



HARBOR CITY INTERNATIONAL SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 5, 2021; April 28, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 22, 2022; March 16, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 10, 2023; March 13, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 24, 2024; May 15, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: September 19, 2025

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 19, 2021; May 19, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 18, 2022; February 16, 2023; June 19, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 17, 2023, May 14, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: October 24, 2024; April 28, 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 high school students. Specifically: all students are ready for career and college; all students graduate from high school.
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.

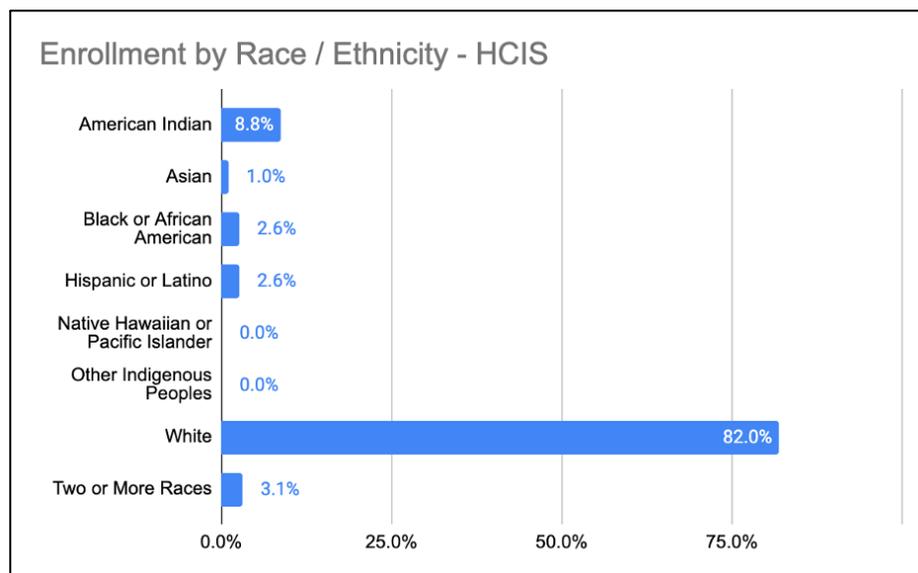


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

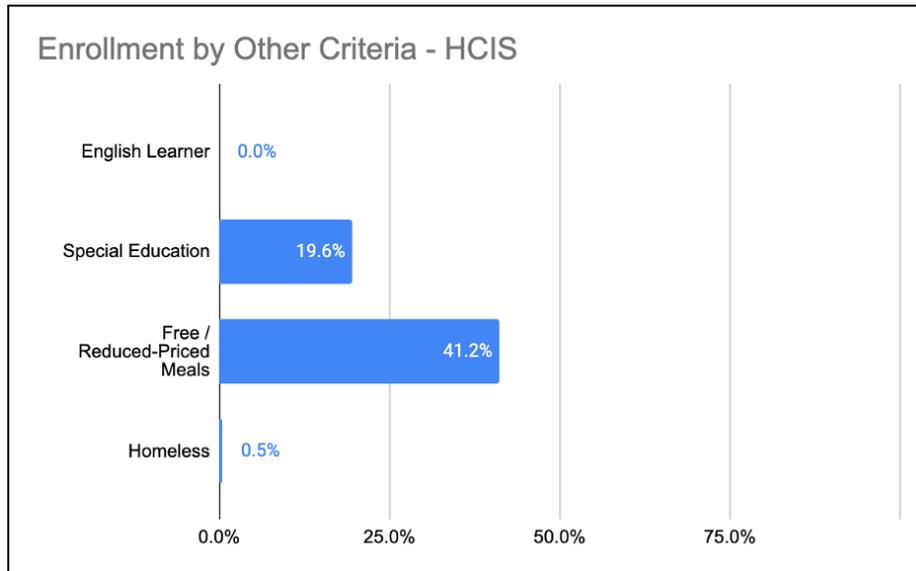


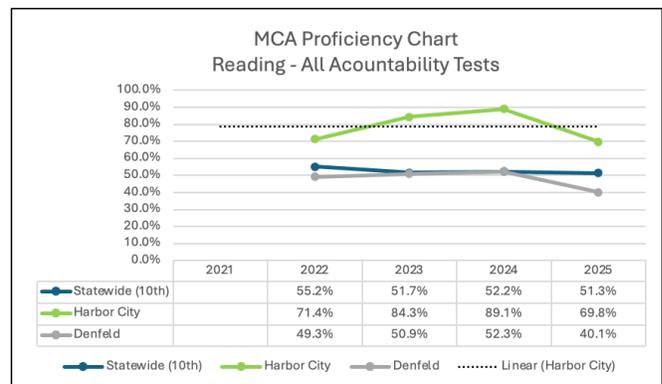
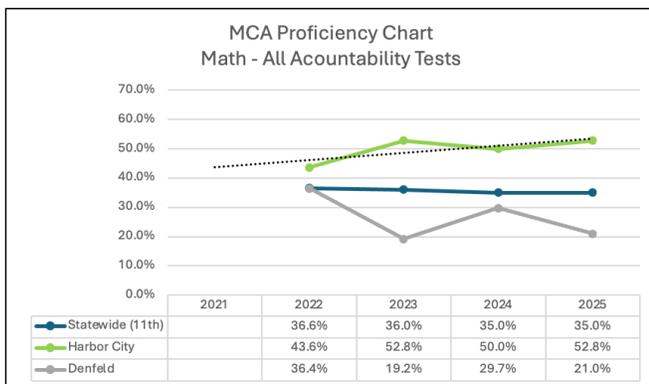
Figure 2– Enrollment by Other Criteria

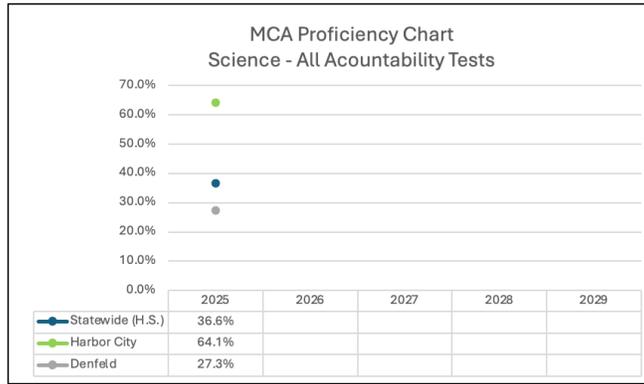
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, 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

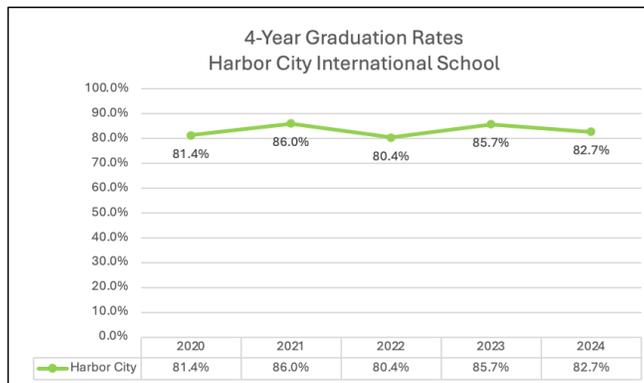
Analysis: The school is outperforming the comparison school, Denfeld High School, in math, reading and science.





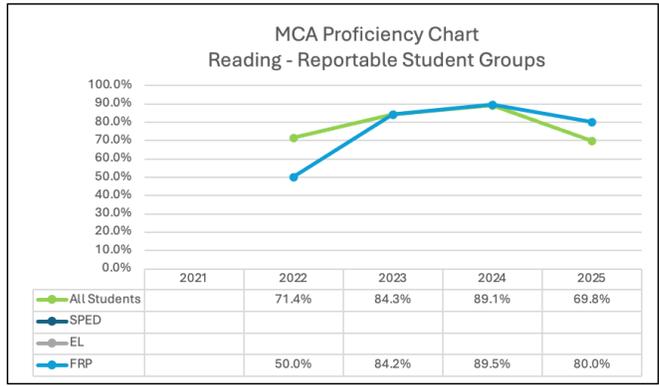
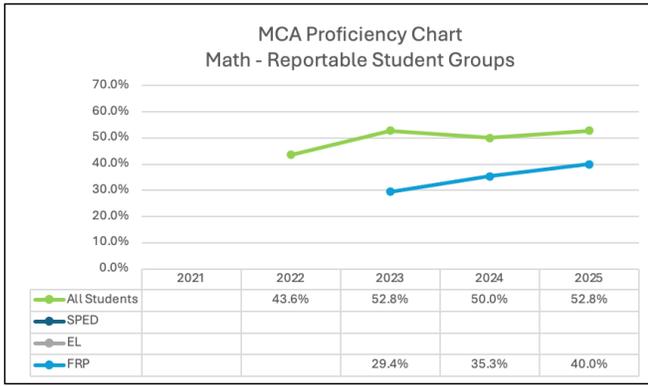
Academic Performance Standard 2 (for schools serving grade 9-12 only) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. Imbedded CACR Standard: All students graduate from high school.

X	2: Meets - School's four-year adjusted cohort graduation rate is 80% or higher.
	1: Partially Meets - School's four-year adjusted cohort graduation rate is between 75% and 80%.
	0: Does Not Meet - School's four-year adjusted cohort graduation rate is below 75%.
Data Source: Minnesota Department of Education	
Analysis: 2024 graduation rate = 82.7%	



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	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	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: The difference between the “all students” group and the free and reduced group decreased in both math and reading from 2024 to 2025. This was the only reportable group for HCIS in 2025.	



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: The theme for 2024/25 staff professional development was “Living the Mission”. Staff addressed this topic in back-to-school in-services, throughout the year in working research and action committees.

Trainings and development for the year included:

- Living the Mission: building shared understanding and goals
- Indigenous Experiences in Education
- Inclusive Education in Special Education
- Board and Strategic leadership and relationships
- FERPA and Data privacy
- Blood Borne Pathogens
- Mandated Reporter training
- Crisis Response Training
- Emotional Behavioral Disorder: Understanding and responding in the classroom

Staff also worked in action committees on Inquiry Based Learning, Addressing Attendance, Trauma Informed Practice, and Universal Designs for Learning. PLC teams established academic growth goals based on student data.

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: HCIS has increased quality learning opportunities for all students through innovative practices through College Pursuit and Symposium. During College Pursuit, students have a 30-minute daily period with their advisor to track academic progress, complete work, meet with teachers, and work on college readiness plans (in 10-12th grades). School-wide presentations and community building happen during this time. For the Symposium, the school offers 3 one-week intensive classes where students can experience learning in an immersive setting. Service learning, travel, and life skills and passions are the focus of this time. Students build connections in the community.

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 #1 All Students Ready for Career and College

Students who graduate will meet the College or Career readiness standards. The school will demonstrate growth by increasing the percentage of students who meet the Redefining Ready standard for College Ready by 5% and maintain 90% or higher for Career Ready each year with 2024/25 creating the base line.

Result: Goal on Track (Multi-Year Goal)

2024/25 data set the baseline for this multi-year goal. In 2024, 64.4% of graduating seniors met at least 2 College Ready criteria (attendance, honors level courses, ACT score); 92.26% of graduating seniors met at least 2 Career ready criteria. (Attendance, service hours, CITS/PSEO courses).

Goal #2 All Students Graduate

HCIS's four, five, and six-year graduation rate is at or above the state average and above the local district's rate.

Result: Goal Not Met (Multi-Year Goal)

HCIS

4-year graduation rate – 82.7%

5-year graduation rate – 91.2%

6-year graduation rate – 88.4%

HCIS's 4-year graduation rate is 1.5% below the MN state average and 3.6% higher than the local district ISD 709.

HCIS's 5-year graduation rate is 4.7% higher than the MN state average and 13.5% higher than the local district ISD 709.

HCIS's 6-year graduation rate is 1% higher than the MN state average and 7.6% higher than the local district ISD 709.

HCIS's 4, 5, and 6-year graduation rates exceed the local district ISD 709's graduation rates.

HCIS's 5 and 6-year graduation rates exceed the MN state average. HCIS's 4-year graduation rate was 1.5% below the MN state average.

Goal #3 All Students Prepared to be Lifelong Learners

Students will demonstrate the qualities of lifelong learning: growth mindset, successful communication, resilience, curiosity, goal setting.

Result: Goal Met (Multi-Year Goal)

Students enrolled in 9th grade in fall of 2024 participated in Student Skills Seminar which focused on lifelong learning skills. Success in this goal is measured by the number of students who passed this course and continue on to enter 10th grade compared to the total number of students who took the class. In 2024, this number is: 32 of 34 students, or 94.1%.

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’s original FY 2025 budget was approved by the school board in June 2024 with a projected deficit of \$56,469 and an ADM of 190. The school revised the budget in March 2025 reflecting a deficit of \$213,072 and a decrease in ADM to 177. The school’s FY 2025 General Fund ended the year with a deficit of \$200,638 and 175 ADM.	
Overall, the school has not maintained a balanced General Fund 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.	
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 noted on page 46 of the 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.
Data

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 provided all monthly financial information to the school board and VOA-MN consistently in 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.

	2: Meets - 20% or >
	1: Partially Meets - 15-20%
X	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	\$774,120	\$586,919	\$544,645	\$344,007
Fund Balance Percent	26.37%	19.44%	17.64%	9.17%

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

Minimum unassigned fund balance – The school will maintain a minimum unassigned fund balance in its General Fund of [20] percent of [the subsequent year’s budgeted expenditures and outgoing transfers].

Replenishing deficiencies – when fund balance falls below the minimum [20] percent, the school will replenish shortages/deficiencies using the budget strategies and timeframes described below.

The following budgetary strategies shall be utilized by the school to replenish funding deficiencies:

- *The school will reduce recurring expenditures to eliminate any structural deficit or,*

- *The school will increase revenues or pursue other funding sources, or,*
- *Some combination of the two options above*

The General Fund balance decreased from 17.64% in FY 2024 to 9.17% in FY 2025, which is below both the school's and the VOA-MN target fund balance.

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. All monthly financial reports are reviewed in detail at these meetings. The finance committee meeting is doing appropriate work.	

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
	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
X	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 did not receive financial training on their roles and responsibilities in FY 2025. An email from the school's board chair on June 30, 2025, explains: <i>Our finance committee postponed our yearly group training due to a change in our financial management structure for our school. Many of our board members did the financial training from MNCharterboard.com; we have rescheduled our financial training for August in order to work together with our new financial management team and we also plan to provide financial training to finance committee members who are not on the board of directors.</i>	

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.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board’s structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The school met this standard. The Board structure meets bylaws and state statute.	

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/training plan has been 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 adheres to a thorough process for the orientation of new board members.

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

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 in March and reported on the results on page 7 of the Annual Report.

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.

X **2: Meets** - The board has no infractions of MN Open Meeting Law.

1: Partially Meets - The board has 1 infraction of MN Open Meeting Law.

0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law.

Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview

Analysis: 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.

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 school met this standard. Bylaws are consistent with state law and the board reviews a section at each board meeting.	

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	2: Meets - All requirements were met.
	1: Partially Meets - N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: 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 held more than 30 days after the election was announced and occurred on a day when the school was in session.	
<ol style="list-style-type: none"> 1. Election Date: February 1, 2025 - February 18, 2025 2. Date of Election Announcement: October board meeting. 3. Was the election held on a day school was in session? Yes 	

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 during a closed meeting in May 2025 as reported in the Annual Report on page 7.	

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. Aryn Bergsven is not a licensed administrator. The Board had a board-approved professional development plan for the School Director and documented it in the Annual Report.	

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 on the board election process, board member conduct, treatment of staff and volunteers, and procurement and use of electronic funds.	

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	
<p>Analysis: The school met this standard. The board minutes and director's reports provide evidence of 11/12 regular meetings where the school reviewed academics: August, September, October, November, December, January, February, March, April, May, and June.</p> <p>Some academic performance data shared include:</p> <ul style="list-style-type: none"> • Annual Report • PLCs • Special Education update • Final exams • Attendance concerns • New state standards • Academic ranking • Title coordinator and Literacy lead • Standard mapping • Special education updates • Culturally Responsive Instruction • Professional Development • US World Report School Ranking • MCA results • ACT testing • College and Career Programming 	

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.

Staff retention rate was 85% as reported in the school’s Annual Report.

The school director reported a student retention rate of 91%.

Given that multiple other items about safety, respect, sensitivity, engagement, and communication are in the high-70% to 90% positive range, it is reasonable to infer that if parents had been asked only, “Overall, I am satisfied with my child’s education at HCIS,” the positive rate would likely be at or above 80%, so describing overall satisfaction as “about 80%” is a conservative, defensible synthesis of the survey results.

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 includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school’s website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.

Data Source: School Website, Board Documents Binder

Analysis: 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.

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 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: July, August, September, November, December, January, February, March, April, May, and June board meetings. Some of the policies reviewed include: <ul style="list-style-type: none"> • Pledge of Allegiance Policy • Employment policies • Health policies • Internet and Educational Network Safety and Acceptable Use Policy • Procurement Policy • Board Election Process • Group Health Policy • Delegation to the Director • Treatment of Staff and Volunteers • Student Representative to the Board • Tuition Reimbursement • Access to Menstrual Products • Electronic Transfer of Funds • Compensation and Benefits • Board Member Conduct 	

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: Harbor City International School is an inclusive, tuition free, public school committed to academic challenge, community engagement, creative expression and global perspective. SCHOOL VISION: Harbor City International School is a dynamic and welcoming choice for students in grades 6–12. Our strong academic, arts, and community programs inspire curiosity, creativity, and critical thinking—preparing students for college, careers, and life beyond school.	

The school strives to be an inclusive environment where all students, families, and staff feel safe, valued, and respected. Through open communication, thoughtful problem-solving, and meaningful connections, the school builds a supportive and diverse community. HCIS students take an active role in their education—asking questions, developing their voices, and using their knowledge to make a difference in the world. Families are true partners in learning, and the passionate, lifelong educators are at the heart of our school. Located in the heart of Duluth, Harbor City is a vital part of downtown, bringing energy, engagement, and positivity to the community.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

Harbor City International School advances its mission in the following ways:

Inclusive: it maintains Equity and Inclusion committees at the board, Maintains American Indian Parent Advisory Committee (AIPAC), employs a Black, Indigenous, and People of Color (BIPOC) student mentor, School Social worker for mental health supports.

Academic Challenge: the school employs a College and Career Readiness on staff (Mitchell Gleason), a student support specialist for academic planning, the school offers College in the School (CITS) and Advanced Placement (AP) courses as honors and college level courses for students.

Community Engagement: Symposium courses occur off campus with community partners and focus on service, community partnerships with YMCA, Duluth Public Library, Duluth Transit Authority.

Creative Expression: arts programming for all students.

Global perspective: international travel, global research experiences (especially in science).

The school promotes its mission at all school gatherings.

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:

The school has a graduation requirement for Service-Learning. Service is incorporated into one-week symposiums and students must take two symposiums to graduate (.5 credits). The school also has an Action Club that does service in the community. Science courses engage in community service-learning in active research and projects.

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. X Yes No

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

- Blood Borne Pathogens
- Crisis Management Plan Review
- Evacuation Procedures posted, 6 of 11 drills complete YTD; 11 of 11 completed FY25
- Mandated Report

[SY25/26 Inservice Days](#)

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

School utilizes an operational elevator which passes emergency procedures for limited mobility. Hallways and doorways are wheelchair friendly. The school has ADA compliant restrooms and adaptive technologies. The crisis response plan incorporates accommodations for students with physical limitations.

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

HCIS has Student Support Clubs: free, during school hours, open to all; Extra curricular activities: Scholarships available
[Clubs at HCIS](#)

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

Policy # - Policy Title

[25/26 CRISIS RESPONSE PLAN](#)

[ALICE only Advisory presentation Emergency Response Drills](#)

[Advisory presentation Emergency Response Drills](#)

[25 Symposium Crisis Response](#)

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)

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)

[Transportation Safety Training \(for students\)](#)

Designated crisis management person / team members: Executive Director, Facilities Manager, Social Worker, Dean of Students, Office Coordinator, School Nurse/Health Aid (paramedic), Student Support Specialist

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: [School main office](#)

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

Date of most recent facility inspection by fire department: August 2025 (must be a minimum of every three years)

[2025-08-07 Harbor-City-School FireScan.pdf](#)

[harbor city Operational Permit 8.4.25.pdf](#)

School maintains a log of all visitors. Yes No

Location of visitor log: [School office front desk](#)

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

Responsible employee: School Employee - Lindon Fraser (school nurse)

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

Designated responsible employee: Lindon Fraser

School Nurse and License Number: 2481638

Frequency of school visits: 1.5 days per week and on-call

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: Roger Woehrle (EMT); Linden Fraser (Licensed Nurse)

School Nurse License #2481628

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: N/A

School has a designated 504 Coordinator: Yes No

504 Coordinator Name & Position: Erica Burke, school social worker

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

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).

	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.
X	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): Aryn Bergsven
 School Appointed DPA Designated Authority (DA): Krissa Boman
 School Data Practices Compliance Official (DPCO): Brian Scott

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- Board Policy 3.2 – adopted November 13, 2014.
- Policy 7.4 – Data Access Policy for Members of the Public, adopted March 10, 2016

Board minutes contain evidence of board appointment of RA/DA/DPCO? X Yes No
 Board Meeting date of appointment: *recommended to be appointed annually with other board officer positions*
 Authorizer representative verified that the school has a data retention plan: X Yes No
 Date of board approval: January 2023
 Date of Historical Society Approval: October 7, 2019

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.
 X Yes No Location: 3rd Floor Student Support office

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.
 X Yes No Location: Registrar / Executive Director Office

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

Note: It is recommended that the school has a policy and procedures in place for employees on prescription medication during the school day.

School verified that only designated school employees have access to files containing student/employee records. X
 Yes No *NOTE: The school could formalize the process for employee access to student records.*

Authorizer representative verified that the school has Tennesen Warnings for both the enrollment and employment process. X Yes No Partial *There was discussion during the site visit regarding the potential need for a Tennesen Warning to use prior to student interviews/discipline.*

[HCIS Application 2025_2026 - Google Forms.pdf](#)
[tennessen warning form.pdf](#)

[Back-to-School Information Updates & Yearly Permissions - Returning Students - Google Forms.pdf](#)

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

School policy name(s) and number(s):

[7.4 Data Access Policy for Members of the Public - Google Docs](#)

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

Yes No Partial *The school director maintains a file of data requests in her office but has not generated a "register/log".*

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:

The school hosts a new family orientation event for all new families and students as well as semi-annual Parent Nights for all families to help parents better understand their students' schedule and teachers. During the event, parents follow an abbreviated version of the student day. After this event, parents are encouraged to set up a conference at any point in the year. Teachers are also expected to communicate proactively with parents through phone call first and then email if not able to reach on phone. The school works with its American Indian Parent Advisory Council and parents are encouraged to participate in school policy oversight through school board committee participation. As part of the strategic planning process families participate in family surveys and community conversation events.

[HCIS Family Engagement Plan](#) for Title Programming

Evidence suggests that the school maintains and distributes annually a student/ family handbook. Yes No
The document is also maintained on the school website under About Us/Policies/Handbook.

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:

Course descriptions are aligned to the standards as indicated in the curriculum alignment document. Department meetings are part of the 2025/26 staff training schedule. This monthly meeting will gradually address creating and supporting individual staff goals as well as review of the department alignment and review of state standards.

[Mathematics Scope and Sequence Programming- grade 7-12](#)

[Social Studies Scope and Sequence Programming- grade 7-12](#)

[Science Scope and Sequence Programming- grade 7-12](#)

[Language Arts Scope and Sequence Programming DRAFT- grades 7-12](#)

[Foreign Language Scope and Sequence Programming- grade 7-12](#)

[Visual Art Scope and Sequence Programming- grade 7-12](#)

Most recent curriculum standards alignment review for language arts: August 2025

Most recent curriculum standards alignment review for math: August 2025

Most recent curriculum standards alignment review for science: August 2025

Most recent curriculum standards alignment review for social studies: August 2025

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

The director does not collect “lesson plans,” but does collect curriculum maps annually (demonstrating alignment to the state standards) from each department: language arts, math, science, and social studies. Each department has a shared drive for storing relevant information. The director collects the syllabi from each teacher, and units with key learning targets from new teachers as well.

Description of school requirements as provided by the school: Staff in-service days and monthly department meetings and school director can access meeting notes. Departments had paid summer hours to update curriculum maps with new 7-12 scope and new standards.

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

Description of school plan provided by the school: Staff access MAP data to look for course placement and learning gaps. Board academics committee compiles and reviews data for annual goals; school Literacy Lead leads data analysis with the Department of Student Services. Teachers utilize formal and informal assessments in less activities to check for understanding in standard areas. Departments are asked to share and compare assessment techniques within their courses.

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: The authorizer verifies teacher licensure annually as part of the VOA-MN Submission Calendar.

[HCIS FY26 Teacher Licensure Verification .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: Verified by the authorizer.

[1. Evaluation Timeline](#)

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: Background Check Policy # 4.1.3 Criminal Background Checks Policy	
Frequency of background checks on volunteers: <i>The school does not currently utilize volunteers. However, in the event that changes and volunteers are sought (like for a field trip, visiting parent artists assisting in the art room, local actors in the community helping with theater class), a policy for background checks must be in place. The school might want to revise Policy 4.1.3 and the employee handbook accordingly.</i>	
Frequency of background checks on employees: at time of hire; beginning 2026, every 3 years	

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: The school has been experiencing declining enrollment.	
Number of students (head count) served in current year: 230 as of January 1 (budget based on 225)	
Enrollment is consistent with prior years.	
Current enrollment (1/28/26)	
7- 22; 8- 30; 9 - 53	
10- 44; 11 – 40; 12 - 41	
Number of students (head count) served in 2024-2025 school year: 194 (EOY count was 179)	
Number of students (head count) served in 2023-2024 school year: 206	
NOTE: Enrollment is consistent due to the addition of grades 7-8, so it is marked “met,” but actually it is down at the high school level.	

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 - Admissions Policy With Lottery (last updated February 27, 2025) Authorizer Verifies that Student Application Form is Compliant: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial Authorizer representative verified that the school has Tennessee Warnings for enrollment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No HCIS Application 2025_2026 - Google Forms.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: School director Aryn Bergsven and Creative Planning Financial Resources ensures the school adheres to their human resources policies and procedures with coordination with Wheeler and Assoc. and Audacity HR for support. Handbooks are current. Position vacancies are posted on the school website, at MACS, and on EdPost. The school forms an interview team which sorts through resumes, chooses the candidates for interview, conducts joint interviews, completes reference calls and then provides recommendations to the board for final approval. The school director heads the interview team and is the individual who presents the recommendations to the board. New Onboarding checklist: Template New Hire & Onboarding Checklist HCIS.docx	
RELEVANT POLICY NUMBERS:	
<ul style="list-style-type: none"> ● Policy 4.1.1 Equal Opportunity 4.1.1 Equal Educational And Employment Opportunity ● Policy 3.1 Record Retention/Destruction 3.1 Record Retention/Destruction ● Policy 3.2 Administration of Data Practices Act 3.2 Administration of the Minnesota Government Data Practices Act ● Policy 4.1.3 Criminal Background Checks 4.1.3 Criminal Background Checks ● Policy 4.2.1 Public and Private Personnel Data 4.2.1 Public and Private Personnel Data 	
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	
Evidence suggests that the school maintains and distributes annually an employee handbook <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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: The school is meeting this standard. The school has position descriptions for admin, operations, and teacher positions, which have been written and reviewed over the past 12 months. Teaching staff have informal and formal evaluations; operations staff have a reflective one-on-one conference with school director at end of each school year. Future goal is to have a formal evaluation process in place for all operations and admin staff by end of year. Gen ED Teacher Job Description Special Education Teacher Dean of Students Job Description 2024-2025 Executive Director Job description	

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.	
	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:

HCIS has created a Department of Student Services (DSS) that works in collaboration with the Department of Special Education to ensure timely identification of students to receive MTSS supports. The HCIS Child Find team meets during regular scheduled meetings to unpack those students who have been identified for Tier 3 supports and develops/implements both short and long-term support plans prior to referrals for special education evaluation and eligibility.

Child Study Team Members: School Director, Dean of Students, Student Support specialist, Social Worker, Special Ed Director, School Nurse, designated general ed teacher

Name of special education teachers & license/file number:

- Whitney Runia - FF#1011900
- Mariah Lewis- FF#1035404
- David Ostergren- FF# 328105; OFP

Number of special education paraprofessionals: 7 FTE (6 @1.0FTE; [2@0.5FTE](#))

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

- Inclusive Education 8/26/25
- Special Education Teacher training 8/27/25
- Special Education Para Training 8/27/25

School retains the students with disabilities that are enrolled:

Percent of special education students served in 25-26: 30%

Percent of special education students served in 24-25: 20.94%

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

The school is not subject to investigation.

If yes,

Isolated incident/complaint:

Program systems complaint:

Resolved: Yes / No

School Evidence for Authorizer Review:

ROUTINE SPECIAL EDUCATION AUDITS –

Date of last special education program audit:

CAP Items:

Date of last special education financial audit:

CAP Items:

Current audit stage:

M/O Standard 16 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
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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: Name of director <u>and</u> organization: Heidi Halker (independent contractor) Special Education Director License Number: 333021 FY26 meeting date(s): January TBD, 2026 - tentative January 22, 2026 FY25 meeting date(s): January 16, 2025 FY24 meeting date(s): January 18, 2024	

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: Marketing using online platforms targets all area ZIP codes: 54880, 55616, 55720, 55749, 55779, 55802, 55803, 55804, 55805, 55806, 55807, 55808, 55810, 55811, 55812 The school hosts tabling events at: Downtown Duluth Days (central); West Duluth Days (West); and Pride Fest (central).	

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: The school continues to utilize the NWEA - MAP tests all grades fall and spring. The Title Coordinator supports all ELA and Math course implementation and data analysis. How To Administer NWEA Measures of Academic Progress (MAP) Authorizer representative was able to verify that the testing calendar is on website per state statute __X__ Yes ___ No SCHOOL WEBSITE URL CODE FOR CALENDAR: https://www.harborcityschool.org/apps/pages/index.jsp?uREC_ID=1657962&type=d&pREC_ID=2670132 Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration __X__ Yes ___ No DAC: Crissa Bowman			
II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable	X	

	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).		
Insurance Policy Renewal Date: 6/30/26 Harbor City Common Dec.pdf			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
School Evidence Provided for Authorizer Review: Grades Served Present School Year: 7-12 Grades Served Past School Year: 9-12 State Approved Grades: 6-12 Number of Approved School Sites/Buildings: 2 Number of School Sites/Buildings Operated: 1 Evidence Provide 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	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: 5.4.6 Dress Code/Religiously Neutral - Google Docs 6.4.1 Release Time For Religious Events and Religious Accommodation - Google Docs 4.5.1 Prohibition Against Unfair Discriminatory Practices in Employment and Grievance Procedures - Google Docs 2.4.2 Prohibition of Sexual, Religious, and Racial Harassment and Violence - Google Docs			
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
VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	
Explanation:			
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: 4.1.1 Equal Educational And Employment Opportunity 4.5.1 Prohibition Against Unfair Discriminatory Practices in Employment and Grievance Procedures - Google Docs 2.4.2 Prohibition of Sexual, Religious, and Racial Harassment and Violence - Google Docs School Designated Human Resources Person: Aryn Bergsven (Executive Director) EEO Grievance Designee: Ted Anderson (teacher) School District Human Rights Officer: Ted Anderson (teacher)			
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: Teacher observation (folder).			

One formal per teacher and numerous informal observations occur annually. Teaching staff have informal and formal evaluations; operations staff have a reflective one-on-one conference with school director at end of each school year. Future goal is to have a formal evaluation process in place for all operations and admin staff by end of year. This school year HCIS added a Teacher Mentor position which is part of teacher Sarah Lindahl's, Tom Malony's (math), and Brian Scott's (science) duties.

Director review process is completed by the Director Review Committee and approved by the Board of Directors. It includes monthly reporting data from Director reports, annual stakeholder survey data, and compliance and completion of annual director results. The report is compiled and delivered to the ED.

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	
School Evidence Provided for Authorizer Review: Activities are co-ed and open to everyone.			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	

XI. School Website Content Requirements <i>(School will walk through website 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) https://sites.google.com/a/harborcityschool.org/hcis-school-board/home/world-s-best-work-force
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11) https://sites.google.com/a/harborcityschool.org/hcis-school-board/home/world-s-best-work-force
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8) https://www.harborcityschool.org/apps/pages/about
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) https://docs.google.com/document/d/1LF1S3aCW0bJju8gYOCZqdDTRFvdGveiHU0UCCcLuPzk/edit?tab=t.0

	(MS 124E.07, Subd 8)	
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://sites.google.com/a/harborcityschool.org/hcis-school-board/home/board-committees
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://www.harborcityschool.org/apps/pages/index.jsp?uREC_ID=1658784&type=d&pREC_ID=2587897
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	https://docs.google.com/document/d/1YKkOVHEYpUXe8zjVhXGieWsG4wPvZUknBvy3M85ScEY/edit?tab=t.0
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	https://www.harborcityschool.org/apps/pages/enrollment
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://www.harborcityschool.org/apps/pages/index.jsp?uREC_ID=1657962&type=d&pREC_ID=2670132
k.	School Bullying Policy (MS 121A.031) Policy 514	https://www.harborcityschool.org/apps/pages/about
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	School needs to add.
m.	Early admission policy (if	N/A

	<p>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))</p>	
<p>n.</p>	<p>PSEO Dissemination of Information (124D.09, Subd 7)</p>	<p>https://www.harborcityschool.org/apps/pages/pseo</p>
<p>o.</p>	<p>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)</p>	<p>https://sites.google.com/a/harborcityschool.org/hcis-school-board/home</p>
<p>p.</p>	<p>A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)</p>	<p>https://mn.gov/dhs/people-we-serve/children-and-families/health-care/health-care-programs/programs-and-services/children-families-apply.jsp</p>
<p>q.</p>	<p>School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)</p>	<p>Link to TSES</p>

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 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	5	1	0	11/12	.50	46%
Finance	14	0	0	14/20	.20	14%
Governance	32	0	0	32/32	.15	15%
Mgmt/Operations	32	1	0	33/34	.15	15%
Grand Total					1.00	90%

CONTRACT RENEWAL CALCULATIONS					
CHARTER CONTRACT TERM: July 1, 2025 – June 30, 2030					
	YR 1 Rating FY25	YR 2 Rating FY26	YR 3 Rating FY27	YR 4 Rating FY28	Average Rating
ACADEMIC (50%)	46%				N/A
FINANCE (20%)	14%				N/A
ORGANIZATION (30%)					
BOARD GOVERNANCE (15%)	15%				N/A

	MANAGEMENT OPERATIONS (15%)	15%				N/A
	TOTAL	90%				90%
CUMULATIVE AVERAGE N/A						

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