year, the school has a substantial number of school events for families to take part in as evidenced through the school events calendar.

[ALA Website School Calendars](#)

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

The school supports families in connecting to volunteer opportunities and events along with many other efforts to support the families' roles in student success. The school had parent contacts/calls for SEAC and the Native American Parent Advisory Group.

Kindergarten families sign up for before-school screening sessions with the kindergarten teachers before the school year begins. During these sessions, students are assessed on essential foundational skills, and guardians complete interviews to share additional information about their child. This allows students and their families to meet the kindergarten team and explore the classrooms, helping them feel comfortable and prepared before the first day of school.

Middle school teachers use Google Classroom to organize class materials, post announcements, and share content. Students can access the platform to view assignments, notes, and other resources. Additionally, parents can access their child's teacher's Google Classroom page to stay informed about classroom activities and progress.

Athlos hosts a variety of family events throughout the school year to promote community building and encourage family involvement. These events include activities such as Welcome nights, where students and guardians get to meet their teachers, Bingo for Books, High School Night, Pre-Kindergarten and Kindergarten Open Houses, and May Madness. Additionally, the Principal regularly holds "Coffee with the Principal" sessions, providing families with ongoing opportunities for open communication and engagement. School celebrations showcase the cultures within the school community, i.e., World Fair, Cultural Heritage Fashion Show, Talent Show, Holidays Around the World.

Additionally, Athlos is an inaugural member of the Minnesota Charter School Athletic Association. This league has created new opportunities for students to participate in sports teams and has also provided chances for our school community—parents included—to come together and cheer on our student-athletes.

Finally, Athlos has developed a Middle School Guide to provide families and students with essential information for success in middle school. The guide includes strategies for academic success, as well as details about middle school programming such as academics, service-learning projects, electives, and athletics. This guide is distributed to all students and families at the beginning of the school year to help ensure a smooth transition and promote success throughout the year.

M/O Standard 6 - Evidence suggests that the schoolteachers 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 schoolteachers 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 schoolteachers 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 schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

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

Analysis:

Most recent curriculum standards alignment review for language arts: 8/26/25-ongoing review during 2025-2026 school year
 Most recent curriculum standards alignment review for math: 8/26/25-ongoing review during 2025-2026 school year
 Most recent curriculum standards alignment review for science: 8/26/25-ongoing review during 2025-2026 school year
 Most recent curriculum standards alignment review for social studies: 8/26/25-ongoing review during 2025-2026 school year
 Standards alignment is incorporated into fall back-to-school training.

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

- Description of school requirement as provided by the school:

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

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

- Description of school plan provided by the school:

https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218893&type=d&pREC_ID=528715

Explanation of school plan:

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

Teachers develop pacing guides to complement curriculum maps, ensuring that all grade-level benchmarks are thoroughly covered and taught before the MCAs. The focus has been on analyzing benchmarks using the Minnesota Test Specifications to confirm that they align with the expected rigor of the content. During PLCs, teachers collaborate to examine the benchmarks, prerequisite skills, and academic vocabulary associated with each benchmark. They also explore the connections between related benchmarks within each content area to promote authentic, cohesive learning.

Learning Labs for grades 5-8 are designed for reteaching and focus on the essential Minnesota state benchmarks for each grade level. These sessions reinforce learning through spiral review, helping students retain and deepen their understanding of key concepts throughout the school year.

The school provides in-house professional development to support teachers in understanding benchmarks. PLCs occur weekly. The school's lesson plan format requires that all lessons link to MN Benchmarks. Lesson plans are posted on the school's SharePoint site so that they can be reviewed by instructional coaches and administrators during walk-throughs and observations.

Teachers, in collaboration with administration, have created IXL assessments that align with grade-level benchmarks. These assessments are administered both before and after each unit, allowing teachers to gather relevant, up-to-date data on what students already know and what they still need to learn. Instruction is driven by this data and closely aligned with the benchmarks. After instruction, students are reassessed to track their progress, identify areas of growth, and determine what additional focus is needed to ensure complete understanding.

Teachers have also incorporated Formative Loop, Functional Phonics+Morphology, and Read Theory as instructional tools to help increase the repetition of skills practiced. Each of these platforms incorporate assessments that the teachers then use the data to drive their instruction.

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.	
X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Athlos Leadership Academy's annual Teacher Licensure Verification table was submitted to VOA on September 12, 2025 in accordance with the VOA Annual Submission Calendar. There have been no license infractions. Athlos Leadership Academy Teacher Licensure Table.xlsx	

M/O Standard 8 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: The teacher evaluation plan submitted to VOA-MN by September 1	
Analysis: Submitted to VOA on 9/12/25. The process meets all criteria and is adhered to. 25-26 Athlos Leadership Academy Teacher Summative Evaluation Plan.pdf Athlos Leadership Academy Teacher Evaluation Rubric FINAL 6.2025.pdf	

M/O Standard 9 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.

X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

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

Analysis:

School Evidence Provided for Authorizer Review:

Staff and volunteers have completed criminal background checks as required through the staff and volunteer handbooks. Completion has been verified by the Accounts Payable and Benefits Coordinator and Enrollment, Events and Marketing Coordinator.

Background checks on employees are conducted at time of hire or additionally as needed. School verifies teacher qualifications through both the licensure look-up section of the PELSB website and also the Teacher Ethics, Teacher Discipline Inquiry System. Background checks done via Trusted Employees and MRI Software Company.

[ALA Policy 4.1.3 Criminal Background Checks 05-30-23.pdf](#)

Background Check Policy # 4.1.3

Frequency of background checks on volunteers: Annually

Frequency of background checks on employees: Once upon hiring and as warranted.

M/O Standard 10 - The school meets / maintains its enrollment goals.

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

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

Analysis:

Number of students (head count) served in current year: 834. The school's budget is based on 830 so they meet this goal.

Present School Year Student Enrollment / Headcount by Grade as of November 3, 2025

(25-26):

856 including PK

834 w/o PK

Headcount by Grade:

PK- 22; K- 87; 1-76

2-64; 3-97; 4-104

5-99; 6-104; 7-104; 8-99

Number of students (head count) served in previous year as of 2024-2025: 812 w/o PK (November)

Number of students (head count) served in second previous year 2023-24: 709 w/o PK (November)

M/O Standard 11 - 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 with 1-2 findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

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

Analysis:

Admissions Policy Number: 5.1.1

Authorizer Verifies that Student Application Form is Compliant: Yes No Partial

Authorizer representative verified that the school has Tennessee Warnings for enrollment process. Yes No Partial

Link to admissions policy: [ALA Policy 5 1 1 Admissions Policy 3-18-25.pdf](#)

M/O Standard 12 - The school's employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: See policies 4.5.1 and 5.7.1. ALA Policy 4 5 1 Prohibition Against Unfair Discriminatory Practices in Employment and Grievance Procedures 12-17-13.pdf ALA Policy 5 7 1 Tennessee Warning Policy 05-30-23.pdf	
RELEVANT POLICY NUMBERS:	
<ul style="list-style-type: none"> ● 4.5.1 ● 5.7.1 	
Authorizer representative verified that the school has Tennessee Warnings for employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial Employee Tennessee	
Evidence suggests that the school maintains and distributes annually an employee handbook <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 2025-2026 Employee Handbook.pdf	

M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.	
X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Reviewed with School Principal. Annual evaluations were verified to be aligned to job descriptions.	

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.	
X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	1: Partially Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
Data Source: School site visits, interviews with school faculty, document review.	
Analysis: The school's special education director described the Child Find process in detail. Brief description of school Child Find/Study Process: If a student is performing below grade level an intervention plan is created with the student's intervention plan team	
<ul style="list-style-type: none"> ● Research based interventions take place in the general education space ● If a lack of progress continues or more concerns arise the team connects with assigned Assistant Principal ● The SART team meets once a month and as needed to go over student achievement and talk about next steps 	

Child Study Team Members:

Members of the SART Team include:

- Principal
- Assistant Principals

Individual Student Intervention Plan Team

The Intervention Plan Team for an individual student would include every teacher or staff member who is connected with that student's academic plan. This could include:

- Classroom Teacher
- Content Teachers
- AAT Teachers
- EL Teachers
- Grade-level team
- Social Workers
- Specialist Teachers
- Assigned Administrators

https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=231336&type=d&pREC_ID=530638

*entire plan in the TSES

Name of special education teachers & license/file number:

- Brock Bertram # 1029949
- Kristy Ford #451953
- Mark Kapuska #494467
- Charlotte Simmons #483783
- Luke Strina #517496
- Katrina Chewning #467439

Number of special education paraprofessionals: 20 FTE (of the 20 is a sub/sped para)

Other special education staff:

Danielle Ekholm, Sped Education and Building Administrative Assistant

Aaron Hanson, DAPE

Andrea Nelson, part time – Sped Due Process Coordinator

Faculty Training Topic(s) and Dates(s):

August 19, 2025 (all SPED licensed staff + building admin)

- SPED Procedures Training (8:00-9:00am)
- SPED Suspension and Disciplinary Practices (facilitated by MDE) (9:30-11:00am)
- SPED Back to School and Child Study Team Training (12:30-3:00pm)

August 26, 2025 (all SPED licensed staff)

- SPED Curriculum Mapping and Planning (10:00-11:00am)

August 27, 2025

- Mandatory Special Education Paraprofessional Training (10:00-11:30am) - all SPED paraprofessionals
- Special Education for General Education (facilitated by MDE) (11:30-12:30) - all building staff

School retains the students with disabilities that are enrolled:

Percent of special education students served in 25-26: 9.7 %

Percent of special education students served in 24-25: 10.5 %

M/O Standard 15 - The school is not subject to special education investigations by MDE and is not in Corrective Action.

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

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

Analysis:

To the best of the authorizer's knowledge, the school has not been subject to special education investigations by MDE and is not in Corrective Action.

Current audit stage: The District is in MDE's Cohort 5 for the special education monitoring cycle. The first step in that cycle will start in the spring of the 2027-2028 school year, with full monitoring occurring during the 2028-2029 school year. The District has not been selected for a financial audit through MDE since prior to 2021. The District has not been notified that they are scheduled for a financial audit through MDE at this time.

M/O Standard 16 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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

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

Analysis:

SEAC Team:

- Sped director
- Sped teacher
- parents 2-4 usually

[SEAC Agenda](#)

Name of director and organization: NOVA Education Consultants
Special Education Director License Number: Kelsey Kiefer #486219

FY26 meeting date(s): 10-30-25 & 2-12-26

FY25 meeting date(s): 1-30-25 & 10-30-24

FY24 meeting date(s): 2-8-24 & 11-9-23

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.

X	2: Meets - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	1: Partially Meets - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	0: Does Not Meet - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.
Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis: The following is included in the school's annual report and is filed in the school's online compliance binder. 24-25 Annual Report	
Dissemination of Information Athlos Leadership Academy is committed to equitable access and intentional outreach as part of our mission to serve a diverse and inclusive student population. Our school actively disseminates information about our offerings and enrollment procedures in ways that are culturally responsive, accessible, and designed to reach families that reflect the diversity of Minnesota's communities — including low-income households, students of color, students at risk of academic failure, and those currently underrepresented in our student body.	
Outreach Strategies Include:	
<ul style="list-style-type: none"> ⊗ Multilingual Communication: All key enrollment materials, including flyers, applications, and website content, can be translated into multiple languages (such as Spanish, Somali, and Hmong) commonly spoken by families in our community. Interpreter services are also provided during enrollment events and school tours. ⊗ Community-Based Distribution: Enrollment information is ready to distribute through local community centers, cultural organizations, early childhood programs, and neighborhood businesses in areas that serve underrepresented families. The school also partners with local churches, housing programs, and youth organizations to broaden our reach. ⊗ Targeted Media & Digital Outreach: The school uses targeted social media campaigns, culturally relevant digital ads, and community listservs to raise awareness among families in underserved communities. These campaigns emphasize our academic offerings, character education model, athletic programs, and uniform scholarships. ⊗ In-Person Engagement: Our staff attends cultural festivals, local school choice fairs, community forums, and neighborhood events to speak with families directly about the Athlos experience and how to enroll. ⊗ Referral and Word-of-Mouth Encouragement: Current families are encouraged to share information with others, and our Principal works intentionally with community leaders to refer families who may benefit from our programs. 	

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS			
Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually. These items are not included in the annual and renewal evaluations and ratings.			
ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	
School Evidence Provided for Authorizer Review:			
2025-2026 School Plan for Standardized Assessments: Authorizer representative was able to verify that the testing calendar is on website per state statute <u> X </u> Yes <u> </u> No SCHOOL WEBSITE URL CODE FOR CALENDAR: Microsoft Word - 2025-2026 Assessment Calendar			
2025-2026 School Plan for Standardized Assessments:			
MCA Reading and Math-3rd through 8th grade MCA Science-5th and 8th grade ACCESS for EL-K-8 students that have been identified as English Learners Three Cheers for PreK- PK Assessments-All PreK students will take the assessments in accordance with the Three Cheers for PreK requirements. FastBridge earlyReading-K-1 FastBridge earlyMath-K-1 FastBridge CBMReading-2nd-3rd grade Capti ReadBasix- 4th-8th grade FastBridge FASTtrack Math-2nd-8th grade			

Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration ___X___ Yes ___ ___ No
Academic Advancement Teacher Ms. Ryan Nelson.

School Explanation of State Assessment Compliance Oversight: The DAC attends MDE DAC training and brings back information to share with the principal and other admin to ensure that the team is up to date on state assessment compliance matters. The DAC updates the school's MN Assessment Security Procedures Handbook every winter prior to state testing. Updates are made annually based on requirements and recommendations from MDE. The DAC and SAC receive weekly MN Assessment Update emails from MDE to stay current on any correspondence from MDE regarding state testing. The DAC and SAC attend and view required and supplementary trainings and webinars from MDE, Pearson and WIDA to remain up to date on any changes and to ensure compliance. The DAC maintains training records for staff members involved in training and provides annual test security trainings and MCA/MTAS trainings to test proctors. The DAC collaborates with the ACCESS proctors in the same manner. DAC and SAC maintain test security annually by observing test sessions and following up with proctors on any concerns. SACs maintain test security of test materials by following secure steps for receiving, distribution and return.

II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).	X	
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Insurance Policy Renewal Date: 12/31/2024- This certificate was submitted to VOA on 1-6-25 in accordance with the VOA submission calendar. [Certificate of Liability](#)

III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
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School Evidence Provided for Authorizer Review:

Grades Served Present School Year: PK-8

Grades Served Past School Year: PK-8

State Approved Grades: PK-8

Number of Approved School Sites/Buildings: one

Number of School Sites/Buildings Operated: one

Evidence Provided by the School for Authorizer Review: walk through of the facility.

IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
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School Evidence Provided for Authorizer Review:

This evidence was provided to VOA and MDE via email on 8-28-25 as part of the Annual Charter School Assurances and corresponding policies. The school is annually required to sign documentation as evidence to this section. Related policies were included in that email submission.

LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:

- 4.10 Whistleblower [Policy 4.10 Whistleblower 12-17-13.docx](#)
- 3.2 Administration of the MGDPA [Policy 3.2 Administration of the MGDPA 5-31-22.docx](#)
- 5.1.1 Admissions [Policy 5 1 1 Admissions Policy 3-18-25.docx](#)
- 5.4.6 Dress Code Religious Neutral [Policy 5 4 6 Dress Code-Religious Neutral 05-30-23.docx](#)
- 6.4.1 Release Time for Religious Events and Religious Accommodations [Policy 6.4.1 Release Time for Religious Events and Religious Accommodation 05-30-23.docx](#)
- 6.4.2 Facility Access Policy [Policy 6.4.2 Facility Access Policy 05-30-23.docx](#)
- 7.4 Data Access for Members of the Public [Policy 7.4 Data Access Policy for Members of the Public 05-30-23.docx](#)

V	The school's VOA-MN Compliance Binder is complete (contract Addendum B). <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i>	X	
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Explanation:

Board clerk has confirmed that the compliance binder is complete, containing evidence to align with each section of the Charter School Pledge of Compliance.

[MN Attorney General](#)

[MN Secretary of State](#)

VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	
School Evidence Provided for Authorizer Review: 2025-2026 Employee Handbook.pdf 2025-2026 Employee Information and Procedures Handbook.pdf			
VII	Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).	X	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: Policy 4.5.1 Policy 4.5.1 Prohibition Against Unfair Discriminatory Practices in Employment and Grievance Procedures 12-17-13.docx School Designated Human Resources Person: Staci Eddy EEO Grievance Designee: Staci Eddy School District Human Rights Officer: Staci Eddy			
VIII	Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).	X	
School Evidence Provided for Authorizer Review: <ul style="list-style-type: none"> ● ALA uses the formal Q-comp observation results (Charlotte Danielson Rubric) as information to take into consideration in the summative evaluation, but the Q-comp observation is not considered a summative evaluation in itself in relation to the school's evaluation plan. ● Under statute, ALA may consider a 3-year summative evaluation cycle for teachers who have taught at ALA for multiple years with concurrent years of scoring proficient on summative evaluations. ● The number of formal observations will vary teacher to teacher depending on the number of years at ALA and scores on prior observations and summative evaluations. ● ALA's Summative Eval system must be based on professional teaching standards established in rule 8710.2000. Policy 2.7 Superintendent Hiring Supervision and Evaluation 10-28-24.docx 25-26 Athlos Leadership Academy Teacher Summative Evaluation Plan.pdf Athlos Leadership Academy Teacher Evaluation Rubric FINAL 6.2025.pdf Principal Evaluation System ALA uses a principal evaluation tool that directly correlates with the qualifications and job duties within the Principal's job description, as required by charter law. Therefore, the 2024-2025 evaluation was composed of sections including: instruction and assessment, human resource and personnel management, financial management, legal and compliance management, effective communication and board, authorizer, and community relationships. A section titled <i>Effective Leadership</i> was included as well. Ongoing student achievement data is reported throughout the school year, through board meetings, and is included in the principal evaluation process. The evaluation is conducted under the supervision of the Board Personnel Committee and then presented to the board at a board meeting. The 2025 evaluation results were presented on June 10, 2025. The formal evaluation meetings are also intended as an opportunity to reassess the Principal's job description and duties and to make recommendations to the board, if needed, to hire additional administrative staff to take on specific tasks previously assigned to the Principal, therefore, further increasing the Principal's time spent on instruction and assessment. As well, these meetings are an opportunity to re-assess the role of the school board in relation to the Principal to ensure that the Principal continues to have the needed operational flexibility to make changes in support of improved teaching and learning			
IX	A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X	
Explanation: Sports are offered to both genders, but not coed. The school adheres to MN. Stat. 121A.04.			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	
School Evidence Provided for Authorizer Review: Policy 5 4 5 Pupil Fair Dismissal Process Policy 4-26-16.docx			

XI. School Website Content Requirements <i>(School will walk through website with a during visit to verify compliance)</i>		URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	24-25 Annual Report
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	24-25 report website link
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	Athlos Leadership Academy homepage
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	School Board – Our School – Athlos Leadership Academy (athlosbrooklynpark.org)
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	School Board – Our School – Athlos Leadership Academy (athlosbrooklynpark.org)
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	READ Act Literacy Plan
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	ALA Policy 8_9 Wellness Policy 01-30-24.pdf (athlos brooklyn park.org)
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	ALA Policy 5_1_1 Admissions Policy 3-18-25.pdf
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	Microsoft Word - 2025-2026 Assessment Calendar
k.	School Bullying Policy (MS 121A.031)	ALA Policy 5_4_2 Bullying Prevention and Response 4-26-16.pdf
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	ALA Policy 8_11 Health Insurance Policy 05-30-23.pdf
m.	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	Not applicable. Per MDE’s Charter School Website Requirement Checklist, this is only required if applicable.
n.	PSEO Dissemination of Information (124D.09, Subd 7)	N/A - Athlos doesn’t have a high school
o.	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	School Board – Our School – Athlos Leadership Academy (athlosbrooklynpark.org)
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	Parent Resources – Parents – Athlos Leadership Academy
q.	School’s restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	ALA Policy 5_6_2 Use of Restraints 4-26-16.pdf

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. The school's management and operations 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.

CONTRACT RENEWAL CALCULATION

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance)

to be eligible for a three-year contract renewal and at least and 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.

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	6	2	0	8/12	.50	33%
Finance	20	0	0	20/20	.20	20%
Governance	28	2	0	30/32	.15	14%
Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	82%

CONTRACT RENEWAL CALCULATIONS						
CHARTER CONTRACT TERM: July 1, 2021 – June 30, 2026						
		YR 1 Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	Average Rating
ACADEMIC (50%)		36%	43%	39%	33%	38%
FINANCE (20%)		20%	20%	18%	20%	20%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	14%	14%	14%	14%	14%
	MANAGEMENT OPERATIONS (15%)	14%	14%	15%	15%	15%
	TOTAL	84%	91%	86%	82%	86%
CUMULATIVE AVERAGE 86%						

CONTACT INFORMATION:

Stephanie Olsen, Senior Program Manager
 Phillip Morris, Academic Performance Analyst
 Rochel Perna, Financial Analyst
 Terri Anderson, Board Governance Analyst
 Roderick Haenke, Board Governance Analyst / Constituent Services

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