



## **HEARTLAND LAKES COMMUNITY SCHOOL**

### **ANNUAL SCORECARD REPORT**

**PUBLISHED WINTER 2026 for FY25**

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

**2024-2025 VOA-MN SCHOOL SITE VISIT DATES:** September 30, 2024; April 28, 2025

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

**2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES:** September 9, 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.

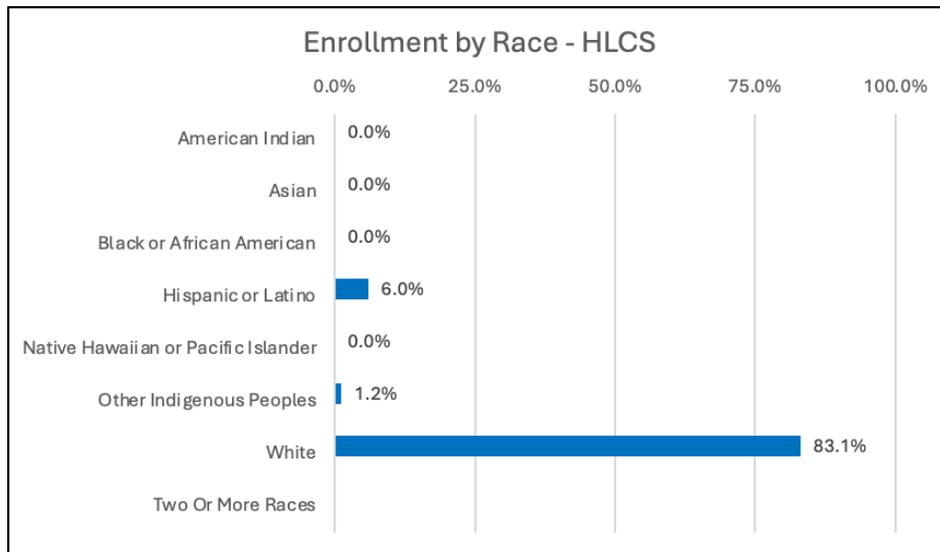
Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose during the contract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

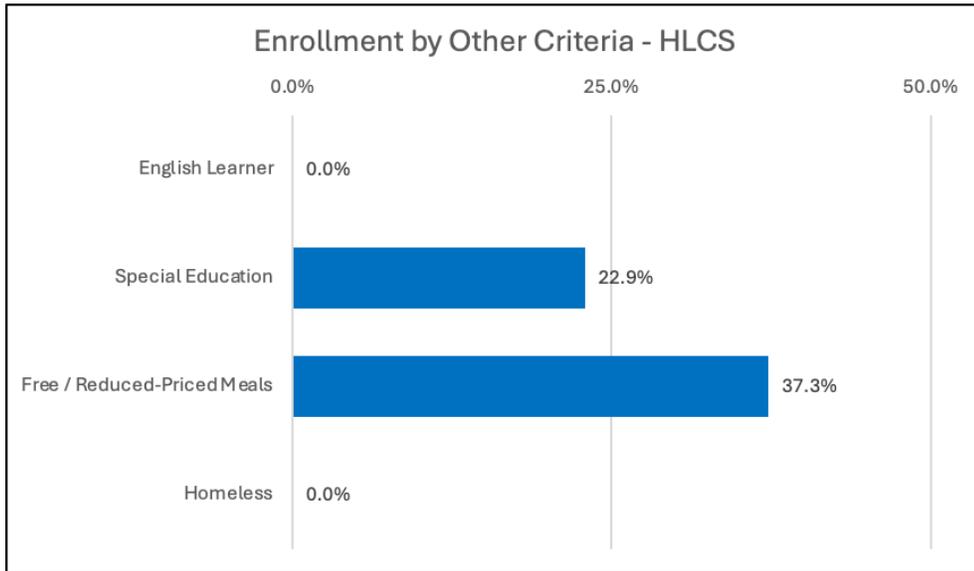
Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. VOA-MN’s academic performance standards/expectations are scored below.

**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 elementary school students, specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.  
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.  
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.  
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.



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



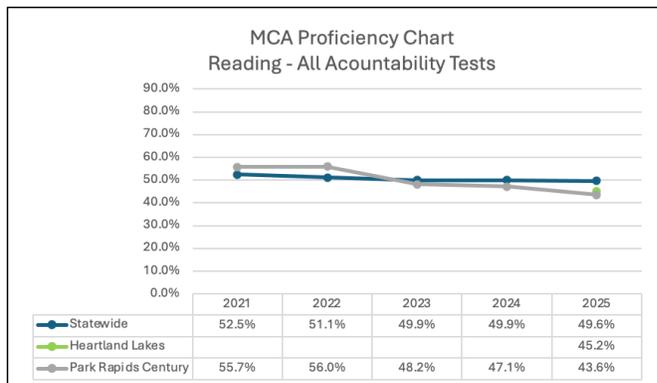
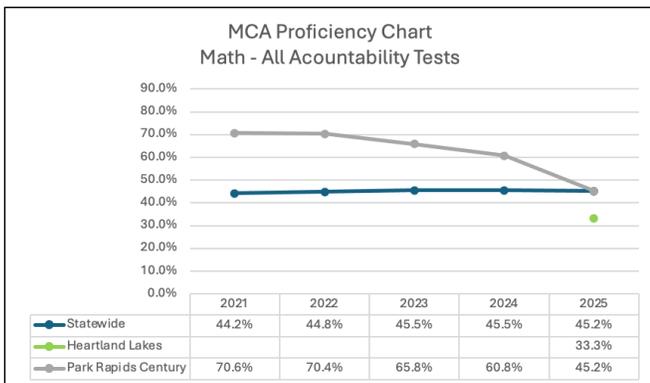
**Figure 2– Enrollment by Other Criteria**

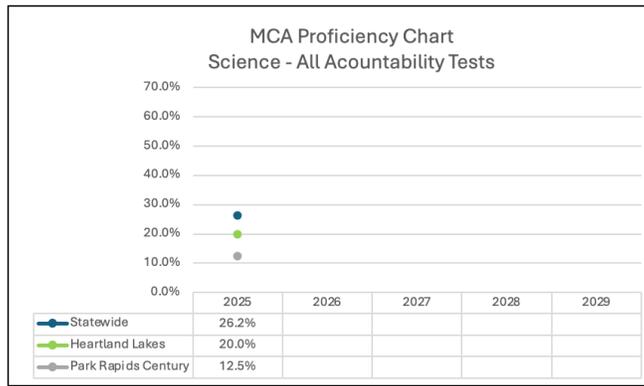
**Academic Performance Standard 1** - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

	<b>2: Meets</b> - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
<b>X</b>	<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:** HLCS is currently outperforming the comparison school, Park Rapids Area Century Elementary School, in reading and science.



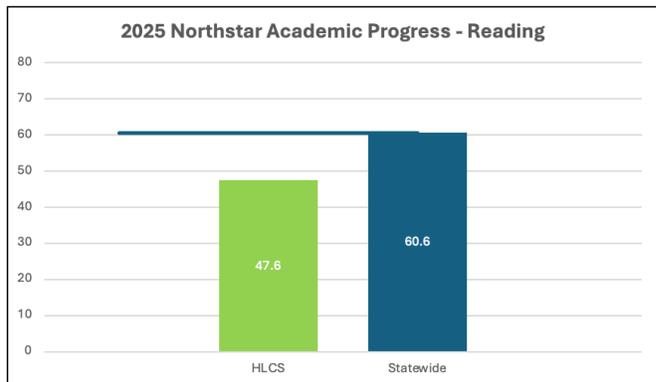
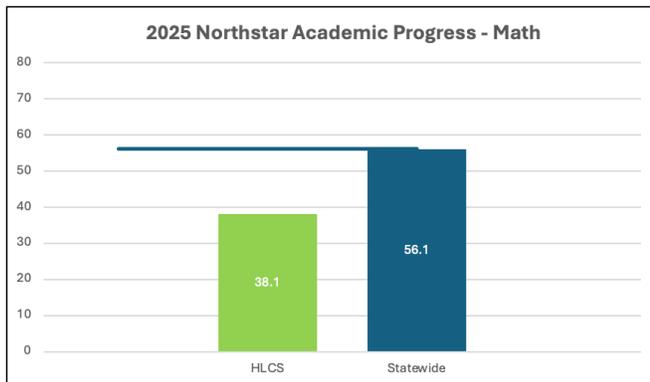


**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, 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.
	<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>X</b>	<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 academic achievement level (improved + maintained) was 38.1% for math and 47.6% 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.

<b>N/A</b>	<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:** N/A - This standard requires two years of testing in order to be evaluated.

**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:** HLCS has developed a school-wide, data-driven professional development plan that included the following topics that are central to school’s mission and vision: trauma-informed care, social emotional learning, restorative practices, outdoor learning, behavior management. The school also included topics that were directly linked to assessment data that support teachers and staff in improving student achievement (for example: standards-aligning curriculum, management of the active classroom book study, literacy training).

**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:** In addition to its rigorous academic curriculum, HLCS has increased quality learning opportunities for all students through the following programs: social emotional learning, outdoor education, unique specials classes, student led conferences, expeditionary learning, and multi-age classrooms.

**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 percentage of students in grades Kindergarten and First at Heartland Lakes Community School who score at or above grade level targets as measured by the FastBridge reading assessment will increase from 16.1% in 2024-25 to 50% by end of the 2026-2027 school year.  
**Result: On Track (Multi Year Goal)**  
 This year established the baseline data of 12.9% of Kindergarten and first grade students were at or above grade level on the Spring Early reading FastBridge test.

**Goal #2 All Students Prepared to be Lifelong Learners**  
 As part of our scholars being active participants and not passive observers in their educational journey, at least two out of three of our conferences with teachers and caregivers are student-led. During the 2024-2025 school year, students will have achieved at least 80% of student-led conference objectives such as tracking of student goals, portfolios showcase, self-reflection on their school day, communicating information to caregivers at conferences, sharing their FastBridge data.  
**Result: Goal Met**  
 This year established our baseline data for this goal and 100% of students participated in at least 2 student conferences.

**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.

<b>Financial Standard 1</b> - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).	
<b>X</b>	<b>2: Meets</b> - Surplus position
	<b>1: Partially Meets</b> - N/A
	<b>0: Does Not Meet</b> - Deficit position
<b>Data Source:</b> Original and revised budgets, annual financial audit report, monthly income statements.	
<b>Analysis:</b> Heartland Lakes Community School’s preoperational year was FY24 and began serving students in FY25, therefore the financial audit covers both fiscal years.	
The school’s original FY 2025 budget was approved by the school board in June 2024 with a projected surplus of \$4,402 and an ADM of 77. The school revised the budget in May 2025 reflecting a surplus of \$306 and a decrease in ADM to 75. The school’s FY 2025 General Fund ended the year with a surplus of \$104,857 and 77 ADM.	
Overall, the school has maintained a balanced General Fund budget in FY 2025.	

<b>Financial Standard 2</b> - 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
<b>Data Source:</b> Preliminary UFARS data, ADM report, final UFARS data.	
<b>Analysis:</b> The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.	

<b>Financial Standard 3</b> - 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
<b>Data Source:</b> Email and attached MDE documentation from the School confirming the submission of the audit report.	
<b>Analysis:</b> The school submitted its financial audit to the MDE by December 31, 2025.	

<b>Financial Standard 4</b> - 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)
<b>Data Source:</b> The School’s financial audit report.	
<b>Analysis:</b> The school’s FY 2025 financial audit contained no findings as noted on pages 47-49 of the audit.	

<b>Financial Standard 5</b> - 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.	
<b>Data</b>	
<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
<b>Data Source:</b> Monthly check registers, cash flow projections, board meeting agendas and minutes.	
<b>Analysis:</b> The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2025.	

<b>Financial Standard 6</b> - 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>2: Meets</b> - Never missed
	<b>1: Partially Meets</b> - Missed 1-2 times
<b>X</b>	<b>0: Does Not Meet</b> - Missed > 2 times
<b>Data Source:</b> Board packets.	
<b>Analysis:</b> The school did not provide monthly financial information to the school board and VOA-MN consistently in FY 2025. In addition, the board did not review and approve the financials until December 2024.	

<b>Financial Standard 7</b> - 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>2: Meets</b> - 20% or >
	<b>1: Partially Meets</b> -15-20%
<b>X</b>	<b>0: Does Not Meet</b> - < 15%
<b>Data Source:</b> The school’s General Fund balance policy, monthly financial reports, board meeting agendas and minutes.	
<b>Analysis:</b>	
The table below contains the history of the school’s General Fund balance/SOD calculation:	
<b>ONE YEAR FUND BALANCE HISTORY</b>	
	<b>FY 2025</b>
<b>Fund Balance Amount</b>	\$104,857

<b>Fund Balance Percent</b>	4.68%			
The school does not have a General Fund balance policy in place ,which is highly encouraged.				
The General Fund balance of 4.68% does not meet the VOA-MN target fund balance of 20%.				

<b>Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.</b>	
<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
<b>Data Source:</b> Board meeting agendas and minutes.	
<b>Analysis:</b> The school has a finance committee that met nine times in FY 2025. The finance committee appears to be doing the appropriate work.	

<b>Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.</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>X</b>	<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> Evidence was not received from the school demonstrating that all finance committee members received financial training on their roles and responsibilities in FY 2025.	

<b>Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).</b>	
<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 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.	
X	<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's Annual Report included a substantial review of how their board is meeting Governance Standards in the Board Development Section on page 10.	

<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 the school's Annual Report.	

<b>Governance Standard 5</b> - The board of directors completes a self-evaluation each year.	
<b>X</b>	<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 in June 2025 as reported on page 9 of the 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 conducted a review of its bylaws, which was led by the Board Chair at the time. Following this review, the Board revised and approved updated bylaws based on a recommendation from VOA-MN.	

<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. The board did not and was not required to have elections in FY25.	

<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 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.	

**Analysis:** As reported in the school’s Annual Report, the School Director did not have a valid Minnesota administrator’s license so therefore had a professional development plan to guide her ongoing growth. In alignment with this plan and state requirements, she completed at least 25 hours of professional development, including a day-long training led by Dr. Meg Cavalier at the VOA-MN Charter School Leadership Conference in June 2025.

<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 mandated reporting of child neglect or abuse, student and staff handbooks, and a set schedule for annual review of key instructional and student policies.	

<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. The board minutes show direct reference to academic performance in 7/12 regular board meetings. These months include: July, August, December, February, March, April, and June. References include: <ul style="list-style-type: none"> <li>• Professional development for staff</li> <li>• Book resources for expeditions</li> <li>• Special education contract</li> <li>• Managing an Active Classroom book study</li> <li>• Celebrations of learning</li> <li>• LETRS training</li> <li>• Literacy plan</li> <li>• Professional Development</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.	
	<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.
X	<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	

**Analysis:** The school partially met this standard. The school met two out of three criteria.

Staff retention rate was 55%. The HLCS staff retention rate was calculated by dividing the number of teachers who returned by the total number of teachers employed at the end of the year, yielding a rate of 55% (6 of 11 teachers returned). However, this figure understates true retention because some positions were intentionally eliminated at the end of the year and therefore could not have been “retained.” When adjusted conceptually to account for roles that no longer existed in the subsequent year, the effective retention rate for continuing positions was higher than 55%, providing a more accurate reflection of staff stability. That recalculated rate is 67%, or 6 out of 9 teachers. Between FY25 and FY26, the school made some modifications to grade groupings. These modifications led to the elimination of some teaching positions as grades were grouped together in mixed-age classrooms.

Student retention rate was 83%.

Parent survey satisfaction rate was 80%.

**Governance Standard 14:** 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.

**Data Source:** Monthly Board Minute Review Logs, Board Chair Statement

**Analysis:** 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 the March board meeting. VOA records show that the board packet was received after VOA-MN requested it on 3/5/25.

**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	<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.

**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	<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.

**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, October, November, February, March, April, and May board meetings.

Some of the policies reviewed include:

- July: 410, 413, Mandated Reporting of Child Neglect or Physical or Sexual Abuse Policy
- August: Procurement Policy, Staff/Student Handbooks
- October: 320, 407, 445, 609, 611, 736, 801, 806, and 903
- November: 302, 303, 304, 423, 482, 503, 521, 537, 602, 608, and 704
- February: 304, 503, 506, and 538
- March: Second readings of February policies
- April: 414
- May: 209 and 414

## 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.

	<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>X</b>	<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.

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

**Analysis:**

*This area is a work in progress for the school. The authorizer is confident that gradually the school will continue to improve to meet the standard.*

**SCHOOL MISSION:**

Heartland Lakes Community School exists to empower scholars to bravely live their truth, to become wise stewards of the land and resources and to ignite lasting curiosity that leads to positive change in their school, their communities, their world and themselves.

**SCHOOL VISION:**

To empower students:

- To be leaders of their own learning
- To make choices regarding their education

To bravely live their truth:

- By welcoming and celebrating families and staff of all backgrounds and identities
- Helping students explore other ways of being and examine how multiple perspectives align or digress from their own

To ignite lasting curiosity:

- Using a cross curricular approach, scholars will learn content and skills through exploring topics from multiple perspectives
- Giving student and teachers tools to ask questions and investigate their ideas

Positive change in their school, their community, and their world:

- HLCS believes in the importance of students becoming producers, rather than consumers
- Our scholars will be equipped to look for problems in their space that they would like to solve

Wise stewardship of the land and resources:

- Learning about and appreciating our natural surroundings in the north woods
- Gardening projects where we are able to use the harvested crop for a healthy breakfast or lunch option
- Expanding education regarding the land as a collaboration with community organizations, such as the DNR

**DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:**

The Vision and Mission of Heartland Lakes Community School focuses on the development of the whole child, through expeditionary learning, an environmental focus, and inclusive and person-centered classroom management practices. Aligned with the principles of expeditionary learning, we believe that character development of our scholars is just as important as academic growth and that both are necessary to create lifelong learners and good citizens.

The school uses its mission statement to guide all of its board meetings, policy development and strategic planning.

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

	<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>X</b>	<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.
--	--

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

**Analysis:**

*This area is a work in progress for the school. The authorizer is confident that gradually the school will continue to improve to meet the standard. In other Expeditionary Learning schools, service-learning is embedded into expeditions.*

**BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN:** HLCS will include an element of service learning in every expedition (three per year) for each grade level. The goal will be to have one service-learning project each semester of the 2025-2026 school year.

At the end of the 2024-2025 school year, HLCS worked with the City of Park Rapids to “adopt” one of the city parks. In the fall and spring, this will be HLCS’ primary service-learning project, with all of the crews participating.

**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>2: Meets</b> - The school can provide evidence that it complies with health and safety requirements for public schools.
--	--

<b>X</b>	<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:

- Bloodborne Pathogens
- Sexual Harassment in the Workplace
- Seizure Training
- Crisis Prevention Intervention
- Emergency Procedures (which includes fire, tornado, and lockdown drills, in addition to EpiPen training)

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

[HLCS Crisis Response Procedures](#)

Number of fire drills completed the 2024-2025 previous school year 4. (req. five annually)

Number of lockdown/safety drills completed 2024-2025 previous school year 0. (req. five annually)

Number of tornado drills completed 2024-2025 previous school year 1. (req. one annually)

Number of bus evacuation drills completed 2024-2025 previous school year: 1. (req. one annually)

*Authorizer Note: Safety drills are an area of required improvement. The school must meet the minimum requirements. It is also suggested that the school incorporate various threat locations and times of day.*

Designated crisis management person / team members: Laura Seter, School Director and Sheila Caswell, Operations Manager (Authorizer suggests that this team be increased, perhaps to include health office crew.)

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

Location of emergency drill log: large locked file cabinet in room 3

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

Date of most recent facility inspection by fire department: 9/24/24 (must be a minimum of every three years)

School maintains a log of all visitors.  Yes  No

Location of visitor log: Front Entrance

(Authorizer suggests that the front door of the school be marked as school entrance, locked, and doorbell added. Perhaps each classroom has a key for the front door only to be used during the school day. Also suggest adding crystal-like film to education space windows up to about six feet for additional security in the case of an outdoor threat.)

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

Responsible employee: School Employee - Kristin Hoff

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

Designated responsible employee: Sheila Caswell, Operations Manager

School Nurse and License Number: Kristen Gerber

License # 480258

Frequency of school visits: 2 times per year

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: Health Assistants, Talya Smith (CNA and TMA) and Kristin Hoff (assist director. and med. certified)

School Nurse License # 480258 (License is for Tina Jackson from Navigate Care)

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: Navigate Care

School has a designated 504 Coordinator:

504 Coordinator Name & Position: Laura Seter, School Director

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: 0

**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>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>X</b>	<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): School Director, Laura Seter  
School Appointed DPA Designated Authority (DA): Operations Manager, Sheila Caswell  
School Data Practices Compliance Official (DPCO): Board Chair, Sarah Skjonsby

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- [Policy 320: Administration of MGDPA](#) (data privacy)
- [Policy 515: Protection and Privacy of Pupil Records](#)

*The board has been trained on the MDPA as well as the school admin team. The authorizer suggests that all faculty are trained in data practices pertaining to student/records data privacy at a minimum.*

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

*Policy 320 was approved in the October 28, 2024 meeting minutes. The school is encouraged to revisit and appoint these positions annually when they reappoint officers.*

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

Date of board approval:  Incomplete \_\_\_\_\_

Date of Historical Society Approval:  Incomplete \_\_\_\_\_

*Authorizer Note: Sample document was shared by authorizer during the site visit.*

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

Yes  No Location: School Director Office

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.  Yes  No  
Location: \_\_\_\_\_

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

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

*A Tennessee Warning is contained in the Student/Family Handbook but should also be in the enrollment packet unless families have to sign that they reviewed the handbook. The employee Tennessee is located on page 14 of the Employee Handbook. Employees have to sign that they read the handbook.*

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

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

[Policy 515: Protection and Privacy of Pupil Records](#)

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

Yes  No  Partial

*The visitor sign in sheet is located in the office by the entrance. The sheet should be expanded to include purpose for the visit and guest destination. Once a doorbell is installed, it should be the responsibility of that office to greet visitors and those employees should be trained on the process.*

**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	<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.

**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:**

HLCS is using a variety of strategies to engage parents and students, including several school-wide events: "Welcoming Communities" grant-funded Multicultural Community Meals, Kindergarten Back to School days, Back to School Open House, Celebrations of Learning at the end of each trimester, Caregiver Advisory Council Fundraising events, grant-funded Community Mural painting. HLCS distributes an email newsletter to share updates and to solicit interest in a Caregiver Advisory Committee. Every Friday HLCS sends weekly highlights to Caregivers. Parent/Teacher conferences are scheduled for three times a year.

The [family handbook](#) was available before the start of school via QR code and can be found on the school's website.

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

*The school is encouraged to require families to sign that they have read the handbook similar to staff with the employee 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.

**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.

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

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

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

**Analysis:**

Most recent curriculum standards alignment review for language arts: Curriculum was aligned with the ELA standards. The school also chose the curriculum for ELA that received MDE's stamp of approval for evidence-based comprehensive curriculum.

Most recent curriculum standards alignment review for math: The math curriculum is Bridges - and in preparing for the first year with students, the school ensured that it was aligned with the current MN standards.

Most recent curriculum standards alignment review for science: In the summer of 2024, the school aligned its learning expeditions to science benchmarks.

Most recent curriculum standards alignment review for social studies: In the summer of 2024, the school aligned its learning expeditions to social studies benchmarks.

NOTE: Weekly Professional Development on Wednesday afternoons. Monday morning staff crew.

Management requires that lesson plans and student learning targets align to state standards.  Yes  No

Description of school requirement as provided by the school: Classroom teachers follow EL and Bridges Math Curriculum, both of which are closely aligned to state standards.

*Authorizer Note: Embedding the standards is an expectation for teachers, but the process for admin. oversight must be strengthened.*

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

Description of school plan provided by the school: Director and Assistant Director attended a day-long Standards and Benchmarks workshop through the Northwest Minnesota Cooperative in summer 2025. HLCS Lead Teacher prepared Standards Binders for all teachers relevant to their grade-level and subject area.

*Authorizer Note: The executive director uses the observation rubric. Oversight of data-driven instruction is an area that could be strengthened by administration.*

**M/O Standard 7** - The school employs highly qualified, appropriately licensed teachers.

X	<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 authorizer checks teacher license compliance as part of the VOA-MN Submission Calendar. <a href="#">Teacher Roster 2025-2026</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.	
X	<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> Teacher evaluations are completed twice each year using a <a href="#">rubric</a> designed to be consistent with the school mission, vision, and philosophy of education.	

<b>M/O Standard 9</b> - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
X	<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.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> School Evidence Provided for Authorizer Review: Background Check Form: <a href="#">Background Check Form</a> Background Check Policy # <ul style="list-style-type: none"> <li>● Employees: Staff Handbook</li> <li>● Volunteers: <a href="#">903 Visitors to School Building and Sites</a></li> </ul> Frequency of background checks on volunteers: Prior to initial volunteering Frequency of background checks on employees: Background check done at hiring  <i>The authorizer suggests the board consider annual background checks or a schedule with justification for frequency.</i>	

<b>M/O Standard 10</b> - The school meets / maintains its enrollment goals.	
	<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
X	<b>0: Does Not Meet</b> - The school is not meeting its student enrollment goals.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> Number of students (head count) served in current year: 74 ADM (Sept 1)  Budget set on 85 Present School Year Student Enrollment / Headcount by Grade:  K - 9 (K-1 almost full; 2-3 full) 1 - 13 2 - 15 3 - 7 4 - 7 5 - 6 6 - 10	

Number of students (head count) served in 2024-2025: 83

Number of students (head count) served in second previous year: N/A

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

	<b>2: Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
X	<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: [538 Enrollment Policy](#)

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

[Student Application Form](#)

*The school must amend its application form and enrollment policy to align to statute, including removing "caregiver" and use the terms in statute. Also, there are statute changes pertaining to the number of hours an employee must work to qualify for preference and conditions for non-MN students.*

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

*There is a Tennessee Warning in the handbooks but it should also be in the enrollment process.*

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

X	<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:

- Board Policy #401 - [Equal Employment Opportunity](#)
- Board Policy #407 - [Employee Right to Know](#)
- Board Policy #413 - [Harassment and Violence](#)
- [Employee Handbook](#)

Authorizer representative verified that the school has Tennessee Warnings for employment process. \_ X \_\_\_ Yes \_\_\_ No \_\_\_ Partial

The Tennessee Warning is in the handbook and employees must sign that they have read and understand the handbook.

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

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

X	<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:**

The authorizer verified that the school has job descriptions for the following positions:

Classroom Teacher

Special Education Teacher  
 Special Education Paraprofessional  
 Specialist Teacher  
 School Director  
 Assistant Director  
 School Social Worker

**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:

Teachers will be tasked with a “notice and wonder” protocol for their scholars that will require documentation of individual scholar’s performance and/or behavior. When a teacher identifies a specific scholar concern they will use a Pre-referral Checklist and a Child Find Referral Checklist to collect the necessary information for the Child Find process. A Child Find Team meeting will be scheduled.

After this initial Child Find Team meeting, the teacher will write a performance goal for the scholar and assign a differentiation method that can be performed in the classroom for a period of six weeks, while the classroom teacher collects data. If the differentiation is successful, it should stay in place. If not, the Child Find Team will meet to review the data gathered during differentiation and assign research-based interventions that will be provided by school staff for six weeks. At the end of these six weeks, the Child Study Team will discuss results and determine if either the intervention stays in place or if a second, modified six-week intervention is required. During the intervention period, school staff will collect data to determine whether the scholar made adequate progress. If the scholar is making adequate progress, the intervention will continue. If the scholar is not making adequate progress, the child will be referred to the Child Study Team.

The Child Study Team will study the differentiation and intervention documentation data that has been gathered by the classroom teacher regarding the child to determine whether a referral for special education is required. If evaluation is required, the Child Study Team will meet with the parent to develop an initial special education evaluation plan. During this process, consultation with special education staff or the Director of Special Education may also occur. This ensures a non-biased comprehensive special education evaluation plan is developed, or if the student is not referred to special education, the appropriate on-going interventions and supports are in place.

**Child Study Team Members:**

- Natalie Ferguson
- Laura Seter
- Elise Erickson
- Joanna Wallenberg

**Name of special education teachers & license/file number:**

- Kara Lawhorn: 1039027
- Patrick Kaufenberg: 495272
- Rebecca Frosig: 477516

Number of special education paraprofessionals: 3.5 FTE

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

- Indigo Educatio, Behavior Series - one Wednesday/month
- Book Study: EL Education “Management of the Active Classroom” - October 23, November 20, December 11
- “Why Behind the Words” - March 24, 2025
- CPI Training - April 21, 2025

School retains the students with disabilities that are enrolled:

Percent of special education students served in FY26 19, 26%  
 Percent of special education students served in FY25: 22, 29%

**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:**

HLCS was not subject to any special education investigations by MDE and is not in corrective action.

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: N/A – new school

CAP Items: N/A

Date of last special education financial audit: N/A - new school

CAP Items: n/A

Current audit stage: Cohort 5 for Due Process Monitoring which begins during the 2027-28 School Year.

**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: Kori Ryan, Indigo Education

Special Education Director License Number: 404691

FY26 meeting date(s): Scheduled for 3/19/2026

FY 25 meeting date(s): 5/6/2025

**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.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school faculty.	
<b>Analysis:</b> Information about HLCS school offerings and enrollment procedures were disseminated through the school's website, newsletter, and social media accounts.  In the school's preoperational year and the years leading up to opening, the school disseminated information to a wide variety of families in its community. Some of the strategies used to reach diverse families included: providing all materials in Spanish and English, sending information to White Earth Reservation, sending information through Mahube-Ottwa, handing out information at Park Rapids area community events, and hosting events that were open to the public.  <i>Authorizer suggests that to meet the letter of the law that school should consider tables at local celebrations, fliers at the food shelf, etc. and in the languages mentioned in the pre-operational practices. See MN 124E.17, subd. 1(a), which states, "Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school."</i>	

<b>MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS</b>			
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.			
<b>ITEM</b>	<b>CONTRACT PROVISION</b>	<b>YES</b>	<b>NO</b>
<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: The school utilizes FastBridge three times annually.  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: <a href="https://www.heartlandlakescs.org/about">https://www.heartlandlakescs.org/about</a>  Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration ___X___ 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	
Insurance Policy Renewal Date:			
<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	
School Evidence Provided for Authorizer Review:  Grades Served Present School Year: K-7 Grades Served Past School Year: K-6 State Approved Grades: K-12 Number of Approved School Sites/Buildings: 1 Number of School Sites/Buildings Operated: 1 Evidence Provided by the School for Authorizer Review: walk through of the facility.			

IV	<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>	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>● <a href="#">609 Religion</a></li> <li>● <a href="#">Family Handbook</a></li> <li>● <a href="#">Employee Handbook</a></li> </ul>			
V	<p><b>The school’s VOA-MN Compliance Binder is complete (contract Addendum B).</b>  <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i></p>		<p>X The school is progressing with its binder</p>
VI	<b>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</b>	X	
<p>Explanation: Provisions are included in the Employee and Family handbooks which address nondiscrimination and equal opportunity.</p> <p>Board Policies:</p> <ul style="list-style-type: none"> <li>● #401 - <a href="#">Equal Employment Opportunity</a></li> <li>● #407 - <a href="#">Employee Right to Know</a></li> <li>● #413 - <a href="#">Harassment and Violence</a></li> </ul> <p><a href="#">Employee Handbook</a>  <a href="#">Family Handbook</a></p> <p><i>Enrollment Policy language: HLCS shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.</i></p>			
VII	<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>	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>● Board Policy#: 401 - <a href="#">Equal Employment Opportunity</a></li> <li>● Board Policy#: 407 - <a href="#">Employee Right to Know</a></li> <li>● Board Policy#: 413 - <a href="#">Harassment and Violence</a></li> <li>● <a href="#">Employee Handbook</a></li> </ul> <p>School Designated Human Resources Person: Laura Seter, School Director  EEO Grievance Designee: School Board Chair, Sarah Skjonsby  School District Human Rights Officer: Laura Seter, School Director</p>			
VIII	<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 For noninstructional</p>
<p>School Evidence Provided for Authorizer Review:</p> <p>Licensed teachers are formally evaluated according to MN statutes.</p> <p>HLCS’s evaluation process is designed to meet teachers where they are and help them reach their goals, no matter where they are in their career. New teachers within their first three years of teaching are categorized as “growing” and evaluated three times a year. Veteran teachers, who are beyond three years of teaching, are categorized as “deepening” and are evaluated at least once a year as needed.</p> <p><a href="#">Teacher Evaluation Docs</a></p>			

<i>The school must develop an evaluation process for noninstructional employees.</i>			
<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	
School Evidence Provided for Authorizer Review: After school activities are open to everyone and are co-ed.			
<b>X</b>	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	
The authorizer verified that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act.			

<b>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)	Due November 1, 2025
<b>b.</b> Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	Our first CACR Report is due March 15, 2026
<b>c.</b> Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	<a href="https://www.heartlandlakescs.org/about">https://www.heartlandlakescs.org/about</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.heartlandlakescs.org/founding-board">https://www.heartlandlakescs.org/founding-board</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.heartlandlakescs.org/meetings/9dd8d472-bb6d-450f-a440-b1be8d3958be">https://www.heartlandlakescs.org/meetings/9dd8d472-bb6d-450f-a440-b1be8d3958be</a>
<b>f.</b> Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	<a href="https://www.heartlandlakescs.org/about">https://www.heartlandlakescs.org/about</a>
<b>g.</b> Collaborative Agreements (if they exist) (MS 124E.08)	N/A
<b>h.</b> Wellness Policy / Plan (if applicable) (MS 121A.215)	<a href="https://www.heartlandlakescs.org/_files/ugd/4b1d5a_83a019e524d54f82a203fa98e54ba3da.pdf">https://www.heartlandlakescs.org/_files/ugd/4b1d5a_83a019e524d54f82a203fa98e54ba3da.pdf</a>
<b>i.</b> Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	<a href="https://www.heartlandlakescs.org/enrollment">https://www.heartlandlakescs.org/enrollment</a>
<b>J.</b> Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	<a href="https://www.heartlandlakescs.org/about">https://www.heartlandlakescs.org/about</a>
<b>k.</b> School Bullying Policy (MS 121A.031) Policy 514	<a href="https://www.heartlandlakescs.org/_files/ugd/4b1d5a_8324cff12b4640ca9be1b463476e975f.pdf">https://www.heartlandlakescs.org/_files/ugd/4b1d5a_8324cff12b4640ca9be1b463476e975f.pdf</a>

<b>l.</b>	Policy for group health (if applicable) (MS 124E.12, Subd 5)	<a href="https://www.heartlandlakescs.org/policies">https://www.heartlandlakescs.org/policies</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 affiliated nonprofit building corporation (if exists) (MS 124E.13)	N/A
<b>p.</b>	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	<a href="https://www.heartlandlakescs.org/helpfullinks">https://www.heartlandlakescs.org/helpfullinks</a>
<b>q.</b>	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	Needs to be added to website

**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	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
	2					

		1	0			
Academic	6	1	0	7/10	.50	35%
Finance	14	0	0	14/20	.20	14%
Governance	28	2	0	30/32	.15	14%
Mgmt/Operations	20	6	0	26/34	.15	11%
Grand Total					1.00	74%

<b>CONTRACT RENEWAL CALCULATIONS</b>						
<b>CHARTER CONTRACT TERM: April 18, 2023 – June 30, 2029</b>						
<b>OPERATIONAL PERIOD: July 1, 2024 – June 30, 2029</b>						
		YR 1 Rating FY25	YR 2 Rating FY26	YR 3 Rating FY27	YR 4 Rating FY28	Average Rating
ACADEMIC (50%)		35%				35%
FINANCE (20%)		14%				14%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	14%				14%
	MANAGEMENT OPERATIONS (15%)	11%				11%
	<b>TOTAL</b>	<b>74%</b>				<b>74%</b>
<b>CUMULATIVE AVERAGE 74%</b>						

**CONTACT INFORMATION:**

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

[solsen@voamn.org](mailto:solsen@voamn.org)  
[phillip.morris@voamn.org](mailto:phillip.morris@voamn.org)  
[rochel.perna@voamn.org](mailto:rochel.perna@voamn.org)  
[terri.anderson@voamn.org](mailto:terri.anderson@voamn.org)  
[roderick.haenke@voamn.org](mailto:roderick.haenke@voamn.org)