



## **BLUFFVIEW MONTESSORI SCHOOL**

### **ANNUAL SCORECARD REPORT**

**PUBLISHED WINTER 2026 for FY25**

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**2021-2022 VOA-MN SCHOOL SITE VISIT DATES:** October 4, 2021; April 29, 2022

**2022-2023 VOA-MN SCHOOL SITE VISIT DATES:** October 6, 2022; May 4, 2023

**2023-2024 VOA-MN SCHOOL SITE VISIT DATES:** October 6, 2023; April 19, 2024

**2024-2025 VOA-MN SCHOOL SITE VISIT DATES:** October 23, 2024; May 15, 2025

**2025-2026 VOA-MN SCHOOL SITE VISIT DATES:** October 24, 2025

**2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES:** July 22, 2021; May 26, 2022

**2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES:** July 21, 2022; May 18, 2023

**2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES:** July 20, 2023; April 18, 2024

**2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES:** September 19, 2024; May 15, 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.

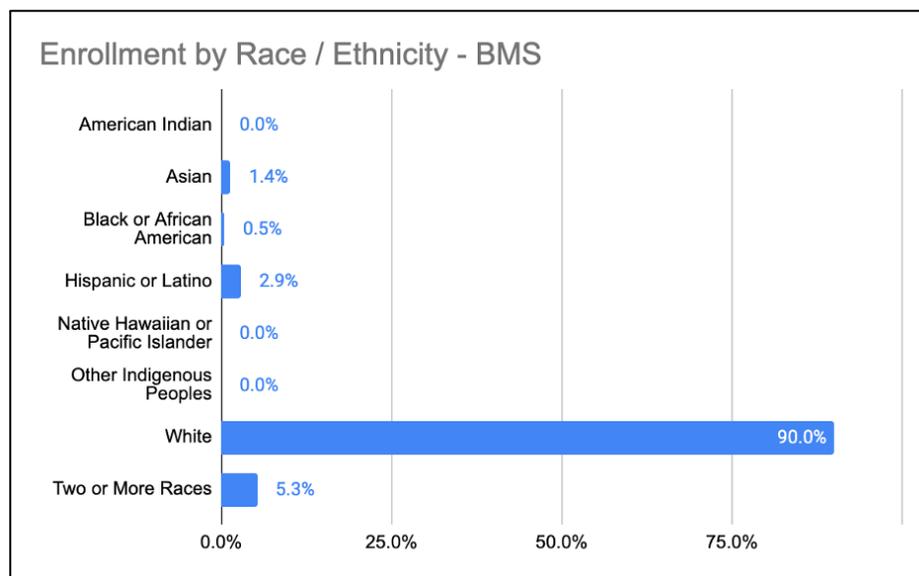
The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains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

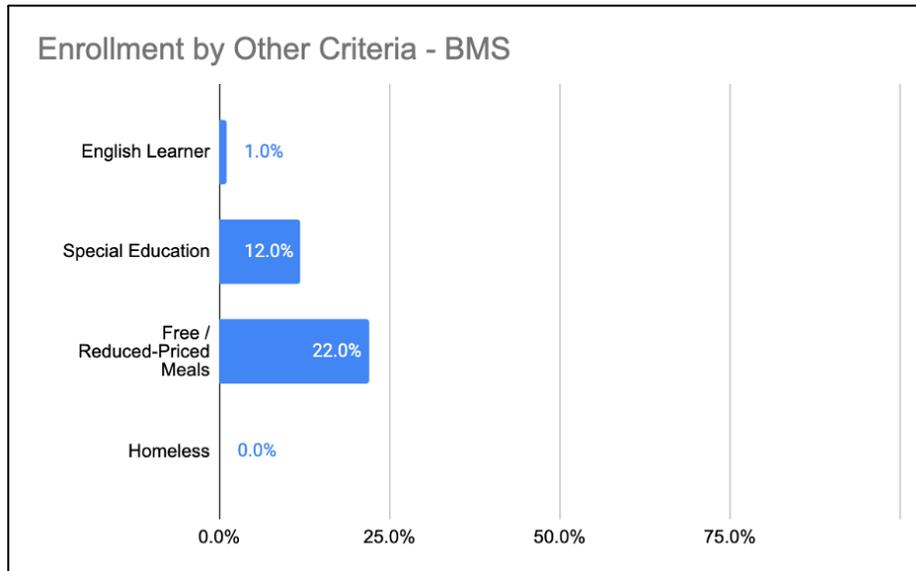
The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school 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 schools. 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)**



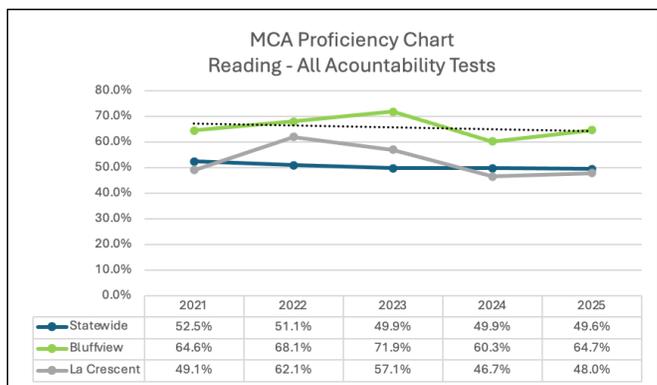
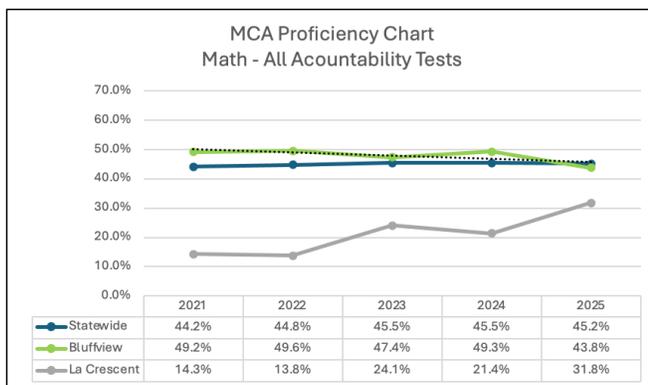
**Figure 2– Enrollment by Other Criteria**

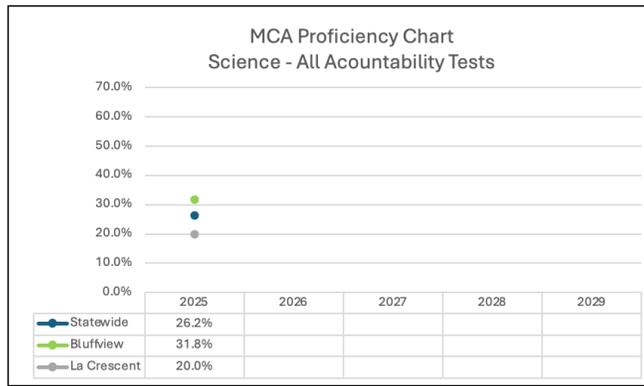
**Academic Performance Standard 1** - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

**Data Source:** Minnesota Department of Education

**Analysis:** The school is currently outperforming the comparison school, La Crescent Montessori in math, reading and science.



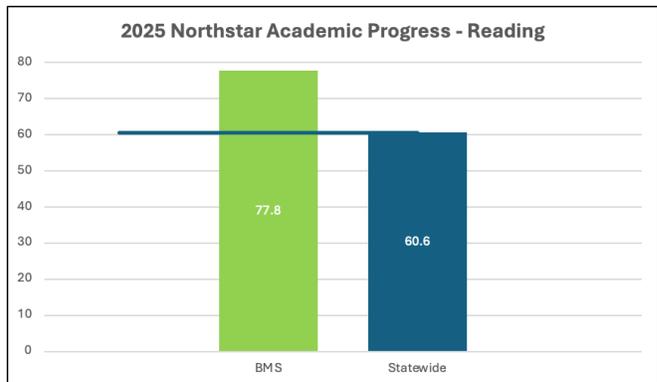
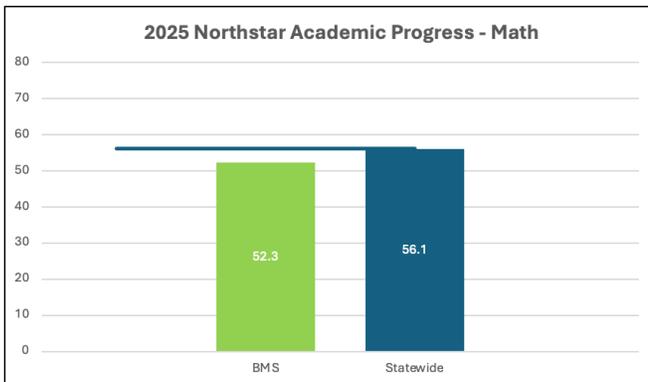


**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

	<b>2: Meets</b> - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - 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 52.3% for math and 77.8% for reading.

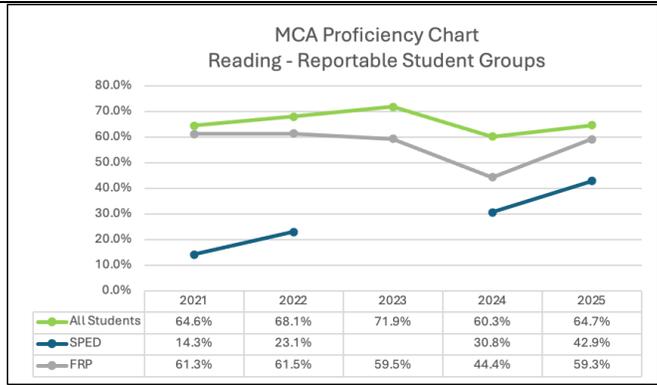
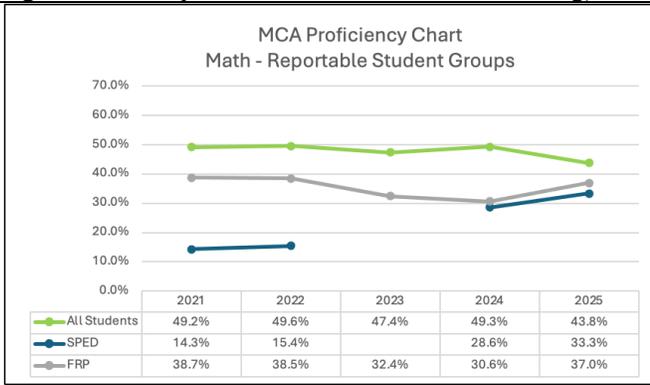


**Academic Performance Standard 3** - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

X	<b>2: Meets</b> - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	<b>1: Partially Meets</b> - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	<b>0: Does Not Meet</b> - 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:** The achievement gap was reduced in all four possible areas from 2024 to 2025. (Free and Reduced math and reading as well as Special Education math and 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.

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

**Data Source:** School Annual Report

**Analysis:** BMS has adopted a data driven, school-wide professional development plan. Professional development that was provided or attended during the 2024-2025 school year includes but was not limited to the following: Renaissance PD, Positive Behavioral Interventions, Mandated Reporter Training, Educlimber, Read Act Trainings and Restorative Practices. In addition, PLC teams review disaggregated MCA data and District Benchmark Reports early in the school year as well as Fastbridge data each month.

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

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

**Data Source:** School Annual Report

**Analysis:** The school has a plan for meeting their additional statutory purpose. BMS has increased quality learning opportunities for all students through multi-aged classrooms that allow students to stretch their minds rather than being constrained by grade or age. The school's adolescent program includes a business education where middle school students create projects and sell them at local markets. BMS also implements a tiered intervention program as well as school-wide positive behavioral interventions and supports.

**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.

<b>X</b>	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - 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 #1 All Students Ready for School**

The PK4 students will increase their phonetic awareness from an average of 2.9 cursive letters/sounds mastered at the end of the fall Fastbridge screening window to an average of 14 letters/sounds mastered at the end of the spring Fastbridge screening window.

**Result: Goal Met**

14.1 letter sounds/student

**Goal #2 All Students Prepared to be Lifelong Learners**

All classroom environments will engage their students in at least one independent learning project and one community service project each year.

**Result: Goal Met**

All students completed at least one independent learning project and one community service project during the 2024-2025 school year.

**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).

**2: Meets** - Surplus position

**1: Partially Meets** - N/A

**X 0: Does Not Meet** - Deficit position

**Data Source:** Original and revised budgets, annual financial audit report, monthly income statements.

**Analysis:** The school board approved the FY 2025 original budget in April 2024 based on 212 ADMs and a resulting surplus of \$5,777. The budget was revised in May 2025 to reflect a deficit of \$49,624 and a decrease to 208 ADMs. The board approved deficit was a controlled spend down of the General Fund balance as evidenced in an excerpt of the May 2025 board meeting minutes:

Motion: I propose to adopt the 2024-2025 revised budget as presented;

- General Fund Revenues of \$3,135,607 and Expenditures of \$3,185,170

Discussion notes: Budget was revised to include unexpected building maintenance expenses- sidewalks, roof needs, and a water softener.

The school ended the year with 208 ADMs and a deficit of \$58,054. The school has not maintained a balanced budget in FY 2025.

**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.

<b>X</b>	<b>2: Meets</b> - 2 = Never missed
	<b>1: Partially Meets</b> – Missed one time
	<b>0: Does Not Meet</b> - 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.

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

**Data Source:** 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.)

<b>X</b>	<b>2: Meets</b> – No findings
	<b>1: Partially Meets</b> - 1 or more “significant deficiency” finding(s)
	<b>0: Does Not Meet</b> - 1 or more “material weakness” or legal compliance finding(s)

**Data Source:** The School’s financial audit report.

**Analysis:** The school’s FY 2025 financial audit contained no findings as noted on pages 70-72 of the audit report.

**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.  
Data

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

**Data Source:** 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.)

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

**Data Source:** 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.

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

**Data Source:** 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:

<b>FOUR YEAR FUND BALANCE HISTORY</b>				
	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
<b>Fund Balance Amount</b>	\$1,188,653	\$1,285,533	\$1,129,145	\$1,071,091
<b>Fund Balance Percent</b>	42.3%	42.3%	35.4%	30.7%

The school board has a General Fund balance policy that states:

*Bluffview Montessori School will strive to maintain a minimum unassigned general fund balance of 30 percent of the annual budget.*

The school has maintained a General Fund balance of 30.7% which is more than the school’s policy and the authorizers target for FY 2025.

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

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

**Data Source:** Board meeting agendas and minutes.

**Analysis:** The school has a finance committee that met eight times in FY 2025 and is doing the appropriate work.

<b>Financial Standard 9</b> - All finance committee members exhibit working knowledge of financial oversight.	
<b>X</b>	<b>2: Meets</b> - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
<b>Data Source:</b> Query school board members, board meeting agendas and minutes.	
<b>Analysis:</b> All finance committee members were trained by the school’s contracted financial manager on October 24, 2024.	

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

<b>Governance Standard 1</b> - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
<b>X</b>	<b>2: Meets</b> - The board structure meets bylaws and state statute.

	<b>1: Partially Meets</b> - The board did not meet requirements for the entire fiscal year.
	<b>0: Does Not Meet</b> - The board's structure does not meet bylaws and/or state statute.
<b>Data Source:</b> School Annual Report, School Website, Bylaws	
<b>Analysis:</b> The school met this standard. The Board structure meets bylaws and state statute.	

<b>Governance Standard 2</b> - 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	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - The board does not implement a plan to ensure board members have the necessary knowledge.
<b>Data Source:</b> 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.	
<b>Analysis:</b> 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/training plan has been submitted to VOA-MN.	

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

<b>Governance Standard 4</b> - 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	<b>2: Meets</b> - All board members comply with Minnesota law regarding board training requirements.
	<b>1: Partially Meets</b> - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	<b>0: Does Not Meet</b> - More than one board member did not fully comply with Minnesota law regarding board training requirements.
<b>Data Source:</b> Annual Report, School Website, Board Minutes and Documents	
<b>Analysis:</b> The school met this standard. The school provided evidence that all ongoing and new board members received required training per page 3 of the school's Annual Report.	

<b>Governance Standard 5</b> - The board of directors completes a self-evaluation each year.	
X	<b>2: Meets</b> - The board completes a formal self-evaluation each year.
	<b>1: Partially Meets</b> - The board competes informal self-evaluations during one or more board meeting(s).
	<b>0: Does Not Meet</b> – The board did not complete a self-evaluation.
<b>Data Source:</b> Board Minutes, Board Development Committee Minutes	
<b>Analysis:</b> The school met this standard. The Board completed a formal self-evaluation and reported the results on page 3 of the School’s Annual Report.	

<b>Governance Standard 6</b> - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
X	<b>2: Meets</b> - The board has no infractions of MN Open Meeting Law.
	<b>1: Partially Meets</b> - The board has 1 infraction of MN Open Meeting Law.
	<b>0: Does Not Meet</b> - The board has 2 or more infractions of MN Open Meeting Law.
<b>Data Source:</b> Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
<b>Analysis:</b> The school met this standard. The Board was compliant with MN Open Meeting Law. The date, time, and location of all meetings are listed on the website. Links for agendas and up-to-date minutes are on the school’s website. An opportunity for the public to address the Board is provided during all Board meetings. Meetings are held in person.	

<b>Governance Standard 7</b> - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	<b>2: Meets</b> - Bylaws are consistent with state law and the board reviews them regularly.
	<b>1: Partially Meets</b> - Bylaws are consistent with state statute but are not reviewed regularly.
	<b>0: Does Not Meet</b> - Bylaws are inconsistent with state statute.
<b>Data Source:</b> School Website, Board Minutes, Bylaws, Interview	
<b>Analysis:</b> The school met this standard. Bylaws are consistent with state law and the board reviewed them at the July 2024 board meeting.	

<b>Governance Standard 8</b> - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	<b>2: Meets</b> - All requirements were met.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Election requirements were not met.
<b>Data Source:</b> Board Minutes, Bylaws, Board Policies, Interview	
<b>Analysis:</b> The school met this standard. There were no expiring terms and thus elections were not held.	

<b>Governance Standard 9</b> - 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	<b>2: Meets</b> - The board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1: Partially Meets</b> - The board completed an evaluation of the school leader but not on all aspects of the job description.

	<b>0: Does Not Meet</b> - The board did not complete an annual evaluation of the school leader.
<b>Data Source:</b> Annual Report, Board Minutes, Committee Minutes, Board Documentation	
<b>Analysis:</b> The school met this standard. The Board conducted an evaluation of the school leader at the June board meeting and published the results in the Annual Report.	

<b>Governance Standard 10</b> - 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	<b>2: Meets</b> - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	<b>1: Partially Meets</b> - N/A
	<b>0: Does Not Meet</b> - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.
<b>Data Source:</b> Annual Report, Board Minutes, Board Chair Communication.	
<b>Analysis:</b> The school met this standard. The School Director, Henry Schantzen has a board-approved professional development plan and documented it in the Annual Report.	

<b>Governance Standard 11</b> - The board of directors monitors the organization's adherence to school board policies.	
X	<b>2: Meets</b> - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	<b>1: Partially Meets</b> - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	<b>0: Does Not Meet</b> - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
<b>Data Source:</b> Board Meeting Minutes, Interview	
<b>Analysis:</b> 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 on student discipline, data practices, crisis management, Title IX compliance, and financial management (e.g., budgeting and use of funds).	

<b>Governance Standard 12</b> - The board of directors provides ongoing oversight of school academic performance.	
X	<b>2: Meets</b> - Meeting minutes include evidence of regular oversight of school academic performance.
	<b>1: Partially Meets</b> - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	<b>0: Does Not Meet</b> - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
<b>Data Source:</b> Board Meeting Minutes	
<b>Analysis:</b> The school met this standard. A review of the board minutes and packets show direct reference to academic performance was found in 8/12 regular board meeting minutes. These months include: July, August, September, October, November, December, February, and April.	
Some academic performance data shared include:	
<ul style="list-style-type: none"> <li>• Inservice week training</li> <li>• WBWF goals</li> <li>• MCA scores</li> <li>• MN Report Card</li> <li>• FastBridge data</li> <li>• Phonemic Awareness screening data</li> <li>• READ Act training update</li> <li>• Academic Practices Team meeting</li> <li>• Conferences</li> </ul>	

<b>Governance Standard 13</b> - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
X	<b>2: Meets</b> - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>1: Partially Meets</b> - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	<b>0: Does Not Meet</b> - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
<b>Data Source:</b> School Annual Report, Board Minutes, School Data, Interview	
<b>Analysis:</b> The school met this standard. The school met all three criteria.	
<ol style="list-style-type: none"> <li>1. Staff retention rate was 88%.</li> <li>2. The student retention rate was 88%</li> <li>3. The school received an average of 4.7 out of 5 on the question of “I consider my child’s school to be an excellent school”</li> </ol>	

<b>Governance Standard 14:</b> Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.	
	<b>2: Meets</b> - Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
X	<b>1: Partially Meets</b> - Board documents were not distributed to all Board members and VOA-MN one or two times.

	<b>0: Does Not Meet</b> - Board documents were not distributed to all Board and VOA-MN members three or more times.
<b>Data Source:</b> Monthly Board Minute Review Logs, Board Chair Statement	
<b>Analysis:</b> The school partially 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 except for the July meeting. VOA-MN records show that the July meeting was shared with VOA-MN one day prior.	

<b>Governance Standard 15</b> - 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	<b>2: Meets</b> - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	<b>1: Partially Meets</b> - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	<b>0: Does Not Meet</b> - Information is incomplete in the binder or on the school's website.
<b>Data Source:</b> School Website, Board Documents Binder	
<b>Analysis:</b> The school met this standard. Board documents are organized and stored in the school's office. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.	

<b>Governance Standard 16</b> - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	<b>2: Meets</b> - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	<b>1: Partially Meets</b> - The board has a policy review calendar/plan but policies were not regularly reviewed.
	<b>0: Does Not Meet</b> - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
<b>Data Source:</b> School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
<b>Analysis:</b> 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: July, August, October, February, March, April, and May board meetings.	
Some of the policies reviewed include:	
<ul style="list-style-type: none"> <li>• Pledge of Allegiance Policy</li> <li>• Policies 102, 104, 204, 207, 515</li> <li>• Student Discipline</li> <li>• Data Practices</li> <li>• Crisis Management</li> <li>• Policies 413, 418, 419, 503, 512, 524</li> <li>• Title IX</li> <li>• Policies 521, 532, 535, 604, 608, 609, 614, 618, 703, 707, 709</li> <li>• Policies 413, 425, 512, 519, 540, 701, 704, 721</li> </ul>	

## 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.

<b>M/O Standard 1</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
<b>X</b>	<b>2: Meets</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	<b>1: Partially Meets</b> - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	<b>0: Does Not Meet</b> - Mission and vision are not used to guide school's decision-making.
<b>Data Source:</b> Annual school site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> <p>SCHOOL MISSION: Bluffview Montessori School empowers self-directed learning through a materials-based Montessori curriculum that encourages independence and natural curiosity. Bluffview cultivates learners' deep respect for self, community, and a peaceful environment, while nourishing the intrinsic desire for academic, civic, and personal fulfillment.</p> <p>SCHOOL VISION: Empowered learners unfolding their full potential as whole and unique persons in a global community.</p> <p>DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: Through classroom observations and review of evidence contained on the site visit compliance spreadsheet, BMS is meeting this standard. Students were observed to be working independently and engaged in learning. Classroom environments were observed to be peaceful and respectful. Every BMS board meeting contains a presentation on Montessori methods (10/23/2025 ex. Montessori Philosophy: The Work of the Child).</p>	

<b>M/O Standard 2</b> - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
<b>X</b>	<b>2: Meets</b> - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	<b>1: Partially Meets</b> - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	<b>0: Does Not Meet</b> - The school does not have a plan for service learning. School does not engage in service.
<b>Data Source:</b> Annual school site visits, annual submission calendar, document review, discussions with school leadership	
<b>Analysis:</b> <p>The school's service-learning plan is contained on the school website. The school's service is very school- and community-based. Practical Lifework is a core piece of the Montessori curriculum. Students take part in many activities that are service to the school community like washing dishes, washing windows, raking leaves or wood chips, setting up or cleaning up the gym for lunch, sweeping the floor, cleaning and organizing shelves and materials, and working with the food service team and building manager on daily tasks or projects.</p> <p>Elementary 2 students team up with Children's House students (1:1) as Reading Buddies, where they come and read for a half hour once per week.</p> <p>Each fall the students (all classrooms) engage in a schoolwide Happy Harvest event. Each classroom environment selects a local group to extend their learning about and make classroom wide donations to like the police, fire department, local warming house, etc., and plans an activity that everyone can participate in. In the past this has included but is not limited to placemats for Habitat for Humanity, hot chocolate for firefighters, goody bags for police officers, knot blankets for the Warming House (nonprofit that provides shelter to the homeless), bookmarks for the library, adoption bags for the Human Society, and lifesaver packets for ambulance drivers.</p> <p>Students, families, and staff are offered opportunities to participate in community donation or fundraising programs as well. Annual opportunities include Merchant's Bank 10 Days of Giving, Toys for Kids, and Feed My Starving Children. Each year the school admin offers a fundraising plan (coin collection like a penny war) for a group that is directly or indirectly related to the school. Past examples are the "Every Child's Dream" inclusive playground and VI Montessori School in the Virgin Islands after hurricane damage.</p>	

Erdkinder (MS grades)

Students engage in immersions each year. Students engage in hands on learning activities that are important to the region. An example is the water study and how water quality affects us all - issues negatively affecting water quality, and how students can create solutions.

Learning about civil service and citizenship are also important. Students engage in the Model Legislature, the City Council, and other public service organizations when possible.

BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: BMS provided the authorizer with their service-learning plan which imbeds age-appropriate service-learning activities in all grades.

**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).

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

**Data Source:** 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 and safety related professional development training topics were completed using online resources (trainings are virtual and the Assistant Head of School monitors employee completion)
- [Teacher / Staff Trainings - Bluffview Montessori School](#)
- [807 Health and Safety Policy \(bluffviewmontessori.org\)](#)

School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements.  Yes  No

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students.  Yes  No

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

Policy # - Policy Title

[806 Crisis Management \(bluffviewmontessori.org\)](#)

Number of fire drills completed previous school year 5. (req. five annually)

Number of lockdown/safety drills completed previous school year 5. (req. five annually)

*BMS follows the "I Love You Guys" program as does the rest of Winona schools.*

Number of tornado drills completed previous school year 1. (req. one annually)

Number of bus evacuation drills completed previous school year: 1. (req. one annually) *Bus safety is conducted by the bus company for all students in the fall at BMS.*

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)

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: BMS Office Copy Room

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

Date of most recent facility inspection by fire department: 10/24/24 (must be a minimum of every three years)

School maintains a log of all visitors.  Yes  No

Location of visitor log: *Front Office. Raptor Visitor System (electronic) which is now associated with a Tennessee Warning.*

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

Responsible employee: Licensed School Nurse.

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

Designated responsible employee: Licensed School Nurse  
 School Nurse and License Number: BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures.  
 Maddie Speltz, #1279704  
 Frequency of school visits: monthly (more if needed)

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.  
 Yes  No  NA

Designated responsible health aid/employee: BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures.  
 School Nurse: Maddie Speltz, #1279704  
 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: BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures.

School has a designated 504 Coordinator: Henry Schantzen, Head of School  
 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: 7 with several pending

**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).

<b>X</b>	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - 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): Renee Knutson, HR  
 School Appointed DPA Designated Authority (DA): Henry Schantzen, HOS  
 School Data Practices Compliance Official (DPCO): Meghan Booth, BOD Chair

APPLICABLE BOARD POLICIES: (Titles and Numbers)  
 515 -Protection and Privacy of Pupil Records Policy  
 722 – Public Data and Data Subject Requests  
 752 – Document Retention and Destruction

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

*\*They are listed by name in the approved policy 722 – reviewed annually. FY26 was 7/17/25.*

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

Date of board approval: May 20, 2020

Date of Historical Society Approval: June 12, 2020

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

Yes  No Location: Administrative Office

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.  Yes  No  
 Location: There is a separate cabinet designated in the administrative office.

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.  Yes  No  
 Location: Health Office

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

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

School policy name(s) and number(s): 722 – Public Data and Data Subject Requests

Authorizer representative verified that the school maintains a detailed register/log of all data requests.  
 Yes  No  Partial

**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.**

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

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

**Analysis:**

The school has two parent teacher/guide conferences per year (spring and fall).

Ways BMS incorporates parents:

- Annual parent-teacher conferences to discuss the compact and the child’s achievement;
- Frequent progress reports to the parents;
- Reasonable access to staff, opportunities to volunteer, participate in the child’s class, and observe in the child’s classroom; and,
- Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Policy 612.1 – Development of Parent and Family Engagement Policy for Title I Programs.

Bluffview is committed to the goal of providing quality education for every child in Bluffview Montessori School. The school establishes partnerships with parents and with the community, acknowledging that everyone gains when Bluffview staff and families work together to support high achievement of our children. Parents and families play an extremely important role as children’s first teachers. Their support for their children and for the school is critical to their children’s success at every step along the way.

Description of school plan for student / parent engagement and supporting evidence: [25-26 Title I Plan Submission](#)

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

<b>M/O Standard 6</b> - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.	
<b>X</b>	<b>2: Meets</b> - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	<b>1: Partially Meets</b> - The school leadership provided some examples of how he/she provides oversight that 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.
	<b>0: Does Not Meet</b> - 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.
<b>Data Source:</b> Annual school site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> Most recent curriculum standards alignment review for language arts: 25-26 (completed phase I Read Act PD in 24-25) Most recent curriculum standards alignment review for math: 18-20 (considering for next year, bumping SS back a year) Most recent curriculum standards alignment review for science: 22-24 Most recent curriculum standards alignment review for social studies: upcoming 26-27  Management requires that lesson plans and student learning targets are aligned to the state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Description of school requirement as provided by the school:  Each teacher maintains a curriculum binder with grade level scope and sequence.  School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Description of school plan provided by the school: Leadership is currently in year 3 of MnMTSS sessions with MDE through a three-year MnMTSS grant. Montessori teachers have paper binders for all subjects. Teachers utilize Fastbridge, EduClimber (data warehouse which anchors Data team/committee), MCAs including Benchmark reports. Integrating Capti ReadBasix as required. School DAC Name: Sherry Lohmeyer, Assist. Head of School School Explanation of State Assessment Compliance Oversight: Ongoing MDE training. Students test in a computer lab. School Assessment Calendar and information for parent on <a href="#">BMS Website</a> Policy 614 - School District Testing Plan and Procedure <a href="#">Policy 614</a>	

<b>M/O Standard 7</b> - The school employs highly qualified, appropriately licensed teachers.	
<b>X</b>	<b>2: Meets</b> - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	<b>1: Partially Meets</b> - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	<b>0: Does Not Meet</b> - The school has had multiple license infractions.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> The school maintains teacher licensure information on their Compliance binder spreadsheet. Additionally, the authorizer verifies teacher licensure annually as part of the VOA-MN Submission Calendar. <a href="#">(link to teacher roster with file numbers)</a>	

<b>M/O Standard 8</b> - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
<b>X</b>	<b>2: Meets</b> - Meets all criteria and is adhered to.
	<b>1: Partially Meets</b> - Meets some of the criteria, but no evidence that process is followed.
	<b>0: Does Not Meet</b> - School has not adopted a teacher evaluation process.
<b>Data Source:</b> The teacher evaluation plan submitted to VOA-MN by September 1	
<b>Analysis:</b> The BMS teacher observation and development model utilizes Charlotte Danielson's Framework for Teaching as a part of its formal teacher evaluation process. Teachers are evaluated on four domains: planning and	

preparation, the classroom environment, instruction, and professional responsibilities. The teacher evaluation process includes a short observation, a formal observation, self-reflection as well as a summative evaluation.

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

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

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

**Analysis:**

School Evidence Provided for Authorizer Review:  
 Background Check Policy # 404 – Employment Background Checks  
 Frequency of background checks on volunteers: 2 years  
 Frequency of background checks on employees: 5 years

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

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

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

**Analysis:**

Number of students (head count) served in current year: 228. The budget is based on 230 and the goal is to be within five of the school budget so the school is meeting their goal.

Present School Year Student Enrollment / Headcount by Grade:

K -25      6 - 25  
 1 – 22      7 - 20  
 2 - 26      8 - 17  
 3- 24  
 4 - 22  
 5 - 23

Number of students (head count) served in previous year: 237

Number of students (head count) served in second previous year: 247

**M/O Standard 11 - The school institutes a fair and open student admission process that complies with Minnesota law.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1: Partially Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.
	<b>0: Does Not Meet</b> - 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: #540  
 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

**M/O Standard 12 - The school's employment process complies with state and federal law.**

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

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

**Analysis:**

RELEVANT POLICY NUMBERS: [BMS Policies website subpage](#)

- 401 Equal Employment Opportunity
- 402 Disability Nondiscrimination Policy
- 403 Discipline, Suspension, and Dismissal of School District Employers
- 404 Employment Background Checks
- 405 Veteran's Preference
- 407 Employee Right to Know – Exposure to Hazardous Substances
- 410 Family and Medical Leave Policy

Authorizer representative verified that the school has Tennessee Warnings for employment process.  Yes  No  Partial  
[Employment Tennessee](#)

Evidence suggests that the school maintains and distributes annually an employee handbook  Yes  No

**M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.**

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

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

**Analysis:** Verified by authorizer during site visit.

**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.**

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

**Data Source:** School site visits, interviews with school faculty, document review.

**Analysis:**

Brief description of school Child Find/Study Process:

[Special Education Program at Bluffview Montessori - Winona Mn](#)

Bluffview Montessori School has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs. Parents and students are directly involved with the school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Plan (IEP) for school-age children. Students are eligible for special education services until the IEP Team decides to terminate services. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP Team determines is appropriate. Special

education program evaluation is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities.

Child Study Team Members: Shelly Merchlewitz, Linda Salzman, Brooke Kammerer, Michaella Steinfeldt, Kim Bell, Kris Swogger, Pat Hohensee, Nicole Eiken, Drew Althoff, Mariah White, Susan Meyer (HVED psych), Sherry Lohmeyer, and Henry Schantzen

Name of special education teachers & license/file number:

- Kim Bell has been at Bluffview Montessori as a special education teacher since 2016. Previously, she worked as a substitute and volunteered at the school. Kim has two daughters, one who currently attends Bluffview Montessori. License #382280
- Brooke Kammerer grew up in Winona, MN and has been a special education teacher at Bluffview Montessori School since Fall 2015. She triple majored at Winona State University in early childhood education, elementary education and special education. In her spare time, she works at Home and Community Options with children who have developmental disabilities. License #482591
- Michaella Steinfeldt is originally from Wisconsin but moved to Winona in 2010. She graduated from Winona State in 2014 with a degree in elementary education and middle level math. Michaella began at Bluffview Montessori as a Special Education Teacher fall 2018. She previously worked at the Winona Middle School as a 7th grade math teacher and 5th grade physical education teacher. License #485123

Number of special education paraprofessionals: 9 in total, most 0.875 FTE

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

TSES, Child Find, and Restrictive Procedures Manual in September.

School retains the students with disabilities that are enrolled:

Percent of special education students served in 25-26: 12.3% 25/204

Percent of special education students served in 24-25: 13.4% 28/208

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

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

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

**Analysis:**

To the authorizer's knowledge, the school is not subject to special education investigations by MDE.

**ROUTINE SPECIAL EDUCATION AUDITS:**

Date of last special education program audit: self-audit April 1, 2018. The school as part of HVED is scheduled for an audit in FY 26.

CAP Items: None

Date of last special education financial audit: FY19

CAP Items: None

Current audit stage: None

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

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

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

**Analysis:**

Name of director and organization: Clover Schmitt, Hiawatha Valley Education District

Special Education Director License Number: #387082

[HVED SEAC](#) meets quarterly over the 2025-2026 school year:

Fall - Wednesday, October 29, 2025

Winter - Thursday, January 29, 2026

Spring - Wednesday, April 29, 2026

Summer - Wednesday, July 29, 2026

Meetings are held virtually via Zoom from 6:30 - 7:30 PM.

**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.

<b>X</b>	<b>2: Meets</b> - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	<b>1: Partially Meets</b> - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	<b>0: Does Not Meet</b> - 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 school distributes information on their school website, Facebook page, and through discussions when the students are participating in service projects in the community. The school is also often in the newspaper for their good works in the community.

**MISCELLANIOUS 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
<b>I</b>	<b>Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).</b>	X	

School Evidence Provided for Authorizer Review:

2025 - 2026 School Plan for Standardized Assessments: [Assessments Calendar-Bluffview Montessori & ErdkinderSchool](#)

Authorizer representative was able to verify that the testing calendar is on website per state statute  Yes  
 No

Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration  Yes  No

<b>II</b>	<b>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).</b>	X	
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Insurance Policy Renewal Date: 7/1/2025-6/30/2026

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

Grades Served Present School Year: PK-8

<p>Grades Served Past School Year: PK-8</p> <p>State Approved Grades: PK-8</p> <p>Number of Approved School Sites/Buildings: 1</p> <p>Number of School Sites/Buildings Operated: 1</p> <p>Evidence Provide by the School for Authorizer Review: walk through of the facility</p>			
IV	<p><b>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).</b></p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> <li>● Policy 609 - Religion</li> <li>● Policy 801 – Equal Access to Facilities</li> </ul>			
V	<p><b>The school’s VOA-MN Compliance Binder is complete (contract Addendum B).</b></p> <p><i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i></p>	X	
VI	<p><b>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</b></p>	X	
<p>School Evidence Provided for Authorizer Review: Authorizer representative viewed electronic employment contracts, evaluations, job descriptions, wage theft notifications and reviewed the process and procedures for employment with the Head of Schools.</p>			
VII	<p><b>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).</b></p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> <li>● Policy 102 - EQUAL EDUCATIONAL OPPORTUNITY</li> <li>● Policy 103 - COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS</li> <li>● Policy 401 - EQUAL EMPLOYMENT OPPORTUNITY</li> <li>● Policy 402 - DISABILITY NONDISCRIMINATION</li> <li>● Policy 609 - RELIGION</li> <li>● Policy 801 - EQUAL ACCESS TO SCHOOL FACILITIES</li> </ul> <p>School Designated Human Resources Person: Renee Knutson</p> <p>EEO Grievance Designee: Head of School, Henry Schantzen</p> <p>School District Human Rights Officer: Sherry Lohmeyer</p>			
VIII	<p><b>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).</b></p>	X	

School Evidence Provided for Authorizer Review: The school conducts evaluations on teachers and Head of School.			
<b>IX</b>	<b>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).</b>	X Through WAPS	
School Evidence Provided for Authorizer Review: 522 - Title IX 710 - Extracurricular Transportation			
<b>X</b>	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: 514 - Bullying 506 - Student Discipline			

<b>XI. School Website Content Requirements</b> <i>(School will walk through website with a during visit to verify compliance)</i>		<b>URL</b>
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
<b>a.</b>	Current Annual Report (required components in MS 124E.16, Subd 2)	<a href="https://www.bluffviewmontessori.org/school-board/worlds-best-workforce-plan/">https://www.bluffviewmontessori.org/school-board/worlds-best-workforce-plan/</a>
<b>b.</b>	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	<a href="https://www.bluffviewmontessori.org/school-board/worlds-best-workforce-plan/">https://www.bluffviewmontessori.org/school-board/worlds-best-workforce-plan/</a>
<b>c.</b>	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	<a href="https://www.bluffviewmontessori.org/school-board/charter-school-authorizer/">https://www.bluffviewmontessori.org/school-board/charter-school-authorizer/</a>
<b>d.</b>	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	<a href="https://www.bluffviewmontessori.org/board-roster/">https://www.bluffviewmontessori.org/board-roster/</a>
<b>e.</b>	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	<a href="https://www.bluffviewmontessori.org/school-board/board-meeting-documents/">https://www.bluffviewmontessori.org/school-board/board-meeting-documents/</a>
<b>f.</b>	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	<a href="https://www.bluffviewmontessori.org/school-board/committees/">https://www.bluffviewmontessori.org/school-board/committees/</a>
<b>g.</b>	Collaborative Agreements (if they exist) (MS 124E.08)	<a href="https://www.bluffviewmontessori.org/collaborative-agreements/">https://www.bluffviewmontessori.org/collaborative-agreements/</a>
<b>h.</b>	Wellness Policy / Plan (if applicable) (MS 121A.215)	<a href="https://www.bluffviewmontessori.org/wp-content/uploads/533-Wellness.pdf">https://www.bluffviewmontessori.org/wp-content/uploads/533-Wellness.pdf</a>
<b>i.</b>	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	<a href="https://www.bluffviewmontessori.org/wp-content/uploads/509-Admissions-Enrollment-1.pdf">https://www.bluffviewmontessori.org/wp-content/uploads/509-Admissions-Enrollment-1.pdf</a>
<b>j.</b>	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	<a href="https://www.bluffviewmontessori.org/explorers/assessments/">https://www.bluffviewmontessori.org/explorers/assessments/</a>
<b>k.</b>	School Bullying Policy (MS 121A.031) Policy 514	<a href="https://www.bluffviewmontessori.org/wp-content/uploads/514-Bullying-Prohibition-1.pdf">https://www.bluffviewmontessori.org/wp-content/uploads/514-Bullying-Prohibition-1.pdf</a>
<b>l.</b>	Policy for group health (if applicable) (MS 124E.12, Subd 5)	N/A
<b>m.</b>	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))	N/A
<b>n.</b>	PSEO Dissemination of Information (124D.09, Subd 7)	N/A
<b>o.</b>	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the	<a href="https://www.bluffviewmontessori.org/school-board/bms-building-corporation-faq/">https://www.bluffviewmontessori.org/school-board/bms-building-corporation-faq/</a>

	affiliated nonprofit building corporation (if exists) (MS 124E.13)	
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	(i.e., <a href="#">this link</a> must be included on the charter school's website) <a href="https://www.bluffviewmontessori.org/explorers/mn-health-care-programs/">https://www.bluffviewmontessori.org/explorers/mn-health-care-programs/</a>
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	<a href="https://www.bluffviewmontessori.org/discover-bluffview/special-education/">https://www.bluffviewmontessori.org/discover-bluffview/special-education/</a>

**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	10	1	0	11/12	.50	46%
Finance	18	0	0	18/20	.20	18%
Governance	30	1	0	31/32	.15	15%
Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	94%

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%)	43%	43%	47%	46%	45%
FINANCE (20%)	20%	20%	20%	18%	20%

ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	15%	15%	15%	15%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	15%	15%
	TOTAL	93%	93%	97%	94%	94%
CUMULATIVE AVERAGE: 94%						

**CONTACT INFORMATION:**

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 Terri Anderson, Board Governance Analyst  
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