



KALEIDOSCOPE CHARTER SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: November 15th, 2021; April 1, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: October 14, 2022; May 23, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: November 16, 2023

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 11, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 25, 2021; January 27, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: July 14, 2022; April 27, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 24, 2023, April 25, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: December 19, 2024

Volunteers of America of Minnesota Accountability Plan

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

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)

15% 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?

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

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

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to

which the school has met their primary purpose, “to improve all pupil learning and all student achievement” during the contract term.

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

SCHOOL STATUTORY PURPOSES:

- ❑ **SCHOOL PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.
MEASURE: MCA exams
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards section below.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **SCHOOL STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.
PERFORMANCE EXPECTATIONS – The school will incorporate project-based and services learning into the school program. Project-based and service learning will include locally determined specific learning outcomes students are to achieve.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** The school is to meet the outcomes adopted by the Commissioner for all public-school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third graders can read at grade level.
GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

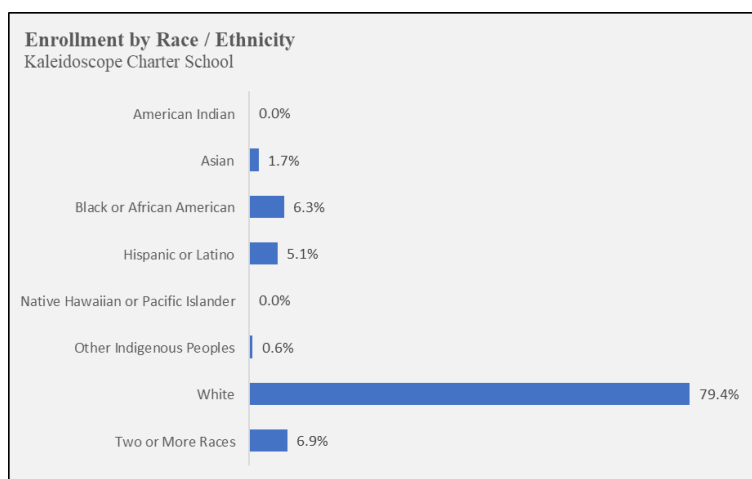


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

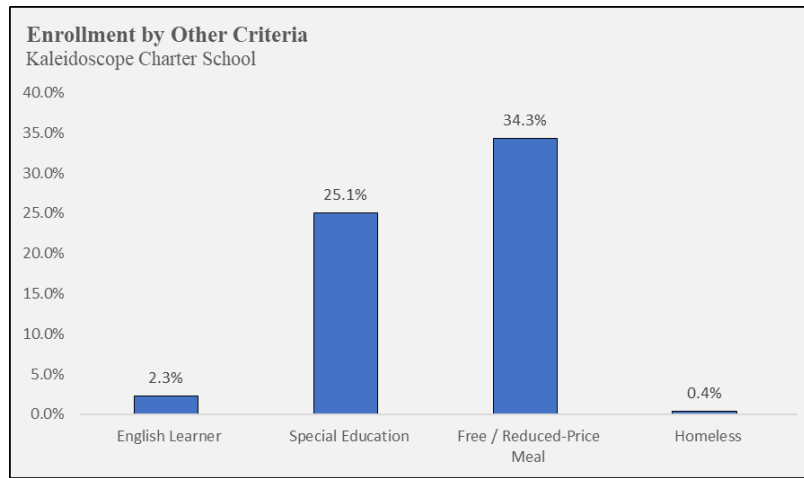


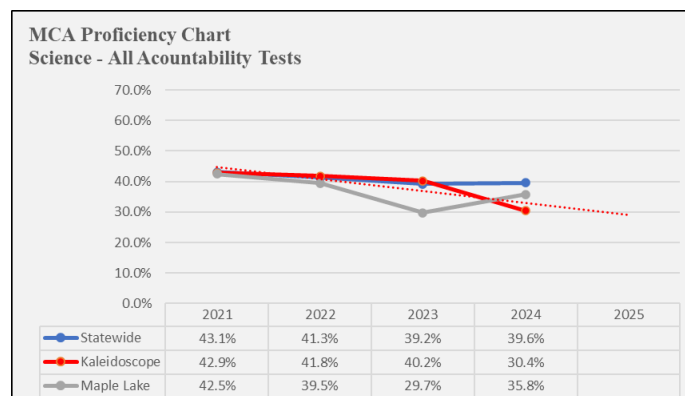
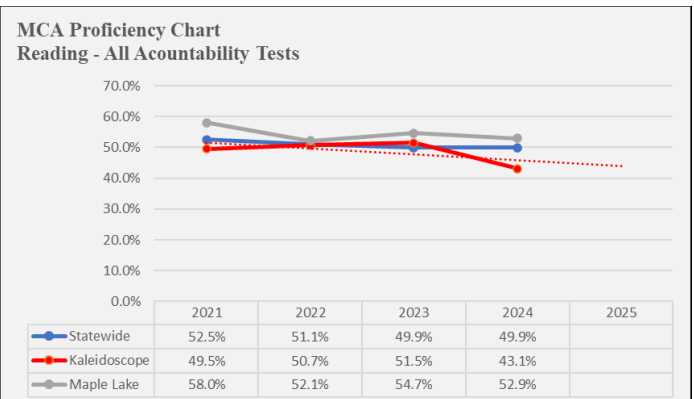
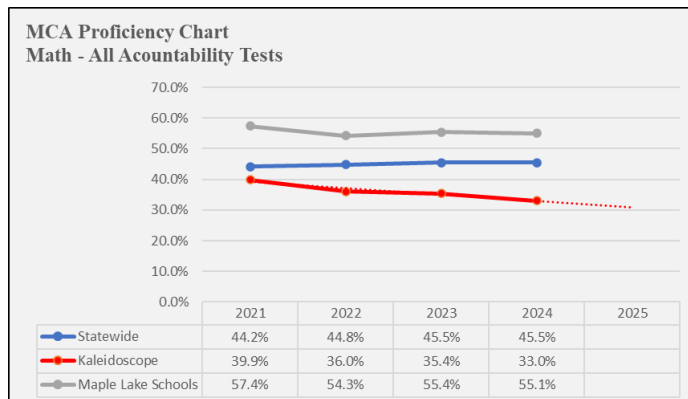
Figure 2 - Enrollment by Other Criteria

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. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

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

Data Source: Minnesota Department of Education

Analysis: Kaleidoscope Charter School performed below the comparison district, Maple Lake Public School District, in math, reading and science.



Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

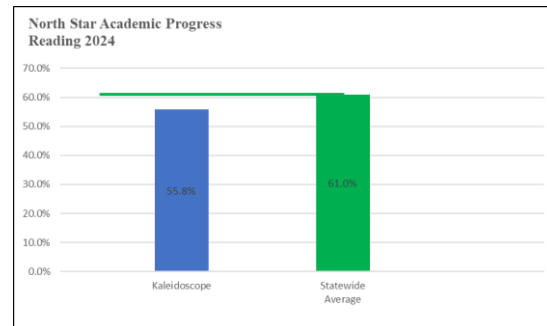
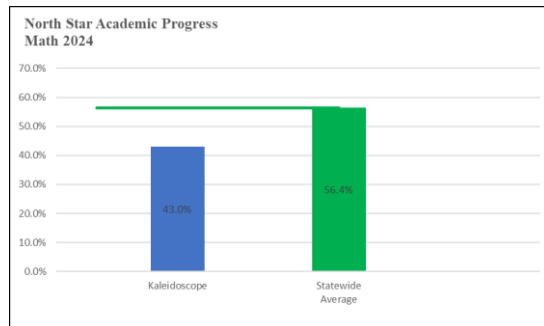
2: Meets - School's achievement level of "increased and maintained" is 58.7% or higher.

X **1: Partially Meets** - School's achievement level of "increased and maintained" is between 58.7% and 43.7%.

0: Does Not Meet - School's achievement level of "increased and maintained" is below 43.7%.

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 43.0% for math and 55.8% for reading. A score of partially meets was awarded because the school's combined score was 49.4%.



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

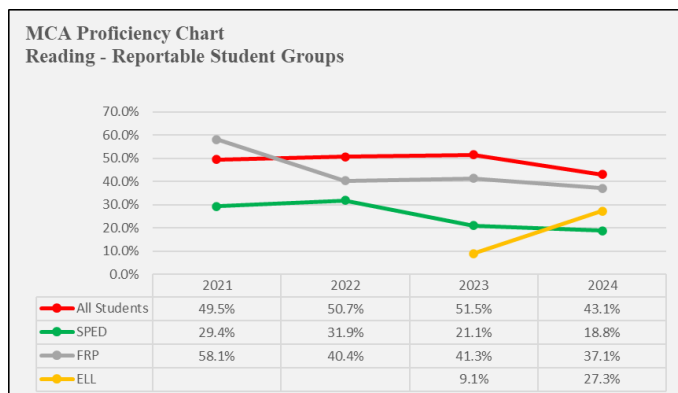
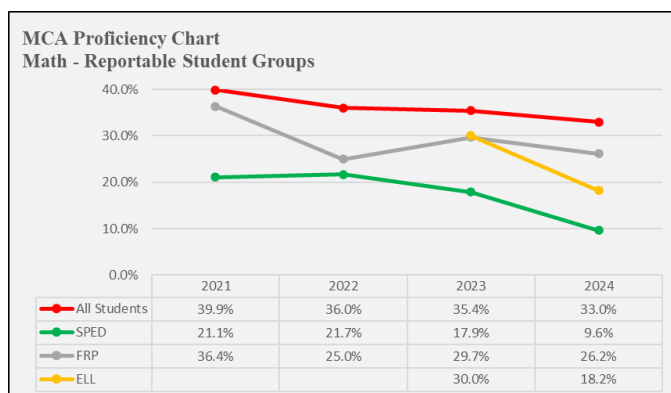
2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.

X **1: Partially Meets** - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.

0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.

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

Analysis: A score of partially meets was awarded because Kaleidoscope Charter School reduced the achievement gap in three out of the six possible areas. (SPED reading, FRP reading and EL reading)



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

X **2: Meets** - Meets all criteria and is adhered to.

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| | 1: Partially Meets - Meets some of the criteria, but no evidence that process is followed. |
| | 0: Does Not Meet - School has not adopted a teacher evaluation process. |
| Data Source: School Annual Report | |
| Analysis: KCS uses the Charlotte Danielson model for evaluating teachers and assessing their areas for growth. The school's Teacher Evaluation and Development Plan has been developed in coordination with teacher representatives and is annually approved by the Board. Teachers are evaluated on one of the three following tracks: New-to-Teaching, New-to-KCS, and Veteran KCS Teacher. All teachers complete a three-year cycle where supervising administration conducts multiple walkthrough observations and formal observations and meets with teachers in conferences about their performance. Additionally, the school's Q-Comp program provides opportunities for teachers to engage in peer-observations and to record themselves teaching and reflect on their own performance. In the spring of 2024, a revamped mentorship program was implemented. Each New-to-Career and New-to-KCS teacher is assigned a mentor. Mentors also go into the classroom to observe their mentee. | |

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| Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement. | |
| X | 2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan. |
| | 1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making. |
| | 0: Does Not Meet - The school has not adopted a school-wide professional development plan. |
| Data Source: School Annual Report | |
| Analysis: The school's focus for professional development for the 2023-2024 school year was on raising the achievement of students. Teachers were provided a total of 16 work and professional development days throughout the school year. Professional development focused on the following areas: | |
| <ul style="list-style-type: none"> • Questioning strategies (elementary) • AVID implementation (secondary) • Lead in Me - 7 Habits Training • Trauma Informed Training • PBIS Training • New Mathematics and Science Curriculum Training | |

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| Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B). | |
| X | 2: Meets - The school has a plan and is meeting their additional statutory purposes. |
| | 1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them. |
| | 0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress. |
| Data Source: School Annual Report | |
| Analysis: In addition to its rigorous academic curriculum, KCS has increased learning opportunities for all students by aspiring to cultivate community while inspiring students to grow and develop a curiosity in life and learning. In order to achieve these goals, the school has implemented programs that are relationship focused, socially and emotionally aware, and community driven. | |

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| Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals. | |
| X | 2: Meets - The school has a plan and is meeting their WBWF goals. |
| | 1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress. |
| | 0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress. |
| Data Source: School Annual Report | |

Analysis:**Goal #1 All Students Ready for School**

At least 60% of families with an incoming KCS kindergartner for the 2024-2025 school year, as of March 15, 2024, will participate in a 30-minute Kindergarten Readiness Course in April 2024.

Result: Goal Met

For 2023-24 KCS had a participation rate of 80% toward its school readiness goal.

Goal #2 All Students Career and College Ready by Graduation

Mindset and Social Awareness - The percentage of 10th grade students participating in at least one school-sponsored or school-supported extracurricular activity will shift from 63% in 2022-2023 to 50% in 2023-24.

Result: Goal Met

For 2023-24, KCS participation rate was 50%. (This % was lowered to 50% - - same as the previous year, due to a loss of athletic cooperative agreements at the end of 2022-23).

Goal #3 All Students Graduate

KCS will maintain a 90% or above 4-year graduation rate.

Result: Goal Met

90.5% of students graduated in 2023. (100% for the 2023-2024 school year.)

SECTION TWO**FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?**

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

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

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

Financial Standard 1 - The School maintains a balanced budget.

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| X | 2: Meets - Surplus position |
| | 1: Partially Meets - NA |
| | 0: Does Not Meet - Deficit position |

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

Analysis: The school board approved the original FY 2024 budget based on 503 ADM in April 2023 projecting a surplus of \$152,532 and revised the budget in April 2024 with a decrease in enrollment to 477 ADM and a surplus of \$1,265,447. The school ended with actual results of 468 ADMs and a surplus of \$1,011,916.

The school has maintained a balanced budget for FY24.

Financial Standard 2 - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

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| X | 2: Meets - 2 = Never missed |
| | 1: Partially Meets – Missed one time |
| | 0: Does Not Meet - Missed > 1 time |

Data Source: Preliminary UFARS data, ADM report, final UFARS data.

Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2024.

Financial Standard 3 - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

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

Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.

Analysis: The school submitted its financial audit to the MDE by December 31, 2024.

Financial Standard 4 - Schools are expected to have audits that are free of all findings.

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

Data Source: The School's financial audit report.

Analysis: The school's FY 2024 financial audit contained no findings.

Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.

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

Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024.

Financial Standard 6 - The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.

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

Data Source: Board packets.

Analysis: The board receives a finance committee report at each board meeting which includes a review of monthly financial statements. The school has consistently provided required monthly financial reports to VOA-MN and the board through June 2024.

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

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

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

Analysis:

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

| FOUR YEAR FUND BALANCE HISTORY | | | | |
|---------------------------------------|----------------|----------------|----------------|----------------|
| | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
| Fund Balance Amount | \$2,850,454 | \$2,970,127 | \$3,375,081 | \$4,386,997 |
| Fund Balance Percent | 40.83% | 40.6% | 48% | 56% |

As the table indicates, the school has maintained a healthy General Fund balance over the past four years. The school's FY 2024 unassigned General Fund balance of over 50% is well above the range of the school board policy which states:

KCS will strive to maintain a minimum unassigned general fund balance of 25 percent of budgeted expenditures. The projected budget shall also maintain 25 percent of budgeted expenditures.

This fund balance is needed for emergencies, unforeseen events, new program initiatives or capital improvements not covered by the landlord. The minimum unassigned fund balance target will be reviewed annually and during the setting of a subsequent operational year budget.

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

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

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that met twelve times in FY24 and has been using this committee appropriately.

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.

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| X | 2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee. |

Data Source: Query school board members, board meeting agendas and minutes.

Analysis: The finance committee members received financial training in FY 2024. An email from the director stated:

We completed this training on 08.17.23 (see attached minutes) for the finance committee. School Board members on the finance committee are Deby Ziesmer, Renee Suess, Sharlet Mullen. Our finance director, Todd Netzke, from SMS, completed this training for us (see attached PPT). Our full school board also went through this training on 09.28.23 (see attached - minutes; new business Item B). Todd again completed the training.

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).

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| X | 2: Meets - The school is not in SOD |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet – The school is in SOD |

Data Source: The School's budget, board meeting agendas and minutes, financial audit.

Analysis: The school is not in Statutory Operating Debt.

SECTION THREE

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. VOA-MN's school board governance standards are scored below.

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.

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| X | 2: Meets - The board structure meets bylaws and state statute. |
| | 1: Partially Meets - The board did not meet requirements for the entire fiscal year. |
| | 0: Does Not Meet - The board's structure does not meet bylaws and/or state statute. |

Data Source: School Annual Report, School Website, Bylaws

Analysis: The school met this standard. The board structure meets bylaws and state statute.

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

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

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| Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices. | |
| X | 2: Meets - All board members comply with Minnesota law regarding board training requirements. |
| | 1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed. |
| | 0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements. |
| Data Source: Annual Report, School Website, Board Minutes and Documents | |
| Analysis: The school met this standard. The board maintains a log indicating the training completed by each board member. | |

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| Governance Standard 5 - The board of directors completes a self-evaluation each year. | |
| X | 2: Meets - The board completes a formal self-evaluation each year. |
| | 1: Partially Meets - The board completes informal self-evaluations during one or more board meeting(s). |
| | 0: Does Not Meet - The board did not complete a self-evaluation. |
| Data Source: Board Minutes, Board Development Committee Minutes | |
| Analysis: The school meets this standard. The Board completed a self-evaluation at the May 23, 2024, board meeting. | |

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| Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings. | |
| X | 2: Meets - The board has no infractions of MN Open Meeting Law. |
| | 1: Partially Meets - The board has 1 infraction of MN Open Meeting Law. |
| | 0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law. |
| Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview | |
| Analysis: The school met this standard. The Board complied with MN Open Meeting Law. | |

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| Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law. | |
| X | 2: Meets - Bylaws are consistent with state law and the board reviews them regularly. |
| | 1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly. |
| | 0: Does Not Meet - Bylaws are inconsistent with state statute. |
| Data Source: School Website, Board Minutes, Bylaws, Interview | |
| Analysis: The school met this standard. Bylaws are consistent with state law and the Board reviewed them at the February 22, 2024, board meeting. | |

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| Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*. | |
| X | 2: Meets - All requirements were met. |
| | 1: Partially Meets - N/A |
| | 0: Does Not Meet - Election requirements were not met. |
| Data Source: Board Minutes, Bylaws, Board Policies, Interview | |
| Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session. <ul style="list-style-type: none"> • Date of Election: May 13-16, 2024 • Date Election Announced: February 22, 2024 • Did the election occur on a day school was in session?: Yes | |

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| Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. | |
| X | 2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description. |
| | 1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description. |
| | 0: Does Not Meet - The board did not complete an annual evaluation of the school leader. |
| Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation | |
| Analysis: The school met this standard. The Board conducted an evaluation of the school leader in February and shared the results March 19, 2024. The evaluation form was distributed to all board members February 1, 2024. Results of the evaluation were shared with the school leader in a closed session March 19, 2024. | |

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| Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*). | |
| X | 2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report. |
| Data Source: Annual Report, Board Minutes, Board Chair Communication. | |
| Analysis: The school met this standard. The School Director, Brad Sellner, holds an administrative license so a professional development plan was not required. | |

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| Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies. | |
| X | 2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies. |
| | 1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies. |
| | 0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies. |
| Data Source: Board Meeting Minutes, Interview | |
| Analysis: The school met this standard. Meeting minutes document more than three examples of the Board monitoring the organization's adherence to school board policies. Some of the following policies have been referred to in board minutes: <ul style="list-style-type: none"> ● Conflict of Interest ● Establishing Quorum ● Board Membership ● Required Membership Training | |

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| Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*. | |
| X | 2: Meets - The board 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 data practice policies. |
| | 1: Partially Meets -The board 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 federal data practices law and the Minnesota Data Practices Act |
| | 0: Does Not Meet - The board 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 have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act. |
| Data Source: Board Minutes, VOA-MN Visit Review | |
| Analysis: The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned. Responsible Authority: Director of Business Operations (2023-24 was Wendi Foss) Data Practice Designee: Executive Director | |

Data Practices Compliance Official: School Board Chair

In addition, the board had data practices training at the 9/28/24 board meeting.

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.

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| X | 2: Meets - Meeting minutes include evidence of regular oversight of school academic performance. |
| | 1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance. |
| | 0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance. |

Data Source: Board Meeting Minutes

Analysis: The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance at 8 of the regular board meetings during the year. Academics and academic data have been reviewed or discussed at the following board meetings: August, September, October, November, January, February, April, and May.

Some academic discussions include:

- Reviewed future programming for secondary level.
- Reviewed data and results from MCA and NWEA.
- Reviewed academic goals.
- Reviewed the school's Literacy Plan.
- Viewed a presentation on math and reading interventions, and reviewed WBWF plan.

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

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

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

Analysis: The school partially met this standard. The school met 2 of the 3 criteria.

- Staff retention rate was 84%.
- Student retention rate was 83.92%.
- The parent survey satisfaction rate was 75.3%. The Annual Report documented the results of the Parent Satisfaction Survey. 76% of students & parents felt KCS promoted quality family engagement in their child's learning. 76% of students & parents felt KCS promoted positive well-being. 74% of students & parents felt KCS promoted student personal development and self-advocacy. On average, the school had a satisfaction rate of 75.3%.

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| Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting. | |
| X | 2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting. |
| | 1: Partially Meets - Board documents were not distributed to all board members one or two times. |
| | 0: Does Not Meet - Board documents were not distributed to all board members three or more times. |
| Data Source: Monthly Board Minute Review Logs, Board Chair Statement | |
| <p>Analysis: The school met this standard. Board documents were distributed to VOA-MN less than 3 days in advance on 3 occasions: August, November, and December.</p> <ul style="list-style-type: none"> • The packet for August 2023 was received by VOA-MN two days prior. • The packet for November 2023 was received by VOA-MN one day after the meeting. • The packet for December 2023 was received by VOA-MN one day after the meeting. <p>However, the School Director confirmed that board members did receive the documents for those meetings 3 days in advance.</p> | |

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| Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*. | |
| X | 2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information. |
| | 1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval. |
| | 0: Does Not Meet - Information is incomplete in the binder or on the school's website. |
| Data Source: School Website | |
| <p>Analysis: The school met this standard. The school leader confirmed that a copy of the entire board packet for each month and all other supporting documents are printed and kept in a binder in the front office with the head secretary. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.</p> | |

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| Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law. | |
| X | 2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings. |
| | 1: Partially Meets - The board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings. |
| | 0: Does Not Meet - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings. |
| Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview | |
| <p>Analysis: The School met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component at 10 of the regular board meetings. Policies have been reviewed at the following meetings: July, August, September, October, November, December, January, February. April, and May.</p> <p>Some of the policies reviewed include:</p> <ul style="list-style-type: none"> • Employee Use of Social Media in the Classroom Policy, | |

- Violence Prevention Policy,
- Student Medication Policy,
- Public Data Requests Policy,
- Transportation of Public School Students Policy,
- Disposition of Obsolete Equipment.

○ 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. The 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.

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

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

Analysis:

SCHOOL MISSION: At Kaleidoscope Charter School we cultivate community while inspiring students to grow and develop a curiosity in life and learning.

SCHOOL VISION: At Kaleidoscope Charter School, we develop well-rounded individuals who achieve personal excellence through our inclusive community, family involvement, and service learning. Kaleidoscope empowers our students to be engaged learners and citizens.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

At Kaleidoscope Charter School we continue to strive to achieve our school mission and vision with the following:

Academics:

At the heart of the educational philosophy of Kaleidoscope Charter School is the firm belief that all students can learn through developmentally appropriate inquisitive investigation. Students come to Kaleidoscope with varying abilities, passions, intelligence, interests, and skills. Curricular units are carefully designed to engage students in multi-disciplinary activities encouraging each child to discover and develop their own strengths.

Students at Kaleidoscope all take courses in the four core content areas (Math, Language Arts, Science, and Social Studies). In addition, students in grades K-8 take Physical Education, Art, and Music. Students in grades 4-8 also take Spanish. High school students at Kaleidoscope select from a range of elective courses such as Guitar for Beginners, Mythology, and Ceramics. All high school students took a Real World Ready - a course to help them develop strategies and skills needed for after high school, every year, up until last year (2023-24). In 2024-25, KCS made the decision when a staff member left, to move the Real World Ready content into the core academic courses at each high school grade level. Teachers created a map for placement of this content. In lieu of this, KCS was able to hire an additional art teacher for the elementary.

At Kaleidoscope our class sizes target approximately 24 students per classroom, far lower than our comparison schools. Because of the small class sizes, our teachers are able to build strong relationships with their students. They provide tailored instruction and regular, personalized feedback to all of their students.

Our teachers understand that all students learn in different ways. Some students learn best by reading material in a textbook, but this is not the most effective instructional strategy for many of our students. Many students learn best by participating in hands-on activities, while others learn best by singing songs about the material they are covering or when they are able to move around or work with classmates. Beginning in FY25, KCS began a 3 year spend down of its fund balance, which includes added teaching positions to lower class sizes even further, to allow for more enrollment to come into KCS and ensure we are not exceeding our 24 limit (16 at K).

The talented staff members at Kaleidoscope are able to utilize the knowledge they have of their students to select the strategies they feel will work best with each student. We also work to emphasize hands-on learning when possible. Our service-learning program ensures that students in K-12 engage with multiple lessons that help them understand the positive impact they can have on the world.

As a public charter school, Kaleidoscope implements the Minnesota State Academic Standards. Kaleidoscope has developed a six-year cycle for curriculum review and implementation to ensure Kaleidoscope students are receiving a rigorous and relevant education. In addition to the six-year curriculum review cycle, Kaleidoscope implements a two-year review process following any adoption of new standards by the Minnesota Department of Education, ensuring alignment of curriculum and resources to new standards.

Finally, Kaleidoscope is always engaged in reflection and review of our resources and our practices. This year was the second year with Benchmark Education (reading), and it was also the second year of AVID implementation in our secondary program. Teachers reviewed social studies curricula as well, and new science and math curricula were implemented. We believe that by empowering teachers and parents to have a voice, we are better able to implement the best instruction for our students.

Developing well-rounded individuals:

Implementing PBIS - 2 year process with PBIS team through MDE; expanding on school activity offerings both within the MSHSL as well as in-house recognizing students for behavior and achievements (student of the month, PBIS, etc.) implementation of an SEL curriculum based upon the Leader in Me (Covey's 8 Habits of Highly Effective People).

Family Engagement and Volunteering:

In alignment with our authorizer, Volunteers of America, families with students attending Kaleidoscope are asked to complete 20 hours of volunteering service each school year. We have much family involvement by hosting a variety of family events: grandparent's day, family picnic, reading, math, and science nights, music programs, drama (Polar Express), color run. In coordination of events with the KPTO and Comet Boosters: Walk at School, Holiday workshop, Trunk or Treat.

Service Learning:

Service Learning is an important part of the Kaleidoscope Charter School approach to education. This is true not only because it aligns with the philosophy of our authorizer, but also because it aligns with our belief in the importance of strong relationships with the local community. In a typical school year, all students participate in at least one, and often multiple, service learning projects that connect our students to others outside of our school. Often Kaleidoscope Charter School students take their service learning out into the community.

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

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

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

Analysis: Service Learning is an important part of the Kaleidoscope Charter School approach to education. This is true not only because it aligns with the philosophy of our authorizer, but also because it aligns with the KCS belief in the importance of strong relationships with the local community. In a typical school year, all students participate in at least one, and often

multiple, service learning projects that connect our students to others outside of our school. Often Kaleidoscope Charter School students take their service learning out into the community.

Service Learning 2023-24

- KCS recruited, collected, and donated 171 new stuffed animals to Alexa's Altruistic Stuffed Animal Charity to help provide every child and teen staying in the hospital with a special stuffed animal.
- KCS raised \$7,589.46 for the American Heart Association/Kids Heart Challenge
- KCS gathered 2877 items during our annual Food Drive. This was also used as a learning opportunity utilizing Math skills and learning about Nutrition for our students. These items were donated to a local food bank.
- KCS's Secondary Student Council and Grade 6-8 students learned about and packaged food at Feed My Starving Children.
- Students developed real life skills through serving our school by collecting recycling throughout the building.
- High School Art students completed the Memory Project. The Memory Project creates portraits for students in third world countries. Portraits were sent to India and Cameroon this year.
- 6th graders did neighborhood cleanup at the park in our neighborhood.
- K-3 students did a toy drive in collaboration with the Elk River Fire Department.
- 4th grade students wrote letters of thanks and support to military veterans.

For 2023-24, KCS connected with the Elk River Chamber of Commerce (new member in 2023), City of Otsego (parks department) and the local United Way, to continue to work to create a more robust list of opportunities for our students (school-wide, classes, or clubs/activities) to get involved.

For 2024-25, the school continues to implement the service-learning projects we did in 2023-24. The school is also in the process of revamping and improving our Service-Learning Plan (which was last updated in 12.1.22). The school is implementing student action teams as part of the Leader in Me. One of the student action teams will be "Service Learning". This will involve students (representative of all grade levels - - starting with older students first) meeting monthly with teacher oversight, to plan and come up with ideas for advancing service-learning opportunities, creating more ownership on the part of students. With updates to the service-learning plan, a concerted effort to ensure that content learning/skills are being incorporated in the service-learning projects will also be a goal.

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).

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

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

Analysis:

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

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

- Bloodborne Pathogen Exposure Prevention
- AED (Automated External Defibrillators)

- Child Abuse: Mandatory Reporting
- Sexual Harassment: Staff-to-Staff
- FERPA: Confidentiality of Records
- Health Emergencies: Seizures
- Medication Administration: Epinephrine Auto-Injectors
- Opioid Overdose Awareness (Naloxone)
- Youth Suicide
- Bullying
- Special Education: Lifts and Transfers & Evacuation of Special Needs Students (select staff)
- Spam, Malware, Internet Safety, and Password Safety

These courses are completed by every employee using the Vector Online Safety Training Video System. Each employee takes the online course, must pass a quiz at the end, and then can print a certificate of completion. KCS has a record of who has completed their courses to ensure compliance.

Title IX updated training will be completed by all staff members on December 6, 2024 (due to changes in the law).

School complies with MS 121A.035 – Crisis Management Plan. ☒ Yes ☐ No

Policy [#806 – Crisis Management](#) [Emergency Plan 2024-25](#) [Emergency Drills Details 2023-24](#)

*Every staff member has a paper and electronic copy of our Emergency Plan along with a [cheat sheet](#) for the plan, in their room.

Number of fire drills completed in the previous school year 7. (req. five annually)

Number of lockdown/safety drills completed in the previous school year 7. (req. five annually)

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

Number of bus evacuation drills completed in the previous school year: 1. (req. one annually) September 13, 23; September 9, 2024

Designated crisis management person / team members:

2023-24

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| Brad Sellner, Executive Director | Tamara Polzin, Elementary Principal |
| Chris Nordmann, Secondary Director | Allison Jepson, Dean of Students |
| Stacy Dorry, Elementary SPED Coordinator | Jennifer Tousignant, Secondary SPED Coordinator |
| Nickey Carlson, Health Clerk | Sara Fix-Davison |

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Main Office – Front Desk

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

Date of most recent facility inspection by fire department: August 21, 2023 (must be a minimum of every three years)

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: Front Desk (Health Clerk) _____

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

Responsible employee: Nickey Carlson (Health Clerk)

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

Designated responsible employee: Nickey Carlson (Health Clerk)

School Nurse and License Number:

Frequency of school visits: On-site every school day

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes ☐ No
 Designated responsible health aid/employee: Nickey Carlson (Health Clerk)
 School Nurse License Number: Amanda Lamacker 1021442 - Resource Training and Solutions
 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: Amanda Lamacker 1021442 - Resource Training and Solutions

School has a designated 504 Coordinator: ☒ Yes ☐ No
 504 Coordinator Name & Position: Lori Karcz; Academic & Assessment Coordinator (2023-24); Allison Jepson; Dean of Students (2024-25)
 School has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes ☐ No

Number of enrolled students during the 2024-2025 school year on a 504 plan: 20
 Number of enrolled students during the 2023-2024 school year on a 504 plan: 22

| M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)). | |
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| X | 2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws. |
| | 1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws. |
| | 0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws. |

Data Source: Annual school site visits, policy review, discussions with school leadership

Analysis:

FY²⁴ School Appointed DPA Responsible Authority (RA): Wendi Foss, Director of Business Operations
 FY²⁴ School Appointed DPA Designated Authority (DA): Brad Sellner, Executive Director
 FY²⁴ School Data Practices Compliance Official (DPCO): Deby Ziesmer, School Board Chair

NOTE: Authorizer provided sample VOA-MN school policies to the Head of School.

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- [#722 - Public Data Requests](#)
- [#406 - Public and Private Data](#)
- [#515 - Protection and Privacy of Pupil Records](#)

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

- [December 21, 2023](#) Policy 722 was updated and approved as part of the consent agenda.
- October 24, 2024 (*only change is Board Chair, Jason Banick*)

Authorizer representative verified that the School has a data retention plan: ☒ Yes ☐ No

- Date of board approval? 07/28/2020 [Records Retention Policy - 735.0](#)
- Date of Historical Society Approval: 07.28.2020 [Records Retention Schedule - 735.1](#)

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.
☒ Yes ☐ No Location: Records room or online in a separate drive (inactive students); Infinite Campus (active students)

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.

X Yes ___No Location: Director of Business Operations office - only access to office is the Director of Business Operations and Executive Director_____

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.

X Yes ___No Location: Student (paper copies in records room; electronic in Infinite Campus); Employee (paper copies in Director of Business Operations office; electronic in Ease)

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. X Yes ___No ___Partial Employee TW on application; Student enrollment application

School verified that only designated school employees have access to files containing student/employee records.

X Yes ___No Administration and SPED secretary have a key to the records room.

School has a board approved Data Request Policy / Procedures. X Yes ___No

School evidence provided for Authorizer Review: Policy [#722 Data Request](#)

Policy Name: Public Data Requests

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

X Yes ___No Have not had any requests in recent history; future requests would be filed in the Executive Director's office.

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.

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

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

Analysis:

The following is a list of events to engage families:

Family Picnic (August 17, 2023)

Back-to-School Open House (August 29, 2023)

Conferences (2x per year - - October 16 & 17; March 21, 2023)

Walk at School (August 29, 2023)

Fine Arts Night (May 2, 2023)

Grandparents Day (October 24, 2023 & March 22, 2024)

Literacy Night (September 21, 2023)

Science/Engineering Night (February 22, 2024)

Math Night (November 30, 2023)

KPTO Trunk or Treat (October 26, 2023)

KPTO Holiday Workshop (December 2, 2023)

Interested Family Open House (November 27, 2023, December 7, 2023 & January 4, 2024)

Kindergarten Roundup (April 20, 2024)

KPTO (monthly committee meetings)

Comets Booster (monthly committee meetings)

KCS plans to have these same events in 2024-25.

Parents serve on the board and on the various board committees (District Advisory, Finance, Governance, and KCS Building Company). They also serve as chaperones on field trips, as volunteers in the lunchroom and classrooms, and as judges and concession workers at events. KCS families like to be involved.

Evidence suggests that the school maintains and distributes annually a student/ family handbook. X Yes

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| M/O Standard 6 - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. | |
| X | 2: Meets - Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension. |
| | 1: Partially Meets - The school leadership provided some examples of how he/she provides oversight that 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: 2021-22 | |
| Most recent curriculum standards alignment review for math: 2022-23 | |
| Most recent curriculum standards alignment review for science: 2022-23 | |
| Most recent curriculum standards alignment review for social studies: 2023-24 | |
| Management requires that lesson plans and student learning targets are aligned to the state standards. <u>X</u> Yes ____ No | |
| <ul style="list-style-type: none"> Description of school requirement as provided by the school: #616 - System of Accountability | |
| School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <u>X</u> Yes ____ No | |

| | |
|--|---|
| M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers. | |
| X | 2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions. |
| | 1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers. |
| | 0: Does Not Meet - The school has had multiple license infractions. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: The authorizer verifies teacher license compliance annually and it is also an item on the VOA-MN Submission Calendar. | |

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| M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. | |
| X | 2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: | |
| Background Check Policy #404 - Employee Background Checks | |
| Frequency of background checks on volunteers: 3 years | |
| Frequency of background checks on employees: Employee handbook outlines all staff every 3 years. | |

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| M/O Standard 9 - The school meets / maintains its enrollment goals. | |
| | 2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals. |
| X | 1: Partially Meets – N/A |
| | 0: Does Not Meet - The school is not meeting its student enrollment goals. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: | |
| Number of students (head count) served in current year: 495 (September 23, 2024), Budgeted for 526 | |
| Transportation issues continue to plague student enrollment from a late-notification standpoint. Elk River revamped their system in 2023-24, where now all KCS students come to school on the “early bus routes.” Elk River also implemented hubs for the morning (a.m.) routes, so KCS students who may only live one or two miles from KCS, take their bus to one of Elk River’s High Schools, then get on the KCS shuttle, and then come all the way back to KCS. Many families are not appreciative of finding out the week before school that their child has a 1.5 hour bus route. | |
| Present School Year Student Enrollment / Headcount by Grade: | |
| K – 57 1 – 37 | |
| 2 – 42 3 – 68 | |
| 4 – 49 5 – 48 | |
| 6 – 35 7 – 38 | |
| 8 – 44 9 – 23 | |
| 10 – 16 (2 PSEO) | |
| 11 – 7 (1 PSEO) | |
| 12 – 33 (10 PSEO) | |
| Number of students (head count) served in 2023-24 school year: 475 | |
| Number of students (head count) served in 2022-2023 school year: 529 | |
| Number of students (head count) served in 2020-2021 school year: 545 | |

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| M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law. | |
| X | 2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. |
| | 1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings. |
| | 0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website. | |
| Analysis: | |
| Admissions Policy Number: 538 - Enrollment | |
| Authorizer Verifies that Student Application Form is Compliant: <u> X </u> Yes <u> </u> No <u> </u> Partial | |
| Authorizer representative verified that the school has Tennessean Warnings for enrollment process. <u> X </u> Yes | |

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| M/O Standard 11 - The school’s employment process complies with state and federal law. | |
| X | 2: Meets - The school provides evidence that its employment process complies with state and federal law. |
| | 1: Partially Meets - The school is making progress meeting standard. |
| | 0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: | |

- 426 – Nepotism and Anti-Nepotism
- Policy 428 – Employee Use of Social Media
- Employee Handbook

Authorizer representative verified that the school has Tennessee Warnings for employment process. X Yes ___No ___Partial

Evidence suggests that the school maintains and distributes annually an employee handbook. X Yes

M/O Standard 12 - The school has defined job descriptions and defined evaluation process for all personnel.

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

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

Analysis: During the site visit, the authorizer verified that the school has job descriptions and defined evaluation process for all personnel.

M/O Standard 13 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

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

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

Analysis:

Brief description of school Child Find/Study Process: Student concerns are first discussed in PLCs or biweekly data meetings. If concerns persist, students may be brought to the SAT. If warranted, the student then progresses into Child Study following the Child Study Checklist (additional documents available).

Child Study Team Members:

Secondary: Stacy (Dorry) Maisch, Jeremy Maisch, Andrew Anderson, Kevin Schmeling, Allison Jepson, Shanda Cooper, Diane Omoth

Elementary: Stacy (Dorry) Maisch, Pam Davis, Madison Schumm, Allison Jepson, Jericho Croyle, Dianne Omoth

Name of special education teachers & license/file number:

Stacy (Dorry) Maisch, Elementary SPED Coordinator, K-12 EBD, 1-6 Elementary Ed/392959

Kelsey Nelson, K-12 ABS/1015067

Jodi Maxey, K-6 Elementary Ed, 5-8 Social Studies, OFP/404532

Jericho Croyle, PreK-12 SLP/417623

Andrew Anderson, K-12 Band, Classroom Music, EBD, LD, ASD, DD/331860

Allison Belford, K-6 Elementary Education, Autism Spectrum Disorders/389112

Melita Wacker, DCD/1036399

Noah Patterson, K-12 Academic and Behavior Strategist/1030390

Deborah Kopitzke, K-12 Academic and Behavioral Strategist/1037364

Alyssa Freichels (contracted through service), K-6 Elementary Education, K-12 Developmental Disabilities, B-Grade 3 Early Childhood Education/1014315

Linda Wharram, B-12 Blind or Visually Impaired, K-12 Moderate to Severe Mentally HDcP, 1-6 Elementary Education/328970

Number of special education paraprofessionals: 21 FTE

Percent of special education students served in 2024-25 = 137; 27.6 %

Percent of special education students served in 2023-24 = 119; 25.1%

Percent of special education students served in 2023-24 – 119 students: 24.9%

Percent of special education students served in 2022-23 – 121 students: 22.9 %

Monthly INDIGO Education Newsletters are provided to Special Education Coordinators, case managers, finance managers as appropriate, and district administration

Professional Development:

- Monthly INDIGO Education Newsletters are provided to Special Education Coordinators, case managers, finance managers as appropriate, and district administration
- INDIGO Education provides Resource Guides regarding changings in practice by the Department of Education and/or changes in MN rules, statutes, and laws regarding or impacting students with disabilities
- Additional training in table below.

| Trainings | Date | Who Attends |
|--|-----------------------------------|---|
| Safe Schools-Vector | 8/29/2024 | Gen Ed and Sped Staff, including paraprofessionals-individualized to who you are working with, i.e. lifting safely, recess supervision, behavior strategies, etc. |
| PD Powerpoint Presentation by Sped Coordinator-disability areas, accommodations, modifications, roles/responsibilities | 10/2/2024 | paraprofessionals |
| Individual/group meetings to discuss students they will be working with. Student info-IEP review on students | 8/29/2024 | Gen Ed and Sped Staff, including paraprofessionals |
| PBIS Staff Training | 8/29/2024 | Gen Ed and Sped Staff, including paraprofessionals |
| PD on deescalation strategies | 10/4/2024 | Gen Ed and Sped Staff, including paraprofessionals |
| CPI training | 11/5/2024 | Crisis Team-admin, select sped teachers, select paraprofessionals, school social worker |
| ASD Training and behavior interventions-sped coordinator | 10/4/2024 | Paraprofessionals |
| 2.0 Sped Forms Training | 10/2/2024 | Sped Teachers |
| Data Collection Training | 9/24/2024 | Sped Teachers |
| Monthly News Letter | 1 time/Month | All Sped Staff, including paraprofessionals and service providers |
| Review of IEPs and Evaluations and provide individual and group feedback | prior to IEP being sent to family | Coordinators will review IEP/Eval written by Sped Teachers |
| MASE Fall Conference | 10/20-10/22/24 | Special Education Coordinator |
| OL&LA Reading Training | 2024-2025 | All Elementary Gen Ed and EI Sped Teachers |
| Leader In Me Training | 2024-2025 | All Staff |
| Non Exclusionary Discipline | 2024-2025 | Sped Coordinator, Dean of Students, Social Worker, and 1 gen ed staff. |
| Restrictive Procedures Training | Sept. 2024 | Oversight Committee Team |

| M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action. | |
|--|--|
| X | 2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns. |
| | 1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings. |
| | 0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications. | |
| Analysis: To the best of the authorizers knowledge, KCS is not subject to special education investigations by MDE and is not in corrective action. | |
| Date of last special education program audit: 2015-16 School Year CAP Items: None Date of last Indicator Data Collection (IDC): 2022-23 School Year CAP Items: None | |
| Next Scheduled Program Monitoring: 2024-25 School Year – Cohort 1 | |
| Date of last special education financial audit: 2019-20 School Year CAP Items: Update Procurement Procedures | |
| Current audit stage: Not presently in MDE fiscal monitoring | |

| M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). | |
|---|--|
| X | 2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC). |
| | 1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually. |
| | 0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC). |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty. | |
| Analysis: Name of director <u>and</u> organization: GiGi Krause; Indigo Education Special Education Director License Number: 345228 SEAC Meeting Dates: FY25 meeting date(s): November 21, 2024 FY24 meeting date(s): January 11, 2024; April 11, 2024 FY23 meeting date(s): May 30, 2023 FY22 meeting date(s): December 13, 2021 | |

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 management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section

is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

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.

| 2023- 2024 SCHOOL YEAR PERFORMANCE (FY24) | | | | | | |
|---|----------------------------------|---|--|--------------|--------|---------|
| | Meets Standard Points 2 | Partially Meets Standard Points 1 | Does Not Meet Standard Points 0 | Total Points | Weight | Percent |
| Academic | 8 | 2 | 0 | 10/14 | .50 | 36% |
| | | | | | | |
| Finance | 20 | 0 | 0 | 20/20 | .20 | 20% |
| | | | | | | |
| Governance | 32 | 1 | 0 | 33/34 | .15 | 15% |
| | | | | | | |
| Mgmt/Operations | 28 | 1 | 0 | 29/30 | .15 | 14% |
| | | | | | | |
| Grand Total | 88 | 4 | 0 | 92/98 | 1.00 | 85% |
| | | | | | | |

| CONTRACT RENEWAL CALCULATIONS | | | | | | |
|---|------------------------------|------------------------|------------------------|------------------------|------------------------|-------------------|
| CHARTER CONTRACT TERM: July 1, 2020 - June 30, 2025 | | | | | | |
| | Renewal YR Rating FY21 | YR 2 Rating FY22 | YR 3 Rating FY23 | YR 4 Rating FY24 | YR 5 Rating FY25 | Average Rating |
| ACADEMIC (50%) | 37% | 32% | 36% | 36% | % | 35% |
| FINANCE (20%) | 20% | 18% | 20% | 20% | % | 19% |
| ORGANIZATION (30%) | | | | | | |

| | | | | | | | |
|-------------------------------|--------------------------------|------------|------------|------------|------------|----------|------------|
| | BOARD GOVERNANCE (15%) | 14% | 14% | 15% | 15% | % | 15% |
| | MANAGEMENT OPERATIONS (15%) | 15% | 15% | 14% | 14% | % | 15% |
| | TOTAL | 86% | 79% | 85% | 85% | % | 84% |
| CUMULATIVE AVERAGE 84% | | | | | | | |

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Roderick Haenke, Board Governance Analyst / Constituent Services
Dawn Maslowski, Program Administrative Assistant

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