



NAYTAHWAUSH COMMUNITY CHARTER 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

2021-2022 VOA-MN SCHOOL SITE VISIT DATES: September 29, 2021; April 25, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 27, 2022; March 13, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: September 26, 2023; March 11, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 3, 2024; May 8, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: September 11, 2025

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 12, 2021; May 26, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 11, 2022; April 13, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 10, 2023; May 9, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 12, 2025; May 8, 2025

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

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

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **Academic Program Performance** - Is the school's Learning Program a Success?
- **Financial Sustainability** – Does the School Exhibit Strong Financial Health?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

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

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

SECTION ONE

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

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

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

- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to elementary school students. Specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

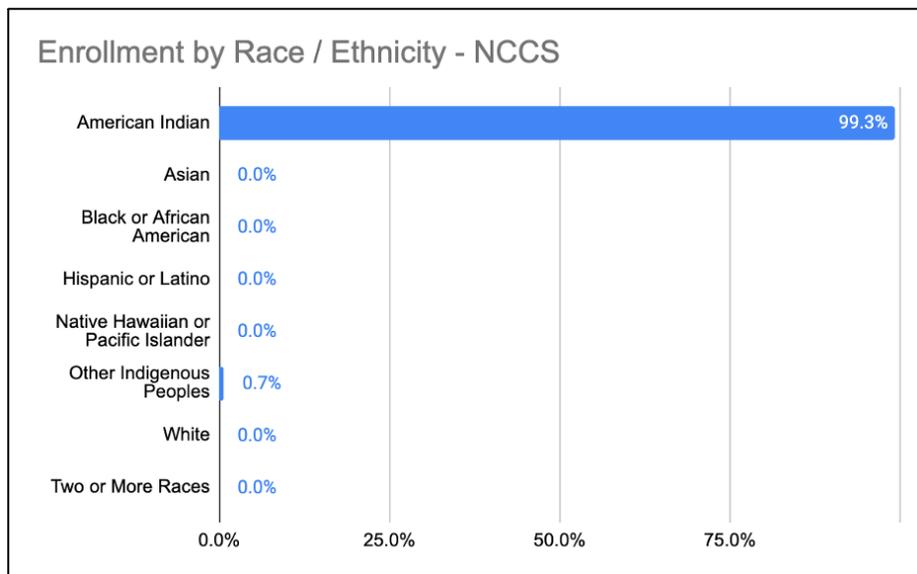


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

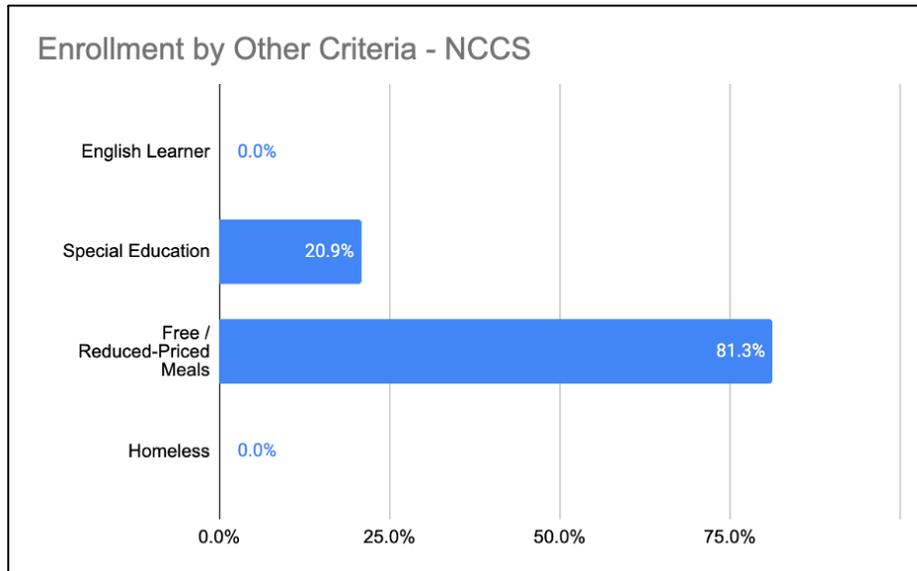


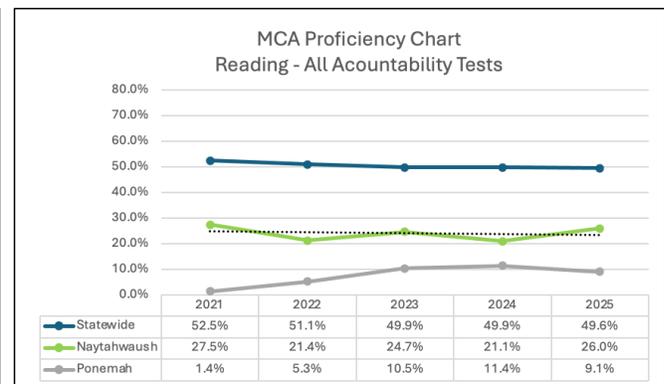
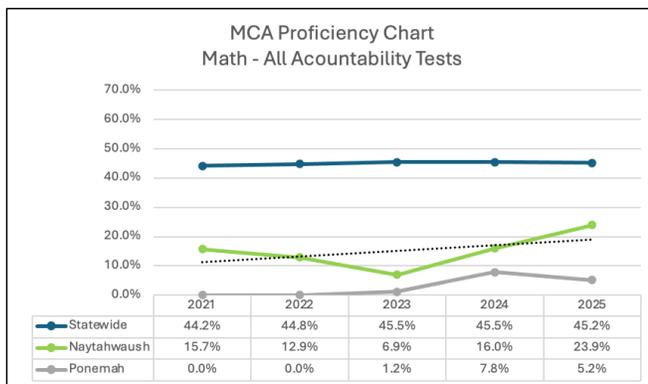
Figure 2– Enrollment by Other Criteria

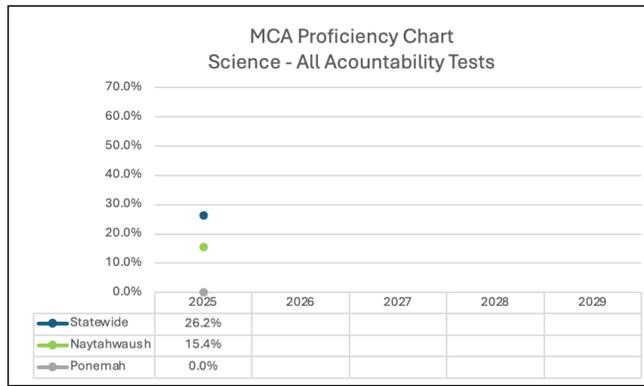
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

Data Source: Minnesota Department of Education

Analysis: NCCS continues to outperform the comparison school, Ponemah Elementary, in math, reading and science.



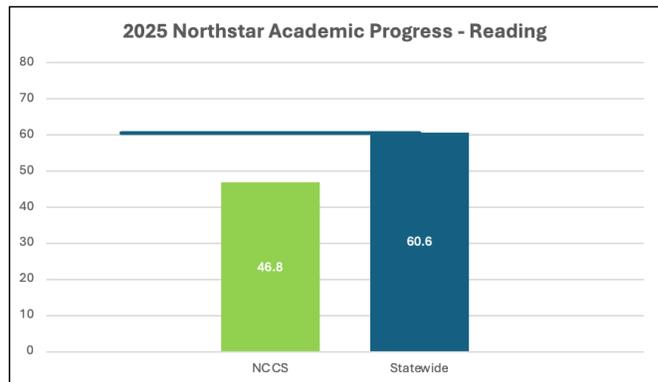
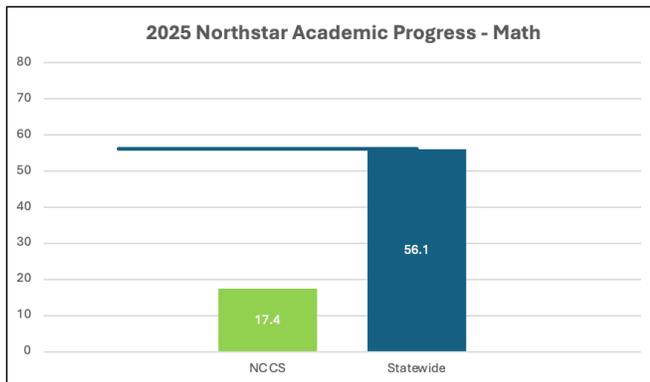


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

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

Analysis: The school's academic achievement level (improved + maintained) was 17.4% for math and 46.8% for reading.

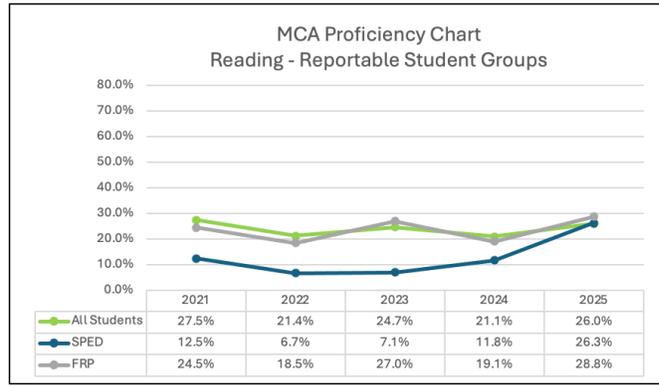
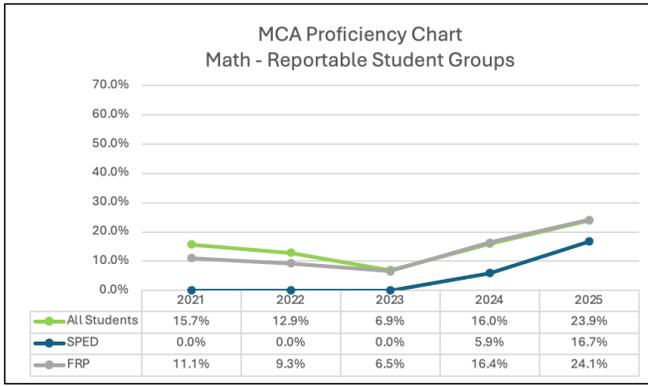


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: The achievement gap was reduced or non-existent in all four reportable areas, SPED math, Free / Reduced math, SPED reading, and Free / Reduced reading.



Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students.

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

Data Source: School Annual Report

Analysis: NCCS is committed to staff development and is aware of the research supporting that regular, quality staff development is an integral piece of the puzzle to improve academic success. The school has developed a school-wide, data driven professional development plan that focuses on quality teaching and learning through coaching, peer review and weekly walk-throughs. Professional development sessions are held twice a month at NCCS. In addition to teacher training, these sessions provide teachers at NCCS the opportunity to review student data. In 2024-2025 the following professional development occurred: literacy data and literacy strategies through regular PLCs, neuro sequential model in education, curriculum and resource training, mental health training, and restorative justice training.

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

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

Data Source: School Annual Report

Analysis: NCCS has increased quality learning opportunities for all students by providing a rich Ojibwe language and cultural environment where students receive daily Ojibwe language instruction and participate in cultural activities such as, ricing, sugarbush camp, sage harvesting, storytelling, gardening and more. In addition, the school hosts an annual powwow.

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

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report / CACR Summary Report

Analysis:

Goal #1a All Students Ready for School

The Kindergarten Readiness rate in math will increase from 69% to 73% as measured by FAST assessment in the fall of 2025.

Result: Goal Not Met

41%

Goal #1b All Students Ready for School

The Kindergarten Reading Rate in reading will increase from 80% to 85% as measured by FAST assessment in the fall of 2025.

Result: Goal Not Met

70%

Goal #2 All Students Ready for Career and College

In FY25 NCCS grades K-6 will provide at least one activity exposing students to the idea of post-secondary education or career options.

Result: Goal Met

Students in grades K-4 completed activities in the classroom; grades 5-6 visited Bemidji State University and White Earth Tribal Community College.

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

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

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

Financial Standard 1 - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).

X **2: Meets** - Surplus position

1: Partially Meets - N/A

0: Does Not Meet - Deficit position

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

Analysis: The school board adopted the FY 2025 budget in June 2024 reflecting a total General Fund deficit of \$53,467 based on 140 ADM. The budget was not revised during the year. The school ended FY 2025 with a surplus of \$418,688 and an ADM of 127. Per the audit on page 22:

Actual revenues were higher than budgeted with a variance of \$541,730 or 12.98%. The actual expenditures were lower than budgeted with a variance of \$350,050 or 7.53%. The majority of this is found in the areas of Pupil Support Services and Special Education Instruction.

The school has maintained a balanced budget for FY 2025.

Financial Standard 2 - The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.

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

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

Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.

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

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

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

Analysis: The school submitted its financial audit to the MDE by December 31, 2025.

Financial Standard 4 - Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst’s review of the check registers, it will be rated in Standard Four and noted in Standard Five.)

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

Data Source: The School’s financial audit report.

Analysis: The school’s FY 2025 financial audit contained one finding as is noted on pages 72, 77, and 78 of the audit report. An excerpt of the audit explains further:

SECTION III – FEDERAL AWARD FINDINGS

2025-001 - Failure to Submit Prior Year Single Audit Report to Federal Audit Clearinghouse

Type of Finding: Other Finding

Criteria: 2 CFR 200.512(a) requires auditees to submit the reporting package and data collection form to the FAC within 9 months of the fiscal year-end or 30 days after receipt of the auditor’s report, whichever is earlier.

Condition: The School did not submit its FY 2024 Single Audit report to the Federal Audit Clearinghouse as required.

Recommendation: We recommend that management establish a formal process to ensure timely submission of all future Single Audit reporting packages to the Federal Audit Clearinghouse.

Corrective Action Plan (CAP):

Actions Planned in Response to Finding: The School will implement the recommendation.

Officials Responsible for Ensuring CAP: The School Director is the official responsible for ensuring corrective action.

Planned Completion Date for CAP: The planned completion date for the CAP is June 30, 2026.

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

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

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

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2025.

Financial Standard 6 - The school provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)

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

Data Source: Board packets.

Analysis: The 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 2025.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY

	FY 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$2,797,077	\$2,723,719	\$2,928,449	\$3,347,137
Fund Balance Percent	74.96%	72.57%	71.39%	74%

As the table above indicates, the school has a history of a very strong General Fund balance. In FY 2025, the school's ending balance was 74% which is well above the schools General Fund Policy which states:

The School Board adopted a formal fund balance policy in 2010 that strives to maintain an unassigned fund balance in the General Fund amounting to 25% of the General Fund operating expenditures for each fiscal year.

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.	
X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year
Data Source: Board meeting agendas and minutes.	
Analysis: The school’s finance committee meets prior to the regular monthly meeting to review the school’s financial reports in detail and met eleven times during FY 2025. The committee is doing the appropriate work.	

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
Data Source: Query school board members, board meeting agendas and minutes.	
Analysis: All finance committee members received training during FY 2025 as stated in an email from the school on June 13, 2025: <i>Description of the training: Finances 101</i> <i>Training Date: emailed Beth on 11/26</i> <i>List of Board Finance Committee members attending: emailed Beth on 11/26</i>	

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

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board's structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The school met this standard. The Board structure meets bylaws and state statute.	

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.
Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30.	
Analysis: The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. A board development plan/training plan has been submitted to VOA-MN.	

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

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received required training on page 3 of the school's Annual Report.	

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

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law and the board reviewed them at the January 9, 2025 meeting and revisions were approved at the May 8, 2025 meeting	

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	2: Meets - All requirements were met.
	1: Partially Meets - N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	
<ol style="list-style-type: none"> 1. Election Date: Ballots due May 7 2. Date of Election Announcement: March 13, 2025 3. Was the election held on a day school was in session? Yes 	

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

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. Beth Zietz is a licensed administrator.	

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

Governance Standard 12 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The board minutes provide evidence of 12/12 regular meetings where the school reviewed academics in July, August, September, October, November, December, January, February, March, April, May, and June.	
Some academic performance data shared include:	
<ul style="list-style-type: none"> • Five-Year Academic Goals • Safe Return to In Person Learning Plan • Title I, II and IV Submission • MCA Scores • FastBridge data • Annual Report/WBWF • i-Ready data • Teacher planning time • CAREIALL • iReady and FastBridge • Professional development • Conferences • Summer School • Unpacking of reading standards • Benchmark Advanced Intervention 	

Governance Standard 13 - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
	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 two of the three criteria. <ol style="list-style-type: none"> Staff retention rate was 83.3%. Student retention rate was 98.1%. According to information from the school's Annual Report, the results from the parent survey suggests moderate to strong community satisfaction with key aspects of NCCS, but not nearing 80%. Perception of student safety is clearly positive, with 66% of respondents indicating students are safe at school and only 10.8% indicating they are somewhat not safe or not safe, while 23.2% are neutral. Satisfaction with cultural teachings (46.5% satisfied, 35.7% neutral, 17.8% not satisfied) and land-based educational opportunities (48.2% satisfied, 26.8% neutral, 25% not satisfied) shows that about half of respondents report clear satisfaction, a sizable portion are neutral rather than negative, and a minority are dissatisfied. Taken together, these results support an interpretation that roughly 60–70% of community members hold generally positive or at least non-negative views of NCCS's cultural, land-based, and safety-related dimensions, with very strong consensus (over 80%) that the Indigenous curriculum is important. 	

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

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

Governance Standard 16 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: August, September, October, December, January, February, March, April, and May. Some of the policies reviewed include: <ul style="list-style-type: none"> • Student Discipline Policy • Drug Testing Policy • Student Enrollment and School Lottery Policy • School Emergency Closing Policy • Uniform Grant Guidance Policy Regarding Federal Revenue Sources 	

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
X	2: Meets - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0: Does Not Meet - Mission and vision are not used to guide school's decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: <p>SCHOOL MISSION: The Naytahwaush Community Charter School is a place where children are respected as individuals and as community members of a rich cultural heritage. NCCS will appreciate the wide resources available by using them to enhance curriculum through experiential and service-learning activities. NCCS will promote the whole child through challenging academics, community involvement and fostering healthy life choices.</p> <p>SCHOOL VISION: The Naytahwaush Community Charter School is a child-centered environment where learning is relevant and respects the traditions and wisdom of community, family and self.</p> <p>NCCS requires employees to attend at least 4 hours of the Harvest Festival which is held in the fall each year. Ojibwe culture classes are held for 30 minutes a day in each classroom. In addition, every 3rd Wednesday of the month from 12:45 pm-2:45 pm is Culture and Community Education time. On these days cultural activities are planned. Examples include ricing, sugarbush, beading, drumming, sewing, drawing, painting, harvesting sumac and sage, planting and caring for a garden and sweet grass patch, storytelling, ice fishing,</p>	

hiking, cooking indigenous foods, etc. These activities help students strengthen their identity and self-confidence as well as reinforce academic and problem-solving skills through real life activities. Community members also assist with these days.

The mission and vision also emphasize academics. Historically, NCCS’s MCA scores have been low. The pandemic resulted in even lower scores. Everyone is committed to turning the scores around. Action steps taken during 2024-25:

Aggressive 5-year academic goals in both math and reading were set. The board reviewed these goals and reaffirmed them. These were revised in July 2025 based on most recent data.

NCCS began working with the Northern Sky Regional Center of Excellence (NSRCE). Adrienne Eichman is the state assigned school advocate and assisted with review of data, root cause analysis of reading scores, classroom visits and more. Work continued with MDE’s new format for school advocates. Advocates in FY25 were Carolyn Cobbs and Stacy Bender.

On-going staff development with Advanced Benchmark, i-Ready and FastBridge.
 Implementation of i-Ready reading and math intervention and assessment programs.
 Increased academic intervention services in reading.
 Recognition of students with excellent attendance and those meeting growth goals.
 School-wide progress monitoring was done quarterly using i-Ready and FASTbridge assessments.
 Reading and Math instructional time was increased.

The mission and vision statement are read at the beginning of each board meeting and are often referred to in board discussions. The director, business manager and school board use the mission and vision statements to allocate resources and make fiscal decisions.

In FY25, the school continued trauma informed discussions and opened a regulation room for students. Data is being independently reviewed for validity, preliminary data analysis indicates a drop in behaviors requiring redirect intervention and an increase in MCA reading scores. MCA math scores do not appear to be significantly impacted.

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

	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
X	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:

Need to provide plan for this year. Beth will complete and send to Terri.

BRIEF DESCRIPTION OF SCHOOL’S SERVICE-LEARNING PLAN: NCCS has been working hard on improving service-learning activities. In FY25 the school continued to improve in this area. Service-learning was emphasized throughout the year with staff and service-learning activities began to emerge.

1. K-2 students attended the Elder Christmas Party and provided entertainment in the form of songs and finger plays. Skills emphasized included hand-eye coordination, public speaking, and community service.
2. Staff and students put on a school Powwow at which students drummed, sang and danced. Skills emphasized included math required for making ribbon skirts, shirts and shawls, public speaking, cultural awareness, physical education, community service, and civics.
3. 6th graders collected pop tabs to contribute to the Ronald McDonald House. Skills emphasized included organizational skills, team work, math, and community service.
4. Reading buddies is a program where an older student reads to a student in grades K-2. Skills emphasized included literacy, public speaking and relationship building.
5. Students continue to attend a patch of Sweet Grass which was planted the summer before. Skills emphasized included biology and agriculture.
6. On Culture and Community Education Days, older students volunteer to help in the younger grades with activities. Skills emphasized include organization, following directions and leadership.

7. Annual 5K is put on for the community. Skills emphasized include physical fitness, organization, art, teamwork and sportsmanship.
8. Summer school brought additional opportunities. The capstone of the year was the refurbishing on the “Welcome to Naytahwaush” signs. The signs located north and south of Naytahwaush were in severe disrepair; the school’s Service Learning Team took down the signs, brought them to the garage and students refurbished them.

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

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

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

Analysis:

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

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

- Crisis Management Plan
- Bloodborne Pathogens
- Right to Know
- Mandated Reporter
- Sexual Harassment
- Handbook Review

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

Policy # - Policy Title

[Policy 806: Crisis Management Policy](#)

Number of fire drills completed in the 2024-25 school year 5. (req. five annually)

Number of lockdown/safety drills completed in the 2024-25 school year 5. (req. five annually)

Number of tornado drills completed in the 2024-25 school year 1. (req. one annually) April

Number of bus evacuation drills completed in the 2024-5 school year: 1. (req. one annually)

Designated crisis management person / team members: Director, Representatives from Law Enforcement and Fire Department, Facility Manager and at least three staff members.

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

NOTE: [Drill logs reviewed](#) by authorizer representative

Location of emergency drill log

[FY26 Safety Drill Log](#)

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

Date of most recent facility inspection by fire department: 10/23/24 (must be a minimum of every three years)

School maintains a log of all visitors. Yes No Location of visitor log: [Administrative Assistant Keep Log](#)

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

Responsible employee: Administrative Assistant Nicole Jesness

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

Designated responsible employee:

School Nurse and License Number: Lindsy Darco, LSN 472554 Expiration date: 06/30/2027

Frequency of school visits: As needed

School complies with MS 121A.22 – Administration of Drugs and Medicine. Yes ___ No

Designated responsible health aid/employee: Administrative Assistant Nicole Jesness

School Nurse License Number: 472554

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: White Earth Public Health currently provides free assistance.

School has a designated 504 Coordinator: Yes ___ No

504 Coordinator Name & Position: Director Beth Zietz

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: none at this time

M/O Standard 4 - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8).

X	2: Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.
	1: Partially Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.

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

Analysis:

FY25 & 26 School Appointed DPA Responsible Authority (RA): Nicole Jesness (School Secretary)

FY25 & 26 School Appointed DPA Designated Authority (DA): Beth Zietz (Director)

FY25 & 26 School Data Practices Compliance Official (DPCO): Ann Briggs Meyer (Board Chair)

APPLICABLE BOARD POLICIES: (Titles and Numbers)

[722.PublicDataRequest.23.pdf \(core-docs.s3.amazonaws.com\)](#)

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

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4700313/July_11th_2024_Regular_Board_Meeting_Minutes.pdf

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

Date of board approval? February 14, 2018 Record Retention Policy

Date of Historical Society Approval: 10/20/23. (evidence was not available during prior visits)

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

Yes ___ No Location:

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:

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

Yes No Partial

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

Yes No

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

School evidence provide for Authorizer Review: # [722: Public Data and Data Subject Requests](#)

Policy Name: [722: Public Data and Data Subject Requests](#)

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

Yes No

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

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

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

Analysis:

Description of school plan for student / parent engagement and supporting evidence: The American Indian Parent Advisory Committee (AIPAC) met monthly during 2024-25; Parent-Teacher conferences are held twice per year in November and March. Families are invited to a student awards ceremony at the end of each quarter, families are encouraged to participate in Culture and Community Education days twice a month and parents/guardians are welcome on school field trips to help chaperone students. NCCS maintains a Facebook Page and shares posts with the Naytahwaush Community Council FB page to be sure families are aware of activities, opportunities to volunteer at the school, etc.

Evidence suggests that the school maintains and distributes annually a student/ family handbook. Yes No
Family & Student Handbooks are distributed to each family in the back to school mailing; they are available at the school open house and the [Family & Student Handbook](#) is posted on the NCCS website.

NCCS has been awarded a Full-Service Community Schools grant of \$600,000 over the next 3 fiscal years. The purpose of this grant is to do a community needs assessment and determine how NCCS can better meet the needs of our families. Funds from this grant were used to complete a community needs and assets survey. 145 surveys were collected providing a wealth of information from the community. The data was analyzed and the school is in the process of building strong relationships with area organizations and using funds to provide for needs mentioned in the survey. NCCS is developing a family resource center located in the school, A back to School Carnival/Open house was held. The school served over 260 meals, gave away 200+ backpacks with school supplies, haircuts and braiding was done throughout the day, etc.

NCCS also has been awarded a Closing Education Opportunity Gaps Grant.

M/O Standard 6 - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

X	2: Meets - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
----------	--

	1: Partially Meets - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	0: Does Not Meet - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: <p>Most recent curriculum standards alignment review for language arts: unpacking the new ELA standards began last year and continues through this year.</p> <p>Most recent curriculum standards alignment review for math: last known was 2018-19 formally.</p> <p>Most recent curriculum standards alignment review for science: last known was 2018-19 formally.</p> <p>Most recent curriculum standards alignment review for social studies: last known was 2018-19 formally.</p> <p>NCCS Continued working with Northern Sky Regional Center of Excellence during the 2024-25 school year. Adrienne Eichman is the school advocate and <u>Colleena Bibeau</u> is the Native American liaison. Both have been instrumental in helping NCCS examine academic practices, do a root cause analysis and review research based instructional strategies. In 2021 the NCCS district purchased the Advanced Benchmark reading curriculum. All NCCS teachers are participating in the READ ACT required training CAREIALL. After completing the training in the spring of 2025, NCCS will be determining how and when the school will curriculum map literacy for grades K-6 and realign with the Minnesota literacy standards. All full-time teachers with the exception of one, completed the CAREIALL training. Everyone that completed the training did so at the mastery level with the exception of the one.</p> <p>Math Expressions curriculum was adopted in 2018. The third grade teacher went on PTP and purchased the simplified math curriculum. Her students excelled on the MCA math assessment, almost meeting the state average. All teachers have been given permission to purchase this curriculum and use it. Those continuing with math expressions must use think central as those teachers using math expressions with think central are seeing better results than those who leave off this part of our curriculum.</p> <p>In FY26 NCCS plans to unpack the ELA standards and determine whether or not they are going to stay with Benchmark or change curriculum. The school is going to begin unpacking the math standards in preparation for a curriculum discussion in FY27.</p> <p>Management requires that lesson plans and student learning targets are aligned to the state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Description of school requirement as provided by the school: NCCS requires teachers to submit lesson plans in <u>Planbook</u>. In the lesson plans teachers are to identify the Minnesota State Standard(s) the lessons align to. Also, teachers are asked to make weekly comments on how well the current curriculum covers the Minnesota Standards taught during the week. In 2024-25, NCCS is embarking on a school transformation to implement MnMTSS with fidelity. In addition to lesson plans, the district has formed Integrated Teams (I-Teams). Each I-team is composed of classroom teachers, intervention teachers and special education teachers. These teams meet at least once a week and take notes on a shared document. This includes data review, scheduling, issues, celebrations, etc. In FY26 we will continue with I-teams as they are finally starting to really impact instruction and learning activities. An adjustment was made to not include special education teachers at every I-team meeting, but I-teams can invite them when needed. We also have a Tier 2 teacher at every grade level who will participate in these meetings.</p> <p>School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Description of school plan provided by the school: NCCS uses both i-Ready and FASTbridge diagnostic testing at the end of each quarter to determine how our students are progressing. FASTbridge is also used twice a month for progress monitoring for most students and weekly for students on interventions with potential referral for special education evaluation. Teachers use the data to develop building SMART goals and to monitor progress toward those goals during the academic year. In FY26 we will be adding Capti testing for dyslexia screening grades 4-6 as required by the state.</p>	

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:	

NCCS FY26 Teacher Licensure Verification 9.10.25

M/O Standard 8 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: The teacher evaluation plan submitted to VOA-MN by September 1

Analysis: Teachers with fewer than three years of experience received a minimum of three formal observations. Formal observations were announced prior to the visit; the teacher filled out a pre-observation form and then met with the Director following the observation to discuss strengths and growth areas. Teachers with three or more years of experience received at least one formal observation. Each teacher will participate in a yearly summative review with the NCCS Director prior to the end of the school year. As needed, additional teacher meetings will be held if walk-throughs and formal observations indicate more support is needed. Charlotte Danielson’s framework for Effective Teaching was the guideline for observations.

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

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

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

Analysis:

Background Check Policy: 715 - Volunteer Policy

Frequency: Every 3 years for employees and each year for volunteers.

Every new employee has a background check completed; [background checks are addressed in 3:19 of the Employee handbook on page 13](#). The handbook is reviewed yearly by the NCCS board.

School Evidence Provided for Authorizer Review: [Background check form](#)

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

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

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

Analysis:

Number of students (head count) served in current year: 121 est.

Budgeted enrollment: 120

Present School Year Student Enrollment / Headcount by Grade:

K - 18 4 - 22
 1 - 19 5 - 16
 2 - 13 6 - 15
 3 - 18

Number of students (head count) served in 2024-2025: 133 (10/1/24)

Number of students (head count) served in 2023-24: 145 (10/2/23 Count)

Number of students (head count) served in 2022-23: 139 (10/3/22 Count)

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

X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
----------	---

	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis: Admissions Policy Number: NCCS Policy #122: Student Enrollment and School Lottery - Policy revisions have been approved by Mike Schultz at MDE and the policy is going to the NCCS board in October for approval.	
Authorizer Verifies that Student Application Form is Compliant : <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Authorizer representative verified that the school has Tennessee Warnings for enrollment process . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	

M/O Standard 12 - The school's employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: RELEVANT POLICY NUMBERS: <ul style="list-style-type: none"> ● Employee Handbook ● Policy 102 – Equal Educational Opportunity ● Policy 401 – Equal Opportunity Employer ● Policy 402 – Disability Nondiscrimination ● Policy 410 – Family Medical Leave ● Policy 411 – Personal Leave 	
Authorizer representative verified that the school has Tennessee Warnings for employment process . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Evidence suggests that the school maintains and distributes annually an employee handbook. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
The employee handbook is gone over in detail with new staff during onboarding and each year the handbook is reviewed during the back-to-school workshop. Every employee receives a hard-copy and an electronic copy. The employee handbook is also posted online. Gone over with all employees 8/28/25.	

M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.	
X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Link to FY26 Job Descriptions .	
Job descriptions are also included in back-to-school workshop folders each year. Teachers with less than 3 years of experience are evaluated 3 times a year using the Charlotte Danielson rubric. Teachers with 3 or more years of experience are evaluated at least once, more if necessary. Walk-throughs are also done where one or two Danielson strands are observed. Formal evaluations are announced. The school Administration uses " We Climb " system by Master Teacher to keep evals and walkthroughs organized. Walkthroughs are unannounced. Paraprofessionals are evaluated by their direct supervisor using a checklist and written notes. This is done once a year.	
Other support staff are evaluated by their direct supervisor. The business manager and director have a professional growth discussion. All evals are placed in the employees' files.	

M/O Standard 14 - The school complies with IDEA, special education laws and school’s TSES plan, including “Child Find.” Applicable training is provided to faculty annually.	
X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
	1: Partially Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.” However, the school has been the subject of MDE complaint investigation with findings.
	0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
Data Source: School site visits, interviews with school faculty, document review.	
Analysis: Brief description of school Child Find/Study Process: In 2024-25 Caroline Becker from Twin Cities Educational Consultants (TCEC) continued to work with the Child Find Team until she reigned in January. Tammy Stenland from TCEC continued in the same manner as Caroline and again the school was able to identify students who needed services. 2025-26 School Year Faculty Training Topic(s) and Date(s): <ul style="list-style-type: none"> ○ Mandated Reporting 8/27/25 ○ CPI training will occur in first quarter for refresher and new employees ○ Intervention training and support at monthly Child-Find meetings List of Special Education Teachers Names and Assignments: <ul style="list-style-type: none"> ○ Lisa Christensen – 1.0 FTE – Tier 4 Elementary on OFP for Behavior Strategist ○ Lendl Pagaygay – 1.0 FTE – Tier 4 Special Education ○ Twin City Education Consultants, Indigo (Special Education Director services), and Choice Therapy also provide Special Education support Number of special education paraprofessionals: <u>13.0</u> FTE Percent of special education students served in 2025-26: 24% Percent of special education students served in 2024-25: 24% Percent of special education students served in 2023-24: 19.3% Percent of special education students served in 2022-23: 19.3%	

M/O Standard 15 - The school is not subject to special education investigations by MDE and is not in Corrective Action.	
X	2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.	
Analysis: If yes, Isolated incident/complaint: Program systems complaint: Resolved: __Yes __No School Evidence for Authorizer Review: ROUTINE SPECIAL EDUCATION AUDITS – Date of last special education program audit: CAP Items: Date of last special education financial audit: CAP Items:	

Current audit stage:

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

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 and organization: Kori Ryan, Indigo Education
 Special Education Director License Number: 404691

FY26 meeting date(s): March 18, 2026
 FY25 meeting date(s): March 19, 2025
 FY24 meeting date(s): March 28, 2024
 FY23 meeting date(s): March 29, 2023
 FY22 meeting date(s): March 29, 2022

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.

X	2: Meets - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	1: Partially Meets - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	0: Does Not Meet - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

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

Analysis: Information is disseminated via school open house, school website, school Facebook page, public meetings are advertised and families are strongly encouraged to come. Special education family and AIPAC meetings are held and all families are encouraged to participate. Information is also disseminated at family conferences.

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS

Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually.
 These items are not included in the annual and renewal evaluations and ratings.

ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	
Evidence: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/5822683/FY26_NCCS_Assessment_Calendar.pdf			
II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract –	X	

	Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).		
Evidence: In physical binder.			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
Evidence: Approved for K-8 and currently serving K-6.			
IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
Evidence: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/5832394/122-student-enrollment-and-school-lottery_updated_23.25_Final.pdf https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/3808131/102_Equal_Education_opportunity10.12.23.pdf			
V	The school's VOA-MN Compliance Binder is complete (contract Addendum B). <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i>	X	
Evidence: Reviewed physical compliance binder and attached electronic evidence.			
VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	
Evidence: No HR complaints or legal action, policies in place; https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/3555509/SKM_C36823092110080.pdf			
VII	Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).	X	
Evidence: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/5832394/122-student-enrollment-and-school-lottery_updated_23.25_Final.pdf https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/3808131/102_Equal_Education_opportunity10.12.23.pdf https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/2036439/401-equal-employment-84.8_KB15_September_2021.pdf https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/2036440/402-disability-nondiscrimination81.9_KB15_September_2021.pdf			
VIII	Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).	X	
Evidence: Charlotte Danielson Framework is used for 3 annual observations for teachers with less than 3 years of experience. Teachers with 3 or more years are observed once. Numerous walkthroughs are also done throughout the year. The director is reviewed once a year by the school board. Support staff are also reviewed by direct supervisor.			

IX	<p>124E.17 DISSEMINATION OF INFORMATION. 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 and in their VOA-MN compliance binder reviewed by authorizer annually.</p>	X	
Evidence: Information is disseminated via school open house, school website, school Facebook page, public meetings are advertised and families are strongly encouraged to come. Special education family and AIPAC meetings are held and all families are encouraged to participate. Information is also disseminated at family conferences.			
X	Evidence suggests the charter school disseminates 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. (124E.17 Dissemination of Information.) The school must document its dissemination activities in the school's annual report and in their VOA-MN compliance binder reviewed by authorizer annually during the formal site visit.	X	
Evidence: Information is disseminated via school open house, school website, school Facebook page, public meetings are advertised and families are strongly encouraged to come. Special education family and AIPAC meetings are held and all families are encouraged to participate. Information is also disseminated at family conferences.			

X. School Website Content Requirements <i>(School will walk through website during visit to verify compliance)</i>	URL		
Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually. These items are not included in the annual and renewal evaluations and ratings.			
I	Current Annual Report (required components in MS 124E.16, Subd 2)	Need to add 2024-2025 report	
II	World's Best Workforce Annual Report (using MDE template)	Need to add 2024-2025 report	

	(MS 120B.11)	
III	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	https://www.ntwschool.org/page/about-our-authorizer
IV	Directory information for board and committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	Currently updating board members, committee and photo. https://www.ntwschool.org/page/nccs-board Need to add committees and membership.
V	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://www.ntwschool.org/documents/board-minutes/317035
VI	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4496358/NCCS_Local_Literacy_Plan.pdf
VII	Collaborative Agreements (if they exist) (MS 124E.08 (c))	N/A
VII I	Wellness Policy / Plan	https://www.ntwschool.org/documents/board-policies/500-series---students/390416

	(MS 121A.215)	
IX	Lottery and enrollment policy and process (MS 124E.11)	https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/3808133/122-student-enrollment-and-school-lottery10.12.23.pdf
X	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4681685/NCCS_Assessment_Calendar_2024.25.pdf
XI	School Bullying Policy (MS 121A.031)	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/2036453/514-bullying-prohibition-117_KB15_September_2021.pdf
XII	Policy for group health (MS 124E.12, Subd 5)	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/2036483/Policy-for-Group-Health78.1_KB15_September_2021.pdf
XII I	Early admission policy (comprehensive evaluation needed for under age 5 to kindergarten) (MS 124E.11)	N/A
XI V	PSEO Dissemination of Information (124D.09, Subd 7)	N/A
XV	Name, mailing address, bylaws, minutes of board meetings,	N/A

names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	
---	--

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
Academic	8	1	0	9/12	.50	38%
Finance	18	0	0	18/20	.20	18%
Governance	30	1	0	31/32	.15	15%
Mgmt/Operations	32	1	0	33/34	.15	15%
Grand Total					1.00	86%

CONTRACT RENEWAL CALCULATIONS CHARTER CONTRACT TERM: July 1, 2022 - June 30, 2027
--

	YR 1 Rating FY23	YR 2 Rating FY24	YR 3 Rating FY25	YR 4 Rating FY26	Average Rating
ACADEMIC (50%)	36%	36%	38%	%	37%
FINANCE (20%)	18%	20%	18%	%	19%
ORGANIZATION (30%)					
BOARD GOVERNANCE (15%)	14%	14%	15%	%	14%
MANAGEMENT OPERATIONS (15%)	14%	14%	15%	%	14%
TOTAL	82%	84%	86%	%	84%
CUMULATIVE AVERAGE 84%					

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
phillip.morris@voamn.org
rochel.perna@voamn.org
terri.anderson@voamn.org
roderick.haenke@voamn.org