



PACT CHARTER SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2022-2023 VOA-MN SCHOOL SITE VISIT DATES: November 3, 2022; March 28, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 16, 2023; December 5, 2023

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: November 14, 2024; March 27, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: December 11 & 12, 2025;

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 14, 2022; May 4, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 14, 2023; May 2, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: January 9, 2025; May 1, 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 I 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 K-12 school students. Specifically: all children are ready for school; all racial and economic achievement gaps between students are closed; all students are ready for career and college; all students graduate from high school.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

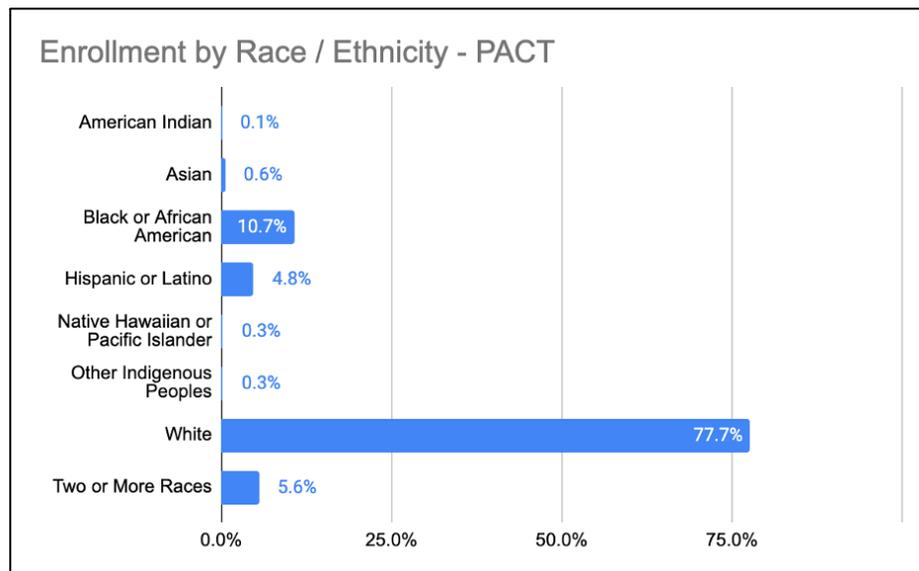


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

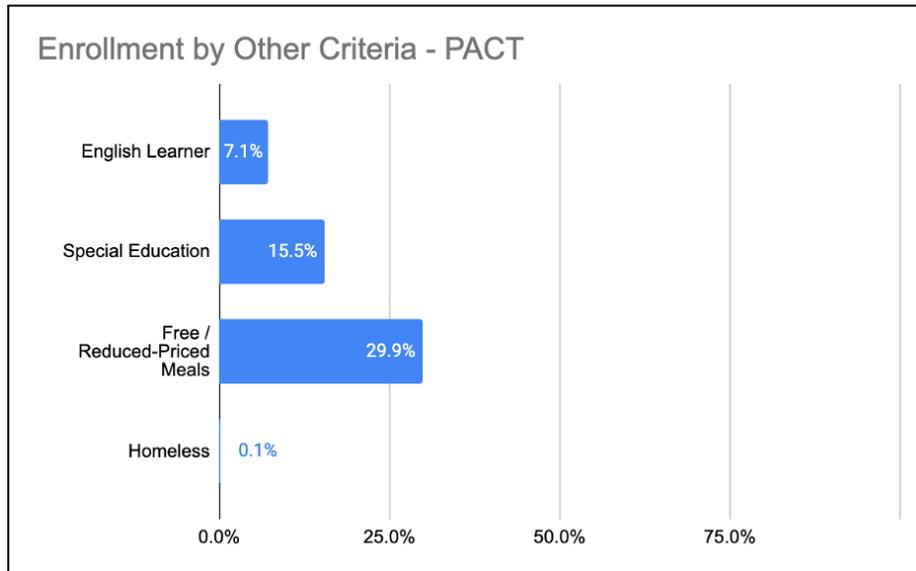


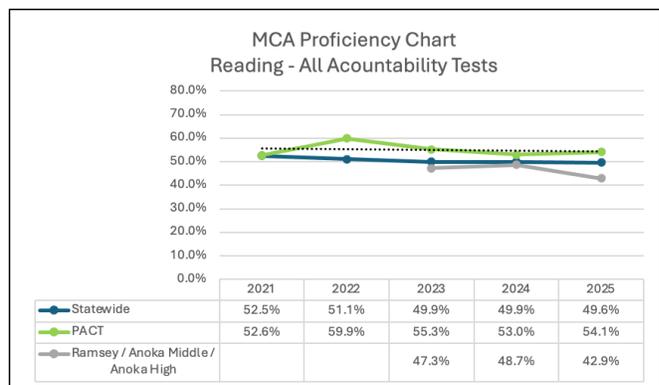
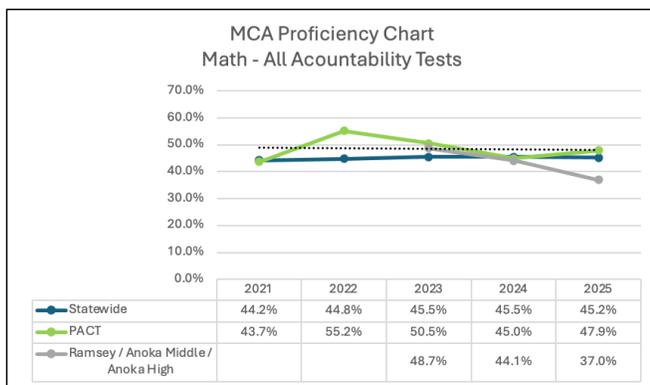
Figure 2– Enrollment by Other Criteria

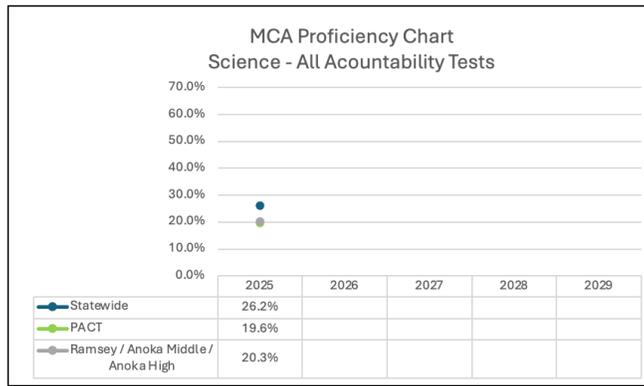
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	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: PACT is outperforming the combined comparison school, Ramsey Elementary School, Anoka Middle School for the Arts, and Anoka High School, in math and reading but not science.



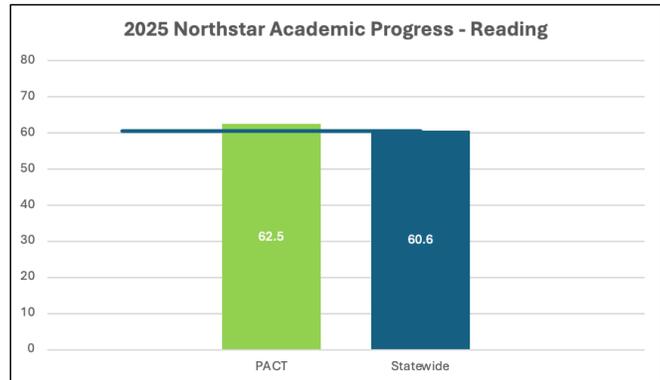
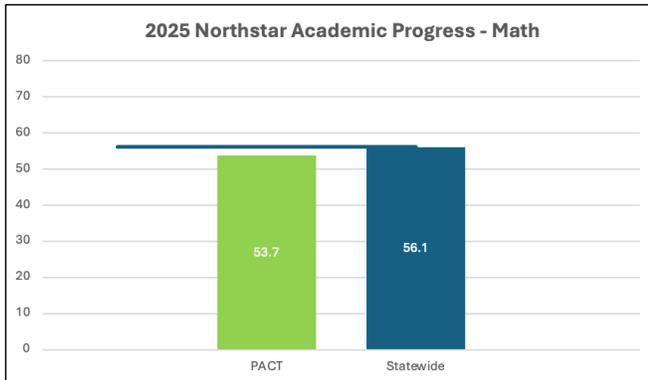


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, 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.
X	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.
	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 achievement level (improved + maintained) was 53.7% for math and 62.5% for reading.

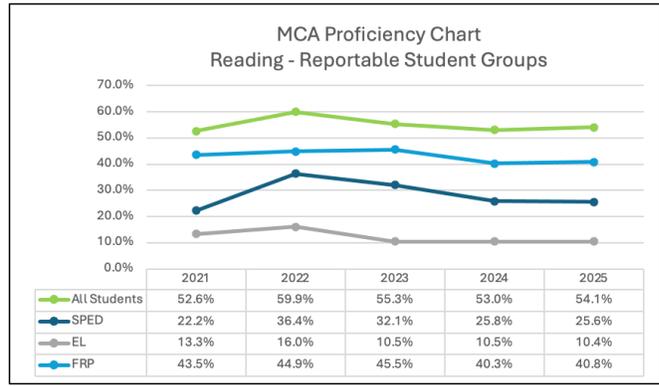
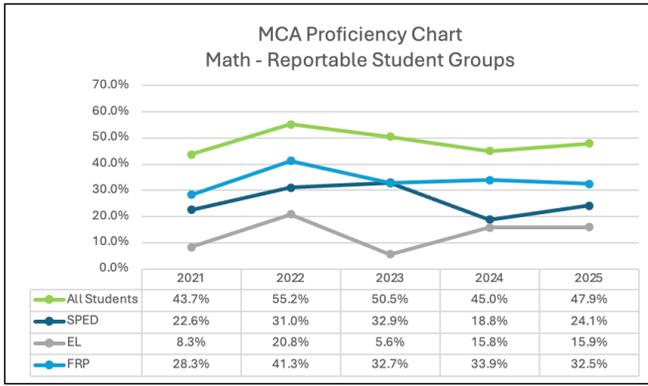


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: PACT reduced the achievement gap in one out of the six reportable areas. (SPED math)



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: PACT has implemented a school-wide, data-driven professional development plan for the 2024-2025 school year. All staff were focused on implementation of the MnMTSS process as well as the READ ACT phase one implementation. The READ ACT PD is a required component from the state of Minnesota that all teachers who instruct reading must go through. The MDE also encourages all schools to participate in the MnMTSS process to build systems and structures that meet academic needs of all students. The goal is to implement a comprehensive Multi-Tiered System of Support framework to ensure that all students receive the appropriate level of academic and behavioral support based on their individual needs. This will be achieved through the systematic identification of students' needs using data-driven assessments, the implementation of tiered interventions, and regular progress monitoring. By providing targeted support at varying levels of intensity, the goal is to ensure equitable access to learning opportunities, improve student outcomes, and foster a positive school environment that supports the success of all students across the district. Other training included, but were not limited to, the following: the elementary flexible instruction model, goal setting, and curriculum review.

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: In addition to its academic rigor, PACT has increased quality learning opportunities for all students by emphasizing positive character development. All students receive character education instruction at least once a week. The curriculum focuses on assisting students in identifying and developing positive character qualities.

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 Kindergarten

At least 85% of families with a PACT kindergartner for the 2024-2025 school year will participate in a 30-minute Kindergarten Readiness Course.

Result: Goal Not Met

74% of families with a PACT kindergartner for the 2024-2025 school year participated in a 30-minute Kindergarten Readiness Course.

Goal #2 All Students are Ready for Career and College

The average ACT Composite score for PACT Students will increase from 21.41 to 23.5.

Result: Goal Not Met

The average ACT Composite score increased to 21.84 in 2025.

Goal #3 All Students Graduate

The percentage of students graduating will increase from 87.3% in 2022 to 89.0% in 2024.

Result: Goal Met

In 2024, the 4-year graduation rate at PACT Charter School was 90.2%.

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 approved the original FY25 budget in June 2024 projecting 1,251 ADM and a surplus of \$244,500. The budget was revised and approved in February 2025 for an increase in ADM and a surplus of \$1,041,917.

PACT ended FY 2025 reporting 1,371 ADM and a surplus of \$1,906,042. Per the audit report on page 21:

*The General fund balance increased over the previous fiscal year as shown in the table above.
The increase is largely due to state aid collected over operating costs.*

Overall, 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 FY25 financial audit contained one legal compliance finding explained on pages 82-83 of the audit report. Excerpts of the finding and management response in the audit report are as follows:

The Charter School had \$433,601 of deposits uncollateralized on June 30, 2025. At year end, the Charter School did not have sufficient collateral. The Charter School is aware of the situation and plans to monitor the coverage to ensure compliance is met.

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
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	1: Partially Meets - Missed 1-2 times
	0: Does Not Meet - Missed > 2 times
Data Source: Board packets.	
Analysis: The school consistently provided all financial reports and information to the school board and VOA-MN for FY 2025.	

Financial Standard 7 - The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding holdbacks.				
	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	FY2023	FY2024	FY2025
Fund Balance Amount	\$3,219,942	\$3,408,856	\$2,531,648	\$4,437,690
Fund Balance Percent	40%	38%	17%	27.5%
The school board’s approved General Fund balance policy states:				
<i>PACT’s policy will be to achieve a range of 20-30% general fund unreserved fund balance as a percentage of yearly general fund expenditures.</i>				
PACT’s General Fund balance increased 10.5% in FY 2025, and the school met its General Fund balance goal.				

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.	
X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year
Data Source: Board meeting agendas and minutes.	
Analysis: The school has a finance committee that meets on a regular basis and met nine times in FY 2025.	

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: The school Superintendent provided evidence that all members received training from the school’s contracted CFO on February 20, 2025.	

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 beginning on page 25 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 using a Google Form on July 2, 2025, as reported on page 28 of the Annual Report.	

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law, and the board reviewed them at the February 6, 2025 board meeting.	

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school meets this standard. According to the school’s Annual Report revision, the elections were announced on March 6, 2025 and held April 17-22, 2025. This meets the requirement of the election being held more than 30 days after it was announced.	

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 June board meeting and published the results in the Annual Report.	

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. Superintendent Flansburg 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 policies on library materials and journalism (including Title IX), harassment and violence, data requests, and core board-governance policies in the 200 and 900 series.	

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 9/11 regular meetings where the school reviewed academics: July, September, October, December, January, March, April, May, and June. Some academic performance data shared include: <ul style="list-style-type: none"> • FastBridge • PLC • MCA data • Field trip • WBWF review • Interventions • World languages • PE • Conferences • Professional development • Bethel Advance • Alternative Pathway Instructional Model • Teacher observations • ACT data 	

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. The student retention rate was 96.9% and the parent survey satisfaction rate was 88.6%. The calculated staff retention rate was 72%, which falls below the 80% threshold. The PACT staff retention rate was derived by dividing the number of teachers who returned (72) by the total number of teachers employed at the end of the year (100), based on the staffing table, resulting in a 72% retention rate. Because this calculation treats all staff labeled “Not Returning” the same and does not distinguish between voluntary departures, non-renewals, or positions that may have been eliminated or restructured, it is possible that alternative calculations or additional data maintained by the school (for example, retention of teachers in continuing positions only) could yield a higher, more favorable rate; however, only the 72% rate could be verified from the provided staffing table.	

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. Policies have been reviewed in July, August, September, October, November, December, February, May, and June.	
Some of the policies reviewed include:	
<ul style="list-style-type: none"> • July: 402, 405, 424, 425, 426, 482, 618, 418, 307, 433, 622, 528, 404, 532, 537 • August: 483, 534, 107, 704, 305 • September: Library Materials, Journalism, Title IX • October: 605, 606, 509 • November: Harassment and Violence Policy • December: Data Requests • February: 101, 102, 103, 104, 105, 203, 513 • May: 418, 516, 601, 611, 613 • June: 201, 901, 902, 903, 904, 905, 906, 907 	

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.	
X	2: Meets - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0: Does Not Meet - Mission and vision are not used to guide school’s decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
SCHOOL MISSION: Partnering as parents, students, and staff to develop students of character and academic excellence.	
SCHOOL VISION: PACT Charter School will build a collaborative community emphasizing academic rigor and character development to foster innovative problem solvers and life-long learners.	
DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:	
Focus on Partnership Between Parents, Students, and Staff - Partnering as parents, students, and staff to develop students of character and academic excellence	
PACT Charter School’s commitment to cultivating students of character and academic excellence is deeply embedded in its core values and distinctive educational approach. Founded by homeschooling parents who wanted enhanced opportunities while staying involved in their children’s education, PACT places parents at the center of the educational process, recognizing them as primary educators. This philosophy creates a dynamic, supportive environment where parents actively contribute to their children’s learning journey.	
PACT asks parents to volunteer at least four hours each month to foster involvement. This expectation strengthens community engagement, reinforces the value of education, and models commitment for students. Through volunteering, parents immerse themselves in classroom support, committee involvement, and leadership in school governance, setting a powerful example of responsibility and dedication that positively impacts students’ academic achievement and character growth.	
PACT has also introduced specific programs to enrich this collaborative culture. The Volunteer Coordinator and Director of Communication and Community Engagement are critical in facilitating meaningful parent contributions and enhancing outreach efforts. Events like “Perk Up with the Principal” offer parents direct access to school leadership, promoting open dialogue and reinforcing PACT’s dedication to partnership. Furthermore, consistent communication through the website, e-newsletters, emails, and social media channels ensures transparency and celebrates school achievements, fostering a sense of shared purpose.	
An annual climate survey further strengthens this partnership by inviting parents, students, and staff to provide feedback on school culture, engagement, and academic priorities. This survey allows PACT to assess community needs, identify areas for improvement, and adapt its strategies to support student growth better. The insights gained contribute to a responsive, evolving environment focused on continuous improvement.	
Additionally, the PACT Panthers PTO and booster club provide a structured avenue for parents to support school activities and initiatives, further strengthening the school-family connection. PACT is also exploring establishing a Foundation to support educational initiatives and expand resources that enrich students’ academic experiences, reinforcing PACT’s dedication to nurturing well-rounded, high-achieving students.	
Focus on Academics - Partnering as parents, students, and staff to develop students of character and academic excellence	
PACT is dedicated to academic rigor in order to support students in meeting and exceeding their learning goals and achieve academic excellence. PACT staff create respectful learning environments by setting clear, high expectations for all students. Higher-order thinking	

skills are emphasized in all grade levels, while also differentiating for students based on their readiness levels. This is accomplished through many different methods including data-driven decision making, incorporating hands-on learning as often as possible, interdisciplinary learning opportunities, and providing an emotionally and safe learning environment where students are held to high standards.

Teachers are consistently trained in and use best practices in their content areas. Utilization of these best practices, as well as implementation of high quality curricula, ensures students receive high quality educational opportunities. For the 2024-2025 school year, professional development at the Elementary Campus has an academic focus on the Science of Reading, equipping classroom teachers and interventionists with research-based pedagogical strategies to apply in their literacy instruction. The Secondary Campus has an academic focus on formative assessment and building high impact instructional strategies into lesson plans in a practical way. Our second focus on the secondary campus centers around school culture and building classroom management strategies that allow for a unified team while modeling and exemplifying our missional character traits.

Focus on Character - Partnering as parents, students, and staff to develop students of character and academic excellence.

Considering the great task of becoming mature, responsible citizens, students need to grow in character, knowledge, skills, and experiences. In order to prepare students for the future, PACT emphasizes positive character development. All students receive character education instruction at least once a week. The curriculum, Character Strong, focuses on assisting students to identify and develop positive character qualities. Students that display positive character qualities are recognized with monthly Character Awards.

Service projects encourage opportunities to build character by reaching out in service to others in the community and focusing outside of oneself. Learning to serve others gives students a considerate perspective of others’ needs and sensitivity to their differences. Students learn to contribute to society and make a positive difference in people’s lives.

Students at PACT are given many leadership, involvement, and service opportunities. A small school requires proportionally more students to step forward for leadership. PACT provides other experiences that promote and teach leadership skills for students who may not normally step into leadership roles. Leadership experiences naturally occur when older students are paired with younger students. When students step outside their comfort zones, with the support of parents and teachers, their characters can be stretched, challenged, and honed. Success in these experiences helps build student confidence.

School Evidence Provided for Authorizer Review:

1. [Mission and Vision](#)
2. [2024-2025 Family Survey](#)
3. [Character Strong Curriculum](#)
4. [Annual Meeting Announcement](#)
5. [Annual Meeting Slides](#)

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

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

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

Analysis:

BRIEF DESCRIPTION OF SCHOOL’S SERVICE-LEARNING PLAN:

Examples of service-learning initiatives at the Elementary Campus include a school-wide diaper drive, singing at nursing homes, tying blankets for Compassion International, collecting imperishable goods for food drives, community garbage clean up, and writing and delivering “gratitude letters.” Examples of service-learning initiatives at the Secondary Campus include a donation drive, and the service-learning plan included below that allows students to grow in confidence, build character, and invest in their communities.

[Service Learning Plan](#)

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:

- Active Threat Training - Completed in person on August 18, 2025 by Rick Kaufman, nationally recognized trainer
- Mandated Reporter - Completed on [Google Classroom](#) - shared with authorizer day of site-visit to view
- Bloodborne Pathogens - Completed on [Google Classroom](#) - shared with authorizer day of site-visit to view
- Seizure - Completed on [Google Classroom](#) - shared with authorizer day of site-visit to view
- EpiPen - Completed on [Google Classroom](#) - shared with authorizer day of site-visit to view
- Harassment, Violence, Discrimination, Bullying & Title IX - Completed in person on August 18, 2025 by Kristin Camacho, Anoka County

The majority of training videos offered are online though MDE.

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

The school has an elevator. Each classroom has a variety of seating options. The building was designed with ADA regulations in mind. The school has a process for identifying and implementing changes to meet student and faculty needs.

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

PACT has a variety of activities open to all students in grades K-12 in both athletics and activities and Community Education. [Community Education Activities and Athletics](#)

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

Policy # - Policy Title
[703 - Crisis Management Policy](#)

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

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

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

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

NOTE: The authorizer observed an impromptu “hold” drill during the secondary site visit.

[2024-2025 Drill Log](#)

In the event of an emergency incident at the school (not a drill), the school partners with the Ramsey Police Department. The school will discuss with the RPD about the designated pick-up location should a post-lockdown evacuation occur.

Designated crisis management person / team members: Superintendent, Executive Director of HR and Operations, Elementary Principal, Secondary Principal, Director of Special Education, Director of Communication and Community Engagement, and Technology Coordinator.

Secondary - Secondary Principal, Assistant Director of Secondary Education, Executive Director of HR and Operations
Elementary - Elementary Principal, Assistant Director of Elementary Education, Executive Director of HR and Operations

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: [Front Desk](#)

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

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

Elementary Campus: 9/25/2025

Secondary Campus: 9/8/2023

School maintains a log of all visitors. Yes No

Location of visitor log: The school uses the Raptor system and sign in at desk of the high school.

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

Responsible employee:

Elementary - School Nurse - Karen Nelson

Secondary - School Nurse - Shelly Olson

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

Designated responsible employee:

School Nurse and License Number: Karen Nelson

PELSB License # 518648

RN license through board of nursing is 2135588

Frequency of school visits: On-site employee and located at the elementary campus

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.

Yes No NA

Designated responsible health aid/employee:

Elementary - School Nurse - Karen Nelson, LSN

PELSB License # 518648

RN license through board of nursing is 2135588

Secondary - School Nurse - Shelly Olson, LPN

School Nurse License Number: 774378

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

PACT enrolls over 1,000 students

School has a designated 504 Coordinator: AnnaRae Klopfer, Director of Special Services

504 Coordinator Name & Position: AnnaRae Klopfer, Director of Special Services Yes No

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

[504 Process Document](#)

Number of enrolled students during the 2025-2026 school year on a 504 plan: 58

Elementary: 8

Secondary: 50

School Evidence Provided for Authorizer Review:

- [Mandatory Annual Training 2025](#) shared with authorizer day of site-visit to view
- [Elementary Emergency Action Plan](#)
- [Secondary Emergency Action Plan](#)
- [Emergency Drill Log](#)
- [PACT 25-26 Bus Safety Plan](#)
- [Elementary Bus Safety Training & Evacuations 2025-26](#)
- [Secondary Bus Safety Training & Evacuations 2025-26](#)
- [Elementary: PACT Fire Marshall Report](#) (official report from 9/25/2025 visit)
- [Secondary Occupancy Letter \(In Lieu of Fire Marshal Report\)](#)
- [Raptor Visitor Sign-in Letter](#)
- [903 - Visitor to the School Policy](#)

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:

School Appointed DPA Responsible Authority (RA): Tracy Peters, COO
School Appointed DPA Designated Authority (DA): Tracy Peters, COO
School Data Practices Compliance Official (DPCO): Tracy Peters, COO
Authorizer suggests that these positions should be occupied by different individuals for security and accountability.

APPLICABLE BOARD POLICIES: (Titles and Numbers)

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

- [Board meeting minutes 4/3/2025](#)
- Board defines the authority through [Policy 513 - Protection and Privacy of Pupil Records Policy](#)

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

Date of last board approval/review: 2/4/2021

Date of Historical Society Approval:

[Date of Historical Society Approval](#)

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.
 Yes No Location: Elementary (have been digitized): Secondary: lower school storage room
(school moving toward solely electronic storage - Infinite Campus and Schoology)

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

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

School verified that only designated school employees have access to files containing student/employee records. Yes
No

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.
 Yes No Partial

School has a board approved Data Request Policy / Procedures. Yes No
School policy name(s) and number(s): Policy [722 - Data Requests](#) approved 12/5/2024

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

School Evidence Provided for Authorizer Review:

- [513 -Protection and Privacy of Pupil Records Policy](#)
- [718 -Records Retention/Destruction Policy](#)

- [Tennessean Warning in Employee Handbook](#) - (page 12) Each Employee Signs the Employee Handbook as part of the employment process.
- [Tennessean Warning in Enrollment Process](#)
- [Historical Society Records Retention Schedule](#)

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 2024-2025 PACT rSchool (now Arbiter) Calendar provides a comprehensive overview of key events throughout the school year, including parent and student engagement activities like open houses, conferences, symposiums, and awards night. Additionally, the Committee Calendar highlights opportunities for families to participate actively in school governance. For a complete guide to policies and procedures, families can refer to the Family Handbook, which outlines essential information for our school community.

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

School Evidence Provided for Authorizer Review:

- [2025-2026 Events Calendar](#)
- [2025-2026 Committee Calendar](#)
- [2025-2026 Family Handbook](#)

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

X	2: Meets - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	1: Partially Meets - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	0: Does Not Meet - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

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

Analysis:

The curriculum review cycle has been adjusted to align with the full implementation of Minnesota State Standards.

Math: A K-12 curriculum adoption team (admin, parents, and teachers) has been created to engage in a two-year review of current curriculum, new MN Mathematics State standards, and alignment with research based best practices. The review for Math will begin in December of 2025 and conclude in April of 2027. Currently PACT is using 2018 Math Expressions for K-6, and CPM for middle and high school.

Language Arts: Curriculum and standards alignment was completed in the 2022-2023 school year, with full implementation of the 2020 standards occurring in the 2025-2026 school year. Elementary is using Houghton Mifflin’s IntoReading K-5, Heggerty’s Bridge to Reading and Bridge to Writing K-3. Middle and High Schools use CommonLit360. The 2020 ELA standards are in full implementation this 2025-2026 school year.

Science: Curriculum and standards alignment was completed in the 2021-2022 school year. Elementary adopted FOSS in the 2023-2024 school year - with full standard alignment completed in Fall 2023. Inspire curriculum was adopted for Middle and High school, with alignment completed in 2022.

Social Studies: A K-12 curriculum adoption team (admin, parents, and teachers) has engaged in a one-year review of materials and new MN Social Studies standard alignment. The full review, alignment, and adoption recommendation will be completed by June 2026.

Currently Elementary is using Scholastic News (K-3), Into Social Studies (1-5), 6th grade uses materials from the Minnesota History Center. Secondary Social Studies courses use TCI materials & McGraw Hill texts. The comprehensive review underway will ensure that all materials adopted for K-12 are fully aligned to the new MN Social Studies State Standards.

Health: A K-12 curriculum adoption team (admin, parents, and teachers) has engaged in a one-year review of materials and new MN Health standard alignment. The Health standards are awaiting full approval - the state committee is working on the 2nd version. The full review, alignment, and adoption recommendation will be completed by June 2026. Currently Elementary is using Character Counts K-12, Always (Grade 5), and Glencoe Health at the middle and high school levels.

School Evidence Provided for Authorizer Review:

[Directions for Curriculum Alignment](#)

[Curriculum Review Cycle](#)

[Curriculum Review - Social Studies](#)

[Curriculum Review - Health](#)

NOTE: standard-aligned learning targets are required to be on the board in classrooms.

Management requires that lesson plans and student learning targets are aligned to the state standards. Yes No

Description of school requirement as provided by the school: Elementary teachers maintain a Google Drive folder with grade level scope and sequence plans and weekly lesson plans. Based on the goals and preferences of their department, secondary teachers upload lesson plans, citing aligning standards, to Infinite Campus, PlanBook, or Google Classroom.

School Evidence Provided for Authorizer Review:

Elementary

[Kindergarten Standards & Lesson Alignment, Scope and Sequence](#)

[K-5 ELA Essential Standards & Curriculum Alignment](#)

[Grade 1 Lesson Plans](#)

[Grade 4 Lesson Plans Sample](#)

[5th Grade Math Standard & Lesson Alignment](#)

[25-26 Scope and Sequence 5th grade ELA, Math, Science, Social Studies](#)

Secondary

[Grade 6 Social Studies Lesson Plans](#)

[Grade 6 Math Lesson Plans](#)

[Secondary Spanish Lesson Plans](#)

[Secondary Math Standards and Curriculum Alignment](#)

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

Description of school plan provided by the school: PACT Charter School is actively implementing the MnMTSS model, in collaboration with David Bernard at Brightworks. Our implementation this year has involved:

- Six days of professional development for the Instructional Cabinet Team which includes all district and building leaders. All staff MTSS (Multi Tiered System of Supports) professional development sessions were also conducted during workshop week and throughout the year. Within each building PLC teams meet weekly to engage in the Plan-Do-Study-Act inquiry cycle which is focused on student data (formative and summative) as evidence of their learning.
- Elementary: For its tier 1 instruction, PACT uses *Math Expressions* and *Into Reading* curricula, which are aligned to Minnesota state standards. Classroom teachers and PLC teams also utilize FastBridge math and reading assessments, interventions, and progress monitoring tools to ensure that core instruction and interventions focus on proficiency on the MCA. Based on

FASTbridge assessment data, each staff member has developed a Student Learning Goal (SLG) that aims to achieve a minimum of one year's growth in a year's time.

- Secondary: For its tier 1 instruction, PACT Secondary uses *CPM* and *CommonLit* curricula, which are aligned to Minnesota state standards. Classroom teachers and PLC teams also utilize FastBridge math and reading assessments, interventions, and progress monitoring tools to ensure that core instruction and interventions focus on proficiency on the MCA. Based on FASTbridge assessment data, each staff member has developed a Student Learning Goal (SLG) that aims to achieve a minimum of one year's growth in a year's time.
- FASTBridge Assessment (administered Fall-Winter-Spring) and Capti Readbasix Screening Assessment (administered in November 2025) data will be analyzed to determine student needs to be addressed in Tier 1 small group instruction, Tier 2 small group intervention instruction, and Tier 3 intervention at both the elementary and secondary schools.

School Evidence Provided for Authorizer Review:

[Elementary FASTBridge data-driven decisions/SLGs](#)

[K-12 Special Education FASTBridge data-driven decisions/SLGs](#)

[Eighth Grade FASTBridge data-driven decisions/SLGs](#)

The school will be switching back to NWEA MAP next year for grades 3-12. The school will retain Fastbridge for K-2.

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

X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.

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

Analysis:

The authorizer verifies license compliance as part of the VOA-MN Submission Calendar twice annually.

[2025-2026 Licensed Staff Information](#)

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:

[Teacher Evaluation Rubric: 5D+](#)

PACT follows the CEL 5D Rubric. Because building the capacity of teachers will lead to better instruction and greater learning for all students, helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

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:

School Evidence Provided for Authorizer Review:
[District Webpage on Volunteering and Background Checks](#)
[Background Check Form](#)
[25-26 Employee Handbook](#) (pg. 37)
[Background Check Cycle Document](#)
[Volunteer Training](#)

Frequency of background checks on volunteers: Every 3 Years
 Frequency of background checks on employees: Every 3 Years

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

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

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

Analysis:
 The PACT budget is based on enrollment of 1457.

Number of students (head count) served in current year:
 Present School Year Student Enrollment / Headcount by Grade: Current 1457
[October Enrollment](#)

Number of students (head count) served in previous year: 1398
 Number of students (head count) served in second previous year: 1049

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: [509 - Enrollment Policy](#)

Authorizer Verifies that Student Application Form is Compliant: Yes No Partial
 The authorizer verified the application process during the site visit. The school uses the *Lotterease* electronic platform.

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

School Evidence Provided for Authorizer Review:
[Tennessean Warning in Enrollment Process](#)
[Enrollment Application](#)
[509 - Enrollment Policy](#)
[Request for Records](#)

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:
 When a position comes available, the supervisor reviews the current job description and updates it as necessary. Then a HR representative posts the opening through the Frontline system, where PACT Charter School includes the job description and salary range/schedule. The HR representative also assigns the selection/interview committee for the particular posting. Each interview, at minimum includes an HR representative and manager and could be as large as a committee of representatives from the parent

community, committee representatives, leadership and PACT staff. PACT also posts the openings to K12jobspots.com, edpost, and indeed through this process. Once the posting has been open a minimum of 5 days, the PACT HR representative and position manager will review applicants and come up with applicants that meet the minimum requirements. Those that do not meet the minimum requirements are notified that PACT is no longer considering their application. Those applicants that meet the minimum requirements, PACT will contact to request an interview. HR and the position manager review the interview questions together prior to the first interview, along with this process, those involved in the interview process are required to read and sign off on interview norms, at least on an annual basis. These norms dictate what questions are and are not acceptable according to state and federal laws. All interviewees are asked the same questions. Then after reviewing all candidates PACT interviewers debrief on the candidates, whereby a decision is made whether or not to offer any of the candidates a second round interview with higher-level leadership or an employment offer to be made. Once PACT is ready to make an offer to a candidate, the position manager reviews experience of the applicant to determine where the applicant falls on the pay matrix, then they reach out to the HR representative, who also independently reviews experience and determines step and lane. If there is a discrepancy, those two parties discuss and ask clarifying questions of the applicant if necessary. Then an offer is made by the position's manager. If the applicant accepts or asks for additional information, the HR representative will draft a formal offer letter and answer any specific questions. Once an applicant accepts, HR will close out the posting and notify all applicants that the position has been filled. At that point the new hire gets sent a background check, and once PACT is notified that the applicant passed, they are added to the board agenda for approval and the onboarding process of the applicant begins.

RELEVANT POLICY NUMBERS:

- [Teacher Assignment and Pay Structure Policy](#)
- [Proposed update for December 2025](#)
- [Employee Ethics and Conflict of Interest Policy](#)
- [Drug-Free Workplace Policy](#)
- [Employment Background Checks](#)
- [Health Insurance Policy](#)
- [Whistleblower Policy](#)
- [Complaints: Students, Employees, Parents and Other Persons Policy](#)
- [Workload Limits for Certain Support Services Teachers Policy](#)
- [Social Media Usage for Employees & Stakeholders in Leadership Roles Policy](#)
- [Nepotism Policy](#)
- [Employee Handbook](#)
- [Purchasing, Procurement, and Contracting](#)

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

Evidence suggests that the school maintains and distributes annually an employee handbook Yes No
[25-26 Employee Handbook](#)

M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.	
X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The authorizer verified that the school has defined job descriptions and defined evaluation processes for all personnel.	

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: The school follows the Multi-Tiered System of Supports (MTSS) and has a well-defined TSES ([PACT TSES](#)) and STAT Process ([Student and Teacher Assistance Team \(STAT\) Process](#)).

Elementary Student and Teacher Assistance Team Members: Lara Bronson (principal), Mellissa McKie (facilitator), Tanya Loso (K-2 representative), Jennifer Musokwa (3-5 representative), Sammy Peltier (behavior), Ashley Solheim (social/emotional), Johanna Santiago (academic), Susanna Fomby (special education representative - behavior), Jenifer Stockdale (special education representative - academic), and referring teacher

Secondary Student and Teacher Assistance Team Members: Jill Kaminski (facilitator), Shawn Lohse (principal), Jennifer Hamernick (assistant principal), Susanna Fomby (special education representative - behavior), Jenifer Stockdale (special education representative - academic) and teachers of the referred student

Special Education Assessment Team Members: Susanna Fomby (lead), Karrin Jensen, Jennifer Stockdale/MacKenzie Welch general education teacher, and parent(s)

Name of special education teachers & license/file number:

- Jill Borchers - 0401245 - Elementary
- Lauren Clements - 1009195 - Both
- Doris Dockendorf - 357849 - Secondary
- Susanna Fomby - 1003094 - Both
- Michelle Goodrich - 0458627 - Secondary
- Lisa Holmquist - 0413684 - Elementary
- Ella Janasz - 1043984 - Elementary
- Karrin Jensen - 480150 - Elementary
- Elizabeth Jones - 1022577 - Both
- Lisa Kermode - 0495025 - Elementary
- Maija Luckow - 1037973 - Secondary
- Chiamaka Okonkwo - 1045531 - Secondary
- Kerry Oolman - 0471645 - Secondary
- Jamie Plonske - 1037128 - Secondary
- William "Noah" Sievert - 1044789 - Secondary
- Nancy Sonntag - 0513823 - Secondary
- Jennifer Stockdale - 045874 - Both
- Taylor Streckert - 487489 - Elementary
- Natasha Tice - 0349816 - Elementary

Number of special education paraprofessionals: 26.5 FTE

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

- € [Student and Teacher Assistance Team Training - August 29, 2025](#)
- € [Student and Teacher Assistance Team \(STAT\) Process](#)

School retains the students with disabilities that are enrolled:

Percent of special education students served in 2025-2026: 14.6% (0.7% is a natural fluctuation due to students in various grades)

Percent of special education students served in 2024-2025: 15.3 %

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:

PACT Charter School has not been the subject of an MDE investigation in the past 12 months.

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: June 28, 2019

- CAP Items:
- 1) One or more classrooms and facilities in which students with disabilities receive instruction, related services and supplementary aids and services do not meet the requirements described in Minnesota Rule.
 - 2) The district does not demonstrate compliance with regards to IEP team membership, meeting and participation requirements.
 - 3) The district’s record review findings indicated systemic noncompliance in one or more due process requirements, specifically annual review of IEP.

The school was selected for an Indicator data collection record review for the 2023-24 school year. One file under indicator B-13 had the following citation: 34 C.F.R. § 300.320(b)(1). This citation was released as the student graduated at the end of the 2023-24 school year.

Date of last special education financial audit: June 18, 2020

CAP Items:
 Training must be provided to employees to review the procurement process with focused attention on:

- Necessary forms to use in the procurement process;
- Properly documenting approvals in line with the procedures;
- Credit card procedures and the use of forms;
- Internal controls

To demonstrate completion of this training, the school must submit an agenda of the topics covered and an attendance sign-in sheet.

This CAP was accepted as complete on 9/17/2020.

Current audit stage:

Program Monitoring - The district is scheduled to participate in the comprehensive review cycle during Cohort 4. This process will start in 2026-27.

Fiscal Monitoring - Not currently under fiscal monitoring review. A yearly risk assessment currently determines who is monitored each year and MDE has not yet finalized the risk assessment for the current FY25 monitoring year.

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:

Two teachers, one para, and four parents serve on the council.

Name of director and organization: AnnaRae Klopfer, PACT Charter School

Special Education Director License Number: 453230

FY26 meeting date(s): 10/7/2025, 12/9/2025, 2/10/2026, 4/14/2026

FY25 meeting date(s): 10/1/2024, 12/3/2024, 2/4/2025, 4/1/2025

FY24 meeting date(s): 4/2/2024

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

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

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

Analysis:
 Most of the school's new enrollment is based on word of mouth. The school also utilizes social media ads that are accessible to everyone and has a booth at Happy Days (the annual Ramsey City celebration).

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS

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

ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	

School Evidence Provided for Authorizer Review:

2025-2026 School Plan for Standardized Assessments:
 Authorizer representative was able to verify that the testing calendar is on website per state statute Yes No
 SCHOOL WEBSITE URL CODE FOR CALENDAR: https://docs.google.com/spreadsheets/d/e/2PACX-1vQcloHTXV32j58eobR7pxumcWC1f9aZnt-0_ZvsIKuBTpMiYQmMGgc7AQmDQYhP4YUuOylBH4qJDm15/pubhtml

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

[PACT Webpage \(Document & Resource Center\) and Assessment Plan](#)

II	Evidence suggests that the Board of Directors maintain sat least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).	X	
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Insurance Policy Renewal Date: 7/9/2025
[Certificates of Insurance](#)

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

Grades Served Present School Year: K-12
 Grades Served Past School Year: K-12
 State Approved Grades: K-12
 Number of Approved School Sites/Buildings: 2
 Number of School Sites/Buildings Operated: 2
 Evidence Provide by the School for Authorizer Review: walk through of the facility.

IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
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School Evidence Provided for Authorizer Review:

LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:
 ● [25-26 Statement of Assurances](#)

<ul style="list-style-type: none"> ● 609 - Religion, Religious and Cultural Observances ● 504 - Dress Code Policy ● 722 - Public Data and Data Subject Requests ● 714 - Enrollment Policy 			
V	<p>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></p> <p>The school will be filing updated paperwork with the Attorney General's Office in the next few months as part of their annual filings for the coming year. They will share these filings once completed.</p>	X	
VI	<p>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</p>	X	
<p>Explanation: PACT has a human resource specialist who works with the Executive Director of Human Resources and Operations (COO) to manage human resources. Additionally, PACT contracts with Kraus Anderson for HR support. The Board of Directors has developed a number of policies related to HR.</p> <ul style="list-style-type: none"> ● PACT Policy Website Link ● Teacher Assignment and Pay Structure Policy <ul style="list-style-type: none"> ○ Proposed update for December 2025 ● Employee Ethics and Conflict of Interest Policy ● Drug-Free Workplace Policy ● Health Insurance Policy ● Whistleblower Policy ● Complaints: Students, Employees, Parents and Other Persons Policy ● Workload Limits for Certain Support Services Teachers Policy ● Social Media Usage for Employees & Stakeholders in Leadership Roles Policy ● Nepotism Policy ● Employee Handbook 			
VII	<p>Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> ● 102 - Equal Education Policy ● 413 - Harassment/Violence Policy ● 514 - Bullying Policy ● Employee Handbook ● 522 - Title IX Policy ● Nondiscrimination / Title IX Policy Page <p>School Designated Human Resources Person: Tracy Peters EEO Grievance Designee: Tracy Peters School District Human Rights Officer: Tracy Peters</p>			
VIII	<p>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).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <ul style="list-style-type: none"> ● PACT Teacher Evaluation Process ● Teacher Evaluation Rubric: 5D+ ● Policy 303 - Superintendent Selection ● Policy 304 - Superintendent Duties, Contract and Evaluation 			

IX	A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X	
School Evidence Provided for Authorizer Review: Activities and Athletics			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	
The authorizer verified the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act3			

XI. School Website Content Requirements <i>(School will walk through website with a during visit to verify compliance)</i>		URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	Annual Report
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	CACR Report
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	PACT Charter School - Authorizer Volunteers of America-Minnesota
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	Board: School Board Committee: PACT Charter School - Committees
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	Board Minutes: Meeting Minutes effective August 2025 Meeting Minutes Prior Year Committee Meeting Minutes URL: BFC Minutes are included in monthly board packets. DAC Agendas prior year example DAC Agenda & Minutes Current
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	PACT Charter School - Local Literacy Plan 2025-2026 Teaching and Learning New Website (under construction)
g.	Collaborative Agreements (if they exist) (MS 124E.08)	PACT Charter School - Transportation Foster Care Transportation Agreement
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	530 - Wellness Policy
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	PACT Charter School - Enrollment Process
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	PACT Charter School - Resource Center Testing Calendar <ul style="list-style-type: none"> • Academic Family Calendar (2025-2026) • Secondary Bell Schedule (2025-2026) • rSchool Calendar • Testing Calendar
k.	School Bullying Policy (MS 121A.031) Policy 514	514 - Bullying Policy
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	Health Insurance Policy
m.	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	<i>(NOT APPLICABLE)</i> 714 - Enrollment Policy Prohibits
n.	PSEO Dissemination of Information (124D.09, Subd 7)	PACT Charter School - Documents and Resource Center - Academics - PSEO PSEO Transfer Credit Guide
o.	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the	PACT Charter School - Committees PCS Building Co Bylaws

	affiliated nonprofit building corporation (if exists) (MS 124E.13)	PCS Building Co Articles of Incorporation
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962, subd. 6)	PACT Documents and Resources - Health Resources
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	PACT Restrictive Procedure Plan

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. The school's management and operations will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

CONTRACT RENEWAL CALCULATION

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	4	4	0	8/12	.50	33%
Finance	18	0	0	18/20	.20	18%
Governance	30	1	0	31/32	.15	15%
Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	81%

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%)	43%	43%	33%	%	40%
FINANCE (20%)	20%	17%	18%	%	18%

ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	15%	15%	15%	%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	%	15%
	TOTAL	93%	90%	81%	%	88%
CUMULATIVE AVERAGE 88%						

CONTACT INFORMATION:

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