



CHARTER SCHOOL CONTRACT

between

Volunteers of America-Minnesota, Authorizer

and

Athlos Academy of St. Cloud (#4250), School

WHEREAS, the primary purpose of the School is to improve all pupil learning and all student achievement;

WHEREAS, additional purpose of the School include to: increase learning opportunities for all pupils.

WHEREAS, the parties are authorized under Minnesota law to contract for the development and management of a charter school, pursuant to Department of Education approval of Volunteers of American-Minnesota's affidavit of intent to charter the School, dated August 25, 2015; and

WHEREAS, Volunteers of America-Minnesota has considered the authorization of the School and has approved the issuance of a charter contract to the School;

NOW, THEREFORE, Volunteers of America-Minnesota grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the continued status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

ARTICLE 1

TERM OF CHARTER CONTRACT

- 1.1 Effective date: July 1, 2019, or the date the Authorizer obtains all required signatures under Minn. Stat. 124E.10, whichever is later.
- 1.2 Expiration date: June 30, 2022.
- 1.3 Survival of Terms. The following clauses survive the expiration or cancellation of this contract: 1. Liability; 2. State and Federal Audits; 3. Government Data Practices and Intellectual Property; 4. Publicity and Endorsement; 5. Governing Law, Jurisdiction, and Venue; 6. Data Disclosure; and 7. Dissolution.

ARTICLE 2

DEFINITIONS

2.1 "Charter Contract" means this contract between the Authorizer and the School as required by Minnesota Charter School Law, Minn. Stat. § 124E.10.

2.2 "Applicable Law" means all state and federal laws and rules applicable to Minnesota charter schools and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to Applicable Law by Congress, Minnesota Legislature and/or appropriate federal and state agencies.

2.3 "School Program Description" means the school program parameters agreed upon by the Authorizer and the School for the length of this Contract, as evidenced by Addendum A ("Charter School Program").

2.4 “Approval” means Department of Education letter of approval of Volunteers of America-Minnesota’s affidavit of intent to charter the School, dated August 18, 1994.

2.5 “Charter Law” means the Minnesota Statutes § 124E.10 *et seq.*, as amended, and any rules or regulations adopted by the Education Commissioner relating to this law.

2.6 “Charter School Board” means the Board established to govern the School, as required under Minnesota Statutes § 124E.07.

2.7 The “Authorizer” refers to the Volunteers of America of Minnesota.

2.8 The “School” refers to Athlos Academy of St. Cloud.

2.9 “Education Commissioner” means the Commissioner of the Minnesota Department of Education or his or her designee.

2.10 “Department” means the Minnesota Department of Education.

2.11 State” means the State of Minnesota.

2.12 “School information” includes all educational data, as defined in Minnesota Statutes §13.32; any and all data related to employees; any and all complaints filed by the School as required by federal and state law and all complaints filed against the School or any of its employees; any and all investigative files and the results of any investigations; any and all financial information as required to be disclosed under the Minnesota Data Practices Act; and any data or other information that the Authorizer deems reasonably necessary to carry out its role.

ARTICLE 3 RELATIONSHIP BETWEEN THE SCHOOL AND VOLUNTEERS OF AMERICA OF MINNESOTA

3.1 Voluntary Authorization. Volunteers of America of Minnesota qualifies as an authorizer pursuant to Minnesota Statute 124E.10 Subd. 3. In granting this Contract, Volunteers of America of Minnesota voluntarily exercises powers given to Volunteers of America of Minnesota pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of Volunteers of America of Minnesota’s autonomy or power.

3.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of Volunteers of America of Minnesota. The relationship between the School and Volunteers of America of Minnesota is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between Volunteers of America of Minnesota and the school. Except as otherwise provided in this Contract, Volunteers of America of Minnesota shall have no authority or control over operational, administrative, or financial responsibility for the School.

3.3. Financial Obligations Are Separate. Any contract or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, either general, special, or moral, of Volunteers of America of Minnesota. The School will never pledge the full faith and credit of Volunteers of America of Minnesota for the payment of any School contract, loan, or other instrument of indebtedness.

Any contract or other instrument of indebtedness entered into by Volunteers of America of Minnesota and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School.

Volunteers of America of Minnesota will never pledge the full faith and credit of the School for the payment of any Volunteers of America of Minnesota contract, loan, or other instrument of indebtedness.

3.4 No Authority to Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate Volunteers of America of Minnesota, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that Volunteers of America of Minnesota in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the School.

Volunteers of America of Minnesota has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does Volunteers of America of Minnesota have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the Volunteers of America of Minnesota.

3.5 Limited Use of Volunteers of America of Minnesota Name. The School may not use the name of the Volunteers of America of Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America of Minnesota in any of the School's promotional advertising, contracts, or other materials without Volunteers of America of Minnesota prior written consent, except that the School may include the following statement in such materials "Athlos Academy of St. Cloud is authorized by Volunteers of American-Minnesota." Pursuant to Minnesota Statute 124E.10, Subd. 8, the School shall identify Volunteers of America of Minnesota as the authorizer and provide contact information.

ARTICLE 4 LEGAL STRUCTURE

4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.

4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A, as amended. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.

4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.

4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department's decision, to the Authorizer within thirty days of receipt.

4.5 Authorized Grades. The School is authorized to serve grades K-12. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.10, subd. 5.

ARTICLE 5 SCHOOL LOCATION

5.1 The location of the school is 3701 33rd Street South, St. Cloud, MN 56301. The school is approved to operate two school sites.

5.2 The School will notify the Authorizer of any anticipated change in geographical location. At its discretion, the Authorizer may provide review and comment on the proposed change in location. The School will consider the Authorizer's review and comment.

5.3 The School will not expand to additional school sites beyond the present approved location(s) without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.10, subd. 5.

ARTICLE 6 OPERATING REQUIREMENTS

6.1 Governance Structure. The School shall be governed by a Board of Directors. The School will file changes in the membership of the Board with the Authorizer and Department. The Board will be composed of at least five nonrelated members and include: (1) at least one licensed teacher employed as a teacher at the school or providing instruction under a contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school; and (3) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator are ex-officio nonvoting board members. No charter school employees shall serve on the board other than licensed teachers employed as a teacher at the school. Board bylaws shall outline the process and procedures for changing the board's governance model, consistent with Chapter 317A and Charter Law.

Contractors providing facilities, goods, or services to a charter school may not serve on the board of directors of the charter school. A board may change its governance structure only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and (2) with the authorizer's approval. Any change in board governance structure must conform with the composition of the board established under Charter Law.

6.2 Charter School Board Election. Charter School Board elections will be conducted as provided in the Charter Law. Board elections must be held during the school year but may not be conducted on days when the school is closed for holidays, breaks, or vacations. The charter school will notify eligible voters of the school board election dates at least 30 days before the election.

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes § 123B.03, subd. 1. The Charter School Board will certify to the Authorizer that background checks have been completed. Consistent with data practices law, the Charter School Board will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

6.4 Training. Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment

policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year. The Charter School Board will submit its plan for training to the Authorizer annually, and attend additional training reasonably required by the Authorizer.

6.5 Powers. The Charter School Board will provide policy leadership including, but not limited to, long range planning and goal-setting for the School consistent with the school's approved mission; holding the School accountable for meeting its goals; and overseeing and approving an annual budget. The board may not levy taxes or issue bonds.

6.6 Board Operations. All meetings and business of the Charter School Board will comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.01 and the Minnesota Open Meeting Law, Minnesota Statutes Chapter 13D.

6.7 Frequency of Board Meetings. The Charter School Board will meet as provided in the bylaws. A copy of the agenda, minutes and all related documents will be provided to the Authorizer prior to the public meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

6.8 Board Responsibilities. The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment and other policies required by state or federal law. Charter Law requires that the board maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development related to the individual's job responsibilities.

6.9 School Web Site. The Charter School Board shall publish and maintain on the school's official Web site all items required by state and federal law and Authorizer, including, but not limited to: (1) the minutes of meetings of the board of directors for at least one calendar year from the date of publication; (2) directory information for members of the board of directors, (3) names of members of committees having board-delegated authority, (4) board meeting calendar, (5) board- approved school budget, (6) School Annual Report, (7) school admissions policy including lottery process that it must use when accepting pupils by lot and early admissions requirements when applicable, (7) Authorizer name and contact information, (8) the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation.

6.10 Employment Terms and Conditions. The Charter School Board is subject to section Minnesota Statutes Chapter 181.932. When offering employment to a prospective employee, a charter school must give that employee a written description of the terms and conditions of employment and the school's personnel policies.

6.11 Authorization of Employment. The Charter School Board will employ and contract with necessary teachers, as defined by Minnesota Statutes § 122A.15, subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the School.

6.12 Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching, and may contract for other services.

6.13 Administrative Leadership. A person, without holding a valid administrator's license, may perform administrative, supervisor, or instructional leadership duties. The Charter School Board will establish and maintain qualifications for persons that hold administrative, supervisory or instructional leadership roles. The qualifications will include at least the following areas: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The Charter School Board will use those qualifications as the basis for job descriptions, hiring, and annual performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. The Charter School Board and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop and maintain a professional development plan. Documentation of the implementation and maintenance of the professional development plan of these persons shall be included in the school's Annual Report.

6.14 Collective Bargaining. If employees of the School choose to engage in collective bargaining, the School will comply with Minnesota Statutes Chapter 179A, the Public Employment Labor Relations Act ("PELRA").

6.15 Non-Sectarian Operation. The School will be non-sectarian in its program, admission policies, and employment practices, and for all other purposes.

6.16 Home School Students. The School will not be used as a method of generating revenue for students who are being home schooled pursuant to Minnesota Statutes § 120A.22.

6.17 School Admissions. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, Minnesota Statutes Chapter 363A. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in this section.

Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.

6.18 Reporting to the Authorizer.

(a) Reports. The School will file reports with the Authorizer regarding the program and financial status of the school according to the terms of this Contract and the Volunteers of America of Minnesota Annual Submission Calendar.

(b) Other Reports. The School and the Authorizer will file all reports with the Education Commissioner consistent with the procedures established by the Department.

(c) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School, its employees or agents, unless such reporting would be in non-compliance with a state or federal law.

6.19 Financial Management.

(a) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Charter School Board, if requested by the Authorizer. The School also will provide the Authorizer periodic reports of the financial status of the School.

(b) UFARS and MARSS. The School will utilize the UFARS financial accounting principles and MARSS student accounting requirements.

(c) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts required in Minnesota Statutes §§ 123B.75-.83. The School will be audited annually by a public accounting firm hired by the Charter School Board and the annual audit will be submitted to the Department and Authorizer no later than December 31 of each year. The School will make available for review by the Authorizer all financial records at such times as requested by the Authorizer.

(d) Creditors. The School will pay all creditors within 30 days of receipt on an outstanding invoice, pursuant to the State's prompt payment law, Minnesota Statutes § 16A.124, subd. 3. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for the delay and a proposal for payment of the outstanding liability.

6.20 Transportation. Transportation will be provided for students enrolled at the School in accordance with the Charter Law and other applicable state and federal laws.

6.21 Insurance. Notwithstanding anything to the contrary in this Charter Contract, the School is considered a school district for the purposes of tort liability under Minnesota Statutes Chapter 466. The School Board of Directors shall acquire and maintain at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04. The School agrees to provide the Authorizer with certificates of insurance at least annually or as otherwise requested by the Authorizer. The board must submit changes in its insurance carrier or policy to its Authorizer within 20 business days of the change.

ARTICLE 7 SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

7.1 Academic Program and Curriculum. The School will implement and adhere to the academic program and curriculum set forth in Addendum A ("School Program Description").

7.2 Methods of Assessment. The School shall evaluate student's work based on the assessment strategies identified in this Contract and in its annual report. The School and the Authorizer agree that the School's operation under the Charter Contract shall be measured by the school performance indicators set forth in this

Contract, including academic outcomes, standards for governance, financial management, and school operation as set forth in state and federal law and Addendum B (“School Accountability and Authorizer Oversight System”).

- (1) Regular Assessments. Volunteers of America will monitor student academic achievement by reviewing student testing and assessments.
- (2) Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

The School will comply with the requirements of the Minnesota Graduation Standards, as defined by Minnesota Statutes §§ 120B.02 and 120B.024; and Minnesota Rules parts 3501.0010–.0280.

- (3) District Assessment Plan. The School will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The School will submit the board-approved school Assessment Plan to the authorizer by September 1st annually.
- (4) Test Results. The School will provide the Authorizer results of the Minnesota Comprehensive Assessments at such time they are available.

7.3 Professional Development. The School will ensure that each teacher at the School has a professional development plan that focuses in part on developing quality assessments, measures of student outcomes, and effective teaching strategies. The School will provide the Authorizer with a calendar for planned staff development according to the Volunteers of America-Minnesota Annual Submission Calendar.

7.4 Contract Amendments. The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance targets) are not attainable.

7.5 VOA-MN Charter School Network Meetings. The School agrees to participate in Volunteers of America of Minnesota Charter School Network Meetings and the Authorizer will monitor the School’s attendance at Network Meetings. The goal of participation in the Network Meetings is to share information and resources, and identify resources, and School agrees to do so. The Network Meetings are comprised of two representatives from each Volunteers of America Minnesota authorized charter school (one person in an administrative position and one person from the Charter School Board). The Authorizer will convene Network Meetings no more than twice annually.

7.6 Service Learning. The Authorizer requires that the School annually engage in planned and meaningful service-learning activities. The school will have a Service-Learning Plan. The school reserves the right to amend the annual plan as needed. The school should develop a corresponding locally determined method of evaluation to measure the level of student and community engagement and benefit from each service learning opportunity. The school shall include their annual plan for service learning and related evaluation results in the school Annual Report of the following year.

ARTICLE 8

COMPLIANCE WITH STATE AND FEDERAL LAWS

8.1 State Laws. The School shall comply with applicable state laws.

- (1) Students with a Disability. The School shall comply with Minnesota Statutes Chapters 125A charter school must comply with sections 125A and 124E and rules relating to the education of pupils with a disability as though it were a district. Consistent with the provisions of Minnesota Statutes, the financial

parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). Refer to Addendum D ("Special Education Services").

- (2) Health and Safety. The school will meet all applicable federal, state, and local health and safety requirements applicable to school districts. (Minnesota Statutes § 124E.03, subd. 2).
- (3) Immunizations. The School shall comply with Minnesota Statutes section 121A.15, requiring proof of student immunization against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (4) Human Rights Act. The School shall comply with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletics.
- (5) Student Discipline and Dismissal. The school will comply with the Pupil Fair Dismissal Act.
- (6) Fee Law. The school shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes §§ 123B.34-.39, which governs authorized and prohibited student fees.
- (7) Annual Report. The School will publish an Annual Report approved by the Board. The report will contain all information required by the Authorizer and the Education Commissioner consistent with the provisions of the Charter Law at § 124E.16, subd.2. The Annual Report will be filed in a timely manner. The School may include other information in the Annual Report. The School will distribute the Annual Report by publication, mail, or electronic means to the Authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13.

8.2 Federal Laws. The School shall comply with applicable federal laws.

ARTICLE 9 AUTHORIZER'S DUTIES

9.1 Oversight Plan. The Authorizer will implement a plan to provide ongoing oversight to determine whether the School is complying with the terms of this Charter Contract and to meet its responsibilities under the law regarding Authorizer oversight. Refer to Addendum A ("School Program Description") and Addendum B ("School Accountability and Authorizer Oversight System"). The Authorizer will use the following five criteria in determining the School's compliance with this Charter Contract:

- (a) Mission and Program Model Implementation. The Authorizer will evaluate whether the School has been faithful to the terms of this Agreement regarding the implementation of the School's design pursuant to the Application submitted to the Department.
- (b) Governance. The Authorizer will evaluate whether the Charter School Board is performing its governance responsibilities.
- (c) Student and school performance. The Authorizer will evaluate whether the performance of the students and the School meet the Authorizer expectations as provided in this Contract and Addendum B ("School Accountability and Authorizer Oversight System").

(d) Finance. The Authorizer will evaluate whether the School is using its resources in compliance with the law and is engaging in adequate fiscal planning for future years.

(e) Operation of the School. The Authorizer will evaluate whether the School is meeting the administrative requirements of the Charter Law.

9.2 Site-Visits. The Authorizer will conduct a minimum of one formal site visit and one informal site visit in the course of an academic year. Formal site visits will be guided by the Volunteers of America of Minnesota Formal Site Visit Rubric. Volunteers of America of Minnesota may engage in scheduled and unscheduled site-visits at such frequency as determined necessary or prudent by Volunteers of America of Minnesota.

9.3 Authorizer Fee. The Authorizer shall monitor and evaluate the academic, financial, operational, and governance performance of the school (refer also to Addendum B and F) and may for this purpose annually assess a charter school a fee. The School shall pay a fee for Volunteers of America of Minnesota execution of its oversight duties. The fee shall be the maximum fee provided by the Charter Law, except that if Minnesota law is amended to increase this fee, the school will pay the increased fee.

9.4 Liaison. The Authorizer will designate a liaison for the School and will inform the School if the liaison changes. The name of the liaison and the liaison's duties are included in Addendum B ("School Accountability and Authorizer Oversight System").

ARTICLE 10 CAUSES FOR NONRENEWAL OR TERMINATION

10.1 Grounds. The Authorizer may or may not renew the Agreement at the end of the term for any ground listed in Article nine of the Charter Contract. The Authorizer may unilaterally terminate the Agreement during the term of the Agreement for any ground listed in Article nine of the Charter Contract and Addendum B ("School Accountability and Authorizer Oversight System"). The grounds for non-renewal or termination for cause must be consistent with Charter Law.

10.2 Formal Notice. At least 60 business days before not renewing or terminating the Agreement, the Authorizer shall notify the Charter School Board of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the Charter School Board may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the Agreement. Failure by the Charter School Board to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the Authorizer shall give ten business days' notice to the Charter School Board of the hearing date. The Authorizer shall conduct an informal hearing before taking final action. The Authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

10.3 Termination and Nonrenewal. The Charter Contract may be terminated or not renewed upon any of the following grounds:

- (1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;
- (2) failure to meet generally accepted standards of fiscal management;
- (3) violations of law; or (4) other good cause shown.

If a contract is terminated or not renewed under this paragraph, the school must be dissolved according to the applicable law and the terms of the Charter Contract.

10.4. Mutual Nonrenewal or Termination. If the Authorizer and the Charter School Board mutually agree not to renew the Agreement, a change in authorizers is allowed. The Authorizer and the Charter School Board must

jointly submit a written and signed letter of their intent to the Commissioner to mutually not renew the Agreement. If no change in authorizer is approved by the Commissioner, the School and the Authorizer may withdraw their letter of nonrenewal and enter into a new Agreement. If the transfer of authorizers is not approved and the current Authorizer and the School do not withdraw their letter and enter into a new Agreement, the school must be dissolved according to applicable law and the terms of the Charter Contract.

10.5 Commissioner Termination for Cause. The Commissioner, after providing reasonable notice to the Charter School Board and the Authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the Authorizer and the Charter School Board if the charter school has a history of:

- (1) failure to meet pupil performance requirements consistent with state law;
- (2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or
- (3) repeated or major violations of the law.

10.6 Dissolution. In the event that the Charter School Board unilaterally votes to close the School or the school must be dissolved under section 10.3 or 10.4 of the Charter Contract, the school must be dissolved according to applicable state and federal laws and the terms of the Agreement. Refer to Addendum E (“School Closure Plan”).

ARTICLE 11 GENERAL TERMS

11.1 Amendments. The Charter Contract may only be amended by written agreement executed by both parties.

11.2 Authorizer Authority. Except as otherwise provided by the Charter Contract or Applicable Law, the Authorizer has no authority, control, power, administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.

11.3 Assumption of Liability. The School and the Charter School Board may sue and be sued. The School and the Charter School Board accept liability for all actions arising out of, or in any manner connected with, the School’s operations.

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer’s board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer or any of its representatives for any matters that may arise under the Charter Contract. The School and Authorizer acknowledge and agree that the Commissioner, Authorizer, members of the board of the Authorizer in their official capacity, and employees of the Authorizer are immune from civil or criminal liability with respect to all activities related to a charter school they approve or authorize. Notwithstanding Minn. Stat. 3.736, the School shall assume full liability for its activities and indemnify and hold harmless the Authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the School and the Commissioner and Department officers, agents, and employees.

11.5 Severability. If any provision in the Charter Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Agreement.

11.6 Non-agency. It is understood that the School is not the agent of the Authorizer.

11.7 General Compliance and Assurances. The School and the Authorizer agree to comply with all Applicable Laws including, but not limited to, the Charter Law. In addition, the School and the Authorizer assure that they are eligible entities under the Charter Law.

As the designated Representative for Volunteers of America of Minnesota, I hereby issue this contract to the School.

[AUTHORIZER]

As the designated Representative for Volunteers of America of Minnesota, I hereby issue this contract to the School.

[AUTHORIZER]

By:

(Signature)

(Position Held)

As the authorized representative for the School, I hereby certify that the school is able to comply with the contract and all applicable law and that the school, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract.

[SCHOOL]

(Signature)

(Position Held)

The charter contract addendums are as follows:

- A. School Program Description
- B. School Accountability and Authorizer Oversight System
- C. Special Education
- D. Signed Board Member Assurances
- E. School Closure Plan
- F. Authorizer School Renewal Evaluation



SCHOOL PROGRAM DESCRIPTION

SCHOOL EXECUTIVE SUMMARY

Athlos Academy of St. Cloud is a tuition-free, public charter school located in St. Cloud, Minnesota. The school opened in the 2016-2017 school year initially serving students in grades K-6 and has grown to now serving students in grades K-8.

Athlos offers an innovative approach to education preparing children for lifelong success by focusing on rigorous academics, health and wellness education, and a character program. The innovative three-pillar approach to education includes Prepared Mind, Healthy Body, and Performance Character.

Athlos is authorized by Volunteers of America and seeking renewal of its charter contract following the 2019-2020 school year.

SCHOOL MISSION AND VISION

School Mission:

The mission of Athlos Academy of St. Cloud is to provide high quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character.

School Vision:

The vision of Athlos Academy of St. Cloud is to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills, as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athleticism and Performance Character, and promotes regular family engagement.

SCHOOL WEBSITE AND PUBLICATIONS

According to Minnesota Statute 124d.10, the school shall publish and maintain on the school's official web site: (1) the minutes of meetings of the board of directors, and of members and committees having any board-delegated authority, for at least one calendar year from the date of publication; (2) directory information for members of the board of directors and committees having board-delegated authority; and (3) identifying and contact information for the school's authorizer. Identifying and contact information for the school's authorizer must be included in other school materials made available to the public.

The school's website, and each of the elements above, can be found at: www.athlosstcloud.org

DESCRIPTION OF BOARD GOVERNANCE AND BOARD ELECTIONS PLANS

A. The school should explain its Board Composition:

The board of directors of the corporation shall consist of at least five (5), but not more than seven (7) non-related members, as defined by Minn. Stat. 124E.07, and include at least one (i) licensed teacher employed by the corporation, (ii) parent or legal guardian of an enrolled student who is not an employee, and (iii) community member who resides in Minnesota who is not employed by the corporation or a parent or legal guardian of an enrolled student. The board may include a majority of parents or community members as described in this paragraph, or it may have no clear majority, but it may not have a majority of teachers. A teacher may not serve as the chairperson of the board of directors. A teacher employed at the school who is also a parent of a child enrolled at the school is eligible for a teacher director position and is ineligible for a parent director position. No charter school employees shall serve on the board other than teachers to meet the requirements of Minn. Stat. 124E.07 Subd. 3. The chief financial officer and the chief administrator may only serve as ex-officio non-voting board members. Contractors providing facilities, goods, or services to a charter school shall not serve on the board of directors of the charter school. An individual is prohibited from serving as a member of the charter school board of directors if the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or non-profit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. An individual is prohibited from serving as a board member if an immediate family member is an employee of the school. A violation of this prohibition renders a contract voidable at the option of the commissioner or the charter school board of directors. A member of a charter school board of directors who violates this prohibition is individually liable to the charter school for any damage caused by the violation. Any employee, agent, or board member of the authorizer who participates in the initial review, approval, ongoing oversight, evaluation, or the charter renewal or nonrenewal process or decision is ineligible to serve on the board of directors of a school chartered by that authorizer.

B. The school should include its anticipated meeting schedule.

Board meetings are conducted in accordance with open meeting law. The governing board normally holds board meetings on the fourth Monday of each month.

2019-2020 Schedule:

Finance Committee Meetings

- Monday, August 12 @ 8:30 am - 9:30 am
- Monday, September 9 @ 8:30 am - 9:30 am
- Monday, October 14 @ 8:30 am - 12:00 am
- Monday, November 11 @ 8:30 am - 9:30 am
- Monday, January 13 @ 8:30 am - 9:30 am
- Monday, February 10 @ 8:30 am - 9:30 am
- Monday, March 9 @ 8:30 am - 9:30 am

- Monday, April 13 @ 8:30 am - 12:00 am
- Monday, May 11 @ 8:30 am - 9:30 am
- Monday, June 8 @ 8:30 am - 9:30 am
- Monday, July 13 @ 8:30 am - 9:30 am

Governance Committee Meetings

- Monday, August 26 @ 4:00 pm - 5:00 pm
- Monday, September 30 @ 4:00 pm - 5:00 pm
- Monday, October 28 @ 4:00 pm - 5:00 pm
- Monday, November 25 @ 4:00 pm - 5:00 pm
- Monday, January 27 @ 4:00 pm - 5:00 pm
- Monday, February 24 @ 4:00 pm - 5:00 pm
- Monday, March 30 @ 4:00 pm - 5:00 pm
- Monday, April 27 @ 4:00 pm - 5:00 pm
- Monday, May 18 @ 4:00 pm - 5:00 pm
- Monday, June 29 @ 4:00 pm - 5:00 pm
- Monday, July 27 @ 4:00 pm - 5:00 pm

School Board Meetings

- Monday, August 26 @ 5:00 pm - 6:30 pm
- Monday, September 30 @ 5:00 pm - 6:30 pm
- Monday, October 28 @ 5:00 pm - 6:30 pm
- Monday, November 25 @ 5:00 pm - 6:30 pm
- Monday, January 27 @ 5:00 pm - 6:30 pm
- Monday, February 24 @ 5:00 pm - 6:30 pm
- Monday, March 30 @ 5:00 pm - 6:30 pm
- Monday, April 27 @ 5:00 pm - 6:30 pm
- Monday, May 18 @ 5:00 pm - 6:30 pm
- Monday, June 29 @ 5:00 pm - 6:30 pm
- Monday, July 27 @ 5:00 pm - 6:30 pm

C. The school should explain board roles and responsibilities in addition to the statutory requirements below.

The charter law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

Charter school law requires that every charter school board member attends annual training throughout the member's term on the board. All new board members are required to attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who

does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school board maintains a record of member board training and also sends copies to the authorizer, Volunteers of America of Minnesota.

In summary, the school board is responsible for:

- Setting, maintaining, and promoting the mission, vision, and strategic plan
- Signing contracts and approving employment matters
- Providing oversight of state/Minnesota Department of Education, federal and charter authorizer requirements

School board officer positions include:

President:

- The president is the principal executive officer of the corporation and, subject to the control of the board of directors, will in general supervise and control all of the business and affairs of the corporation. The president presides at all meetings of the board of directors. The president may sign, with the secretary or any other officer authorized by the board of directors, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the board of directors has authorized for execution, except in the cases where the signing and execution is expressly delegated by the board of directors or by the bylaws to some other officer or agent of the corporation, or is required by law to be otherwise signed or executed. The president will co-sign all checks or other deposit account withdrawals in excess of five thousand dollars (\$5,000.00) and, in general, will perform all duties incident to the office of president and any other duties as the board of directors may prescribe from time to time.

Vice President:

- In the absence of the president or in the event of the president's death, inability or refusal to act, the vice president will perform the duties of the president. When so acting, the vice president has all the powers of and is subject to all the restrictions on the president. The vice president will perform other duties as the president or the board of directors may assign.

Secretary:

- The secretary will attend all meetings of the board of directors and will prepare and maintain minutes of those meetings. The secretary has custody of and shall protect all executed deeds, leases, agreements and other legal documents and records to which the corporation is a party or by which it is legally affected. The secretary will, in general, perform all duties incident to the office of secretary and any other duties assigned to the secretary by the president or the board of directors.

Treasurer:

- The treasurer is the principal financial officer of the corporation and has charge and custody of and is responsible for all funds of the corporation. The treasurer will sign all checks and promissory notes of the corporation and will receive and give receipts for moneys due and payable to the corporation from any source and deposit all moneys in the name of the corporation in banks, trust companies or other depositories as selected by the board of directors. The treasurer will keep, or cause to be kept, adequate and correct accounts of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The treasurer will submit to the board of directors and the president, when required, statements of the financial affairs of the corporation. The treasurer will, in general, perform all financial duties incident to the office.

D. The school should describe the board elections process:

Consistent with the charter school law, the school notifies eligible voters of the school board election dates at least 30 days before the election. School elections are held on an annual basis at a time and date set by the board and in accordance with statutes. Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

- New members are elected annually in the spring, generally in the month of March.
- Election results are announced at the March board meeting followed by a public service announcement and email to parents and staff.
- Newly elected board members are inducted/seated at the May board meeting.
- A full description of the school election process is maintained on the School web site.
- All teaching staff and parents are invited to run for a school board seat.
 - Election and Term of Office. Staff members employed at the corporation, parents and legal guardians of enrolled children, and the board of directors will elect the officers of the corporation annually at the annual meeting of the board of directors. If the election of officers is not held at the annual meeting, the board of directors shall hold the election shall as soon as practicable after the annual meeting. Each officer will hold office until a successor is duly elected and qualified, until the officer's death, or until the officer resigns or is removed. Notice of any election shall be provided at least thirty (30) days prior to the meeting.

SCHOOL CAPACITY AND INFRASTRUCTURE

Description of Staffing Plan

- **The school should provide titles and roles and responsibilities for their School Management / Administrative Team during the next contract term (example positions provided).**

Executive Director	Mentors, recruits, retains high quality teachers and staff, evaluates instructional program effectiveness, ensures school-wide compliance with all policies and procedures and establishes rapport with parents, students, school staff and board of directors.
Assistant Director	Participates in and provides staff professional; provides support on adopting standards-based, student-centered instructional practices; supervises student movements and assists with all other duties connected to school leadership while developing a strong school climate.
ELL Director	Evaluates student language ability; regularly reviews and analyzes assessment and intervention data; ensures compliance with federal and state laws, reporting, and policies pertaining to ELL.
SPED Director	Advises the executive director, the school board, and parents on all issues and information regarding SPED; serves as a consultant to SPED teachers in matters of classroom management, teaching methods, and general SPED procedures.
Instructional Coach	Implements a collaborative coaching and learning approach that is student centered and data driven; supports all teachers in a model of observation, conversation, and lesson demonstration.
Intervention Coordinator	Reviews Title 1 priorities and activities to ensure program efficiency, collects and archives all Title 1 documentation, assists with organizing and conducting parental involvement policies, and provides direct instruction to students in large or small group settings, providing push in or pull out services.
Dean of Students	Leads and supervises the implementation of PBIS; facilitates staff professional development related to school culture, restorative practices, student engagement, and social-emotional support for students; executes school policies and procedures related to discipline and suspension/expulsion.
Lead Athletic Performance Coach	Implements the Athlos athletic curriculum; provides daily oversight of coaching staff; leads routine professional development for coaching staff; is responsible for tracking student attendance and behavioral issues; and models, plans, prepares and delivers instruction that engages students and promotes growth.
Social Worker	Develops the objectives of the counseling program and communicates them to administration, teachers, students, the board, and parents/guardians; manages the school's referral process; develops individualized program plans for students.
Health Services Assistant	Performs nursing duties as delegated by the licensed school nurse, dispenses medication and provides treatment as prescribed, provides first aid according to policy and procedures, receives students who are ill and checks them into the health services office.
HR Specialist	Manages new employee onboarding; works closely with the financial controller to process payroll; manages staff PTO balances; manages teacher

	absence software; works with home court operations team as the main on-site point of contact for all staff hiring, dismissal and HR escalations.
Office Manager	Supervises office staff, manages purchase order requests, requisitions and invoices; collects and distributes mail; is responsible for collecting insurance documents and payments for facility rentals; updates and maintains executive director's calendar; schedules appointments.
Receptionist	Performs general office duties, assists with copying documents and filing, logs receipts of any checks, troubleshoots office machinery.
Cultural Liaison	Maintains contact with key community groups; provides translation services for teachers, administrators, and families, performs general office duties; acts as liaison between the school and the community when serving the public in the office.
Maintenance Manager	Oversees the maintenance and custodial staff; monitors all operational systems within the school; plans projects in accordance with school administrations' needs.

- **The school should provide position titles, roles and responsibilities for General Faculty Members anticipated over the next contract term (example positions provided).**

Elementary Teacher	Delivers standards-based, students-centered instruction; ensures students growth and academic achievement in accordance with grade level expectations; models the Athlos culture; tracks students' attendance, progress and behavioral concerns; participates in professional development; works collaboratively with school leadership and other staff.
General Education Paraprofessional	Assists with management of student behavior and discipline, assists teachers with classroom instruction, and helps supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.
Middle School Teacher	Teaches social studies, English language arts, math, or science; delivers standards-based, students-centered instruction, ensures students' growth and academic achievement in accordance with grade level expectations; models the Athlos culture; tracks students' attendance, progress and behavioral concerns; participates in professional development; works collaboratively with school leadership and other staff.
Athletic Performance Coach	Helps develop physical literacy through engaging students in various physical activities and ensuring growth and achievement, in accordance with grade level expectations
Special Education Teacher	Develops and provides specialized instruction to meet the unique needs of students with disabilities; evaluates and assesses student progress against instructional objectives; functions as IEP Manager to assigned students.
Special Education Paraprofessional	Assists with management of student behavior and discipline, undergoes training in managing the behavior of students per IEP requirements, helps teachers accommodate all students with IEPs.
SPED Due Process Clerk	Maintains due process files, develops and maintains database management systems for student information, assists the evaluation team in planning meetings, works with SPED staff to process paperwork.
ELL Teacher	Evaluates student language ability; creates individualized learning plans to build academic English and language knowledge; assesses student progress towards objectives, expectations, and/or goals; provides feedback to students, parents, and administration.
ELL Paraprofessional	Assists with management of student behavior and discipline, assists teachers with classroom instruction, and helps supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.

Title Paraprofessional	Assists with management of student behavior and discipline, assists teachers with classroom instruction, and helps supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.
Behavior Specialist	Assists with management of student behavior and discipline, assists teachers with classroom instruction, and helps supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.
Behavior Paraprofessional	Assists with management of student behavior and discipline, assists teachers with classroom instruction, and helps supervise students in all areas of the school including pick-up/drop-off, recess, lunch, etc.
Custodian	Cleans, stocks and sanitizes lunchroom, bathrooms, and other areas of the school; removes garbage from building; ensures outside walk ways are clear of snow and ice; maintains pleasant appearance of the grounds and building.

- **The school should describe their School Director Performance Review Process.**

AASC School Executive Director Evaluation

Step 1:

- Executive director creates and submits annual goals utilizing annual goal template by July 15th
- Executive director submits 90-day plan for July, August and September (Q1) by July 15th
- Executive director receives notification of acceptance of annual goals by July 30th

Step 2:

- Executive director submits 90-day (Q1) summary by September 30th
- Executive director submits 90-day plan for October, November, and December (Q2) by September 30th
- Executive director, supervisor, and one or two board members meet to review 90-day summary by September 30th

Step 3:

- Executive director submits 90-day (Q2) summary by January 15th
- Executive director submits 90-day plan for January, February and March (Q3) by January 15th
- Executive director, supervisor, and one or two board members meet to review 90-day summary by January 15th

Step 4:

- Executive director submits 90-day (Q3) summary by March 29th
- Executive director submits 90-day plan for April, May and June (Q4) by March 29th
- Executive director, supervisor and one or two board members meet to review annual performance based on the Athlos leadership framework by April 15th
- Board completes executive director evaluation based on board adopted core competencies rubric by May 31st
- Decision on renewal or termination announced by May 31st

- **The school should describe their Teacher Performance Review Process.**

There are three components of the Teacher Performance Review Process. They are 1) teacher practice, 2) student engagement, and 3) student learning and achievement.

1. Teacher Practice:

Evidence of teacher practice is gathered over three years through formal observations using the Minnesota Performance Framework for Teacher Practice Rubric, points of contact, self-assessments and peer review, and the optional teacher portfolio.

2. Student Engagement:

Evidence of teacher practice is gathered over three years through an annual student survey, points of contact, self-assessments and peer review, and the optional teacher portfolio.

3. Student Learning and Achievement:

The teacher receives an annual rating based on value added data, a shared performance goal, and/or the results of student learning goals.

- Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan (IGDP) revisions in years one and two and connect each year to the previous year in the three-year cycle.
- At the end of the three-year cycle, the assigned summative evaluator conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development Plan for the next three-year cycle. A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating

- **The school should describe their General Employee Performance Review Process.**

Non-teacher employees participate in an annual performance review. The review consists of 1) an evaluation, 2) a self-assessment, and 3) a professional growth plan.

1. Evaluation

Employees are evaluated based on environment, communication, and work using a rubric.

2. Self- assessment

Employees complete performance growth goals prior to evaluation.

3. Professional Growth Plan

A professional growth plan is created after evaluation is shared with employee.

LEARNING PROGRAM

Description of Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques

- **The school should explain the guiding educational philosophy of this school.**

Athlos is a Greek word meaning “feat”, an act of skill, endurance, imagination, or strength. We believe children are capable of achieving great feats in all areas of their lives. Athlos Academy asserts that learning and wellness are inextricably connected. The school’s students will embody the performance character traits research identifies as more predictive of a person’s success than intellectual talent or educational attainment (Duckworth 2007; Tough 2013). The purposeful development of grit, leadership, and social intelligence prepares all students for the rigor of advanced high school and college courses and arms them with the self-confidence and social intelligence necessary to be successful in a competitive world.

The school’s philosophy is based on three pillars of whole child education: Prepared Mind, Healthy Body, and Performance Character. We believe that each pillar is dependent on the strength of the other two and that together they prepare students to achieve success in college, career, and life. We believe that research-based academic, athletic, and performance character programs provide carefully crafted opportunities for students to learn and grow. We believe that the use of valid and reliable assessments reflects our commitment to continuous growth. We believe that talking openly and honestly about student learning as it relates to academic standards and performance character traits encourages students to take ownership of their learning and engages families in the process. Finally, we believe in delivering an engaging curriculum that is aligned vertically, across disciplines, and to standards.

In an environment that promotes research-based curriculum, strong assessment practices, and family engagement, Athlos Academy of St. Cloud relies on student-centered instructional strategies to ensure students achieve their fullest academic potential. This approach requires significant investment in ongoing professional development for teachers, administrators, and staff. At Athlos, instruction is presented by outstanding teachers, working in partnership with families in a values-rich and data-driven environment.

The Healthy Body program engages students in becoming more active learners by teaching discipline, motivation, and teamwork. This program seeks to improve physical health, athletic skill, and the self-image of all students. Studies show that students who engage in a regular and effective physical education program show greater academic achievement gains than their peers who do not have such athletic training opportunities.

- **The school should explain plans for curricula, tools, methods and instructional techniques that will continue to support the educational philosophy of the school over the next contract term.**

Athlos Academy of St. Cloud refers to its academic program as the Prepared Mind Pillar. Curriculum and instruction are aligned with the Minnesota State Academic Standards. The school incorporates curriculum resources designed by Athlos Academies and other outside sources in order to facilitate high quality teaching and learning in the school.

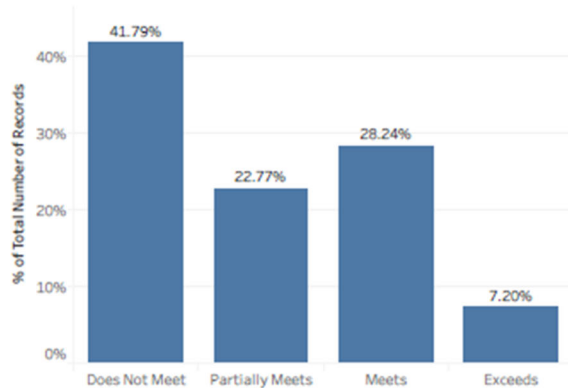
- The program is in alignment with the Minnesota State Academic Standards.
- The program maintains quality vertical and horizontal alignment.
- The program is structured but allows for significant differentiation.
- The program encourages multiple teaching modalities.
- The program offers interdisciplinary opportunities and contextual learning.
- The program encourages relevant, real-world application of knowledge and skills.
- The program promotes skills to critically and innovatively analyze and synthesize learning.

- The program offers professional development materials or opportunities.
- **The school should explain research or school history which demonstrates that these curricula, tools, techniques and methods support student achievement.**

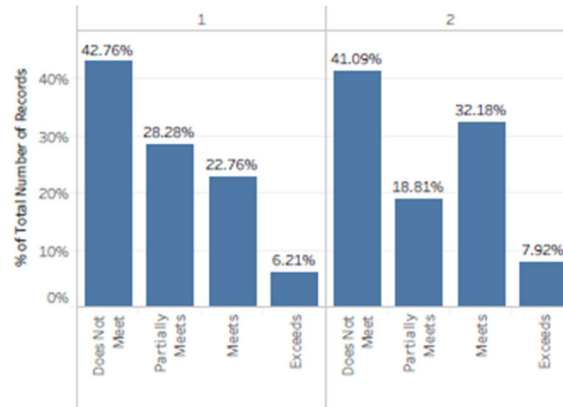
Prepared Mind

The tables below provide test scores and demonstrate how our students are currently performing. They also show that the longer a student has attended Athlos Academy the better they are performing.

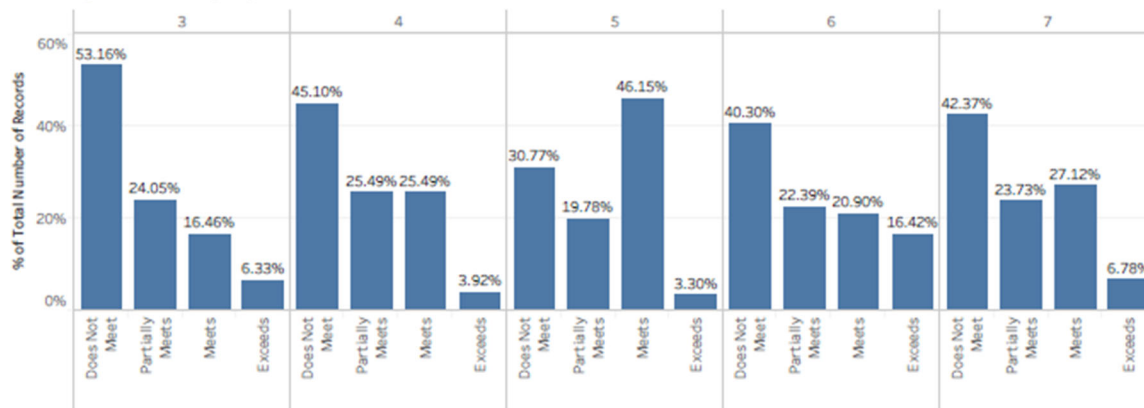
Reading Proficiency Overall



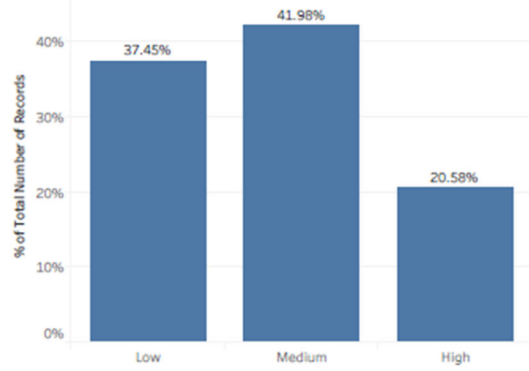
Reading Proficiency By Years at Athlos



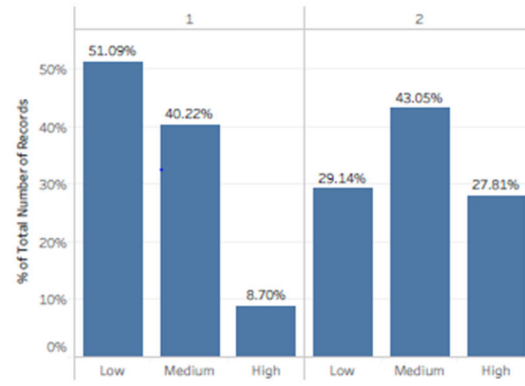
Reading Proficiency By Grade



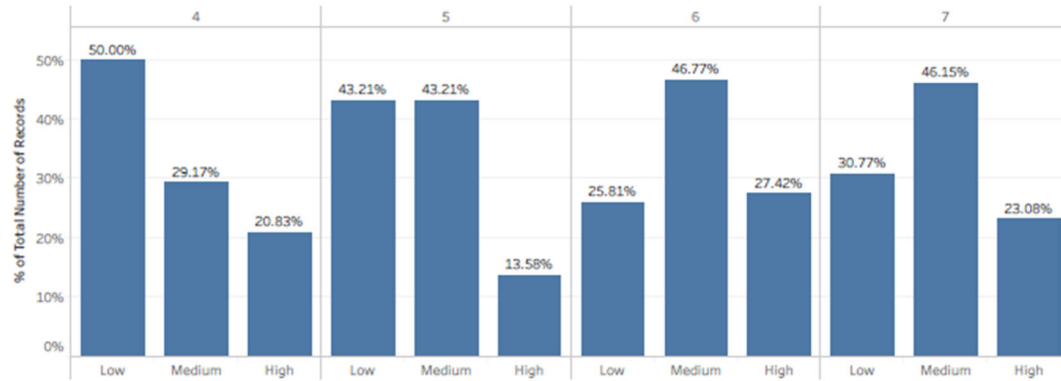
Reading Growth Overall



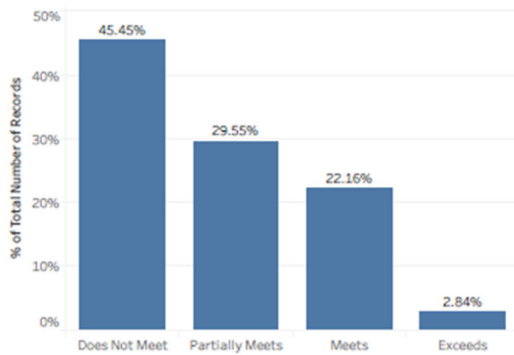
Reading Growth By Years at Athlos



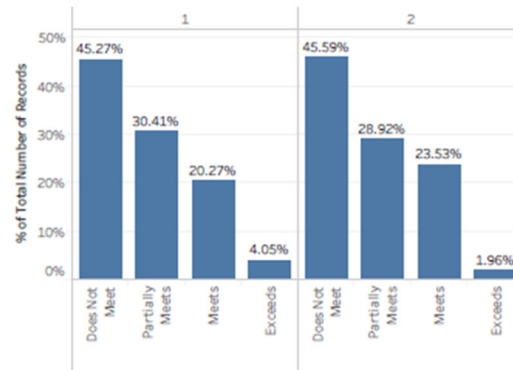
Reading Growth By Grade



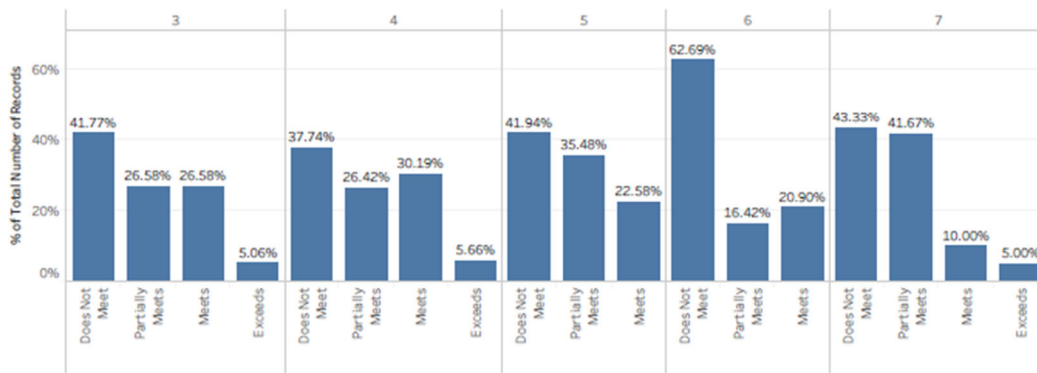
Math Proficiency Overall



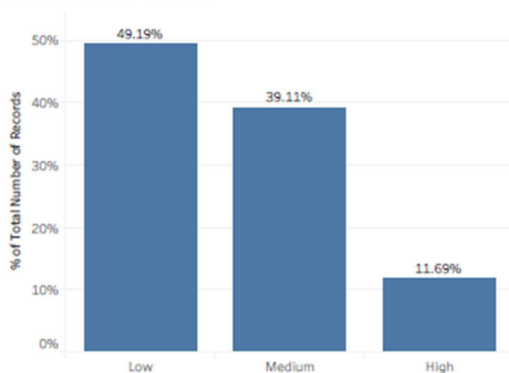
Math Proficiency by Years at Athlos



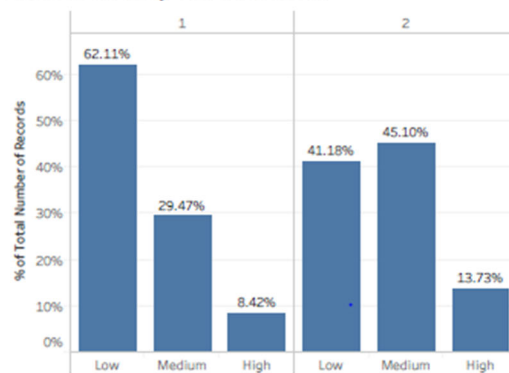
Math Proficiency by Grade



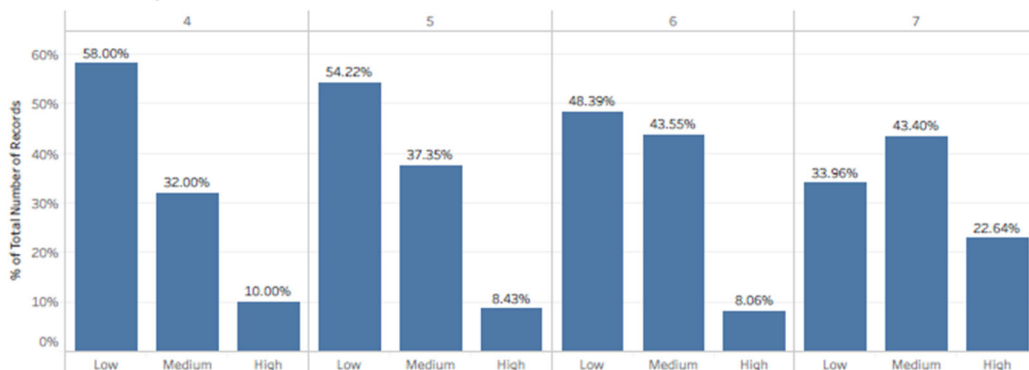
Math Growth Overall



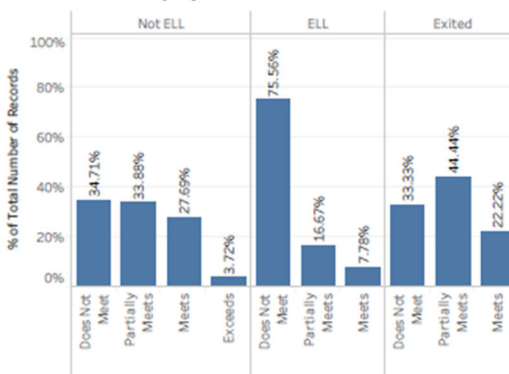
Math Growth by Years at Athlos



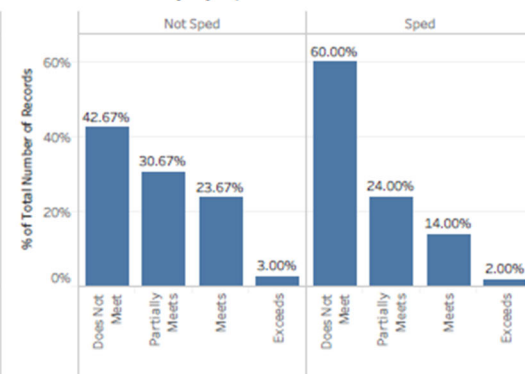
Math Growth by Grade



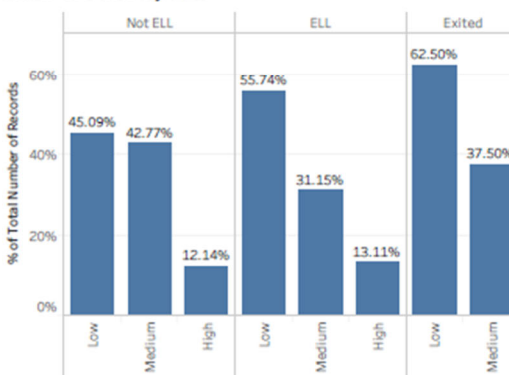
Math Proficiency by ELL



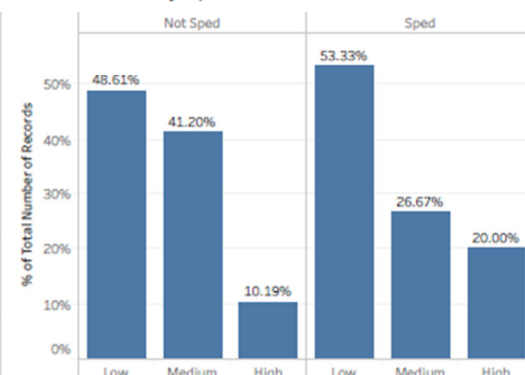
Math Proficiency by Sped



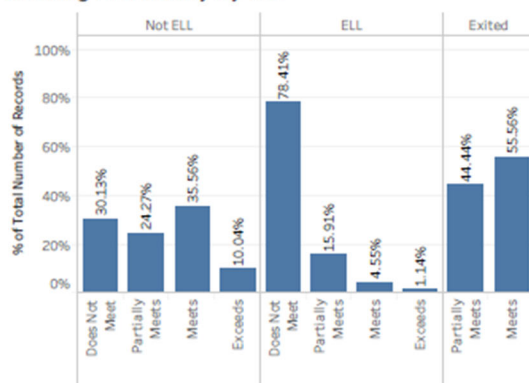
Math Growth by ELL



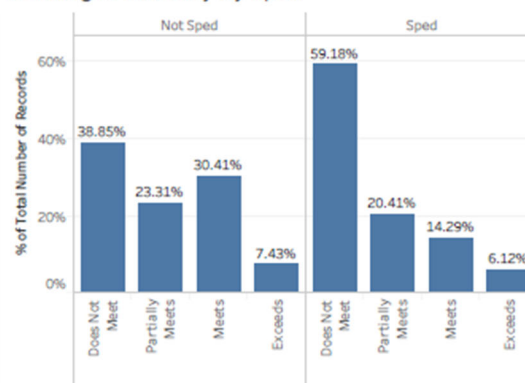
Math Growth by Sped



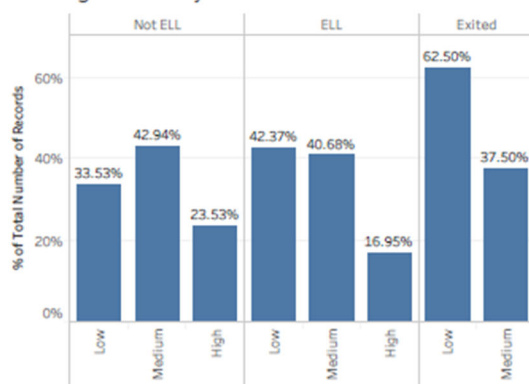
Reading Proficiency By ELL



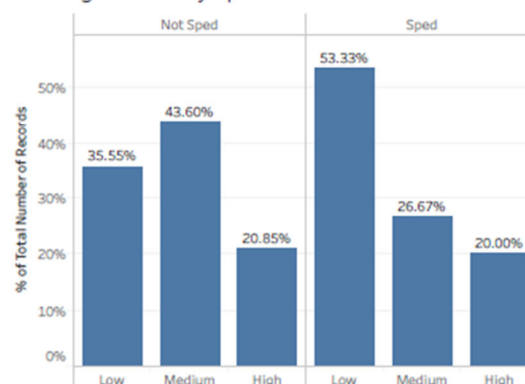
Reading Proficiency By Sped



Reading Growth By ELL



Reading Growth By Sped

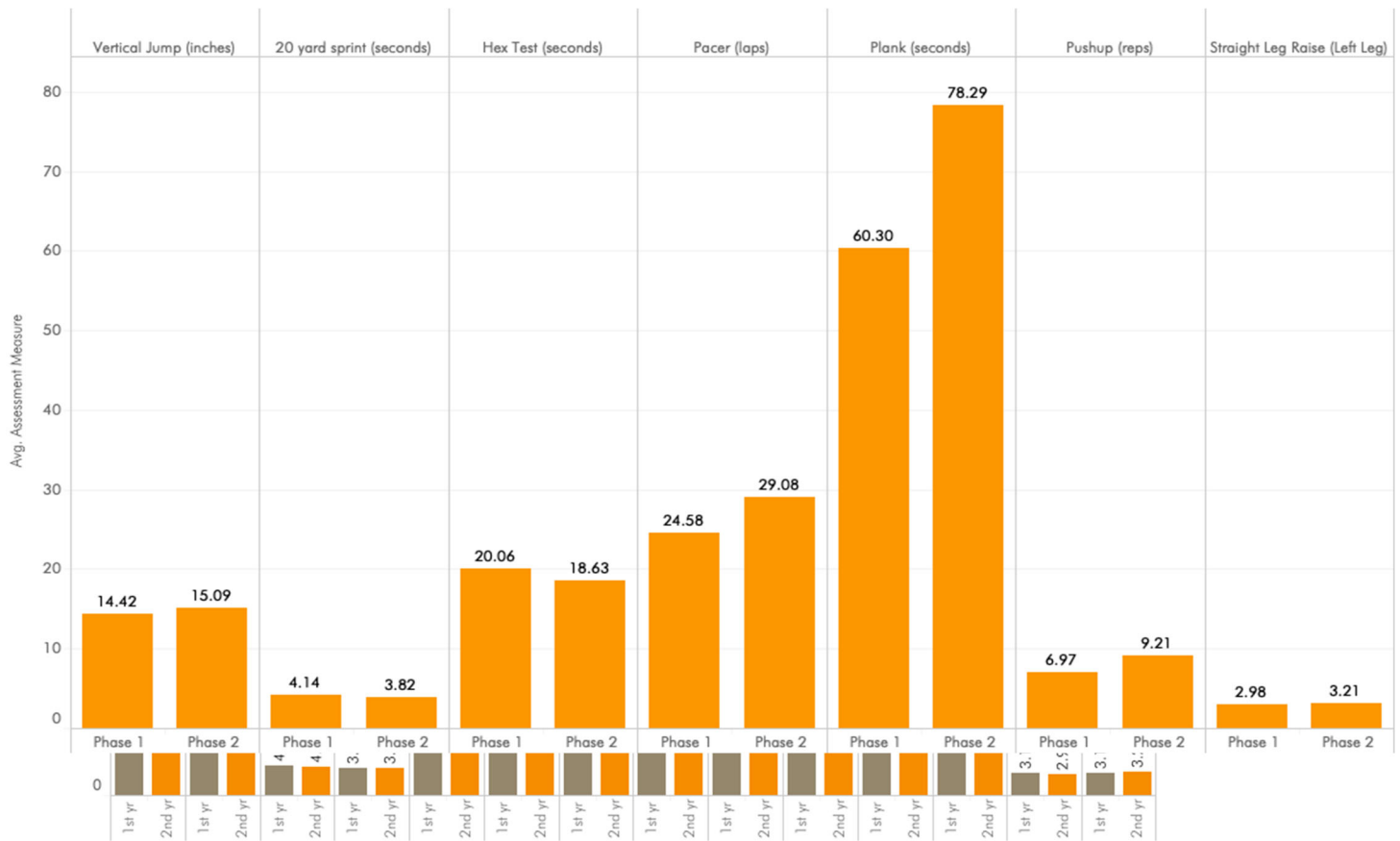


Healthy Body

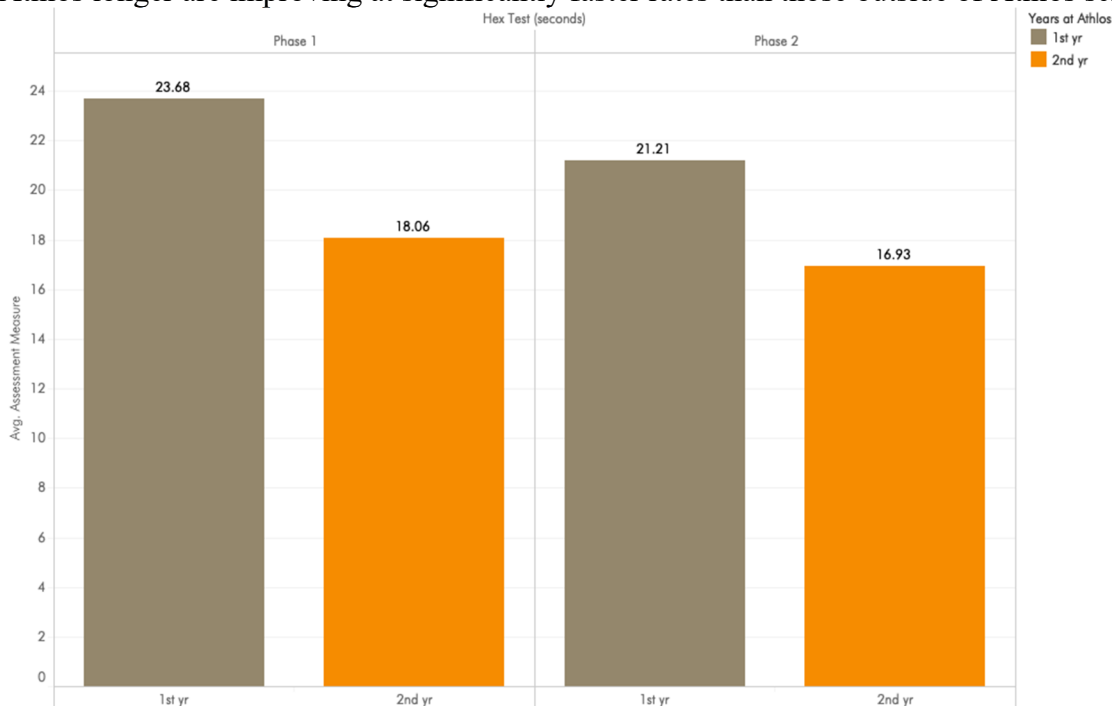
The Athlos athletic curriculum assessment plan is broken down into three parts: qualitative, quantitative, and disposition. Students are measured qualitatively through a standards-based grading system that is reported on a student's report card, quantitatively through the nine AAC assessment protocols, and a student's confidence and competence to be physically active is measured through a set of disposition survey questions. The athletic performance coaching staff collect and analyze physical literacy data via quarterly summative assessments utilizing fundamental movement/sport skill rubrics. Bi-annually they administer nine quantitative assessment protocols to fourth through eighth grades, along with a student disposition survey to third through eighth grades. The coaching staff will routinely utilize the data set to set instructional goals in order to increase movement proficiency and overall physical literacy in kindergarten through eighth grade.

This is an overview of each assessment average growth from phase 1 (beginning of the year) to phase 2 (end of year) in the 2017-18 school year.

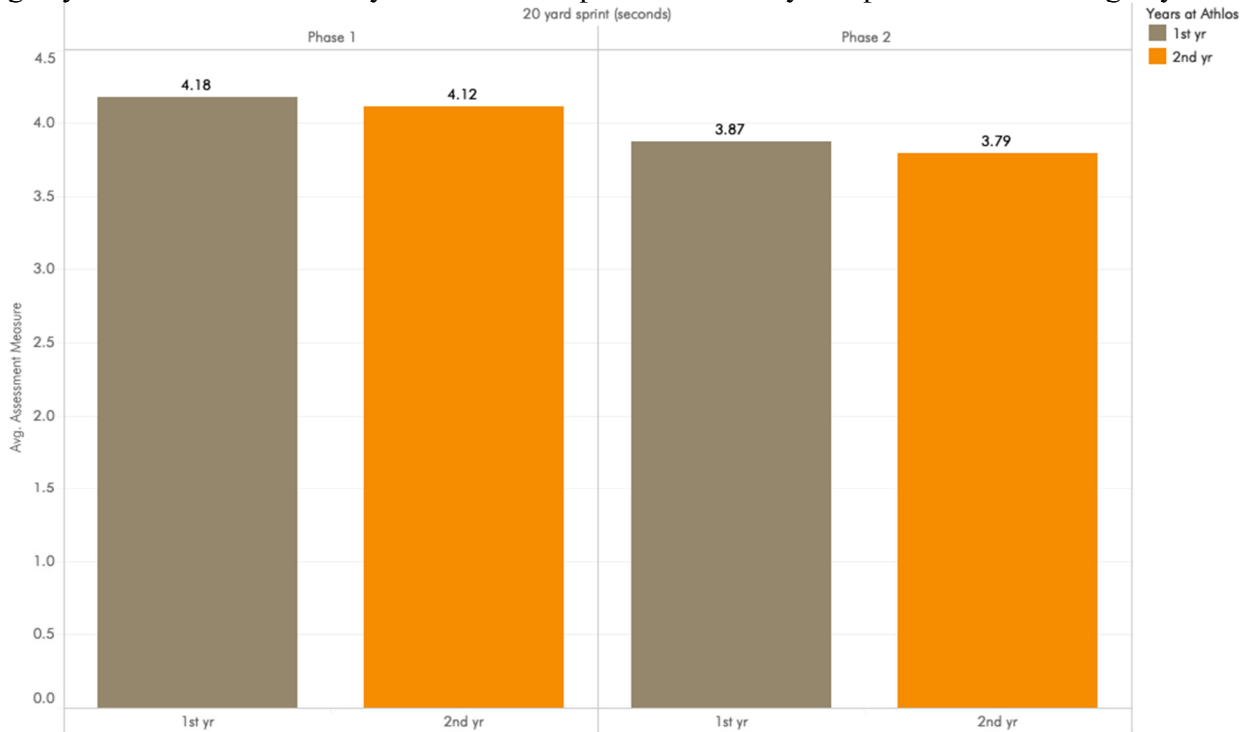
This data begins to show more meaning when you look at growth based on number of years each student has been at Athlos. You will see a trend that, generally, both first and second year students improve, but first year students start lower and improve slightly more. Second year students starting at higher levels also supports evidence that the program is improving students more so than other schools where students are coming from.



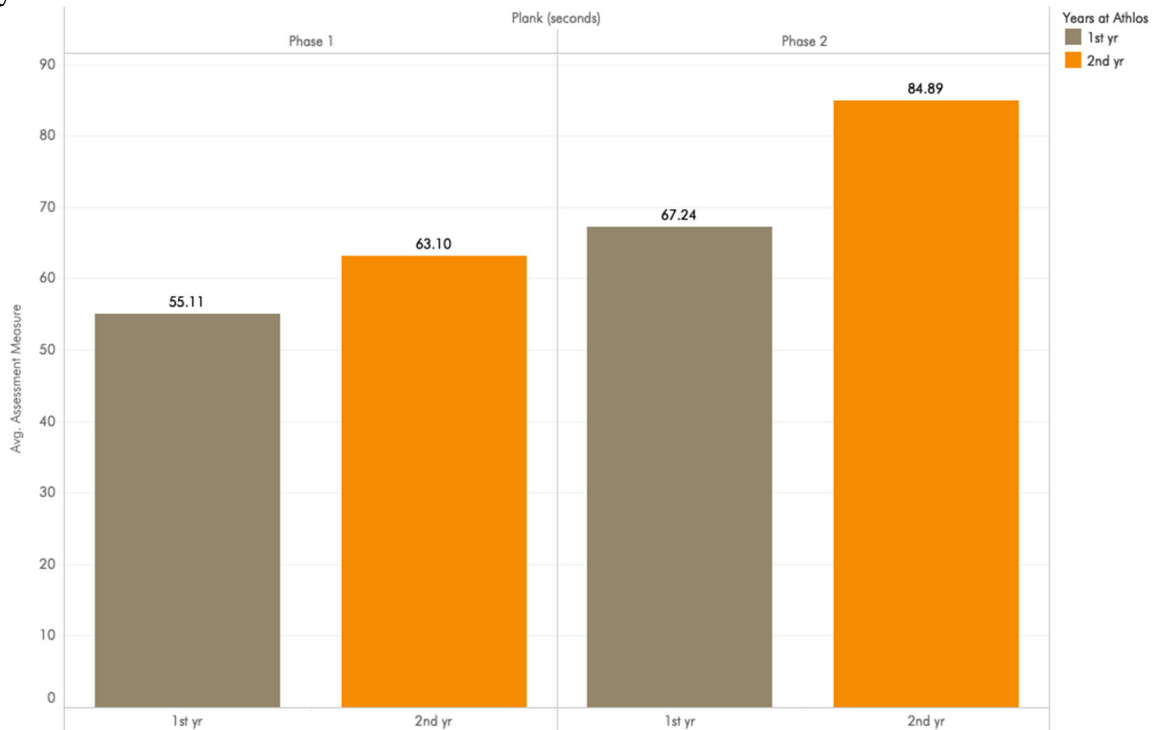
The hexagon agility test is primarily a measure of body control and quickness. First year students improved on average by 1.66 seconds, while second year students improved on average by 1.21 seconds. The much lower starting value for second year students (-5.29 seconds or 22.5%) suggests that those students who have been at Athlos longer are improving at significantly faster rates than those outside of Athlos schools.



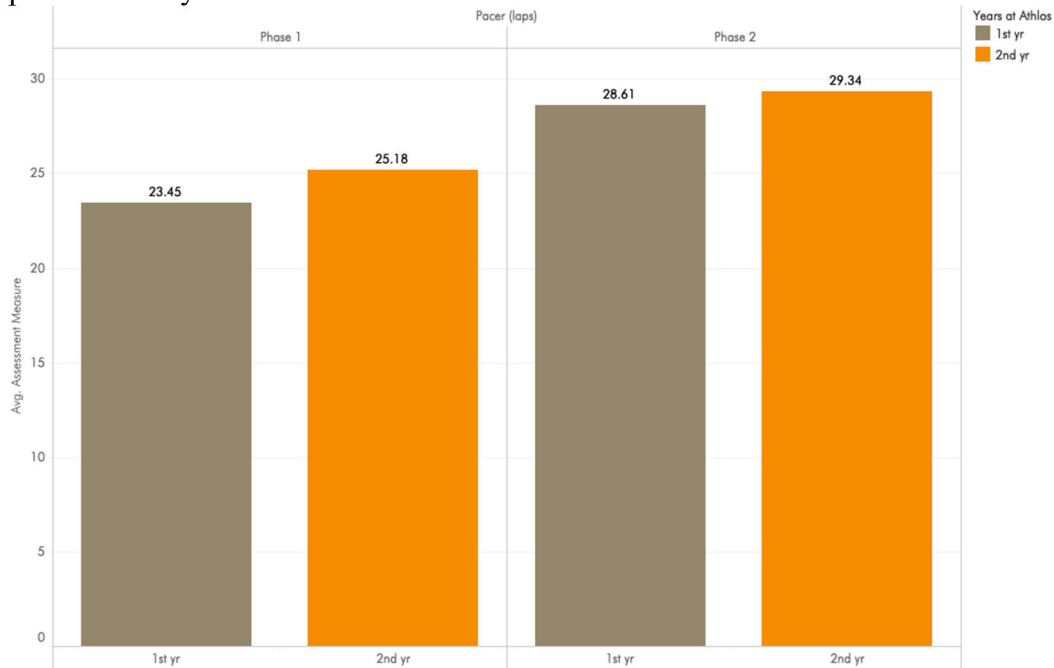
The 20-yard sprint is a measure of acceleration. First year students improved their 20-yard sprint time on average by 0.32 seconds. Second year students improved their 20-yard sprint time on average by 0.31 seconds.



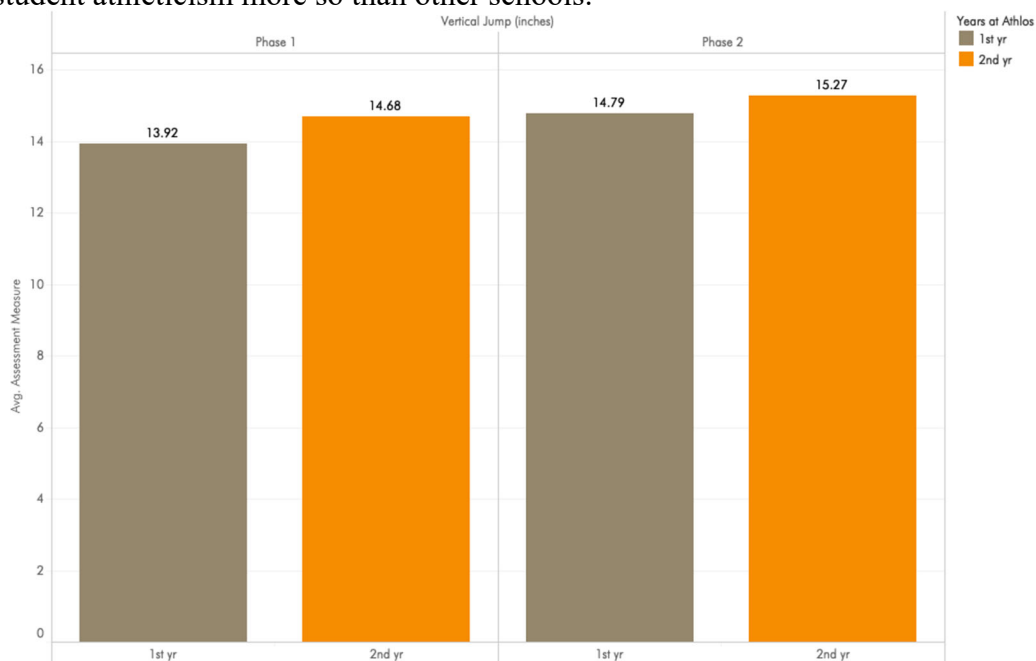
The plank is used as a measure of core strength and endurance. There is also a qualitative technical failure component of this assessment where students are stopped if no longer using proper/safe technique. Both first- and second-year students improved on average. First year students improved by an average of 14.27 seconds. Second year students improved by an average of 13.39 seconds. The major gap between first year and second year students highlights both the qualitative and quantitative improvements in movement by being at Athlos Academy of St. Cloud.



The Pacer assessment is a measure of cardiovascular fitness. First and second year students on average both improved significantly. First year students improved their Pacer score by almost five laps while second year students improved by about just over 3.5 laps. Again, you can see the higher starting value for second year students compared to first year students.

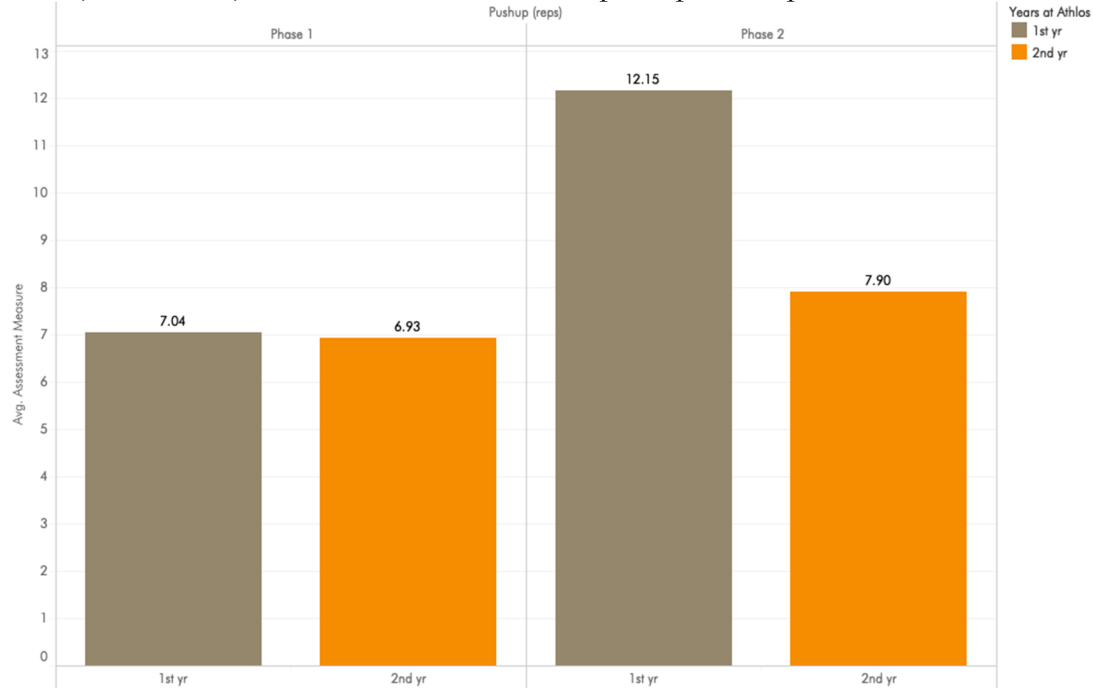


Vertical jump is a measure of lower body power. Both first and second year students improved their vertical jump scores. First year students improved on average by almost one inch over the course of the year. Second year students improved by just over a half inch from beginning to end of the year. Again, the one inch higher starting value for second year students is a significant evidence to support the fact that being at Athlos improves measures of student athleticism more so than other schools.

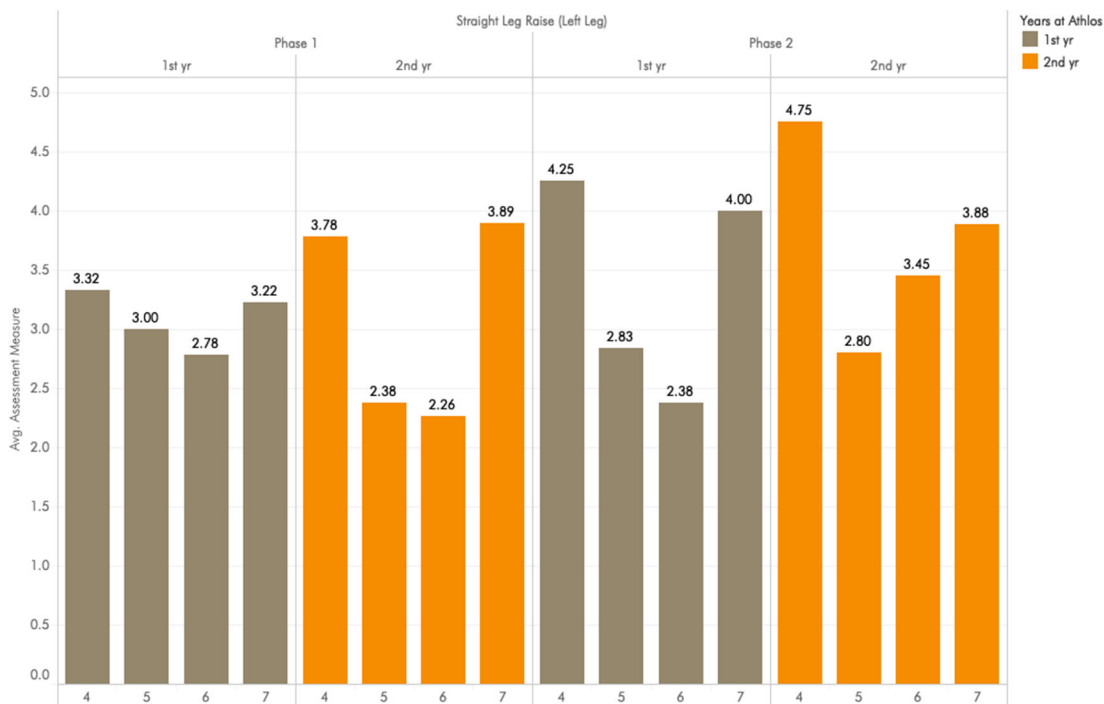


The pushup is a measure of upper body muscular strength and endurance. On this assessment both first and second year students improved with first year students improving at a much faster rate than second year

students. This could be attributed to second year students having a better understanding of proper pushup technique, which, when used, is more difficult than other pushup techniques.



Straight leg raise is a measure of lower body flexibility. Both groups of students improved from beginning to end of the year. This value is broken down into grade levels, because of the context that maturation status provides. As students hit their growth spurt around fifth and sixth grade, we see this number decrease, making claiming averages across all grades more difficult. However, you can see that second year students still outperform first year students on average.



Performance Character

The research-based Performance Character curriculum is designed to build a sense of community throughout the school, while engaging whole families in the learning process. The Performance Character traits have a specific focus of developing important life skills. An academic foundation is important, but beyond that, skills such as social intelligence and initiative are also required to succeed in life. The program is designed to nurture and guide students in the growth of these character traits. Each month a character trait is introduced to the students and each student receives a self-assessment scorecard. The purpose of the self-assessment scorecard is to provide a goal setting tool for each student to set personal goals based upon the character trait. The scorecard is not a pass/fail exercise, but rather an opportunity for the student to see personal growth.

- **The school should explain the process it will use to ensure the curricula will align with Minnesota State Academic Standards during the next contract term.**

Athlos Academy recently purchased a new literacy program for K-8. This program was from Pearson. The K-5th grade program is ReadyGen and 6-8th grade program is MyPerspectives. This curriculum was purchased with the Minnesota State Standards in mind, as there is a good alignment. This process will continue in any future curricula changes.

- **The school should explain the contribution it will make in assisting educationally and economically disadvantaged and other students to succeed academically during the next contract term.**

Athlos Academy has an English Learner program and Title program for students who qualify for these services. The school has also implemented RTI programs as part of the school day to provide targeted interventions in math and reading for students needing this support. Athlos Academy has added staffing and has budgeted for these programs.

- **The school should explain their Student Behavior Management System plans for the next contract term.**

Athlos Academy uses as its discipline plan the Positive Behavior Support Plan (PBSP), which emphasizes a philosophy of restorative discipline and incremental data-based efforts to support positive behavior and improve problem behaviors. Restorative disciplinary practices seek to prevent and to reduce disciplinary action by developing a school culture that supports respect, responsibility, and cooperation between all members of the school community. The PBSP seeks to motivate and provide incentives to students that directly and regularly reward or recognize appropriate behavior.

- **The school should provide a description of the general mission/goal-centered plan for professional development over the next contract term.**

Athlos Academy is in the process of completing a strategic plan. Each department is finalizing an achievement action plan that will be used to complete the strategic plan. The action plans include goals, strategies, and action steps. The action plans will include professional development initiatives. The different areas that will be included in the strategic plan will include academics, EL, SPED, Performance Character (PBIS, character traits, restorative practices, service learning, etc.), and Healthy Body (movement breaks, health, etc.).

- The school should provide a description of anticipated technology plan over the next contract term.

Athlos Academy of St. Cloud

5-Year Technology Plan

2019-2024

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Introduction

Athlos Academy of St. Cloud 5-Year Strategic Plan

The Athlos Academy of St. Cloud strategic plan will provide a long-range plan to help improve technology and budget for future technology. The strategic plan will incorporate goals and objectives to assist with using current technology and leverage it going forward.

Technology Committee

To assure technology feedback is provided and there is feedback from the school a technology committee must be formed. The technology committee will go over current state of technology and ways to improve the current technology going forward. The technology committee must include members from each functional area such as teachers, administration, and technology.

Current School Technology

Classroom Audio Visual

Classrooms are equipped with the below audio visual equipment specs.

-Dell S560 short throw projector 3400 Ansi Lumens with 10,000:1 contrast mode. Full 1080pHD with potential screen size of 81"-100"

Teacher and Administration Computing

4	Dell Optiplex 3040 Small Form Factor, Intel Core i3-6100, Windows 10 Pro, 4 GB RAM, 500 GB SATA HD
2	Large Copiers
42	Dell Latitude E5470, Intel Core i5, 14 inch HD Display, Windows 10 Pro, 8 GB Memory, 500 GB SATA, 802.11ac dual band wireless w\bluetooth

Student Computing

30	Lenovo 100e, Intel N3450, 11.6 HD Display, Windows 10 Pro, 4 GB Memory, 64GB EMMC, WIFI 2X2 AC + BT4.1, 1.0M HD Camera, 3 Cell 45 WH Battery, Keyboard,
60	Dell Laptops
90	Apple iPad 9.7-inch Retina display - A9 chip with 64-bit desktop-class architecture - Touch ID fingerprint sensor - 8MP camera with 1080p video - 1.2MP FaceTime HD camera - 802.11ac Wi-Fi with MIMO - Up to 10 hours of battery life ² - Two speaker audio
50	Dell Optiplex 3040 Small Form Factor, Intel Core i3-6100, Windows 10 Pro, 4 GB RAM, 500 GB SATA HD

Infrastructure

38	Wireless Access Points Aerohive AP230 3x3:3 MIMO Indoor 802.11ac wireless access point.
12	24 Port RJ-45 Ruckus ICX 7250 Enterprise-Class Stackable Access Switch autosensing 10/100/1000 PoE+ ports,
1	Firewall
4	APC Smart-UPS SMT2200RM2U 2200VA Rack-mountable UPS - 2200 VA/1980 W - 120 V AC - 5 Minute - 2U Rack-mountable - 5 Minute - 6 x NEMA -15R - , 2 x NEMA 5-20R
1	Netsweeper Content Filter
2	Server Dell Power Edge R230 Intel Xeon E3-1230 3.4ghz, 4 16 GB RAM modules, 4 10K SAS 1.8 TB HDD Dual Power Supply

Hardware Standards

School Technology Standards

School Technology standards are set by the IT Department. All technology needs and purchasing will go through the IT Department of the school to assure standards are being met.

Hardware Replacement Cycle

Computer and Laptop Replacements

The recommendation for computer and laptop replacement is a 3-4-year cycle. When the cost of maintaining the hardware is more than replacing the hardware this should be taken into consideration. Also, operating system and software changes could impact the performance of a laptop or computer as software companies increase the functionality of their particular software.

IT Infrastructure Replacements

The recommendation for replacement items such as switches, servers, firewalls, routers, and access points are every 5 years. Technology changes frequently and there could be a need for additional items that relate to infrastructure. As items are evaluated longevity of the equipment should be taken into consideration.

Audio Visual Classroom Replacements

With classroom technology in the classroom being a center point to the students the AV in the classroom should be evaluated every 3 years.

Refresh Plan

In year 3 a technology refresh plan will need to be created to ensure technology replacement. The plan will include infrastructure, laptop, audio visual and computer replacement cycle. A planning meeting with the technology committee should be held to review the school hardware and determine needs going forward.

Determining Technology Needs

Strategic Plan

Each year it will be important to look back at the 5-year strategic plan. If there is growth or change in technology referring to the plan will give guidance on direction and current state of technology. The plan will need to be updated after the 5-year mark to account for changes and guide new directions in technology

Infrastructure performance, reliability, security and capability

The IT Department along with the schools second level support vendor monitor network availability and security at the school throughout the year. Each year items related to the school's infrastructure and security should be reviewed. The projects of the school could change requiring more technology or increased infrastructure based on things such as online testing, increased web based activity, and BYOD.

State Computer-Based Testing

Student based testing has now become more common to use technology to complete. There will be a need for technology to be available for this reason. Laptops are available to teachers for student use in the classroom. During testing it will be important that the laptops become available for students to test. To determine times and lengths of test please refer to the state online assessment guide to see amount of time that will be needed for testing and device requirements and needs.

Content Filtering

Content filtering is a vital component of a successful K-12 organization. Adequate content filtering requires that an organization continually maintain its filtering parameters and can update them as needed in a very timely fashion. The filtering product allows for the school to have on-line access to a tool that will allow the organization to adjust as needed. Each year the technology committee will need to review current filtering and adjust as needed.

Technology Support and Training

Technology Support

Technology support is provided by the local Technology Coordinator\Media Specialist. The Technology Coordinator\Media Specialist provides level 1 and level 2 support for the school. There is a web-based ticketing system that teachers and staff use to request support for technology needs. If the local resource cannot handle the request or needs more assistance this can be taken on by the Level 2 vendor that is contracted through a monthly support contract.

Technology Training

Technology training will be provided by the Technology Coordinator\Media Specialist during professional developing designated times. Training throughout the year will be provided on a as

needed basis or individually if requested. There might be a need for outside training at times. For example, a large software implementation or more enhanced training for specific hardware or software. Those trainings will need to be approved by executive leadership at the campus as there could be a cost associated with those types of trainings.

Acceptable Computer Use Policy for Students, Teachers and Administration

Acceptable Use Policy Students, Teachers and Administration

a. See attached Acceptable Use Policy

Enforcement

Anyone who violates the policy may be denied access to technology at the school and be subject to disciplinary action by the Executive Director of the school.

Technology Integration in the Classroom

Apple iPad in the Classroom

Athlos Academy of St. Cloud is equipped with an Apple iPad in select classrooms. Teachers with the help of the Technology Coordinator\Media Specialist should work to integrate this technology in the classroom. The technology committee can work together to come up with training ideas and share successes in the classroom. The training needs should be evaluated at every technology committee meeting to determine needs of the school. All iPads are currently managed by Mosyle online mobile device management solution. Apple School Manager is used to manage Apple ID's and for application purchasing.

Overall Technology Use in the Classroom

Year 1 the Technology Coordinator\Media Specialist will need to fully train all the teachers how to effectively use technology in the classroom. The technology committee should evaluate how to use the technology to its fullest capability with a plan on how to integrate technology more after year 1. There could be a need for Apple training as it pertains to use of iPads in the classroom. Also, laptop use in the classroom could increase depending on changes in technology over the next 3-5 years.



Acceptable Use of Technology

Business Operations Policy 7401

Approved: 8/10/2016

Revised: 8/7/2017

I. PURPOSE

Athlos Academy of St. Cloud is committed to providing equal access to technology as an educational resource, and students will be taught appropriate use of computers and general uses of the internet.

II. POLICY

A. Technology Access in the Classroom:

1. In accordance with Minn. Stat. § 125B.02, Athlos Academy of St. Cloud will provide its students and school personnel with access to local, state, and worldwide instructional resources databases.
2. Instructional technological resources shall be available to help students successfully achieve education excellence and meet state standards.
3. Educational databases shall be accessible in the appropriate classes.
4. The purpose of this technology access is limited to educational purposes such as classroom activities, educational research, and professional or career development activities.
5. This access is a privilege, not a right; the system may suspend or revoke a system user's access upon violation of this policy and/or administrative rules regarding acceptable use or upon written parental request to the School Leader.

B. The following uses of AASC's system and Internet resources or accounts are considered unacceptable:

1. Users will not use AASC's system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

SCHOOL PLAN FOR SERVICE-LEARNING

Athlos Academy of St. Cloud recognizes the continuum of activities that can be considered service learning and aims to have service learning fully integrated within its curriculum. Athlos Academy focused on developing a culture of service. The Performance Character pillar is the foundation of service learning in the school and encourages students to not only participate in service-learning opportunities, but to look for service opportunities in their everyday lives and personal conduct. Whether it is a donation drive or participating in classroom and school-wide huddles focused on Performance Character traits such as leadership, social intelligence, energy/zest, initiative, and humility, students were encouraged to become student leaders in their school, homes, and communities. The goal is to more fully incorporate service learning into the curriculum as the school grows.

One service project Athlos Academy took part in was a donation drive for Anna Marie's Alliance—a women's and children's shelter serving the St. Cloud area. Students and staff collected more than 175 items. Donations included personal items and toiletries; children's items such as diapers, games, and coloring books; and paper products.

For another service-learning project, the fourth grade class declared a penny war against the rest of the school to purchase winter weather gear for students in need. Each grade collected pennies throughout the first part of December.

As Athlos Academy grows, the school aims to engage with its community to find additional meaningful service-learning opportunities.

For the 2019-20 school year, each grade will be sponsoring a service project. The schedule is below.

Grade Level Service-Learning Projects

Grade	Service-Learning Project
Kindergarten	Food shelf food drive
First Grade	Book/writing buddies with nursing home residents
Second Grade	Anna Marie's donation drive for women's homeless shelter
Third Grade	Pennies for Patients
Fourth Grade	Socktober (sock drive for homeless shelter)
Fifth Grade	Community cleanup project
Sixth Grade	Community garden
Seventh/Eighth Grade	Class/group/individual designed projects

SCHOOL CALENDAR AND SCHEDULE

- The school should provide a sample Weekly Schedule (insert) and corresponding explanation as needed.

	Kind	1st	2nd	3rd	4th	5th H	5th M	6th Grade				7th/8th Grade				Fri
8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:05	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle
8:20	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle
8:25	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle
8:30	AtM	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle
8:35	AtM	Literacy	Literacy	Art/Rtl	Science	Writing	Writing	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
8:40	AtM	Literacy	Literacy	Art/Rtl	Science	Writing	Writing	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
8:45	AtM	Literacy	Literacy	Art/Rtl	Science	Writing	Writing	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
8:50	AtM	Literacy	Literacy	Art/Rtl	Science	Writing	Writing	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
8:55	AtM	Literacy	Literacy	Art/Rtl	Science	Free play	Free play	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
9:00	AtM	Literacy	Literacy	Art/Rtl	Science	Free play	Free play	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
9:05	AtM	Literacy	Literacy	Art/Rtl	Science	Free play	Free play	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
9:10	Literacy	Literacy	Literacy	Art/Rtl	Science	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	Social 7i		
9:15	Literacy	AtM	Literacy	Free play	Science	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	SS7i	ART	
9:20	Literacy	AtM	Literacy	Free play	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	SS7i	ART	
9:25	Literacy	AtM	Literacy	Free play	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	SS7i	ART	
9:30	Literacy	AtM	Literacy	Literacy	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Science 8	SS7i	ART	
9:35	Literacy	AtM	Literacy	Literacy	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Free play	FP	ART	
9:40	Literacy	AtM	Literacy	Literacy	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Free play	FP	ART	
9:45	Literacy	AtM	Literacy	Literacy	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Free play	FP	ART	
9:50	Literacy	AtM	Literacy	Literacy	Art/Rtl	Math	Literacy	LA i	Math	Sci/SS 6	LA 7r	Math 8i	Free play	FP	ART	
9:55	Literacy	Literacy	Literacy	Literacy	Art/Rtl	Math	Literacy	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:00	Literacy	Literacy	AtM	Literacy	Free play	Math	Literacy	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:05	Literacy	Literacy	AtM	Literacy	Free play	Math	Literacy	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:10	Literacy	Literacy	AtM	Literacy	Free play	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:15	Literacy	Literacy	AtM	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:20	Literacy	Literacy	AtM	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:25	Literacy	Literacy	AtM	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:30	Literacy	Literacy	AtM	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	Social 7		
10:35	Literacy	Literacy	AtM	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	SS7i	ART	
10:40	Literacy	Literacy	Math	Literacy	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	SS7i	ART	
10:45	Lunch	Literacy	Math	AtM	Literacy	Science	Social	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	SS7i	ART	
10:50	Lunch	Literacy	Math	AtM	Literacy	Art/Rtl	Art/Rtl	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Science 8	SS7i	ART	
10:55	Lunch	Literacy	Math	AtM	Literacy	Art/Rtl	Art/Rtl	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Free play	FP	ART	

11:00	Lunch	Lunch	Math	AtM	Literacy	Art/Rtl	Art/Rtl	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Free play	FP	ART
11:05	Lunch	Lunch	Math	AtM	Literacy	Art/Rtl	Art/Rtl	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Free play	FP	ART
11:10	Math	Lunch	Math	AtM	Literacy	Art/Rtl	Art/Rtl	LA	Math i	Sci/SS 6	LA 7i	Math 8r	Free play	FP	ART
11:15	Math	Lunch	Math	AtM	Literacy	Art/Rtl	Art/Rtl	Lunch	Lunch	Lunch	LA 8i	Math 7r	Free play	FP	ART
11:20	Math	Lunch	Math	AtM	Literacy	Art/Rtl	Art/Rtl	Lunch	Lunch	Lunch	LA 8i	Math 7r	Free play	FP	ART
11:25	Math	Math	Math	Lunch	AtM	Science	Social	Lunch	Lunch	Lunch	LA 8i	Math 7r	Free play	FP	ART
11:30	Math	Math	Math	Lunch	AtM	Science	Social	Lunch	Lunch	Lunch	LA 8i	Math 7r	Free play	FP	ART
11:35	Math	Math	Math	Lunch	AtM	Science	Social	Lunch	Lunch	Lunch	LA 8i	Math 7r	Free play	FP	ART
11:40	Math	Math	Math	Lunch	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
11:45	Math	Math	Math	Lunch	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
11:50	Math	Math	Lunch	Math	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
11:55	Math	Math	Lunch	Math	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
12:00	Math	Math	Lunch	Math	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
12:05	Math	Math	Lunch	Math	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
12:10	Math	Math	Lunch	Math	AtM	Science	Social	Free play	Free play	Free play	LA 8i	Math 7r	Free play	FP	ART
12:15	Free play	Math	Art/Rtl	Math	Lunch	Science	Social	LA	Math	Sci/SS 6	LA 8i	Math 7r	Free play	FP	ART
12:20	Free play	Math	Art/Rtl	Math	Lunch	Lunch	Lunch	LA	Math	Sci/SS 6	LA 8i	Math 7r	Free play	FP	ART
12:25	Free play	Math	Art/Rtl	Math	Lunch	Lunch	Lunch	LA	Math	Sci/SS 6	LA 8i	Math 7r	Free play	FP	ART
12:30	Free play	Math	Art/Rtl	Math	Lunch	Lunch	Lunch	LA	Math	Sci/SS 6	LA 8i	Math 7r	Free play	FP	ART
12:35	Free play	Free play	Art/Rtl	Math	Lunch	Lunch	Lunch	LA	Math	Sci/SS 6	Lunch	Lunch	Lunch	Lunch	
12:40	Free play	Free play	Art/Rtl	Math	Math	Lunch	Lunch	LA	Math	Sci/SS 6	Lunch	Lunch	Lunch	Lunch	
12:45	Read	Free play	Art/Rtl	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	Lunch	Lunch	Lunch	Lunch	
12:50	Aloud	Free play	Art/Rtl	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	Lunch	Lunch	Lunch	Lunch	
12:55	Art/Rtl	Free play	Free play	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	Lunch	Lunch	Lunch	Lunch	
1:00	Art/Rtl	Free play	Free play	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:05	Art/Rtl	Sci/SS	Free play	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:10	Art/Rtl	Sci/SS	Free play	Math	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:15	Art/Rtl	Sci/SS	Free play	Sci/SS	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:20	Art/Rtl	Sci/SS	Free play	Sci/SS	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:25	Art/Rtl	Sci/SS	Read	Sci/SS	Math	AtM	AtM	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:30	Art/Rtl	Sci/SS	Aloud	Sci/SS	Math	Math	Literacy	LA	Math	Sci/SS 6	LA 8r	Math 7i	Free play	FP	ART
1:35	Snack	Sci/SS	Sci/SS	Sci/SS	Math	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
1:40	Snack	Art/Rtl	Sci/SS	Sci/SS	Math	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
1:45	Snack	Art/Rtl	Sci/SS	Sci/SS	Math	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
1:50	Bathroom	Art/Rtl	Sci/SS	Sci/SS	Math	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
1:55	Break	Art/Rtl	Sci/SS	Literacy	Free play	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
2:00	Sci/SS	Art/Rtl	Sci/SS	Literacy	Free play	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
2:05	Sci/SS	Art/Rtl	Sci/SS	Literacy	Free play	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
2:10	Sci/SS	Art/Rtl	Sci/SS	Literacy	Free play	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
2:15	Sci/SS	Art/Rtl	Free play	Literacy	Free play	Math	Literacy	AtM	AtM	AtM	LA 8r	Math 7i	Free play	FP	ART
2:20	Sci/SS	Free play	Free play	Literacy	Free play	Math	Literacy	Art/Rtl	Art/Rtl	Art/Rtl	LA 8r	Math 7i	Free play	FP	ART
2:25	Sci/SS	Free play	Free play	Literacy	Math	Math	Literacy	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:30	Free play	Free play	Skill	Free play	Math	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:35	Free play	Read	Develop	Free play	Math	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:40	Free play	Aloud	Skill	Free play	Math	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:45	Free Choice	Skill	Develop	Free play	Math	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:50	Free Choice	Develop	Skill	Free play	Read	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
2:55	Free Choice	Skill	Develop	Free play	Aloud	Free play	Free play	Art/Rtl	Art/Rtl	Art/Rtl	AtM	AtM	AtM	AtM	
3:00	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	AtM	AtM	AtM	AtM	
3:05	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	AtM	AtM	AtM	AtM	
3:10	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	Huddle	
3:15	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	

- The school should provide (insert) a sample school year calendar and corresponding explanation as needed.

In compliance with Minn. Stat. 120A.41, the school calendar will meet the following hours of instruction requirements: 425 hours for kindergarten; 935 hours for grades 1-6; and 1,020 hours for grades 7-12. The draft calendar presented here includes 165 instructional days totaling 1,086 instructional hours per grade. This leaves enough room in the calendar for unexpected events, such as snow days. In the K-8 schedule, time is specifically allocated each day to incorporate the Performance Character program and the Athletic curriculum.

Athlos Academy of St. Cloud

2019-2020 Calendar (DRAFT)

No school	August 19-29	Staff Professional Development
No school	Monday, September 2	Labor Day
First day of school	Tuesday, September 3	Grades 1-6
First day of kindergarten	Thursday, September 5	Kindergarten
No school	Friday, September 27	Staff Professional Development
No school	Friday, October 11	Staff Professional Development
School in session	Tuesday, October 15	Conferences
No school	Friday, October 16	Conferences
No school	Monday, October 17 – 18	Fall Break
No school	Wednesday, November 27	Staff Professional Development
No school	Monday, November 28 – 29	Thanksgiving Break
No school	Tuesday, December 6	Staff Professional Development
No school	Monday, December 23 – 31	Winter Break
No school	Wednesday, January 1	New Year's Day
No school	Monday, January 20	Martin Luther King Jr. Day
No school	Tuesday, January 21	Staff Professional Development
No school	Friday, February 7	Staff Professional Development
School in session	Thursday, February 27	Conferences
No school	Friday, February 28	Conferences
No school	Monday, March 2 – 6	Spring Break
No school	Monday, April 13	(no school to align with local school district calendar)
Last day of school	Friday, May 29	All Grades
No School	Monday, June 1	Staff Professional Development

SCHOOL ANTICIPATED TRANSPORTATION PLANS

Athlos Academy is committed to providing safe transportation of students to and from the school. In compliance with Minn. Stat. 124E, Athlos Academy of St. Cloud provides general transportation for students who live within the St. Cloud Area School District boundaries independent of the school district. Transportation services will be provided for all students whose IEPs indicate special transportation is as a necessary accommodation, and families will be directed to work with the special education director to develop a plan that meets the student's specific needs. Additionally, in compliance with Minn. Stat. 124D.10 Subd. 16, this policy will include options available for students who live outside of the transportation boundary and any associated fees or fee waiver options.

Athlos Academy contracts transportation services with Metropolitan Transportation Network.

SCHOOL FACILITY PLANS

Athlos Academy is located at 3701 33rd Street South in St. Cloud, MN. Our 90,000 square foot school sits on 14 acres of land and consists of 46 classrooms, two technology labs, two art rooms, one music room, and two science labs. It also has a full-service kitchen, cafeteria, a playground, outdoor recess area, sporting fields, and a gymnasium with a hardwood floor and a turf field. Athlos Academy has enough space to enroll 1,150 students and with our current enrollment of approximately 600 students, we have plenty of classroom space to accommodate growth over the next contract period.

Athlos Academy will entertain the possibility of establishing an Affiliated Building Corporation once we have reached the fifth year of existence to purchase and own the facility. This will happen during this contract period.

SCHOOL ANTICIPATED PROGRAM / ENROLLMENT GROWTH

Athlos Academy of St. Cloud accepts for enrollment any student who completes an application, unless the number of applicants exceeds the board-established capacity for each grade. If necessary, an annual lottery is held at a time and date set by the governing board. Students not offered seats due to enrollment capacity are placed on a waitlist and offered seats as soon as a spot is available. Preference on waitlists and in the lottery is given to siblings of currently enrolled students and children of the school's full-time staff. If open seats are available during the school year, they are filled on a first come, first served basis after any waitlist has been depleted. The enrollment and lottery policy and enrollment forms can be found on the school's [website](#).

- **Explain the school's enrollment trends over the previous contract and anticipated enrollment over the next contract period.**

During the 2016-2017 school year, Athlos Academy of St. Cloud enrolled 568 students in grades K-6. The second year, the school expanded to 7th grade and had 704 students enrolled. However, mid-year there was a school leader transition, and student retention suffered. At the end of the 2018-2019 school year, the enrollment was 574 students.

Athlos Academy continues to focus on consistent, sustainable growth of its enrollment. Athlos Academy anticipates growing its enrollment to an eventual capacity of 1,125 students in grades K–8.

The school seeks to improve its year-over-year and within-year retention numbers each year through more parent and community engagement and through academic success. As the school continues to grow, efforts have been made to engage the local community and to recruit a student population that is representative of the community in which the school is situated.

Projected Student Enrollment by Grade Level

(the existing school year through the term of the contract)

Grade / Year	2018-2019*	2019-2020	2020-2021	2021-2022	2022-2023
K	74	75	100	100	100
1	66	75	75	100	100
2	88	75	75	75	100
3	88	100	75	75	75
4	64	100	100	75	75
5	50	75	100	100	75
6	63	50	75	100	100
7	47	50	50	75	100
8	34	50	50	50	75
Total students	574	650	700	750	800

**2018-2019 student enrollment based on end-of-year actual data.*

FINANCIAL CONDITION OF THE SCHOOL

Budget Narrative: Describe Financial Health Sustainability

Financial Management Practices

The School should include an explanation of how financial management and oversight will be conducted during the next contract period (e.g., in-house, under contract, combination).

Future financial management and oversight will follow the below processes:

1. All purchase are approved and within budget
2. Invoices are scanned to BerganKDV, the new accounting firm retained in March 2019 to provide more state of Minnesota expertise and local oversight, where coding and descriptions are reviewed and then entered into Skyward.
3. An invoice summary will be provided by BerganKDV's accounts payable staff to school finance officer, executive director, office manager, and financial manager. This summary is reviewed for accurate coding and allowable expenditures.
4. The school's BerganKDV assistant manager will ensure that all special education, title and CSP expenditures are noted and coded to the appropriate finance code and submitted for reimbursement in a timely manner.

5. Payroll is processed by BerganKDV. The payroll processor will provide the accounts payable staff the TRA/PERA, MN Department of Revenue and IRS withholdings for payments. Bank reconciliations are reviewed to ensure these payments were made.
6. The finance committee and board will receive monthly financial reports prepared by BerganKDV with any significant issues noted. Budget to actual reports will be provided for review as the monthly payment, receipt, and journal entry reports.
7. Budgets will be reviewed by the accountants and the finance committee on a monthly basis for any possible changes required.
8. At year-end, BerganKDV will handle the audit preparation and presentation of materials to the auditors.

Budget

The School should include a Long-Range Budget Model Projection for projected operations of the School through the next contract period. This projected information should be based on assumptions deemed reasonable by the School, but such assumptions and the actual future financial impact of the Project on the Company and the School will inevitably vary from the forecast data. Furthermore, the school should provide a corresponding budget narrative on the following items:

- **The school's current amount of General Education Aid and anticipated over the contract term.**
A conservative estimate of 2% is used for each of the future years.
- **The school's current amount of Special Education Funding and anticipated over the contract term.**
The school will also conservatively budget special education aid at 93.5% of the total special education expenditures.
- **The school's current amount of Limited English Proficiency State Aid and anticipated over the contract term.**
LEP will also be conservatively budgeted. Over the past three years, the school's LEP population has increased from 17% in FY16 to an estimated 30% in FY19. The school will use 30% for future years.
- **The school's current amount of Building Lease Aid and anticipated over the contract term.**
The school will budget lease aid at the lesser of 90% of the total lease cost or \$1,314 x total pupil units. This is in compliance with state statute.

Athlos Academy of St. Cloud Long-term Budget Summary

	<u>Actual</u>		<u>Current</u>		<u>Budget Projections</u>	
	2017-2018		2018-2019		2020-2021	
Enrollment, ADM	650.88		588		700	
Revenues						
State Aids	\$	7,111,543	\$	7,184,893	\$	8,727,185
Federal Aid		561,126		355,133		289,555
Other Receipts		25,920		56,759		56,052
Food Service		397,094		355,203		455,700
Total Revenues	\$	8,095,683	\$	7,951,988	\$	9,528,492
Check	\$	8,095,683	\$	7,951,988	\$	9,528,492
Expenditures						
Salaries and Benefits	\$	3,220,021	\$	2,521,931	\$	3,181,112
Lease Costs		1,594,019		1,638,960		1,721,928
Purchased Services		505,328		714,434		1,255,800
Transportation		879,295		644,500		742,200
Supplies and Materials		411,709		317,243		206,800
Capital Equipment		47,904		35,500		5,800
State Special Ed		806,257		1,033,366		1,124,400
Federal Programs		300,129		315,133		289,555
Other		156,957		125,059		143,200
Food Service Program		520,675		391,078		441,300
Total Expenditures	\$	8,442,294	\$	7,737,204	\$	9,112,094
Check	\$	8,442,294	\$	7,737,204	\$	9,112,094
Revenues in Excess of/ or(under) Expenditures	\$	(346,611)	\$	214,784	\$	416,397
Beginning Fund Balance	\$	642,965	\$	296,354	\$	681,614
Ending Fund Balance	\$	296,354	\$	511,137	\$	1,098,012
Fund Balance Percentage		3.5%		6.6%		12.1%
						18.2%

School Accountability and Authorizer Oversight System

Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “School Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

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

1. Meets standard;
2. Partially meets standard;
3. Does not meet standard.

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

- 2 = Meets Standard
- 1 = Partially Meets Standard
- 0 = Does Not Meet Standard

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

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 15% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Page Break

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.

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.

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

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

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

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

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School

Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's academic performance standards/expectations include the following:

1. Students are performing well on state examinations or other agreed upon exam (i.e. NWEA) in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

SAMPLE 0-2 RATING SCALE ON STANDARDS - NEGOTIABLE

0 = School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

1 = 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.

2 = School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

2. Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (an alternative measure will be used when cell size is too small or in the case of stand-alone high school)

3. The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

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

5. All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

6. The school is meeting their additional statutory purposes (MS 124E.01, Subd.1; Charter Contract Addendum B).

7. The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

2. **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 shall will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school financial standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed/warranted):

SAMPLE 0-2 RATING SCALE ON STANDARDS - NEGOTIABLE

- 0 = deficit budget
- 1 = n/a
- 2 = surplus budget

1. The School maintains a balanced budget.
2. The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.
3. The School's financial audit will be submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.
4. Schools are expected to have audits that are free of all findings.
5. The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
6. The School provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.

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 hold backs.
8. The School board has a finance committee that meets regularly to review school finances.
9. All Board members have working knowledge of financial oversight.
10. The School is not in Statutory Operating Debt (SOD).

3. **Governance - Is the organization effective and well run?**

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

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

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

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the eighteen 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 will monitor school performance meeting these standards on an ongoing basis and the standards shall be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school board governance standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

SAMPLE 0-2 RATING SCALE ON STANDARDS - NEGOTIABLE

- 0 = board structure does not meet bylaws and/or state statute
- 1= NA
- 2 = board structure meets bylaws and state statute

Board Structure and Development

1. The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.
2. The Board of Directors has the necessary knowledge to carry out the responsibilities contained in MN Stat 124E.07, Subd.6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.
3. The board adheres to an orientation process for bringing on new members.
4. The Board of Directors complies with initial training requirements set forth in Minn. Stat 124E.07, Subd.7 (Training): governance, financial, and employment policies and practices.
5. The Board of Directors completes a self-evaluation each year.

Board Practices

1. The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.
2. The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
3. The Board of Directors adheres to board member election requirements set forth by state statute.
4. 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.
5. The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd.2(b)).
6. The Board of Directors monitors the organization's adherence to school board policies.
7. The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
8. The Board of Directors provides ongoing oversight of school academic performance.
9. The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Board Documentation and Communications

1. Board documents are distributed to all board members at least 3 days prior to a board meeting.
2. 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.

3. The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

Management & 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. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

SAMPLE 0-2 RATING SCALE ON STANDARDS - NEGOTIABLE

0=School is not meeting their additional statutory purpose(s).

1=School demonstrates progress meeting their additional statutory purpose(s) or is meeting some, but not all.

2=School demonstrates that they are meeting their additional statutory purpose(s).

Authorizer standards / expectations for school management and operations include:

School Mission, Vision, and Purpose

1. The school is fulfilling its additional purposes as defined in the Charter School Law and charter contract.
2. 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.
3. The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

School Culture & Learning Environment

1. 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).
2. 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
3. Evidence suggests that the school teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

Documents and Processes

1. The school employs highly qualified, appropriately licensed teachers.
2. Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.
3. The school meets / maintains its enrollment goals.

4. The school institutes a fair and open student admission process that complies with Minnesota law.
5. The school's employment process complies with state and federal law.
6. The school has defined job descriptions and defined evaluation process for all personnel.

Special Education - Services to Students with a Disability

1. The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.
2. The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws.
3. The school is not subject to special education investigations by MDE and is not in Corrective Action.
4. The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of

readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.



RANGE OF POSSIBLE INTERVENTIONS – CONTRACT B. II.

If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.

Status	Triggered By	May Result In
INTERVENTION LEVEL ONE Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual performance standards / expectations.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Letter from the Authorizer to the charter school's Board of Directors detailing areas of concern.</p> <p>Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.</p>
INTERVENTION LEVEL TWO Notice of Deficiency	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency.</p> <p><i>and</i></p> <p>Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.</p>
INTERVENTION LEVEL THREE Probationary Status	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school's financial viability.</p>	<p>Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns.</p> <p>Remediation plan imposed by the Authorizer.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p>
INTERVENTION LEVEL FOUR Charter Review	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school's financial viability.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
INTERVENTION LEVEL FIVE Charter Revocation	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>



Charter School Contract Renewal and Revocation Process

Renewal Process

Volunteers of America-Minnesota (VOA-MN) views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. This process culminates in the authorizer publishing an end of contract evaluation report.

End-of-Term Evaluation

VOA-MN publishes an end-of- contract evaluation report based on information, observations and documentation accumulated throughout the length of the contract. The evaluation is an opportunity to determine the extent to which the school is meeting VOA-MN's expectations of a high= quality charter school. More specifically, we assess the school based on the following three central questions:

1. Is the student learning program a success? (Academic Performance)
2. Does the school exhibit strong financial health? (Financial Management)
3. Is the organization effective and well-run? (Board Governance, Management and Operations, Compliance)

We quantify the school's progress in each area (academic performance, governance, financial management / health, and management/operations) using the system described in B.I. (Rating Scale and Weighting of Performance Measures).

VOA-MN will complete a draft of its end-of-term evaluation of the school and submit the draft for review and comment by school leadership and the board. VOA-MN will then make changes, if necessary, and resubmit a final evaluation and decision of renewal to the school's board. Through ongoing monitoring and the renewal evaluation process, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

Termination or Nonrenewal of a contract

Consistent with Minn. Stat. 124E.10, Subd.4(b), VOA-MN may act to terminate or not renew a charter under the following grounds:

- (1) *failure to meet the requirements for pupil performance contained in the contract;*
- (2) *failure to meet generally accepted standards of fiscal management;*
- (3) *violations of law; or*
- (4) *other good cause shown.*

At least 60 days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

Example VOA-MN Timeline for Contract Renewal Process

Item	Responsible Party	Timeline
School Program Description Completed by Charter School	Renewing School	February-March
The School will complete and submit their proposed Program Description (contract Addendum A) for review by VOA-MN. Once the content of the document is agreed upon - including curriculum, interim assessments, and future plans, it will be incorporated into the renewal contract.		
Authorizer formal end-of-term evaluation draft completed and submitted to renewal school for review	Authorizer	April
End-of-term evaluation comments completed	Renewing School/Board	April-May
Draft contract submitted to renewing school for comment	VOA-MN	April –May
Contract approved and signed	VOA-MN	May-June
Contract approved and signed	Renewing Board	May-June
<hr/>		
If Terminating/Not Renewing		
Request a public hearing	Board	Within 15 business days of termination/nonrenewal notice
Final contract termination/renewal decision	VOA-MN	Within 20 business days of the contract end date if not renewing or terminating



Athlos Academy of St. Cloud

Special Education Services

Athlos Academy of St. Cloud will comply with Minnesota Statutes Chapters 125A and 124E, all applicable rules implemented pursuant to these chapters, and all Federal and State law relating to the education of students with disabilities. Consistent with the provisions of Minnesota Statutes § 124E.21, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). The School will deliver services in accordance with IDEA, board policies, and best practices.

The School will provide special education services in compliance with all state and federal guidelines. The teaching staff will provide strategies and instructional techniques that support the learning needs of each learner. The School will continue to contract with a Special Education Director for oversight and assistance maintaining a compliant system that meets the needs of the student population.

The School will plan for child-find activities, initial assessments, reassessments, IEP planning and service delivery as dictated by special education laws. The School will use a combination of employment and contracted services to meet the needs of identified special education students.

Responsibilities of the Board:

- Approve and monitor school budget revenues and expenditures related to special education. Require regular updates by school management regarding state special education reporting and financial reimbursements. Review and approve special education program expenditures.
- Approve the hiring of necessary and essential special education staff and contracted services.
- Monitor school management's oversight of special education faculty and contractors.
- Monitor school management's oversight of required special education program and financial reporting to the state.
- Collaboratively with school management, ensure that the school facility is ADA compliant and supports the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.

Responsibilities of the School Management:

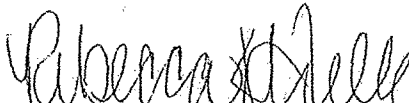
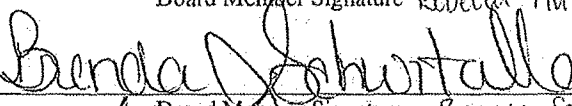

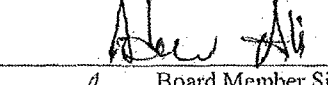


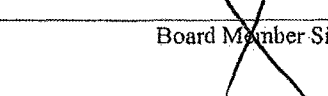
- Monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, is required to have a Total Special Education System (TSES).
- Monitor and supervise special education faculty and contractors.
- Maintain and report financial data related to special education programs as required by Minnesota Statute § 125B.07, Subd.6 “Data Acquisition Calendar.”
- Provide oversight of the school budget related to special education revenue and expenditures.
- Supervise special education faculty to ensure that each student with an IEP is receiving all special education supports identified in the student's IEP.
- Arrange appropriate and ongoing staff development regarding the delivery of special education and related services.

As a result of this expectation, the Authorizer will:

- Annually review student school application forms, policies and procedures for compliance with the Individual with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act.
- Regularly monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, are required to have a Total Special Education System (TSES).
- Regularly monitor compliance with state reporting requirements as required by Minnesota Statute § 125B.07, Subd.6 “Data Acquisition Calendar.”
- At least annually interview the school Special Education Director and staff to monitor program accountability and compliance.
- During site visits, monitor ADA compliance and whether or not facilities support the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.
- Monitor school compliance with state and federal special education educator licensing requirements and reporting.

COMPLIANCE AGREEMENT

The undersigned members of the BOARD OF DIRECTORS of ATHLOS ACADEMY OF ST. CLOUD agree to comply with all federal and state laws governing organizational, programmatic and financial requirement applicable to charter schools.

1.	 Board Member Signature Rebecca Hull	<u>6/24/19</u> Date
2.	 Board Member Signature Brenda Schwikalla	<u>6/24/19</u> Date
3.	 Board Member Signature Noor Yusuf	<u>06/24/19</u> Date
4.	 Board Member Signature Adew Ali	<u>6-24-19</u> Date
5.	 Board Member Signature Aaron Schwentzier	<u>6/24/19</u> Date
6.	 Board Member Signature Andrew Grimsley	<u>6/24/19</u> Date
7.	 Board Member Signature	 Date



Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 	Board		
2	Reserve Funds Segregate by Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.	Board		
Notifications and Further Actions				
3	Notification of Parents / Guardians Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> date of the last day of regular instruction; <input type="checkbox"/> cancellation of any planned summer school; <input type="checkbox"/> notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> optional inclusion of a listing of the names of charter, parochial, public and private schools in the area. 	Board Chair or School Director		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<input type="checkbox"/> Offer of copies of student records before the CHARTER REVOCATION. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice.			
4	Final Report Cards and Student Records Notice Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information. <input type="checkbox"/> The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice.	School Director		
5	Transfer of Student Records and Testing Material No later than 10 days after CHARTER REVOCATION send student records to the School's district of residence, including: <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> all other student records. All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports. As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION. Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location. <input type="checkbox"/> To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location. The school should also send a set of Individual Student Reports to resident district and parents.	School Director		
6	Notification of School Districts	Board Chair or Secretary		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide VOA-MN with a copy of the notice. 			
7	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. <input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 	Board Chair or Treasurer		
8	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide the VOA-MN with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p>	Board Chair or Treasurer		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.			
9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>	Board Chair or designee		
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary		
11	<p>Notification of VOA of MN Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School</p>	Board Chair or Secretary		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<p>employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 	Board Chair or Treasurer		
13	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Board Chair or Treasurer		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
14	<p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		
15	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following. <input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. <input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the 	School Board and School Director		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	VOA-MN through Interim Statements and a Final Statement (below).			
16	<p>Protection of Assets; Insurance</p> <p>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 	Board Chair or Designee		
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	Board Chair & School Director		
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and</p>	School board chair and treasurer		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<p>clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p><input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p>			
19	<p>D&O Insurance</p> <p>Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>	School Board		
20	<p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <p><input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and</p> <p><input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and</p> <p><input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets.</p> <p>The School will prepare and submit such statements to the VOA-MN at 30 day intervals until the final statement (below) is prepared and submitted.</p>	School board chair or designee		
21	<p>Final Statement</p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the</p>	School board chair or designee		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<p>School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). 			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>	School Board		
23	<p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>	School Board		
24	U.S. Dept. of Education Filings	School Board		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.			
25	IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. 	School Board		
26	Corporate Records In all cases, the School Board shall maintain all corporate records related to: <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. <p>In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.</p>	School Board		
Dissolution / Final Distribution of Assets				
27	Resolution of Dissolution The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.	School Board Chair		
28	Dissolution	School board secretary		

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	<p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
29	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> <input type="checkbox"/> An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) <input type="checkbox"/> In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 	School board chair or designee		



**2019 VOA-MN Contract Evaluation Report on ATHLOS
ACADEMY OF ST CLOUD, # 4250**

Contract Term: January 20, 2016- June 30, 2019

REPORT PURPOSE: This report was produced by the authorizer in compliance with Minnesota Statute § 124E.10, Subd. 3 (Review and Comment), which requires an authorizer to conduct a formal evaluation and report on the performance of a charter school before a charter school's contract is renewed for another contract term. Per state law, Volunteers of America-Minnesota (VOA-MN) regularly monitors and evaluates the performance of the school. VOA-MN views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. Using the results of ongoing site school site visit reports, performance on the VOA-MN Annual Reports on Governance, Finance, and Academics, board meetings monitored, as well as the evaluation and observations from the end-of-term site visit, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

REPORT ORDER

ACADEMIC PERFORMANCE (incl statutory purposes)

FINANCIAL PERFORMANCE

ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS
- COMPLIANCE

CONTRACT RENEWAL DETERMINATION

SCHOOL ADDRESS: 3701 33rd Street South, St. Cloud, MN 56301

PHONE: 320-281-4430

WEBSITE: www.athlosstcloud.org

PROGRAM DESCRIPTION: Athlos Academy of St. Cloud (AASC) empowers students to achieve success using a three-pillar education model: Prepared Mind, Healthy Body & Performance Character. Athlos is a unique public school model that prepares kids for a competitive future in three essential ways: Academics + Athletics + Character. The Vision of Athlos Academy of St. Cloud is to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athleticism and performance character, and promotes regular family engagement.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal

compliance. Each area may have multiple indicators of success and the charter school's performance on each indicator.

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.

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

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

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

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. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed:

The academic data portion addresses growth, achievement gap reduction, graduation as well as proficiency on the state assessments. The following information may be found at: Minnesota Report Card – Federal Accountability and in Multiple Measurement District Download. Student enrollment data including student ethnicity and special populations may be found at Minnesota Report Card – Demographics.

VOA-MN's academic performance standards / expectations include the following:

Standard 1: State Examinations (Proficiency on MCA: Meets and Exceeds.) This information can be found on the state report card under State Assessments.

Standard 2: Growth Growth is calculated as a growth z-score. Positive growth z-scores represent growth above the state average. The state average growth is calculated from year to year and depicted as a 0. If students earn a negative growth score, it demonstrates that they did not progress from year to year at expected rates.

Standard 3: Achievement Gap Reduction The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement

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

Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

Section Overview: The 2017-2018 school year marks the second year of operation for AASC. During the 2017-2018 school year, AASC had higher than average English Learner and Free and Reduced populations. The school tested 333 students on the 2018 Minnesota Comprehensive Assessments and scored below the state average in math, reading and science.

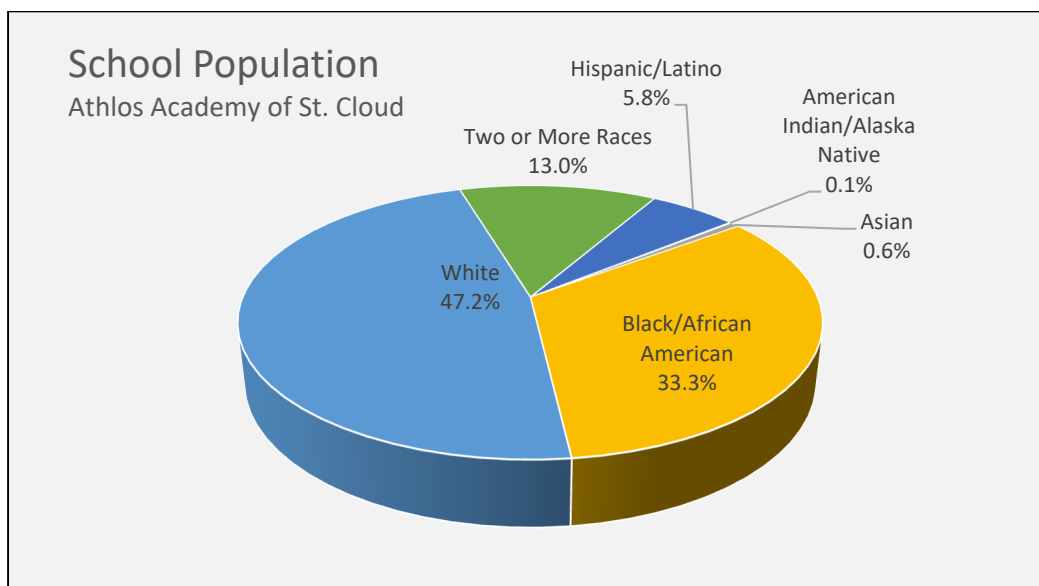


Figure 1 – School Population

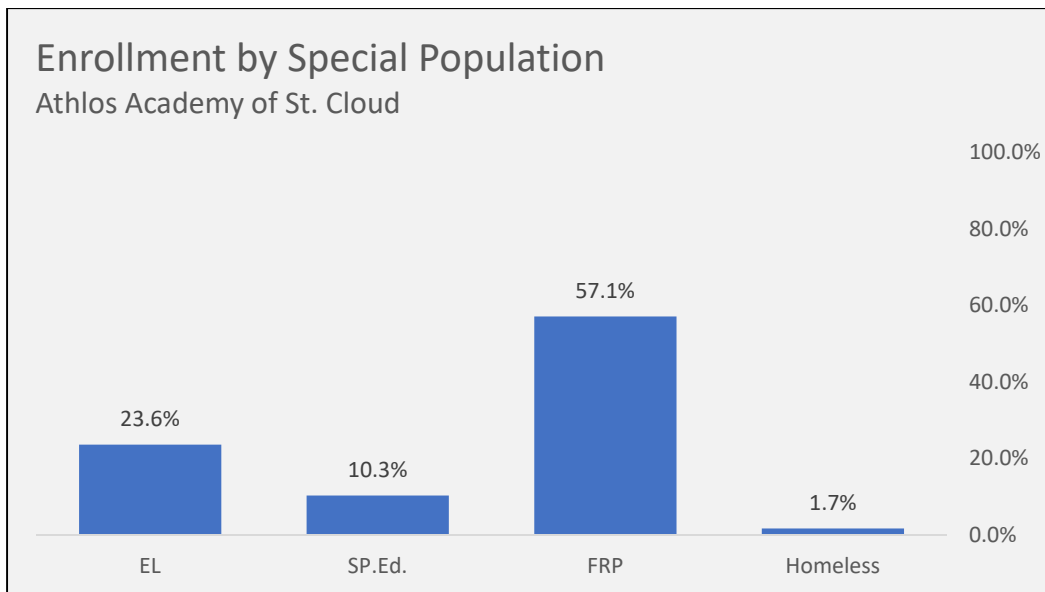


Figure 2 - Enrollment by Special Population

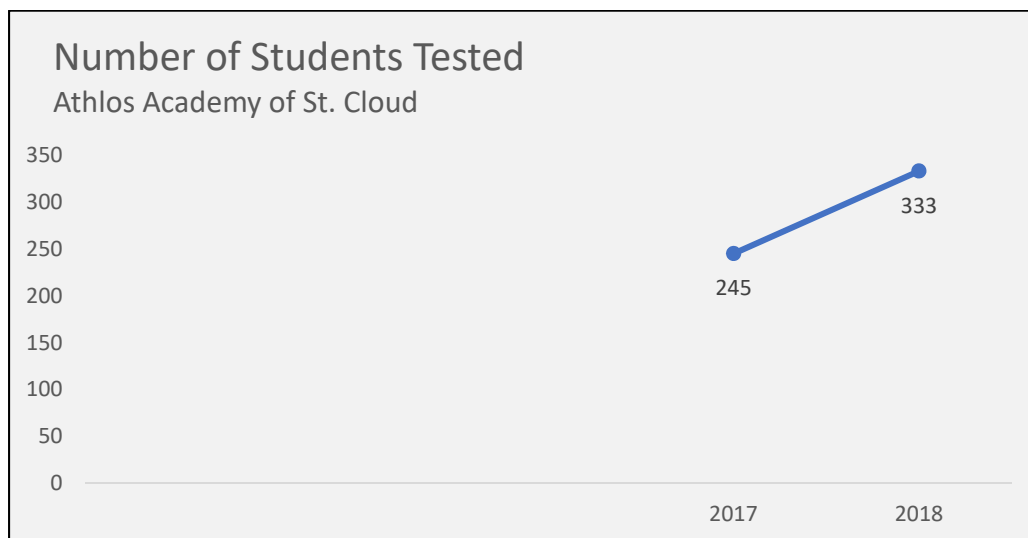


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2016 - 2018

MCA Math	2015	2016	2017	2018
Statewide	60.6%	60.1%	59.2%	57.7%
3 rd	71.3%	70.0%	68.6%	66.9%
4 th	70.4%	69.4%	67.4%	65.6%
5 th	60.1%	59.4%	57.7%	55.2%
6 th	58.4%	56.7%	56.0%	54.3%
7 th	55.5%	56.7%	55.4%	54.9%
8 th	58.5%	58.8%	58.8%	57.8%
Athlos St. Cloud			37.3%	25.5%
1-Oct.			36.9%	25.8%
3 rd			36.9%	31.1%
4 th			45.2%	37.3%
5 th			29.8%	23.0%
6 th			32.0%	21.9%
7 th				15.8%
Madison Elementary St. Cloud	46.3%	38.4%	32.5%	37.9%
3 rd	47.2%	44.8%	46.7%	45.1%
4 th	54.4%	37.4%	24.8%	40.0%
5 th	35.3%	32.0%	25.3%	30.7%
North Jr. High St. Cloud				
6 th	33.9%	37.4%	33.0%	28.6%
7 th	28.5%	36.5%	28.0%	31.4%
8 th	49.8%	39.6%	32.5%	31.1%
Combined 3-7	37.3%	37.5%	31.0%	32.8%

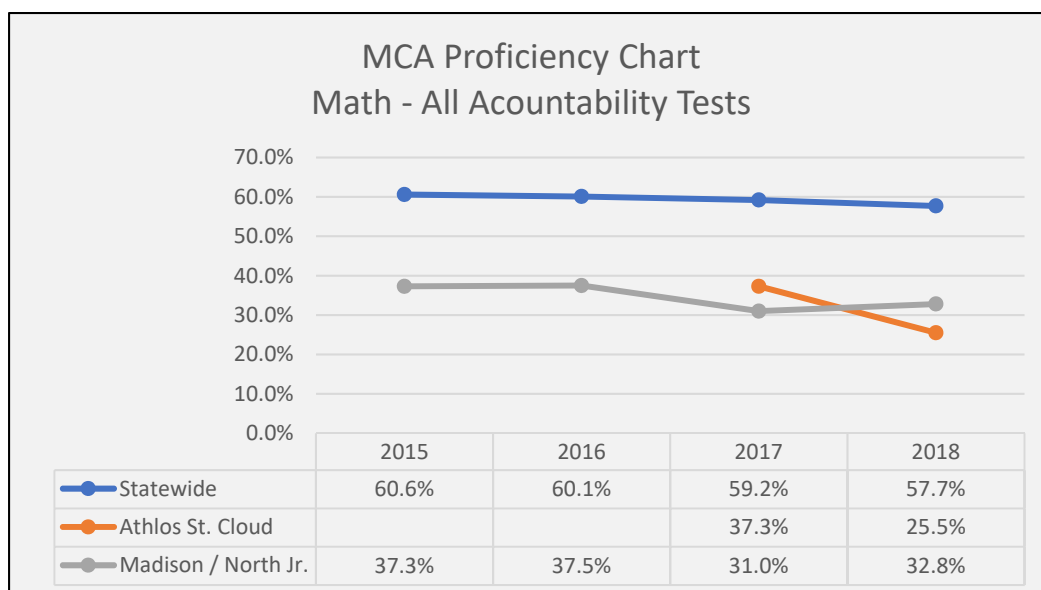


Figure 5 - MCA Math Proficiency 2016-2018

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the first two years of MCA math proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-7, were combined to create a comparison score for AASC. Athlos is currently performing below the local district comparison schools. In future years, it is expected that Athlos Academy of St. Cloud will outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency level.

Table 2 – MCA Reading Proficiency 2016 - 2018

MCA Reading	2015	2016	2017	2018
Statewide	59.8%	60.2%	60.6%	60.4%
3rd	59.1%	57.7%	57.0%	56.2%
4th	58.1%	58.8%	57.3%	56.2%
5th	66.9%	68.1%	67.9%	67.5%
6th	64.1%	62.6%	63.8%	64.9%
7th	56.0%	57.2%	57.9%	58.7%
8th	56.5%	57.8%	59.3%	59.1%
Athlos			42.1%	36.4%
1-Oct.			41.8%	35.7%
3rd			29.2%	23.0%
4th			39.7%	30.0%
5th			38.6%	51.2%
6th			62.0%	39.1%
7th				33.9%
Madison Elementary St. Cloud	37.9%	39.3%	37.8%	42.5%
3rd	34.9%	37.9%	35.3%	33.8%
4th	37.6%	32.4%	31.1%	43.8%
5th	41.7%	48.5%	47.5%	47.5%
North Jr. High St. Cloud				
6th	50.5%	48.8%	43.0%	45.9%
7th	37.8%	46.9%	42.9%	37.4%
Combined	41.9%	44.7%	41.0%	41.9%

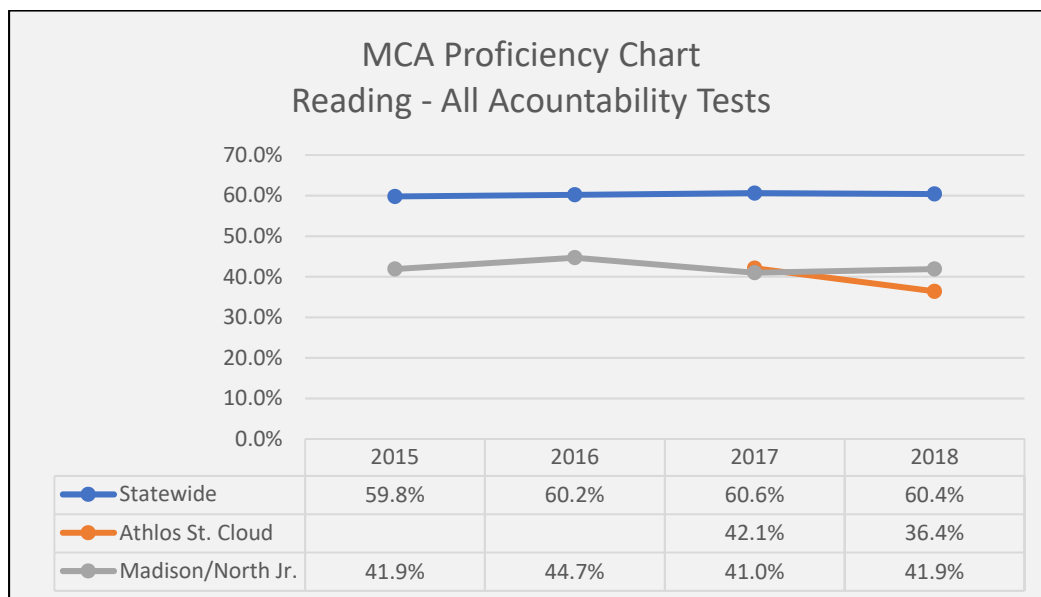


Figure 6 – MCA Reading Proficiency 2016-2018

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the first two years of MCA reading proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-7, were combined to create a comparison score for AASC. Athlos is currently performing below the local district comparison schools. In future years, it is expected that Athlos Academy of St. Cloud will outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency level.

Table 3 – MCA Science Proficiency 2016 - 2018

Science	2015	2016	2017	2018
Statewide	53.6%	55.5%	54.7%	52.5%
5 th	59.6%	62.1%	60.6%	58.7%
Athlos Academy			33.3%	36.9%
Oct. 1			33.9%	37.3%
5 th			33.3%	36.9%
Madison Elem. (5 th)	27.5%	43.0%	34.7%	31.7%

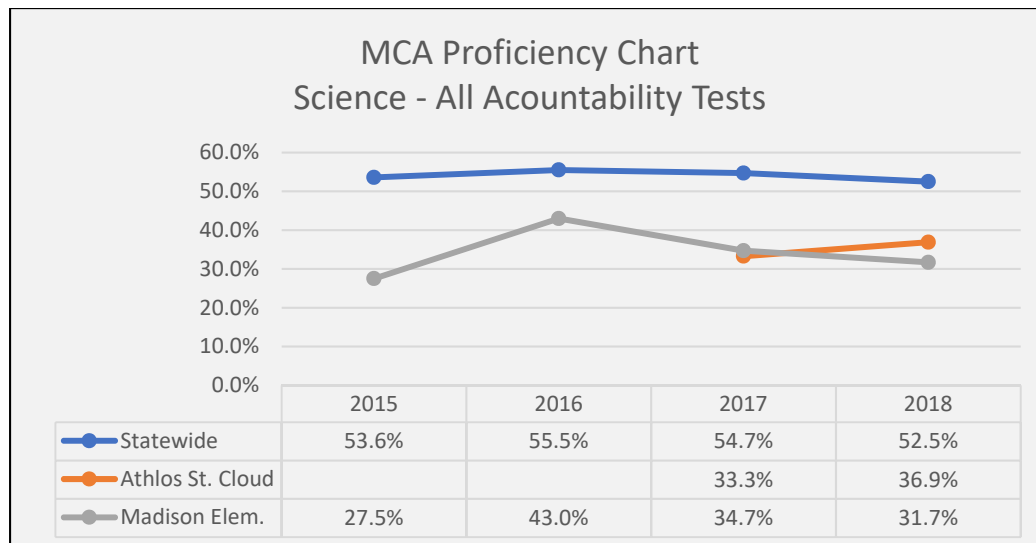


Figure 7 – MCA Science Proficiency 2016-2018

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the first two years of MCA science proficiency at Athlos Academy of St. Cloud. Athlos is currently outperforming the local district comparison school. In future years, it is expected that Athlos Academy of St. Cloud will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency level.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

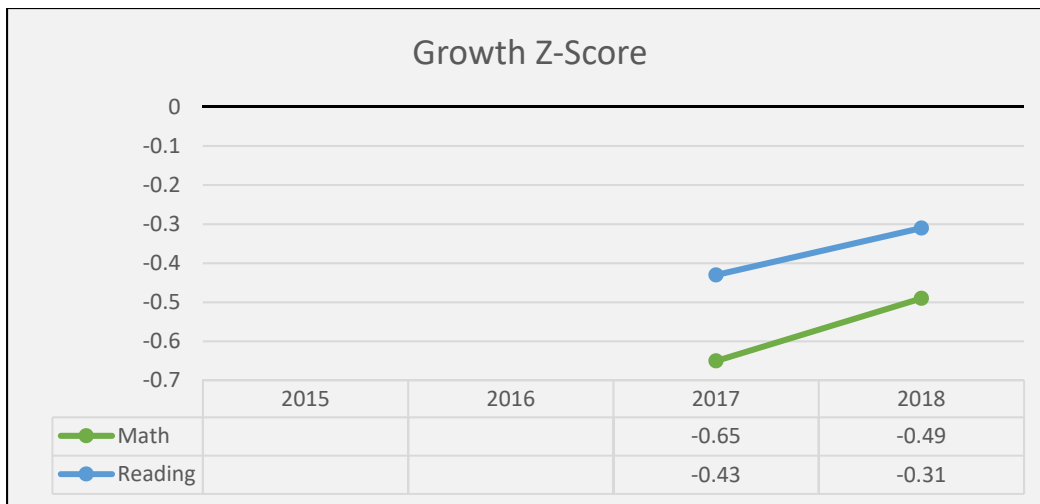


Figure 8 -Growth Z-Scores in Math and Reading 2016-2018

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

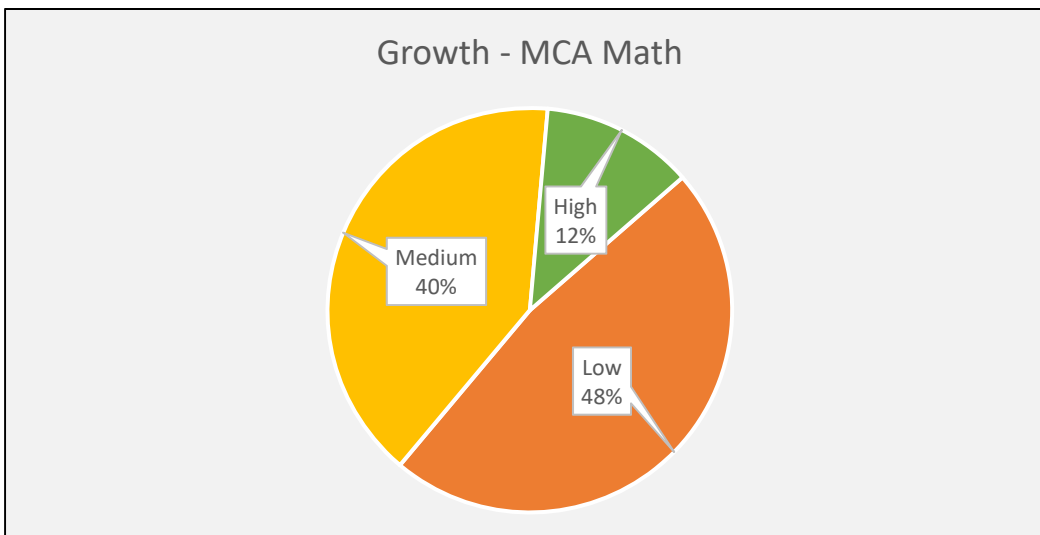


Figure 9 - Minnesota Growth MCA Math 2018

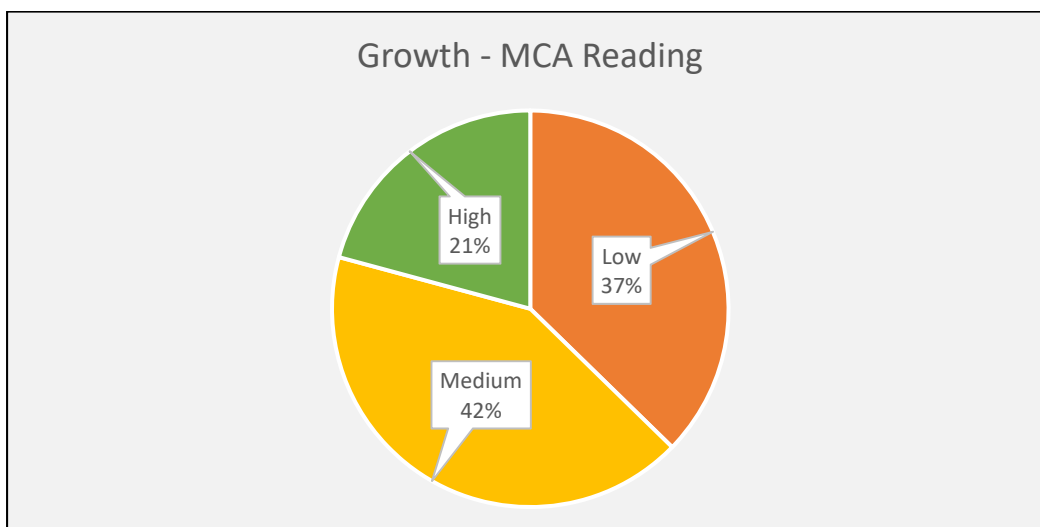


Figure 10 - Minnesota Growth MCA Reading 2018

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

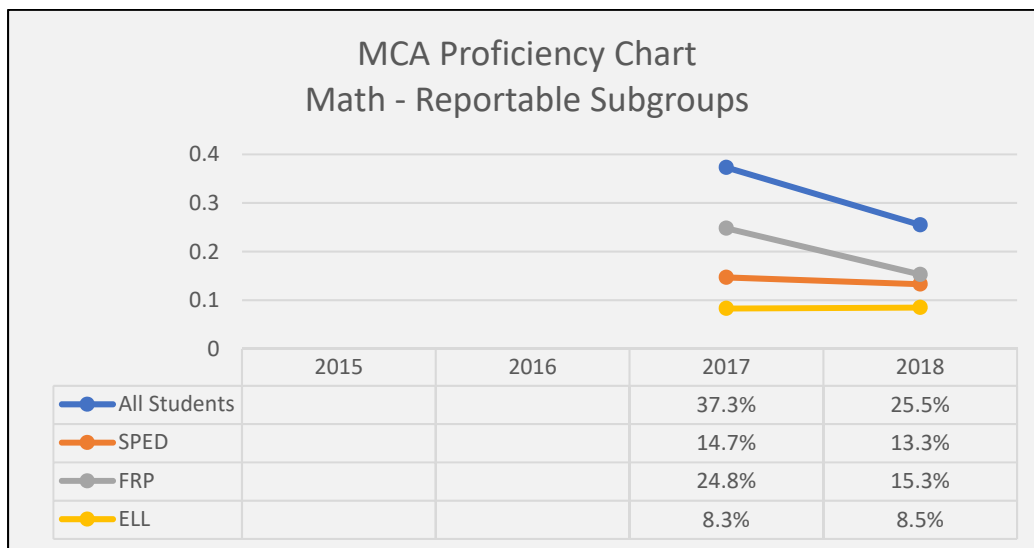


Figure 10 - Reportable Subgroups MCA Math 2016 – 2018

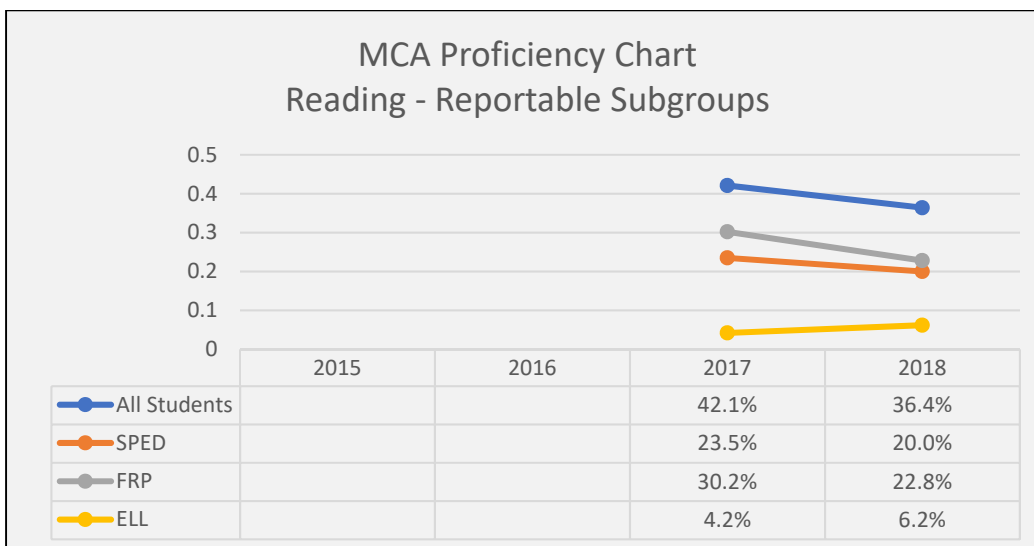


Figure 11 - Reportable Subgroups MCA Reading 2016- 2018

CHARTER CONTRACT SCHOOL SPECIFIC ACADEMIC GOALS:

Math

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 44.1% in math on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 3 percentage point increase	Met / Not Met
Starting Point: Math	44.1%	
2016 Year 1	N/A	
2017 Year 2	44.1%	No, 37.3%
2018 Year 3	40.3%	No, 25.5%
2019 Year 4 – Contract Renewal	28.5%	

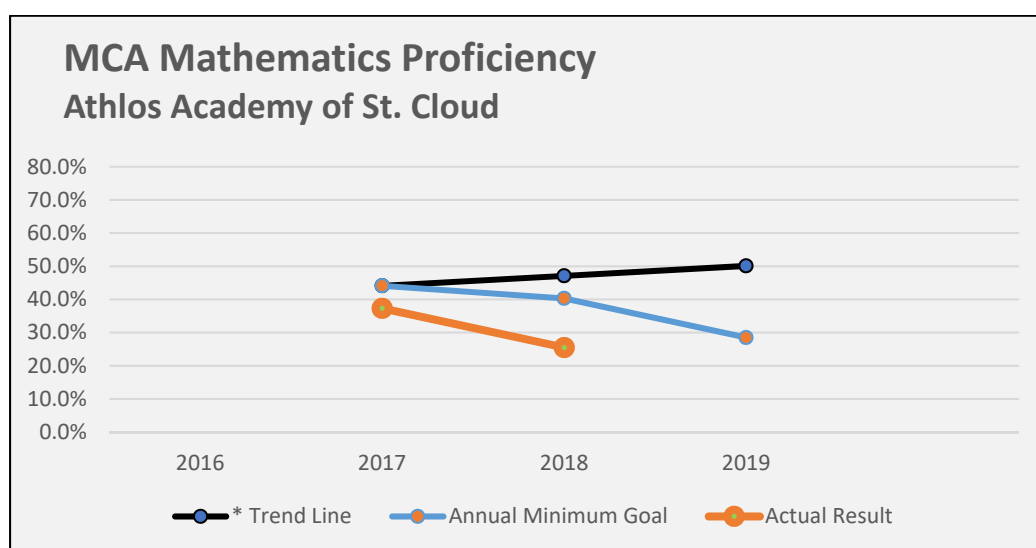


Figure 12 Academic Goals – MCA Math

Reading

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 47.0% in reading on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Reading	47.0%	
2016 Year 1	N/A	
2017 Year 2	47.0%	No, 42.1%
2018 Year 3	44.1%	No, 36.4%
2019 Year 4 – Contract Renewal	38.4%	

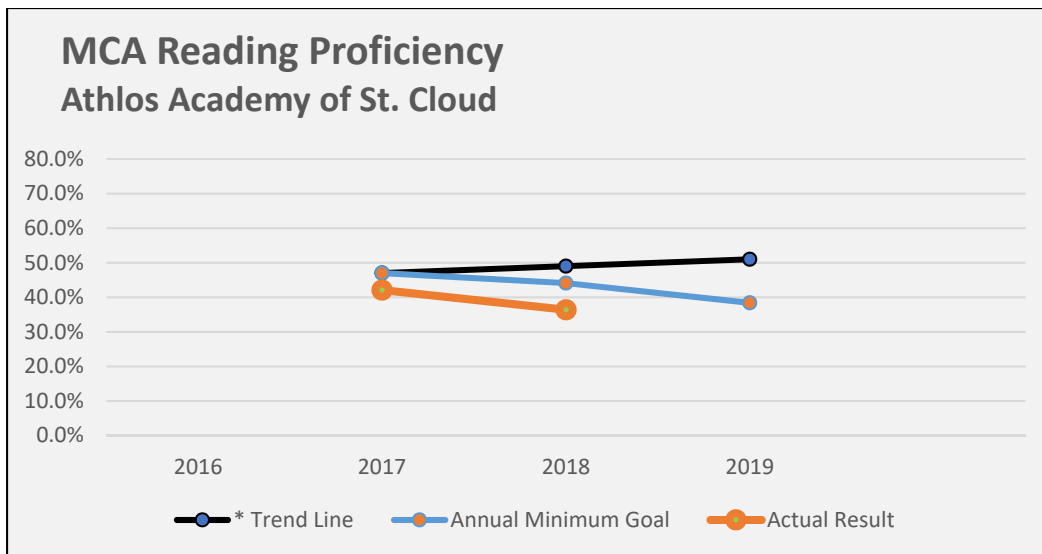


Figure 13 – Academic Goals – MCA Reading

Science

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 46.7% in science on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 1 percentage point increase	Met / Not Met
Starting Point: Science	46.7%	
2016 Year 1	N/A	
2017 Year 2	46.7%	No 33.3%
2018 Year 3	34.3%	Yes, 36.9%
2019 Year 4 – Contract Renewal	35.3%	

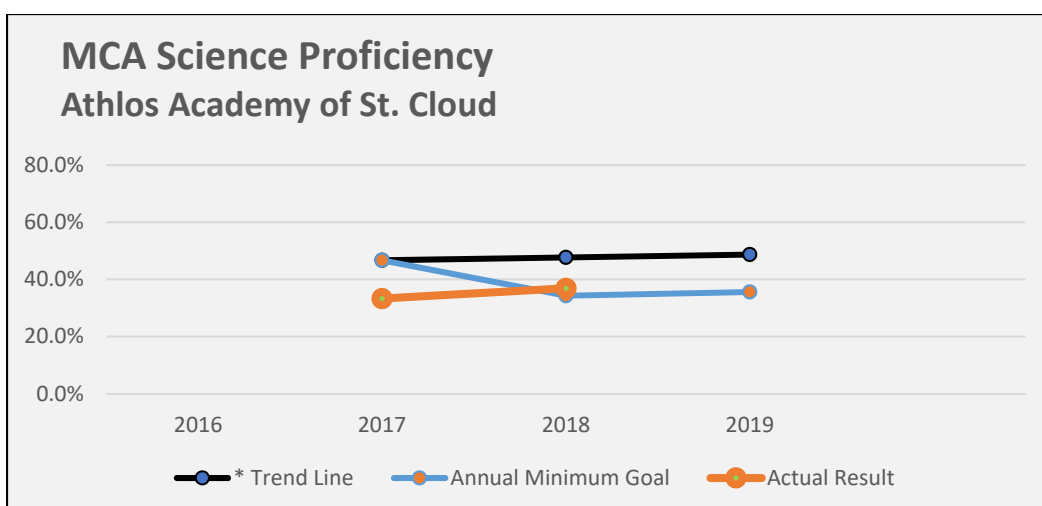


Figure 14 – Academic Goals – MCA Science

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

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 their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: All third-graders can read at grade-level.

Scale:

Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - 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.

Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets

Evidence / Source: Minnesota Department of Education

Analysis: The school is currently outperforming the local comparison school in science. However, after outperforming the local comparison schools in both math and reading in 2017, the school's proficiency rates in both subjects are currently below those of the comparison schools.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School's growth score is 0 or higher.

Partially meets standard - School's growth score is between -0.5 and 0

Does not meet standard - School's growth score is below -0.5

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets

Evidence/Source: Minnesota Department of Education

Analysis: The school has a math growth z-score of -0.49 and a reading growth z-score of -0.31.

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

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

Scale:

Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets

Evidence / Source: Minnesota Department of Education

Analysis: Achievement gap reduction was reduced in five out six possible areas. A score of “partially meets” was awarded because the gap between the ‘all students’ group and the Free and Reduced population increased in reading from 2107 to 2018.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets

Data/Source: AASC Annual Report

Analysis: The teacher evaluation plan utilizes observations, assessment data, and stakeholder feedback. Administrator observations are used to identify high-quality professional practices such as rigorous curriculum, careful planning, effective use of technology, high-quality instruction, and collaboration. Assessment data is also utilized to ensure that teachers are delivering expected results for all students, and stakeholder data is used to gauge teacher professionalism when interacting with parents and students. This comprehensive evaluation plan relies on multiple types of data from multiple stakeholders in order to attain a well-rounded view of teacher effectiveness. Teachers who underperform in certain areas of the evaluation are provided with additional coaching and support.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - 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.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets

Data / Source: AASC Annual Report

Analysis: In order to support the school’s goals, and in response to needs identified throughout teacher observations, AASC provides substantial professional development through a mix of in-house sessions, third-party trainers, and regular professional development led by its service provider, Athlos Academies. Below is a list of professional development activities undertaken in 2017–2018:

Lucy Calkins, Framework for K-12 Science Education, C3 Social Studies Framework, Healthy Body Athletic Curriculum Application, EL Education ELA Modules 3-5, Framework for K-12 Science Education, Social Studies Framework, Bridges for Mathematics, Classroom Management/PBIS/PBSS/Performance Character, CPM Middle School Mathematics, Standards Based Grading, PLC Data/CPM for Mathematics, Modeling Mathematics/CPM, Prepared Mind, Standards Based Grading/Special Education and Gen Education Collaboration, Power of Words/Pillar Implementation Guide, Special Education Training. Many of these were focused on effective delivery of the school’s education program.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

Additional Statutory Purpose: Encourage the use of different and innovative teaching methods.

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets

Data / Source: AASC Annual Report

Analysis: Athlos Academy of St. Cloud established innovative practices during the opening two years that will provide a foundation on which to build in the future. The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The pillars of Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities. Through inquiry-based learning, student-led conferences, and standards-based grading, Athlos Academy of St. Cloud has been able to begin establishing a positive and growth-oriented school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars. Additionally, the Athlos athletic curriculum takes a novel approach toward what is typically called PE to utilize a structured athletic curriculum and creative play to develop physical literacy in students. Other school-wide structures and innovative practices that are being established at Athlos Academy of St. Cloud include: health and wellness integration, student support systems, data-driven decisions, and the establishment of a positive school culture among students, staff and parents.

Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets

Data / Source: AASC Annual Report

Analysis:

Math: Actual = 25.5%; Goal = 38.9%

Reading: Actual = 36.4%; Goal = 43.4%

Science: Actual = 36.9%; Goal = 32.1%

Gifted and Talented Programming

In the second year of operation, AASC aimed to build on progress made in year one. AASC continued to implement a matrix of programs for them and a plan for the future. Using previous records and interim

assessments, teachers and instructional coaches developed differentiated strategies and structures to support students who needed challenge and acceleration. Some of the things accomplished this year include: education and training for classroom teachers to help them support students who needed extensions, the use of an acceleration checklist to support advanced placement, a communication process for parents seeking gifted and talented services for their student, and opportunities such as advanced math and reading grouping for students identified as needing advanced placement.

Athlos Academy of St. Cloud intends to build on these structures and supports already in place in future years to continue to meet the needs of all students.

c. ELL Supports As a first-year school, Athlos Academy of St. Cloud worked to identify the needs of its English Language Learner (ELL) students and to provide supplemental resources and pull-out support for those students to ensure success in the curriculum. After a review of assessment data and in light of a higher than expected population of ELL students, significant changes have been made for ELL support on campus for the 2017-2018 school year. There is now a full-time, certified ELL coordinator who will work with the leadership team, students, and staff to implement the Athlos Limited English Proficiency (LEP) program. The LEP program consists of two major school-wide initiatives that will impact professional development, evaluation considerations, assessment and monitoring plans for ELL students, and outreach to ELL families. The two major school-wide initiatives will be to begin implementation of Pearson's Sheltered Instruction Observation Protocol (SIOP) model and implementation of World-class Instructional Design and Assessment (WIDA) standards. There are also support procedures in place for this coming school year, as per the LEP program, for proper identification, assessment, and monitoring of students who need language services. ELL students will participate in required assessments and will also be monitored using W-APT and ACCESS assessments to measure their language proficiency and growth. In the staffing plan for this school year, there are paraprofessionals hired to specifically support ELL students on campus. Further, the role of the ELL coordinator will also include data reporting and analysis to inform instruction and coaching with teachers who need more support with understanding the needs of their ELL students. The overall goal for ELL support this year is that all students are given the opportunity to meet their academic and social goals through differentiated instruction in an inclusive classroom. As with the rest of the Athlos three pillar model, the support of staff and the coaching of school-wide strategies and structures already allow for an Athlos classroom to be a strong learning environment for any child – including those who are identified for support services or are considered at-risk.

The LEP program plan will dovetail with best practices at Athlos and will provide direct support to ELL students and families. d. Equitable Distribution of Teachers In order to ensure that students are gaining access to the most well-qualified teacher for each subject area, many teaching teams at Athlos Academy of St. Cloud specialize, allowing all students of one grade to receive instruction in a particular content area from the same teachers. Additionally, for the upcoming school year, teacher classes are being developed to have similar numbers of students of various backgrounds and special populations. This will ensure that classes are well-suited for a differentiated classroom environment and that students have an equal chance of accessing the most experienced and effective teachers.

e. Educator Effectiveness Program The teacher evaluation plan described in section VI utilizes observations, assessment data, and stakeholder feedback. Administrator observations are used to identify high-quality professional practices such as rigorous curriculum, careful planning, effective use of technology, high-quality instruction, and collaboration. Assessment data is also utilized to ensure that teachers are delivering expected results for all students, and stakeholder data is used to gauge teacher professionalism when interacting with parents and students. This comprehensive evaluation plan relies on multiple types of data from multiple stakeholders in order to attain a well-rounded view of teacher effectiveness. Teachers who underperform in certain areas of the evaluation are provided with additional coaching and support.

AREA II: Financial Sustainability – Does the School Exhibit Strong Financial Health?

Standard One: The school maintains a balanced budget.

The school's original FY 2018 budget approved at the June 2017 board meeting was based on 750 ADM, an increase of nearly 300 students from the prior year, with a projected surplus of \$213,121. As the year has progressed, enrollment has fallen short and a revised budget was reviewed and approved by the board at the January 2018 meeting. The revised budget is based on enrollment of 670 and indicates a year-end deficit of \$447,063 bringing the estimated FY 2018 ending fund balance to \$195,900 or roughly 2.5%.

The school ended FY 2018 with a deficit of \$346,611 in the General Fund based on results reported in the FY 2018 financial audit. The following are highlights from the audit:

Financial Highlights:

- The Academy was operating in St. Cloud Minnesota for the second year during the 17-18 fiscal year. The school had beginning enrollment of 683 students in year two. During the year the enrollment fell to 603 and prompted budget adjustments to compensate.*
- During the year the enrollment fell to 603 and prompted budget adjustments to compensate for the loss of students.*
- The Academy leases a 90,000 square foot facility that aligns the facility with the unique aspect of its program.*

Due to the unexpected decrease of student enrollment and associated deficit annual operating position for FY 2018, the school has not maintained a balanced budget.

Standard Two: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2018.

Standard Three: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

The school submitted its financial audit to the MDE by December 31, 2018.

Standard Four: The schools financial audit is free of all findings.

The school's FY 2018 financial audit contained three material weakness findings in internal control over financial reporting and three significant deficiency findings in internal control over major programs as noted in the following excerpts from the financial audit report's Schedule of Findings and Questioned Costs in Accordance with Uniform Guidance:

SECTION II – FINANCIAL STATEMENT FINDINGS

Audit Finding 2018-001 – Lack of Segregation of Accounting Duties

Condition:

The Academy does not have adequate segregation of accounting duties.

This finding impacts the internal control for all significant accounting functions.

Effect:

The lack of adequate segregation of accounting duties could adversely affect the Academy's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements.

Recommendation:

Continue to review the accounting system, including changes that may occur. Implement segregation whenever practical.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

1. Actions Planned in Response to Finding

Administration will review current segregation of accounting duties to determine if further segregation is possible.

Audit Finding 2018-002 – Material Audit Adjustments

Condition:

During the course of our audit, we proposed material audit adjustments that would not have been identified as a result of the Academy's existing internal controls and, therefore, could have resulted in a material misstatement of the Academy's financial statements. In order to ensure financial statements were free from material misstatement, audit adjustments were required to properly record revenue and receivables related to state and federal aids.

Context:

This finding impacts the internal control over financial reporting.

Effect:

Internal controls that fail to identify necessary adjustments could result in material misstatements to the financial statements.

Recommendation:

Thoroughly review activity for the Academy throughout the year and ensure all necessary adjustments to the financial data are recorded and ensure all year end entries are recorded before audit fieldwork begins.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

2. Actions Planned in Response to Finding

Administration will ensure internal controls over identification and recording of financial statement adjustments are designed and implemented.

Audit Finding 2018-003 – Budget Process

Condition:

During our audit, we noted material weaknesses in the budget process. Revenue and expenditure budgets approved by the Board did not agree with the budgeted amounts in the financial accounting system. In order for the Board to accurately monitor activity, it is critical they receive accurate revenue and expenditure budget and actual activity. This information is necessary for the Board to make informed decisions and for accurate financial reporting.

Context:

This finding impacts the Academy's ability to monitor actual revenue and expenditure activity compared to budgeted amounts.

Effect:

Revenues and expenditures in the financial statements may vary significantly than what was anticipated.

Recommendation:

Ensure original budgeted amounts and amendments are accurately reflected in the finance system.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

2. Actions Planned in Response to Finding

Administration will ensure that revenue and expenditure budgets for all funds are updated in the accounting system in a timely manner.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

Audit Finding 2018-004 – Child Nutrition Cluster (CFDA 10.555 and 10.553); Grant Period – Year Ended June 30, 2018; Department of Agriculture, passed through Minnesota Department of Education

Condition:

During our audit, we noted Academy did not have internal controls in place to ensure compliance with procurement compliance requirements.

Context:

The Academy could be purchasing items that are not in line with prevailing rates.

Effect:

The Academy could be purchasing items that are not in line with prevailing rates.

Recommendation:

Design and implement internal controls to ensure compliance with procurement compliance requirements.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

2. Actions Planned in Response to Finding

Administration will ensure compliance with procurement compliance requirement are designed and implemented.

Audit Finding 2018-005 – Child Nutrition Cluster (CFDA 10.555 and 10.553); Grant Period – Year Ended June 30, 2018; Department of Agriculture, passed through Minnesota Department of Education

Condition:

During our audit, we noted Academy did not have internal controls in place to ensure compliance with reporting compliance requirements.

Context:

The Academy could be reporting incorrect amounts of free/reduced lunch counts.

Effect:

The Academy could be out of compliance with reporting compliance requirements.

Recommendation:

Design and implement internal controls to ensure compliance with reporting compliance requirements.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

2. Actions Planned in Response to Finding

Administration will ensure internal controls over compliance with reporting compliance requirement are designed and implemented.

Audit Finding 2018-006 – Charter Schools Program (CFDA 84.282); Grant Period – Year Ended June 30, 2018; Department of Agriculture, passed through Minnesota Department of Education

Condition:

During our audit, we noted Academy did not have internal controls in place to ensure compliance with procurement and suspension and debarment compliance requirements.

Context:

The Academy could be purchasing items that are not in line with prevailing rates or purchasing from suspended or debarred vendors.

Effect:

The Academy could be out of compliance with procurement and suspension and debarment compliance requirements.

Recommendation:

Design and implement internal controls to ensure compliance with procurement and suspension and debarment compliance requirements.

Management Response:

CORRECTIVE ACTION PLAN (CAP):

2. Actions Planned in Response to Finding

Administration will ensure internal controls over compliance with procurement compliance requirement are designed and implemented.

The number of findings in the school's financial audit is concerning to the financial analyst. It is recommended that the board works to understand the financial technical issues that may be occurring and closely monitors progress on these findings throughout FY 2019 so that these findings can be avoided in future financial audit reports.

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

The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2018.

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

The school board receives a report from the finance committee and the director of school finance at each board meeting. The director of school finance is housed in Boise, Ohio and attends three to four board meetings throughout the year in person.

The school did not provide a cash flow projection for the months of March and April 2018. An email from the school's acting finance manager from Athlos headquarters explained:

There was a transition in our school finance support staff so I apologize for this report getting neglected. It was presented to the board as an addendum to the finance packet this week for May and will be included going forward.

The school has provided all other required monthly financial reports to VOA-MN and the board through June 2018 in a proactive manner.

Standard Seven: The school develops and maintains a targeted General Fund balance, equal to or greater than the VOA-MN standard, determined by the school board.

The school opened in FY 2016, which was a planning year, and will only have three years of financial history. The table below contains the history of the school's General Fund balance/SOD calculation:

TWO YEAR FUND BALANCE HISTORY				
	FY 2015	FY 2016	FY 2017	FY 2018
Fund Balance Amount	-	(\$9,709)	\$642,964	\$296,353
Fund Balance Percent	-	-66.01%	11.33%	3.74%

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

“Minimum unassigned fund balance – Athlos Academy of St. Cloud will maintain a minimum unassigned fund balance in its General Fund that meets or exceeds the target described below. This minimum fund balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.”

1. *Athlos Academy of St. Cloud’s ultimate target fund balance is 20%.*
2. *In the first year of operation, Athlos Academy of St. Cloud will have a target fund balance of 1%*
3. *The target fund balance will increase annually at a minimum of 1% per year and will reach the ultimate target fund balance in as few years as is fiscally responsible.”*

The policy also contains exemplar instructions when the amount exceeds 30%:

“Surplus fund balance – Should unassigned fund balance of the General Fund ever exceed 30%, Athlos Academy of St. Cloud will consider such fund balance surpluses for one-time expenditures that are nonrecurring in nature and which will not require additional future expense outlays for maintenance, additional staffing or other recurring expenditures.”

The school has developed a fund balance target but fell short of achieving it.

Standard Eight: The school board has a finance committee that meets regularly to review financial reports.

The school has a finance committee and has been using it appropriately. An excerpt from the May 2018 finance committee minutes states the following:

Enrollment Update:

Next year projections conservative: 605, Optimistic projection 672, probably somewhere in the middle. Budget at 600 and 650.

April Financials:

Cash at 193K, managing this closely right now due to loss of enrollment.

2018-19 Budget Overview:

25:1 gen ed ratio for student to staff. Will have to cut 7 teachers plus additional cuts. Literacy curriculum will be funded by CSP grant. ELL teacher is a priority. 33 teachers, need to reduce to 24.

The school's website includes the following finance committee description:

FINANCE COMMITTEE

Primary Goals: *To ensure complete and accurate financial reporting to the board and advise on financial issues.*

Tasks:

- *Work with school administration to create the upcoming year's budget and recommend it for Governing Board approval.*
- *With school administration, monitor implementation of the current approved budget, making recommendations for adjustments as necessary.*
- *Ensure the school adopts and follows sound fiscal policies and procedures.*
- *Provide oversight for the open bid process and ensure that multiple quotes are obtained as per financial policy and in compliance with law.*
- *Ensure compliance with authorizer's fiscal standards.*
- *Facilitate the annual audit process.*
- *Regularly report to the Governing Board and annually evaluate the effectiveness of the committee.*

Standard Nine: All finance committee members exhibit working knowledge of financial oversight.

Documentation in the school's annual report indicates that all board members have received the mandatory financial training.

Standard Ten: The school is not in Statutory Operating Debt (SOD).

The school is not in Statutory Operating Debt.

VOA-MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard (2) Evidence of compliance is clear and/or consistent.
- Partially meets standard (1) There is some evidence that the standard is met.
- Does not meet standard (0) The standard has clearly not been met.

Standard One: The school maintains a balanced budget.	
X	0 = deficit position
	1 = n/a
	2 = surplus position
Comments: The school had a General Fund operating deficit of \$346,611 in FY 2018.	

Standard Two: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.	
	0 = missed > 1 time
	1 = missed 1 time
X	2 = never missed
Comments:	

Standard Three: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
	0 = not submitted
	1 = n/a
X	2 = submitted
Comments:	

Standard Four: The schools financial audit is free of all findings.	
X	0 = 1 or more "material weakness" or legal compliance finding (s)
	1 = 1 or more "significant deficiency" finding(s)
	2 = no findings
Comments: The school's FY 2018 financial audit included three material weakness and three significant deficiency findings.	

Standard Five: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.	
	0 = late > 3 times
	1 = late 1-2 times
X	2 = never late
Comments:	

Standard Six: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.	
	0 = missed > 2 times
X	1 = missed 1-2 times
	2 = never missed
Comments: The school did not provide a cash flow projection for the months of March and April of 2018.	

Standard Seven: The school develops and maintains a targeted General Fund balance, equal to or greater than the VOA-MN standard, determined by the school board.	
X	0 = < 15%
	1 = 15-20%
	2 = 20% or >
Comments: The school's ending General Fund balance was 3.74% in FY 2018.	

Standard Eight: The school board has a finance committee that meets regularly to review financial reports.	
	0 = 0-4 meetings/year
	1 = 5-9 meetings/year
X	2 = 8-12 meetings/year
Comments: The finance committee met eleven times during FY 2018.	

Standard Nine: All finance committee members exhibit working knowledge of financial oversight.	
	0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee
	1 = n/a
X	2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee
Comments:	

Standard Ten: The school is not in Statutory Operating Debt (SOD).	
	0 = in SOD
	1 = n/a
X	2 = not in SOD
Comments:	

AREA III: Governance & Management - Is the organization effective and well run?

BOARD GOVERNANCE – 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.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of the report is to be a single annual source on the board operations and compliance of the fifteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of one school board meeting 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 will monitor school performance meeting these standards on an ongoing basis and the standards shall be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

Section 1: Board Structure and Development

Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.	
	0 = Board structure does not meet bylaws and/or state statute;
X	1 = board did not meet requirements for the entire fiscal year;
	2 = board structure meets bylaws and state statute.
Data Source: Annual report, prior Governance Report for part of FY2018, review of bylaws.	

STANDARD 1 ANALYSIS: Because the Board was out of compliance for a period of time, the School did not meet this standard for the entire fiscal year. The Board did not have a parent member for a period of time which is required by state statute. The parent member resigned in April of 2018 and a new parent was not seated until the July of 2018 meeting and was not in full compliance for that time period for FY18. The Board made efforts to recruit a parent member and was able to seat a parent at the July meeting to come into full compliance at that time. As of December 2018, the Board is in full compliance for FY19.

FY2018 Board Table

Board Member	Jackie Hoyhtya	Josh Hirschfeld	Stephanie Gardner	Michealene Lucia	Cindy Kurilla	Aaron Schwenzfeier	Brenda Schwitalla
Board Seat	Chair	Vice Chair, Treasurer	Secretary	Member	Member	Member	Member
Officer	Community	Community	Community	Teacher	Parent	Teacher	Parent
Expertise	Business	Finance	Governance	Education	Business	Governance	NA
Elected/ Appointed	Founding Member	Founding Member	Founding Member	Elected, Resigned	Elected, Resigned	Appointed	Appointed
Term (from/ to)	5/2015 - 10/2019	5/2015 - 10/2019	5/2015 - 10/2018	11/2017 - 7/2018	11/2017 - 4/2018	7/2018 - 9/2020	7/2018 - 9/2020

Board Member	Jackie Hoyhtya	Josh Hirschfeld	Stephanie Gardner	Michealene Lucia	Cindy Kurilla	Aaron Schwenzfeier	Brenda Schwitalla
Initial Training?	Yes 10/15/2015, 12/7/2015	Yes 10/15/2015, 12/7/2015	Yes 10/15/2015, 12/7/2015	Yes 10/26/2016 , 11/28/2016 , 4/11/2017	Not Complete	In process	In process
Training Record (this year, see separate training table)	7/'17- "Key Document Review" 11/'17- Open Meeting Law 1/'18 PBIS & Student Behavior.	7/'17- "Key Document Review" 11/'17- Open Meeting Law 1/'18 PBIS & Student Behavior.	7/'17- "Key Document Review" 11/'17- Open Meeting Law 1/'18 PBIS & Student Behavior.	7/'17- "Key Document Review" 11/'17- Open Meeting Law 1/'18 PBIS & Student Behavior.	1/'18 PBIS & Student Behavior.		
Meets Req't	Yes	Yes	Yes	Yes	No	Yes	Yes

Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

	0 = The board does not have a plan to ensure board members have the necessary knowledge;
	1 = the board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education;
X	2 = The board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee minutes, Board minutes, Annual report, School website	

STANDARD 2 ANALYSIS: The school provide a board training calendar demonstrating a thorough plan for ensuring board members have the necessary knowledge to carry out their duties.

Standard 3: The board adheres to an orientation process for bringing on new members.	
	0 = The board does not have a membership orientation process for new board members;
	1 = the school board has a process for the orientation of new board members, but it is not consistently followed;
X	2 = School board adheres to a thorough process for the orientation of new board members.
Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan	

STANDARD 3 ANALYSIS

The Athlos Academy of St. Cloud board institutes and follows an orientation process for bringing on new members.

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.	
	0 = more than one board member did not fully comply with Minnesota law regarding board training requirements;
X	1 = one board member did not fully comply with Minnesota law regarding board training requirements and was removed;
	2 = all board members comply with Minnesota law regarding board training requirements
Data Source: Annual report, School website, Board minutes and documents	

STANDARD 4 ANALYSIS: The AASC FY2018 Annual Report reported that board members are trained at each board meeting. The AASC Board held 8 different trainings and all board members participated in these trainings who were seated at those times. These were Examining Student Data (09/25/2017), Review of Prior Year Agendas (10/23/2017), Open Meetings Law and Public Records Refresher (11/27/2017), PBIS (01/29/2018), VOA Compliance Measures (02/26/2018), School Finance Refresher (03/26/2018), School Counseling Program (04/23/2018), and Board Succession Planning (05/21/2018). The January Board meeting the board received training on PBIS also presented updates on Student Behavior.

The School did not fully meet this standard as one board member did not comply with the initial training requirements. The Board took the correct action by accepting the resignation of this board member. As the board roster and compliance table demonstrates in the STANDARD #1 ANALYSIS section, all other seated board members completed initial training except for the one parent (previously mentioned) who resigned due to not completing the required training. The following table has the training

Type of Activity	Date	Jackie Hoyhtya	Josh Hirschfeld	Stephanie Gardner	Michealene Lucia	Cindy Kurilla	Aaron Schwenzfeier	Brenda Schwitalla
Examining Student Data	9/25/2017	yes	yes	yes	yes	yes	no	no
Review of Prior Year Agendas	10/23/2017	yes	yes	yes	yes	yes	no	no
Open Meetings Law and Public	11/27/2017	yes	yes	yes	yes	yes	no	no

Type of Activity	Date	Jackie Hoyhtya	Josh Hirschfeld	Stephanie Gardner	Michealene Lucia	Cindy Kurilla	Aaron Schwenzfeier	Brenda Schwitalla
Records Refresher								
PBIS	1/29/2018	yes	yes	yes	yes	yes	no	no
VOA Compliance Measures	2/26/2018	yes	yes	yes	yes	yes	no	no
School Finance Refresher	3/26/2018	Yes	yes	yes	yes	yes	no	no
School Counseling Program	4/23/2018	Yes	yes	yes	yes	yes	no	no
Board Succession Planning	5/21/2018	Yes	yes	yes	yes	yes	no	no

Standard 5: The Board of Directors completes a self-evaluation each year.	
	0 = board does not self-evaluation
	1 = board competes informal self-evaluations during one or more board meeting(s)
X	2 = board completes a formal self-evaluation each year
Data Source: August Board Minutes , Board Development Committee minutes	

STANDARD 5 ANALYSIS The Athlos Academy of St. Cloud board completes a self-evaluation annually and meets this standard. Evidence included minutes from the August 28, 2017 Board meeting where the annual Board Self-Assessment was announced and sent to all members via email.

Section 2: Board Practices

Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.	
	0 = The board has 2 or more infractions of MN Open Meeting Law;
	1 = the board has 1 infraction of MN Open Meeting Law;
X	2 = the board has no infractions of MN Open Meeting Law.
Data Source: VOA Monthly Logs of Meeting Minutes	

STANDARD 6 ANALYSIS: The School meets this standard. The board chair stated that the board is diligent to follow open meeting law requirements. Monthly logs of school board meeting minutes provided evidence that the school maintained a quorum for scheduled board meetings.

Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
	0 = Bylaws are inconsistent with state statute;
	1 = bylaws are consistent with state statute but have not been reviewed regularly;
X	2 = bylaws are consistent with state law and the board reviews them regularly.
Data Source: School's website, Board minutes, Bylaws online at https://1.cdn.edl.io/6t7mVykThKnNYAuvoCJ6qQuYSS57SVr03drL60QO1X2TMoAo.pdf	

STANDARD 7 ANALYSIS: The board chair stated that to the best of her knowledge their bylaws are up to date and consistent with state law. According to the Bylaws on the School's website the Bylaws were last revised on 9/26/2016. Each board member has a binder and digital version of bylaws and school office binder contains the bylaws. <https://1.cdn.edl.io/6t7mVykThKnNYAuvoCJ6qQuYSS57SVr03drL60QO1X2TMoAo.pdf>

Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.	
X	0 = Election requirements were not met;
	2 = all requirements were met.
Data Source: Board Minutes	

*124E.07 Subdivision 1. Initial board of directors.

Before entering into a contract or other agreement for professional or other services, goods, or facilities, the operators authorized to organize and operate a school must establish a board of directors composed of at least five members who are not related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's articles and bylaws under subdivision 4.

124E.07 Subd. 2. Ongoing board of directors.

The ongoing board must be elected before the school completes its third year of operation. Board elections must be held during the school year but may not be conducted on days when the school is closed.

124E.07 Subd. 5. Eligible voters.

Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors. A charter school must notify eligible voters of the school board election dates at least 30 days before the election.

STANDARD 8 ANALYSIS: AASC provides assurances that the voting process is secure. The timeline and process for the FY2018 Board Member Election was initiated at the August 28, 2017 Board meeting.

Communication to all eligible voting members' staff and families for board nominations was sent out on 9/12/2017. The 9/25/2017 minutes reported on this and the schedule for voting. The deadline for nominations was 9/28/2018 at 3:30. Ballots were sent as a link to vote online to all staff and parents on 10/2/2017, thereby not meeting the 30-day notice requirement. The online voting window was from 10/2/2017 to 10/13/2017. Results were given at the 10/23/2017 board meeting. 22 people voted. The board approved and endorsed the results of the board election at that time.

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	0 = The board did not complete an annual evaluation of the school leader;
	1 = the board completed an evaluation of the school leader but not on all aspects of the job description;
	2 = the board completed a formal evaluation of the school leader including all aspects of the job description.
Data Source: Annual report, Board minutes, Committee minutes, Board provided documentation	

STANDARD #9 ANALYSIS: The FY2017 Annual Report confirmed that the governing board oversees and consults on Athlos Academies' evaluation of the school leader of Athlos Academy of St. Cloud. This evaluation process includes a self-assessment utilizing a rubric aligned to Minnesota's core competencies for school principals and informs a conference and goal-setting process between the school leader and his/her manager at Athlos Academies. Goals form the basis of future evaluations. The evaluation process included formal and informal observations and the gathering of artifacts. The governing board chair participates in mid-year and end-of-year evaluation conferences between the school leader and his manager at Athlos Academies and reports to the governing board. The 9/25/2017 Board minutes presented in the VOA Site Visit Report that the director evaluation is conducted "according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A)."

Among other possible reasons including circumstances related to leadership transition during the school year, the Board did not complete an evaluation of the school leader and did not meet this standard. Under this circumstance, it appears an annual evaluation was not completed.

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	0 = A professional development plans for the non-licensed individual(s) was not documented in the school's annual report;
	2 = 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.
Data Source: Annual Report, Board minutes, Board chair communication.	

* Minn. Stat. 124E.12, Subd. 2*(b) The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

STANDARD 10 ANALYSIS: The executive director for the first half of 2017-18 was Mr. Dan McKeon. Mr. McKeon had previously served as the executive director of TrekNorth Junior and Senior High School. Prior to that position he had held teaching positions in New York South Dakota, Alaska, and Minnesota. Mr. McKeon left Athlos Academy of St. Cloud at the end of December 2017. An interim school leader, Dr. Richard Best, led the school for the remainder of the year. The school's annual report did not specify a professional development plan for Dr. Best.

Standard 11: The Board of Directors monitors the organization's adherence to school board policies.	
	0 = meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies;
	1 = meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies;
X	2 = meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes	

STANDARD 11 ANALYSIS: The Athlos Academy of St. Cloud board has directed, advised, or monitored school personnel to adhere to school policies or used policies to guide decision making many times during the past year. The board created a Governance Committee to review and update policies to keep AASC on top of regulations and to continually improve the school. A regular item on their monthly agenda includes a “Policy Implementation Discussion” where policies are discussed that has an impact on school operations. Discipline and Uniform Policies at the September’s board meeting the Director’s report, the Discipline policy was referenced during a discussion around PBIS. The Workload for Special Educators policy was referenced as well; Lisa Otte created caseloads for Special Ed. teachers and assigned paras as needed in order to make sure caseloads are manageable and evenly distributed. The Board follows up regularly by reviewing student behavior data frequently at Board meetings. During the February meeting, the Governance Committee reported review of the Discipline and Uniform Policy and the Student Directory Information Policy. In the March meeting, the Board referenced the uniform policy when discussing how uniform information would be sent out to families. They also discussed the discipline policy and procedures and actions that need to be taken to follow the policy at the school. In the May minutes the board reviewed the school calendar for compliance and met instructional days.

Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
	0 = Data practice policies are not fully in place;
	1 = Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices;
X	2 = Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.
Data Source: 10/23/2017 Board minutes, VOA Visit Review, 6/25/2018 Board minutes	

* Minnesota Data Practices Act (Minn. Stat. Chapter 13), Minnesota Rules, Chapter 1205, Official Records Act (Minn. Stat., section 15.17), Records Management Statute (Minn. Stat., section 138.17), and FERPA and HIPPA laws. See https://mn.gov/admin/assets/dpintro_tcm36-309355.pptx , <https://mn.gov/admin/data-practices/data/types/education/>, Federal law for FERPA (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

STANDARD 12 ANALYSIS: The Board works to comply with the Minnesota Data Practices Act in several ways. The school has four data practices policies: Public Access to Government Data Policy (#8007), approved 4/24/2017. This established policies and procedures Athlos Academy of St. Cloud follows when responding to public requests for government data. Access to Private Data Policy (#8008) was revised on 8/7/2017. This established policies and procedures Athlos Academy of St. Cloud to manage private data for students and staff and for requests regarding private data. This includes the Tennesen Warning practice. Protection and Privacy of Pupil Records (#5105) established policies and procedures on the collection, maintenance and dissemination of pupil records and protecting family privacy rights. This covers FERPA rules and distinguishing between private data and summary data. Public and Private Employee Records (#4004) distinguishes between public and private employee records and sets policies and procedures for Athlos Academy of St. Cloud to follow to protect and manage this information. Together these policies define how AASC will comply with Minnesota and Federal data practices requirements. A schedule for policy review is in place. The Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate public from private information and data. At the AASC January 22, 2018 Board Meeting the board approved the Annual declaration of officials responsible for implementation of AASC's data policies. Delegated parties responsible for implementing policies are: Richard Best is Responsible Authority. Amy Dierkes as Data Practices Compliance Official and Data Practice Designee. No data policy amendments were made. At the May 2018 Board Meeting Randy Vetsch was authorized as the Responsible Authority for the school.

Standard 13: The Board of Directors provides ongoing oversight of school academic performance.	
	0 = less than half of the board meeting minutes or less include evidence of oversight of school academic performance;
	1 = at least half of the board meeting minutes include evidence of oversight of school academic performance;
X	2 = meeting minutes include evidence of regular oversight of school academic performance.
Data Source: Board Minutes: AASC Board Minutes 2017-07-24_approved.pdf, Meeting Minutes AASC 01-29-18.pdf, AASC 10_23_17 BoD Minutes pg.3.pdf, AASC 9_25_17 BoD Minutes.pg.3.pdf, AASC 8_2817 BoD Minutes.pdf	

STANDARD 13 ANALYSIS: The School meets this standard. The Athlos Academy of St. Cloud board monitored academic performance at Board meetings either as an agenda item or as part of the Director's report. The board monitors academic performance from the Director's report and as specific agenda items. They specifically look at MCA, STAR data reports and results and track progress on student achievement changes. Evidence of monitoring the academic program and student results was plentiful in the meeting minutes. Discussions during the course of this year included particular focus on three main strategic student learning concerns:

1) Improving student engagement in learning by reducing student discipline referrals. The rates of referrals were identified as a significant problem in FY2017. This problem and improving student/school culture are very important to the board and school. The PBIS program was introduced and implemented from the start of the school year. Board minutes report monthly progress and there is also training for the board regarding the program. By January significant improvements were achieved to reduce the rates of referrals to the director or dean of students. This released staff to further improve the quality of class times.

2) Teacher coaching and improving classroom practices, academically and with PBIS practices.

3) Ensuring that students needing Special Education, Title and EL supports are identified, and staff work appropriately with them. This demonstrates that the board is thoughtful in its approach and looking carefully at the type of resources they fund to get the desired results. The Director report often contains updates on school activities, staffing, progress to increase student enrollment to capacity, and professional development. Strength of the AASC Board is their emphasis on reviewing academic data. Following are highlights from various meetings:

7/24/2017	MCA's and non-MCA Student data.
8/7/2017	MCA scores from prior school year.
8/28/2017	Reviewed annual assessment plan and school goals.
9/25/2017	Data Analysis Protocol Handout was shared with board members.
9/25/2017	Review of behavioral incident data for the first month of school.
10/23/2017	Board reviewed initial Fall STAR test results for Math and Reading assessment data.
10/23/2017	STAR data.
11/27/2017	Athlos Title and EL program data.
1/22/2018	STAR Winter Data.
2/26/2018	Report on coaching teachers for student academic targets and preparation for MCAs
3/26/2018	Continuing support for teachers
4/23/2018	Review of 3rd quarter STAR Assessments
5/21/2018	Review of 4th quarter STAR Assessments, correlations with MCA data.
6/25/2018	Review and analysis of End of Year STAR Data, discussed student growth.

Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.	
X	0 = 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;
	1 = 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;
	2 = 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.
Data Source: FY18 Annual Report, July 2017 Board Minutes	

STANDARD 14 ANALYSIS: Student retention at the start of FY2018 school year was reported at 85%.

The January 2018 Board Meeting reported that exit surveys were sent to parents and a stakeholder survey will be sent to all parents in March. Also, intent to return surveys were sent to parents. The February 2018 Board meeting reported again on intent to return surveys. Parent survey results were not found in the school's Annual Report or in board minutes.

The Annual Report showed that 17 out of 48 teachers did not return for the 2018-2019 school year. That is a retention rate of 65%.

Section 3: Board Documentation and Communications

Standard 15: Board documents are distributed to all board members at least 3 days prior to a board meeting.	
	0 = Board documents were not distributed to all board members three or more times;
	1 = board documents were not distributed to all board members one or two times;
X	2 = board documents were distributed to all board members at least 3 days prior to each board meeting.
Data Source: Monthly Board Minute Review Logs, Board chair statement	

STANDARD 15 ANALYSIS: VOAMN meeting minute logs confirms that the school has regularly adhered to providing information 3 days in advance of board meetings. The board chair stated that board packets have been distributed to all board members for each board meeting. Board packets sent to VOA confirmed this in the Board Minute Review Logs.

Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.	
X	0 = information is incomplete in the binder or on the school's website;
	1 = 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;
	2 = 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.
Data Source: AASC Website	

* 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official Web site: (1) the meeting minutes of the board of directors and of members and committees having board-delegated authority, for at least 365 days from the date of publication; (2) directory information for the board of directors and for the members of committees having board-delegated authority; and (3) identifying and contact information for the school's authorizer. (<https://athlosstcloud.org/about-athlos/governing-board/#authorizer-charter>)

124E.07 Subd. 8.(b) https://www.athlosstcloud.org/apps/pages/index.jsp?uREC_ID=369230&type=d&pREC_ID=829577

124E.11 (d): Enrollment &

https://www.athlosstcloud.org/apps/pages/index.jsp?uREC_ID=369236&type=d&pREC_ID=829598

124E.11 (b) ... The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

<https://1.cdn.edl.io/lzt933mtYUvcWRq9E0EUbIExEaAcOWX0xZh7ScWoK7hIG56.pdf>

124E.13 Subd. 3. (b) (3) post on the school Web site the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation

124E.16 Subd. 2. Annual public reports. (a).... A charter school must post the annual report on the school's official Website.

124E.16 Subd. 2. Annual public reports. (a): FY 2018 Annual Report was not found. FY 2017:

<https://1.cdn.edl.io/8MZZa2AaY0wZwUOKi4wdQZCu07YxK0HQfhHMOKex2IV2h5ME.pdf>

124E.13 Subd. 3. (b) (3): affiliated building company - The school does not have an affiliated building company.

STANDARD 16 ANALYSIS: The Athlos Academy of St. Cloud Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and is located in [the school office records room] for public access and all board members have digital access to it. Documents posted on the AASC website include: board minutes from FY2016, FY2017 and minutes for FY2018 through the January 2018 meeting, a section of the website with access to existing and approved policies, budgets for FY2017 and FY2018, and other documents posted on the website. However, the FY18 Annual Report was not found on the website. The Lottery Policy was found on the website in May 2018.

During this review, it was noted on 12/1/2018 that the board had only 4 members posted on website. It is a good practice to make sure information posted on the Website is accurate and up to date.

Standard 17: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
	0 = Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings;
	1 = the board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings;
X	2 = the board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
Data Source: AASC Website, FY2017 Annual Report, Board Minute Review Log, 8/28/2017 Board Minutes, VOA Visit Review, Annual Policy Review Plan 2017-18.docx, AASC Policies with Approval and Revision Dates.pdf, AASC Website (https://www.athlosstcloud.org/)	

STANDARD 17 ANALYSIS: AASC had an Annual Policy Review Plan for the 2017-18 school year to review all AASC policies for revision in a 3-year cycle. They planned to review 25 policies and manuals scheduled for review and action from October through March. AASC Currently has 91 policies and 7 manuals, as listed in the AASC Policies with Approval and Revision Dates document and on the AASC Website (above). The VOA Visit Review document included with the 10/23/2017 board minutes details some aspects of school compliance to manage and update policies. Their robust review plan and process for this year included a thorough vetting and revision process resulting in the approval of some important and required policies, such as:

- 4002 - Background Checks revised
- 4011 - Employee Evaluations Policy revised
- 4016 - Nepotism Policy revised
- 4028 - Teaching Licensure revised
- 4034 - Expense Reimbursement revised
- 4038 - Employee Leave Policy – typo fix and revised
- 4039 - Staff Notification of Violent Behavior by Students,
- 5105 - Protection and Privacy of Pupil Records Revised
- 5201 - Attendance Policy revised
- 5202 - Truancy Policy replacement
- 5401 - Anti-Bullying Policy revised
- 5402 - Electronic Devices Policy revised
- 5404 - Uniform Dress Policy revised,
- 5405 - Anti-Hazing Policy revised
- 5502 - Discipline Policy revised
- 5505 - Prohibition of Corporal Punishment Policy revised
- 5506 - Search of Student Lockers, Desks; Personal Possessions; and Student's Person revised
- 5507 - Suspension and Expulsion Policy revised
- 5508 - School Weapons Policy revised
- 7401 - Acceptable Use of Technology replacement
- 8008 - Access to Private Data revised
- Student Directory Information Policy revised

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. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being to small). One sample rating scale is imbedded below to provide the reader with context. All standards within a section are weighted equal.*

Authorizer standards / expectations for school management and operations include:

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.	
	0 = Mission and vision are not used to guide school's decision-making.
	1 = 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.
X	2 = 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.
Data Source: School site visits, website, site visits and annual report.	

STANDARD ANALYSIS: Three Pillars: Pillars are visually represented throughout the building. Healthy Body - 90 minutes a day of physical activity (between free play and gym class). Classrooms incorporate movement breaks with in content areas. Performance Character - Students' daily schedule starts with a "huddle" and ends with a "huddle." The 12-character traits are displayed throughout the school and are taught during morning huddles and reinforced within content classes. Staff select students each month who exemplify each of the 12 traits in each grade level. These students get a certificate and their picture is displayed in the case. Prepared Mind – all students are given interim assessments 3 times a year with the first time being in the first two weeks of school. This data is used to during differentiate and provide intervention to students during Titan Time (RtI). The academic offerings allow for students to explore their curiosity and while preparing them to meet the standards of their specific grade level.

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

Data Source: School site visits, policy review, website, and annual report.

STANDARD ANALYSIS: Dean of Students is the lead on service learning because of performance character. Developing a stronger school-wide service- learning program is a goal for next year. The school has participated in a food drives, volunteered at AnaMarie’s homeless shelter, collected pennies for patience (Leukemia), and participated in the Polar Plunge.

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).	
	0 = The school could not provide evidence of compliance with health and safety requirements for public schools.
	1 = The school is making progress approaching standard.
X	2 = The school can provide evidence that it complies with health and safety requirements for public schools.
Data Source: School site visits, inspection reports, drill logs, policy review, discussion.	

STANDARD ANALYSIS – EVIDENCE OF COMPLIANCE: The school is housed in a state-of-the-art facility. It is clean and conducive to learning. There have been policy changes this school year to further improve safe storage of medications. All facility inspections are current. All required drills are conducted and logged. Proof of insurance is submitted to the authorizer annually per state statute. Health office is clean and appropriately staffed. Medical records and medications are contained in locked file cabinets in the health office.

Standard 4: The school engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning.	
	0 = 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.
	1 = The school is making progress approaching standard.
X	2 = 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.
Data Source: School site visits discussions, website, and annual report / surveys.	

STANDARD ANALYSIS: Athlos Academy hosts two conferences each year for families. There is a Back to School Night for families to come in and meet teachers, sign up for extra-curriculars, order uniforms, get busing information, meet PTA board and learn of events of the year, etc. During this night, administration conducts meetings for parents to discuss behavior expectations, goals for the year, scheduling, and how to help their children with their education. There are also events throughout the school year and summer. Examples include: Literacy and Math Nights, music concerts, Healthy Body discussions, Saturday morning activity times on the turf, Movie Nights on the Turf, and Cultural events. The school employs a “culture liaison” (Ismail Ali) to help with translations and communicate with parents. Translated materials are provided to ESL families.

Standard 5: The school teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.	
	0 = The school could not provide evidence that it has a system established to ensure that school teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
	1 = The school leadership provided some examples of how he/she provides oversight that school teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
X	2 = The school provided evidence that it has established a uniform system to ensure that the school teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
Data Source: School site visits, discussion, observations, policy review, website, and annual report.	

STANDARD ANALYSIS: Scope and sequence in all subjects was accomplished in all grades and all areas except for Language Arts last spring (spring 2018). School plans to do the same for LA this spring/summer 2019 with the new curriculum. School utilizes “Plan Book” (planbook.com) for lesson planning and all lesson plans must be completed online in Plan Book. There is a schoolwide standard for lesson plan structure, which includes which standards are being covered.

Documents and Processes

Standard 6: The school employs highly qualified, appropriately licensed teachers.	
	0 = The school has had multiple license infractions over the contract term.
	1 = 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.
X	2 = The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.
Data Source: School site visits, policy review, website, and annual report, Annual Submission Calendar, MDE communications.	

STANDARD ANALYSIS: Policy #4028 (Teacher Licensure). Part of the hiring process requires that the HR Coordinator checks the teacher licensure system online to check file folders. Director Vetsch also verifies that the employee is in good-standing on the Minnesota Professional Educators Standards Board as part of the hiring process. Roster of licensed faculty is submitted to VOAMN annually as required by the VOAMN Annual Submission Calendar.

Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
	0 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.
X	2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data Source: School formal site visits, discussion, policy review.	

STANDARD ANALYSIS: AASC Background Check Policy is #4002. Provision also contained in the employee handbook item #3.2. Process - “Trusted Employees” for employees & substitute teachers. School also conducts background checks for volunteers for field trips or any activities that they supervise children.

Standard 8: The school meets / maintains its enrollment goals.	
	0 = The school is not meeting its student enrollment goals.
	1 = Student enrollment fluctuates.
X	2 = The school could provide evidence that it is meeting its annual student enrollment goals.
Data Source: School site visits, discussion, annual report, annual budget.	

STANDARD ANALYSIS: The school has stable to growing enrollment. Student recruitment is a constant effort with many scheduled school tours and open houses.

Number of students served 2016-17: 480 ADM

Number of students served 2017-18: 653 ADM

2018-19 Enrollment goal (budgeted enrollment): 580

2018-19 Present total student enrollment: 580

Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law.	
	0 = The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
	1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
X	2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

Data Source: School formal site visits, policy & application review, website, discussions.
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STANDARD ANALYSIS: School Policy #5102 (Enrollment and Lottery) has nondiscrimination clause and only requests the information permitted by law. Student application form completed by authorizer annually online to be sure compliant.

Standard 10: The school's employment process complies with state and federal law.	
	0 = The school could not provide evidence that its employment process complies with state and federal law.
	1 = The school is making progress meeting standard.
X	2 = The school provides evidence that its employment process complies with state and federal law.
Data Source: School site visits, policy review, website. Policy #5403 (Freedom of Speech and Religion in School)	

STANDARD ANALYSIS: Job openings are posted per state statute. Equal opportunity/nondiscrimination language is contained on all employment forms. Tennessee warnings are also on forms requesting the collection of individual data. All employees have job descriptions and receive the required number of employee performance reviews.

Standard 11: The school has defined job descriptions and defined evaluation process for all personnel.	
	0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
X	2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: School site visits, policy review, website, and annual report.	

STANDARD ANALYSIS: Authorizer verifies that all employees have job descriptions and receive the required number of employee performance reviews.

Special Education - Services to Students with a Disability

Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find."	
	0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	1 = 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.
X	2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
Data Source: School site visits, interviews, policy review, website, and MDE communications.	

STANDARD ANALYSIS: Evidence reviewed suggests the school has a Total Special Education System (TSES) plan and adheres to their defined “Child Find” process.

The school utilizes the short version of the state TSES. The school uses RtI for Child Find/Child Study. At least three interventions are tried and documented by classroom teachers, generally six weeks for each. Every other week the school engages in RtI meetings, attended by ten faculty: four classroom teachers, one special education teacher, one sports coach, dean, social worker, nurse and principal. The alternate week, the school has student services support team (SST – Child Study) meetings. Special education meetings include eleven faculty: three classroom teachers, three special education teachers, sports coach, dean, social worker, nurse and principal.

Name of special education teachers & license/file number – roster submitted to authorizer for review.

Number of special education paraprofessionals: 12

Special Education teachers: 3

Molly Morrison (K-3rd) / Soc Studies (424541) Elementary Ed license and now completed program for ASD licensure.

Jon Leintz EBD/SLD 4-6th (334747)

Matt Blackmore EBD serves grades 7-8th (490169) – new to the school this year.

Percent of special education students served in 2018-19: 11% (additional are in the evaluation process.

Percent of special education students served in 2017-18: 9.7%

Evidence suggests the school contracts with a special education director and is in “good standing.”

Name of Sped director and organization: Doug Millaway (independent)

SE Director File Number: #960300

School retains the students with disabilities that are enrolled.

FY18 Student retention rate (all students): 69 percent FY18 to Y19

FY18 Student retention rate (special education students): 67 percent FY18 to FY19

FY17 Student retention rate (all students): 85 percent FY17 to FY18

FY17 Student retention rate (special education students): 80 percent FY17 to FY18

Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws.	
	0 = The school could not provide evidence of training to faculty on special education.
	1 = NA
X	2 = The school could provide evidence that it provides training to faculty at least annually.
Data Source: School site visits, review of professional development	

STANDARD ANALYSIS: Faculty Training Topic(s): Child Find process and Special Education process and differentiation. Faculty Training Date(s): 8/22/18

Standard 14: The school is not subject to special education investigations by MDE and any audit findings are being or have been resolved.	
	0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.
	1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

X	2 = The school is not subject to special education investigations by MDE and is not in corrective action (CA) or is adhering to their plan to resolve concerns.
Data Source: School formal site visits, MDE communications.	

STANDARD ANALYSIS: The authorizer verifies to the best of our ability that the school has not previously and is not presently under investigation by MDE Compliance and Assistance.

Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).	
	0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
X	2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
Data Source: School formal site visits, document review, discussion.	

STANDARD ANALYSIS – EVIDENCE OF COMPLIANCE: Evidence suggest that the school has Special Education Advisory Committee (SEAC) meetings.
FY19 meeting date(s): April 17, 2019 and FY18 meeting date(s): March 26, 2018

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. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

The school maintains a VOAMN Compliance Binder and adheres to authorizer and state reporting deadlines.		
MEETING STANDARD	PARTICIALLY MEETING	NOT MEETING STANDARD
	X	
NOTE: The school had developed a VOAMN Compliance Binder, but it could not be located and has to be redeveloped during summer 2019. The high degree of director turnover has been a challenge.		

Number of Standards Met in Operations Section: 15/15 = 100 percent

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and met the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and 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.

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

AASC Final Contract Renewal Calculation Based on Meeting Standards

Academic Standards Point Total: 10/14

Financial Management Point Total: 13/20

Board Governance Point Total: 22/34

School Management and Operations: 30/30

	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	6	4	0	10/14	.50	35.71%
Finance	12	1	0	13/20	.20	13.00%
Governance	20	2	0	22/34	.15	9.71%
Mgmt/Operations	30	0	0	30/30	.15	15.00%
Grand Total	68	7	0	75/98	1.00	73.42

Based on the chart above, AASC comfortably earned a three-year renewal contract with the authorizer expectation of continuous academic improvement and stabilization of the school leadership positions.