

Public Copy

# Board Packet

Woodbury Leadership Academy Board of Directors Special Meeting

Wednesday, June 13, 2018

5:45 P.M.

Woodbury Leadership Academy School

600 Weir Drive, Woodbury, MN – Room 1500 (1<sup>st</sup> Grade Pod Area)

**PLEASE LEAVE THIS BINDER ON THE BACK SIGN-IN TABLE AND DO NOT  
REMOVE ANY DOCUMENTS.**

**THANK YOU.**

Property of: Woodbury Leadership Academy Board of Directors

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**Meeting:** Board of Directors Special Meeting

**Date:** Wednesday, June 13, 2018

**Time:** 5:45 P.M.

**Location:** Woodbury Leadership Academy School – 600 Weir Drive, Woodbury, MN 55125 – 1<sup>st</sup> Grade Pod Area (Room 1500)

## AGENDA

1. **Meeting Call to Order and Roll Call**
  - 1.1. Meeting Call to Order (Mandi Folks, Board Chair)
  - 1.2. Roll Call (Mandi Folks, Board Chair & Nancy Baumann, Board Clerk)
  
2. **WLA Mission & Vision** (Presenter: Mandi Folks)

The mission of WLA is to utilize leadership based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science, and technology.

The vision of WLA is to be a school where students and graduates become exceptional leaders, and are prepared to take on the academic and leadership challenges they will face as they transition into high school.
  
3. **Approval of Agenda/Meeting Minutes** (Presenter: Mandi Folks, Board Chair)
  - 3.1. Approval of Meeting Agenda  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
  
4. **Conflict of Interest Declaration** (Presenter: Mandi Folks, Board Chair)
  - 4.1. Conflict of Interest Declaration
  
5. **Public Comment** (Presenter: Mandi Folks, Board Chair)
  
6. **Facilities Administrative Committee Report** (Presenter: Shawn Smith & Dr. Mortensen, Executive Director)
  
7. **Board Training/Discussion and Business** (Presenter: Mandi Folks, Board Chair)
  - 7.1. VOA Contract
  
8. **Board Communication & Future Items** (Presenter: Mandi Folks, Board Chair)
  - 8.1. Board Communication/Future Agenda Items - Reflection
  
9. **Housekeeping** (Presenter: Mandi Folks, Board Chair)
  - 9.1. Next Regularly Scheduled WLA Board of Directors Meeting and Training  
Date: Monday, June 25, 2018  
Time: 5:45 P.M.  
Location: WLA – 600 Weir Drive, Woodbury, MN 55125 1<sup>st</sup> Grade Pod Area (room 1500)
  - 9.2. Delegation of Public Comment Items (if necessary)
  
10. **Adjournment** (Presenter: Mandi Folks, Board Chair)
  - 10.1. Adjournment  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_



## CHARTER SCHOOL CONTRACT

between

Volunteers of America-Minnesota, Authorizer

and

Woodbury Leadership Academy (#4228), 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 January 13, 2014; 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, 2018, 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 American-Minnesota’s affidavit of intent to charter the School, dated January 13, 2014.

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 Woodbury Leadership Academy charter school.

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 "Woodbury Leadership Academy 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-8. 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 8089 Globe Drive, Woodbury, MN 55125.

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 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 1<sup>st</sup> 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 A 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]

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.

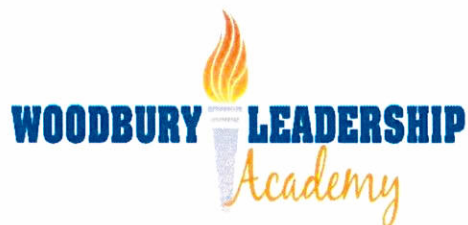
[SCHOOL]

\_\_\_\_\_  
(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



STATE APPROVED: January 2014  
FIRST YEAR SERVING STUDENTS: 2014-2015  
GRADES SERVED: K-6  
GRADES APPROVED TO SERVE: K-8  
ADDRESS: 8089 Globe Drive, Woodbury, MN 55125  
PHONE: 651 539-2641  
WEBSITE: [www.wlamn.org](http://www.wlamn.org)

MISSION: The mission of WLA is to utilize leadership based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science, and technology.

VISION: The vision of WLA is to be a school where students and graduates become exceptional leaders, and are prepared to take on the academic and leadership challenges they will face as they transition into high school.

SCHOOL PROGRAM DESCRIPTION: The mission of WLA is to utilize Core Knowledge curriculum to provide an educational program that is academically rigorous, based on solid research, and demonstrated success. In addition to the Core Knowledge Curriculum, we utilize Saxon and Singapore Math, and a character education program to build leadership skills throughout the school. The commitment of WLA is to deliver the curriculum with passion via dedicated teachers who will work in partnership with families to ensure the ultimate success of every student. WLA graduates will enter high school academically and socially prepared with exceptional leadership skills that will ensure their success in high school and beyond. It is the goal of WLA to provide all students a standards-based education, dedicated to the mastery of a broad-base of knowledge and the development of a rich vocabulary, full literacy and mathematics skills. The Core Knowledge curriculum exceeds Minnesota

State Academic Standards for K-8. The Core Knowledge Sequence is currently being used successfully in schools throughout the United States to empower students to excel, and with great success and proven results!

WLA's academic philosophy is based upon The Core Knowledge Sequence developed by The Core Knowledge Foundation. The Core Knowledge Sequence is defined as "a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it provides a coherent, content specific foundation for learning, while allowing flexibility to meet local needs." The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from The Core Knowledge Advisory Board on Multicultural Traditions. The Core Knowledge Sequence is recognized as an effective whole school model, being one of the 33 whole-school models recognized by the U.S. Education Department as high quality and determined to be effective through research.



WLA's educational program also includes "Words Their Way" program, "Fountas and Pinnell", and Saxon Math. In 2009, an independent study of students in grade K-3 found that students who had used the Saxon Math curriculum made statistically significant gains in math as compared to the national average. Using different methods have furthered our goal to address the varied learning styles and strengths of students at WLA. Saxon curriculum is a strong core subject program that fully support and implement Core Knowledge. WLA's curriculum includes language arts (reading, writing, grammar and usage, drama, poetry, fiction, nonfiction, speeches, sayings, and phrases), world and American history, geography, science (life, earth, and physical), mathematics, visual arts, and music. The Core Knowledge Sequence is supported by specific curricular resources. WLA activities include a school-wide Science Fair, Festival of Nations, and a Living Museum focusing on world explorers in the upper grades, as well as extra-curricular activities such as Math Masters, Academic Triathlon, and spelling bees.

WLA is a data-driven institution committed to rigorous and ambitious state and national test standards. As a data-driven organization, our school's approach to assessment is fully aligned with the goals and objectives of the NWEA MAP, and the Minnesota Comprehensive Assessments. Students attending WLA are assessed in each of the core academic skill areas using a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observations, student project presentations, oral reports and standardized tests. Assessment data is used throughout the educational process to inform and assist students, parents, teachers, and administrators. Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at his or her level. Scores are used, along with additional comparative data, to place students at appropriate academic levels.

WLA has continued to keep a low teacher to student ratio. Instruction is differentiated in the classroom including acceleration. For example, in the current third grade classrooms the teachers work collaboratively through a data review process to align students into groups. The groups align with the students' academic level – in math they have 6 groups of students working on curriculum/standards that range from grade 3 to grade 7. The focus is on student learning. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth. Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum and Saxon Math Curriculum meet the needs of students at all levels, but specifically engage students in higher levels of thinking. In reading, math, and science, WLA students outperformed their peers statewide. In terms of NWEA MAP, in both subject areas students are out-performing that national average.

As indicated above, the Core Knowledge Curriculum is the cornerstone of WLA. Additionally, students receive 90 minutes of instruction weekly from certified specialists in the areas of music, Spanish, and physical education. WLA integrates a hands-on approach by hosting science fairs, career days, and hosting parent experts. The school addresses the leadership component through the use of a modified approach to responsive classroom in conjunction with a Core Values curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. Enrichment opportunities are available to students such as run club, art club, science club, musical theatre, band, chess, student council, and others, which are based on student demand.

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTIONS PROCESS: The Board of Directors at WLA has been making improvements in the area of board governance. A new board chair has been appointed, and the board was expanded from five members to seven members. Furthermore, extensive board training has been completed and/or yet to be scheduled for the current school year. The board also expanded the

number for seats available to teacher representatives. Currently the board is composed of seven members including one community member, three parents, and three teacher members. It is expected that the board will appoint an additional community member at the March board meeting. Board members regularly assess policy work, conform to legal mandates, conduct open meetings, assesses overall progress of the school, keep the public informed of deliberations and decisions, promote accountability, act in an ethical manner, and provide a framework for setting goals. More specifically, the Board of Directors complies with training requirements, regularly reviews and approves By-Laws, evaluates the school leader, maintains a quorum at board meetings, follows the election process according to Minn. Stat. 124D.10, Subd. 11(b), follows a board member orientation protocol, and sends out the Board Packet to board members, the school leader, and VOA, at least three days in advance of board meetings. Additionally, the board conducts a self-evaluation annually, complies with the Minnesota Data Practices Act, maintains a board documentation binder, reviews student academic progress, and conducts stakeholder satisfaction surveys. Finally, WLA maintains a compliance binder which provides evidence of compliance with state and federal statutes.

**SCHOOL'S PRESENT GOVERNING BOARD:**

<b><u>Last Name</u></b>	<b><u>First Name</u></b>	<b><u>Seat</u></b>	<b><u>Term Start</u></b>	<b><u>Term End</u></b>
Erickson	Jessica	Teacher	1/24/2017	6/30/2020
Folks	Mandi	Parent	1/24/2017	6/30/2020
George	Claudia	Teacher	11/14/2017	6/30/2018
		Community		
Hitzemann	Mary	Member	11/14/2017	6/30/2018
Krejci	Romana	Parent	4/26/2016	6/30/2019
Livingston	Jason	Parent	12/5/2017	6/30/2018
Skordahl	Jolene	Teacher	9/26/2017	6/30/2019

**SCHOOL ADMINISTRATION/MANAGEMENT TEAM:**

<b><u>Last Name</u></b>	<b><u>First Name</u></b>	<b><u>Title</u></b>
Mortensen	Kathleen	Executive Director
Baumann	Nancy	Office Manager
Cahlander	Amy	Administrative Assistant

**SCHOOL FACULTY:**

<b><u>Last Name</u></b>	<b><u>First Name</u></b>	<b><u>Name</u></b>	<b><u>Assignment</u></b>
Alverado	Lorena	Lorena Alverado	Spanish
Balamurugan	Bharathi	Bharathi Balamurugan	EA
Barthel	Ashley	Ashley Barthel	Kindergarten
Cafferty	Claire	Claire Cafferty	Gr 2
Cappelen	Kelly	Kelly Cappelen	Gr 5
Coddington	Krista	Krista Coddington	Gr 2
Cooper	Ellen	Ellen Cooper	Gr 3
Ebel	Krystal	Krystal Ebel	Gr 2
Engelsgjerd	Megan	Megan Engelsgjerd	Kindergarten

Erickson	Jessica	Jessica Erickson	Gr 5
George	Claudia	Claudia George	Gr 1
Grubisch	Katie	Katie Grubisch	SpEd
Hanson	Katie	Katie Hanson	Gr 1
Iwasko	Alex	Alex Iwasko	Gr 1
Koerner	Ashlee	Ashlee Koerner	Gr 3
Lock	Steve	Steve Lock	EA

Purinton	Monica	Monica Purinton	Kindergarten
Ryan	Antonio	Antonio Ryan	EA
Schlattman	Shanessa	Shanessa Schlattman	EA
Schrandt	Casidee	Casidee Schrandt	Gr 6
Skodahl	Jolene	Jolene Skodahl	PE/Health
Trites	Elizabeth	Elizabeth Trites	Music
Walsh	Megan	Megan Walsh	Gr 4

**STUDENT RECRUITMENT AND ENROLLMENT:** Woodbury Leadership Academy Admissions Policy: Once a student has accepted a space in the school, sibling preference applies for other siblings in that family. Preference is given to staff member children who have completed an application. Students admitted to Woodbury Leadership Academy are placed in the appropriate grade based on their age and previous schooling. Woodbury Leadership Academy does not accept a student for kindergarten unless they are at least five years old by September 1st of the school year in which they start kindergarten. The Board of Directors Adopted Enrollment Policy #538 on August 12, 2014, and it can be found on the WLA website as a part of the policy manual. Minnesota State Law Woodbury Leadership Academy follows Minnesota Statutes 124D.10 (Subd. 9) in its enrollment practices.

**ENROLLMENT PROJECTIONS:**

	BASE	YR 1	YR 2	YR 3	YR 4	YR 5
	2017-18	2018-19	2019-20	2020-20	2020-21	2021-22
K	53	60	60	60	60	60
1	54	55	60	60	60	60
2	56	56	56	60	60	60
3	37	56	56	56	60	60
4	25	40	56	58	60	60
5	28	33	45	56	58	60
6	5	28	35	45	58	60
7	0	15	30	35	45	60
8	0	0	20	30	35	45
	<b>258</b>	<b>343</b>	<b>418</b>	<b>460</b>	<b>496</b>	<b>525</b>

SCHOOL CALENDAR: WLA follows the South Washington Schools calendar, which is our resident school district. (The 2018-2019 schedule is attached.)

DESCRIPTION OF SPECIAL EDUCATION: (refer to Addendum C)

### **A. Identification**

Woodbury Leadership Academy has developed systems designed to identify pupils with disabilities in kindergarten through seventh grade. Transfer students with disabilities who have existing Section 504 plans or Individualized Education Programs are identified when a student is registered. Previous districts are contacted for existing due process documentation for identified students. Special Education teachers review the received due process to ensure eligibility and identify current goals and objectives, and services identified on the existing IEP. These students then received special education and related services. Parents may request a special education evaluation at any time. In addition to receiving referrals from parents Woodbury Leadership Academy has a referral process for teachers.

The Student Teacher Assistance Team (STAT) meets on an at-needs basis at each grade level to discuss teacher concerns regarding classroom students and develops interventions. This is done with parent notification. The school director and special education representative is available to consult the grade-level STAT at any point. The classroom teacher implements the identified first intervention for 6 to 8 weeks. Data is collected weekly to determine the effectiveness of the intervention.

After the first intervention the teacher returns to the grade level STAT. Together the data is reviewed and a decision regarding the effectiveness of the intervention. If the intervention was successful, it should be continued in the classroom. If the intervention was unsuccessful, the teacher and grade-level STAT identify a second intervention. The classroom teacher implements the identified second intervention for 6 to 8 weeks. Data is collected weekly to determine the effectiveness of the intervention. After the second intervention the teacher returns to the grade-level STAT. Together the data is reviewed and a decision regarding the effectiveness of the intervention. If the intervention was successful, it should be continued in the classroom. If the intervention was unsuccessful a referral may be made for a special education evaluation. The referral includes a discussion of the whole child to identify additional areas that may impact the child and be appropriate to include in a comprehensive evaluation. A special education case manager is assigned who schedules an Evaluation Planning meeting with the parents and other special education specialists who may be involved with the evaluation.

### **II. Method of Providing the Special Education Services for the Identified Pupils**

Woodbury Leadership Academy provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services that are appropriate to their needs. The following is representative of method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP.

DESCRIPTION OF SERVICE LEARNING PROGRAM: Service Learning Opportunities for the 2017-2018 school year which are tied to grade level curriculum are as follows:

- GR K Rain Garden Caretakers
- GR 1 Pennies for Patients
- GR 2 Food Drive
- GR 3 Toy Drive (combined with Children's Hospital tour) Woodbury Senior Living
- GR 4 Coat and Jacket Drive
- GR 5 Feed My Starving Children
- GR 6 Reading/Mentor Buddies

In addition to the above mentioned service learning items we also have opportunities for students to be involved with:

Student of the Week

Assemblies (Core Virtues, student led, skits, birthday recognition and announcements on the first Thursday of every month)

Student Council (elected in older grades, representatives in younger grades)

Reading/Mentor Buddies (K with 6<sup>th</sup>)

Lunchroom Helpers

Safety Patrol

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN: WLA utilizes the South Washington Schools transportation system, which is our resident school district. We currently provide busing for half of our students, with parents transporting the other half of our student body.

DESCRIPTION OF SCHOOL FACILITY PLAN: WLA is currently pursuing all leasing options. This includes looking at six buildings that are located in the Woodbury community and closely surrounding communities. WLA retained a broker who began in late December, to lead the search. WLA also has a Director led, Facilities Committee who meet several times per month to tour buildings and discuss options. At this point in time we are expecting to lease for the next 3-5 years, but will consider a longer lease if there is an option to grow into additional space. To date, we have potential agreements being considered at three locations. \_

FUTURE PLANS: WLA will be growing to include middle school level grades. The Board of Directors long range vision is to enroll up to three sections of each grade level in grades K-8. WLA will eventually plan on financing a building, but that is not in the short term (two year) plan.

FINANCIAL MANAGEMENT AND BUDGET: WLA provides VOA with copies of draft and final budgets prior to June 30<sup>th</sup> each year. VOA is also provided with financial statements and audit results in order to monitor the reasonableness of the budget. For the current school year WLA is projecting an 18.9% fund balance. WLA maintains a balanced budget and is compliant with state reporting timelines, and financial obligations. Finally, WLA provides VOA with monthly financial statements including detailed income/expense reports, cash flow sheet, check register, and enrollment numbers.

## SCHOOL BUDGET

## SCHOOL BUDGET



## School Accountability and Authorizer Oversight System

### SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE** (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.  
 MEASURE: MCA exams  
 PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards below.  
 REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
- ❑ **STATUTORY PURPOSE II** (MS 124E.01): Increase learning opportunities for all pupils.  
 PERFORMANCE EXPECTATIONS – Woodbury Leadership Academy will incorporate student leadership-building into their program through the use of a modified approach to responsive classroom in conjunction with a Core Values curriculum. Teacher standards and teaching objectives will include specific learning goals related to leadership development. WLA graduates will enter high school academically and socially prepared with exceptional leadership skills that will ensure their success in high school and beyond. Service learning is another way in which WLA students will acquire social awareness and leadership skills.  
 REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
- ❑ **ADDITIONAL PURPOSE** (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third-graders can read at grade level.
- ❑ **GOALS**: locally determined, board approved annually for each of the outcomes.  
 REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

### 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 “Academic Program Description” addendum to the charter contract.

### **Volunteers of America of Minnesota Accountability Plan**

The primary purpose of a charter school is to improve pupil learning and 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:

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

### **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. Additionally, the school shall annually complete a VOA-MN (authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title 1 Designation utilizing Multiple Measurements Rating (MMR) 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 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:

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

- 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.
- 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.
- 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 meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).

- 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.

## 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 will 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.

VOA-MN's school financial expectations include the following:

- The School maintains a balanced budget.
- The School is compliant with state and federal financial reporting deadlines and laws.
- 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.
- Schools are expected to have audits that are free of all findings.
- The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The School provides VOA-MN and school board members with monthly financials. Authorizer will allow June financial statements to be delayed until fiscal year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report (income statement), 2) cash flow projection, 3) check register, and 4) current enrollment (ADM).
- The School develops and maintains a targeted General Fund balance determined by the school board. The board should review and approve the financials at each board meeting. For the annual finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- The School board has a finance committee that meets regularly to review financials.
- All Board members exhibit working knowledge of financial oversight.
- The School is not in Statutory Operating Debt (SOD).

## 3. Is the organization effective and well run?

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

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

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

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

VOA-MN's school board governance standards / expectations include the following:

- The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.
- The Board of Directors complies with Minnesota law regarding board training requirements and institutes / follows an orientation process for bringing on new members.
- The Board of Directors completes a self-evaluation each year.
- The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board of Directors adheres to board member election requirements set forth by state statute.
- 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.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).
- The Board of Directors monitors the organization's adherence to school board policies.
- The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- The Board of Directors provides ongoing oversight of school academic performance.
- The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.
- Board documents are distributed to all board members at least 3 days prior to a board meeting.
- 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.
- The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves 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.

Authorizer standards / expectations for school management and operations include, but are not limited to:

- The school is fulfilling its purposes as defined in the Charter School Law and charter contract.
- 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.
- The school exhibits strong academic and organizational leadership.
- The school employs highly qualified, appropriately licensed teachers.
- Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd. 1.
- The school meets / maintains its enrollment goals.
- The school maintains a safe and healthy environment per state and federal guides and board policy.
- The school institutes a fair and open student admission process that complies with Minnesota law.
- The school's employment process complies with state and federal law.
- The school has defined job descriptions and evaluation process for all personnel.
- Teacher evaluations are designed and conducted consistent with state requirements.

- **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.

### 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 (approximately every other month) for schools within their first three years after initial charter approval. 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, Subd. 2a) includes requirements for a charter school annual report. 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? VOA-MN requires that the final draft be board approved and posted to the school's official website by October 1<sup>st</sup> annually. The VOA-MN Annual Report criteria contains 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.

**AUTHORIZER LIAISON:** Volunteers of America of Minnesota designates the following employee as the official authorizer liaison to the School:

Stephanie Olsen, Senior Manager  
VOA-MN Charter School Authorizing Program  
612-270-1998  
solsen@voamn.org



**RANGE OF POSSIBLE INTERVENTIONS**

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
<p><b>INTERVENTION LEVEL ONE</b></p> <p><b>Notice of Concern</b></p>	<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>
<p><b>INTERVENTION LEVEL TWO</b></p> <p><b>Notice of Deficiency</b></p>	<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>
<p><b>INTERVENTION LEVEL THREE</b></p> <p><b>Probationary Status</b></p>	<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>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</p>

	Severe concerns regarding the school's financial viability.	specifically monitor implementation of the remediation plan
<b>INTERVENTION LEVEL FOUR</b>  <b>Charter Review</b>	<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>
<b>INTEVENTION LEVEL FIVE</b>  <b>Charter Revocation</b>	Charter Review results in recommendation to revoke.	Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.



## 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 following scale:

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

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
<p>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.</p>		
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

#### **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



The process for making decisions regarding the renewal or termination of the school's charter is based on evidence that demonstrates the academic, organizational, and financial competency of the school, including its success in increasing student achievement and meeting the goals of the charter school agreement. The **most important factor for contract renewal is based on the extent to which the school is meeting its primary purpose as defined in Minnesota Statutes, section 124E.10, Subd 1(a)(13): "to improve all pupil learning and all student achievement" and additional purposes defined in Minnesota Statute, section 124E.10, subd (1)(a)(14).**

<b>AUTHORIZER CONTRACT RENEWAL RUBRIC</b>	
<b>5 Year Renewal</b>	<p>Over the term of the Contract, the school met its primary purpose "to improve all pupil learning and all student achievement," as evidenced by the school having a positive sloped linear line for all contractual academic performance standards / expectations; demonstrating a pattern of meeting their "World's Best Workforce" goals; and meeting all of the additional authorizer standards / expectations for school board governance, financial health, management and operations, and compliance as set forth in Addendum B.I of the Contract.</p> <ul style="list-style-type: none"> <li>• Not on Intervention</li> <li>• "Met Standard" in all sections of the Formal Site Visit Rubric in the renewal year.</li> <li>• Meeting the majority of standards / expectations for performance contained in contract Addendum B.I during the renewal year. School is demonstrating improvement.</li> <li>• No significant Authorizer concerns.</li> <li>• Meets all the terms of the contract</li> <li>• School has a quality schoolwide plan for Service Learning that is clearly imbedded into the program.</li> <li>• Achieves VOAMN School Performance Awards (minimum of four) during the contract term in one or more areas: Governance, Academic Performance, or Financial Management.</li> </ul>
<b>4 Year Renewal</b>	<p>Over the term of the Contract, the school met its primary purpose "to improve all pupil learning and all student achievement," as evidenced by the school having a positive sloped linear line for all contractual academic performance standards / expectations; demonstrated a pattern of meeting their "World's Best Workforce" goals.</p> <ul style="list-style-type: none"> <li>• Not on Intervention</li> <li>• "Met Standard" in all sections of the Formal Site Visit Rubric in the renewal year.</li> <li>• Meeting the majority of standards / expectations for performance contained in contract Addendum B.I during the renewal year. School is demonstrating improvement.</li> <li>• Minor Authorizer school performance concerns.</li> <li>• Meets the terms of the contract.</li> <li>• School has a formal schoolwide plan for Service Learning with significant evidence of implementation.</li> <li>• Achieved VOAMN School Performance Awards (minimum of three) during the contract term in one or more areas: Governance, Academic Performance, or Financial Management.</li> </ul>
<b>3 Year Renewal</b>	<p>Over the term of the Contract, the school partially met its primary purpose "to improve all pupil learning and all student achievement," demonstrated by a relatively conservative, to flat sloped linear line for all contractual academic performance standards / expectations; demonstrated a pattern of meeting their "World's Best Workforce" goals.</p> <ul style="list-style-type: none"> <li>• Not on Intervention</li> <li>• "Met Standard" in the majority of sections of the Formal Site Visit Report in the renewal year.</li> <li>• Average evaluation on each report (academic, financial, governance) of met standard during in the renewal-year.</li> <li>• Minor concerns in one area of performance, but School is demonstrating improvement meeting standards.</li> <li>• School meets the terms of the contract with minor exceptions.</li> <li>• Minor concerns with academic, financial or board governance</li> <li>• School has a schoolwide plan for Service Learning.</li> <li>• Achieved VOAMN School Performance Awards (minimum of two) during the contract term in one or more areas: Governance, Academic Performance, or Financial Management.</li> </ul>
<b>Contract</b>	<p>The Authorizer <b>will not</b> grant less than a three-year renewal contract. Under some circumstances the authorizer</p>

<b>Extensions</b>	<p>may extend a contract by 1—2 years, not to exceed a five-year contract. Circumstances may include:</p> <ul style="list-style-type: none"> <li>• School is on Intervention Status</li> <li>• Progress is being made on “Concerns raised” in site visit reports or through ongoing oversight and/or School Remediation Plan.</li> <li>• Authorizer and School mutually agree to a change in authorizer and transfer requires additional time.</li> </ul>
<b>Non-Renewal</b>	<ul style="list-style-type: none"> <li>• On intervention, any level</li> <li>• Major concerns raised in Formal Site Visit response or through ongoing oversight without resolution.</li> <li>• Major concerns with academic, management/operations, financial and/or board governance</li> <li>• Major outstanding requests or requirements not met</li> <li>• Not meeting the terms of the School Remediation Plan &amp;/or Probationary Status.</li> <li>• Violations of law and/or non-renewal conditions in Minnesota Statutes, section 124E.10</li> </ul>



## WOODBURY LEADERSHIP ACADEMY

### Special Education Services

Woodbury Leadership Academy 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.







### Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
<b>Immediate Board Actions</b>				
<b>1</b>	<p><b>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN;</li> <li><input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations;</li> <li><input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN.</li> <li><input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any.</li> </ul>	Board		
<b>2</b>	<p><b>Reserve Funds</b></p> <p>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.</p>	Board		
<b>Notifications and Further Actions</b>				
<b>3</b>	<p><b>Notification of Parents / Guardians</b></p> <p>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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> date of the last day of regular instruction;</li> <li><input type="checkbox"/> cancellation of any planned summer school;</li> <li><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;</li> <li><input type="checkbox"/> optional inclusion of a listing of the names of charter, parochial, public and private schools</li> </ul>	Board Chair or School Director		



	<p>in the area.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer of copies of student records before the CHARTER REVOCATION.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of the notice.</li> </ul>			
4	<p><b>Final Report Cards and Student Records Notice</b></p> <p>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.</p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of the notice.</li> </ul>	School Director		
5	<p><b>Transfer of Student Records and Testing Material</b></p> <p>No later than 10 days after CHARTER REVOCATION send student records to the School's district of residence, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;</li> <li><input type="checkbox"/> student health / immunization records;</li> <li><input type="checkbox"/> attendance records; and</li> <li><input type="checkbox"/> all other student records.</li> </ul> <p>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.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>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.</p> <ul style="list-style-type: none"> <li><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.</li> </ul>	School Director		
6	<p><b>Notification of School Districts</b></p>	Board Chair or Secretary		

	<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"> <li><input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided.</li> <li><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.</li> <li><input type="checkbox"/> Provide VOA-MN with a copy of the notice.</li> </ul>			
7	<p><b>Notification of Funding Sources / Charitable Partners</b></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"> <li><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.</li> <li><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.</li> </ul>	Board Chair or Treasurer		
8	<p><b>Notification of Contractors and Termination of Contracts</b></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"> <li><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.</li> <li><input type="checkbox"/> Provide the VOA-MN with a copy of such notice.</li> <li><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.</li> </ul> <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> <ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&amp;O insurance, <i>see</i> below)</li> </ul>	Board Chair or Treasurer		

	should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.			
9	<p><b>Notification of Employees and Benefit Providers</b></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"> <li><input type="checkbox"/> health care / health insurance;</li> <li><input type="checkbox"/> life insurance;</li> <li><input type="checkbox"/> dental plans;</li> <li><input type="checkbox"/> eyeglass plans;</li> <li><input type="checkbox"/> cafeteria plans;</li> <li><input type="checkbox"/> 401(k), retirement plans; and</li> <li><input type="checkbox"/> pension plans.</li> <li><input type="checkbox"/> TRA</li> <li><input type="checkbox"/> PERA</li> </ul> <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><b>Notification of Food and Transportation Services and Cancellation of Contracts</b></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><b>Notification of VOA of MN Regarding Lawsuits</b></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 employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the</p>	Board Chair or Secretary		

	VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.			
<b>Assets, Creditors and Debtors</b>				
<b>12</b>	<p><b>List of Creditors and Debtors; UCC Search</b></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"> <li><input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed.</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><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.</li> </ul>	Board Chair or Treasurer		
<b>13</b>	<p><b>Notification to Creditors</b></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		
<b>14</b>	<p><b>Notification to Debtors</b></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</p>	Board Chair or Treasurer		

	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.			
15	<p><b>School Wind-Up Plan and Action</b></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"> <li><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.</li> <li><input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.</li> <li><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).</li> <li><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>)</li> <li><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.</li> <li><input type="checkbox"/> Cancellation of corporate credit cards and lines of credit.</li> <li><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.</li> <li><input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below).</li> </ul>	School Board and School Director		
16	<p><b>Protection of Assets; Insurance</b></p> <p>The School’s assets and any assets in the School</p>	Board Chair or Designee		

	<p>that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</li> <li><input type="checkbox"/> Appropriate security services should be obtained or maintained.</li> <li><input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility.</li> </ul>			
17	<p><b>Inventory</b></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"> <li><input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried.</li> <li><input type="checkbox"/> Provide VOA OF MN with a copy of the inventory.</li> <li><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.</li> <li><input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li><input type="checkbox"/> Return assets not belonging to School and document same.</li> </ul>	Board Chair & School Director		
18	<p><b>Liquidation of Assets</b></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 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> <ul style="list-style-type: none"> <li><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</li> </ul>	School board chair and treasurer		

	<p>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><b>D&amp;O Insurance</b></p> <p>Maintain existing directors and officers liability (D&amp;O) insurance, if any, until final dissolution of the School Corporation. If no such D&amp;O insurance exists, disclose this fact to the board of directors.</p>	School Board		
20	<p><b>Interim Statements</b></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> <ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets.</li> </ul> <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><b>Final Statement</b></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 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"> <li><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</li> </ul>	School board chair or designee		

	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and</li> <li><input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.</li> <li><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.</li> <li><input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below).</li> </ul>			
<b>Corporate Records / Accounting</b>				
<b>22</b>	<p><b>Final Financial Statement Audit</b></p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1<sup>st</sup> of the calendar year in which the School ceases instruction.</p>	School Board		
<b>23</b>	<p><b>Closeout of State and Federal Grants</b></p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notification to the grant entity of the School closure; and</li> <li><input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports.</li> </ul> <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		
<b>24</b>	<p><b>U.S. Dept. of Education Filings</b></p> <p>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.</p>	School Board		
<b>25</b>	<p><b>IRS Status; Reports</b></p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and</li> <li><input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</li> </ul>	School Board		



	<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.			
26	<p><b>Corporate Records</b></p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Loans, bonds, mortgages and other financing;</li> <li><input type="checkbox"/> Contracts;</li> <li><input type="checkbox"/> Leases;</li> <li><input type="checkbox"/> Assets and asset sales;</li> <li><input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042.</li> <li><input type="checkbox"/> Governance (Minutes, by-laws, policies);</li> <li><input type="checkbox"/> Employees (background checks, personnel files);</li> <li><input type="checkbox"/> Accounting/audit, taxes and tax status, etc;</li> <li><input type="checkbox"/> Personnel,</li> <li><input type="checkbox"/> Employee benefit programs and benefits; and</li> <li><input type="checkbox"/> Student summary test data files</li> <li><input type="checkbox"/> Any items listed in this Closure Plan.</li> </ul> <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		
<b>Dissolution / Final Distribution of Assets</b>				
27	<p><b>Resolution of Dissolution</b></p> <p>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.</p>	School Board Chair		
28	<p><b>Dissolution</b></p> <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"> <li><input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and</li> <li><input type="checkbox"/> a statement of the ascertainable debts of the education corporation.</li> </ul> <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</p>	School board secretary		

	<p>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><b>Final Distribution of Assets</b></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"> <li><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.)</li> <li><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.</li> </ul>	School board chair or designee		



## 2018 VOA-MN Contract Evaluation Report on



Addendum F

### 2018 VOA-MN Contract Evaluation Report on Woodbury Leadership Academy, # 4228 Contract Term: February 15, 2014 – June 30, 2018

**REPORT PURPOSE:** This report was produced by the authorizer of WLA charter school 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.

#### **EVALUATION REPORT ORDER**

STATUTORY PURPOSES

ACADEMIC PERFORMANCE

FINANCIAL PERFORMANCE

ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS
- COMPLIANCE

CONTRACT RENEWAL DETERMINATION

**SCHOOL LEADERS:** Kathy Mortensen

600 Weir Drive

**PROGRAM DESCRIPTION:** Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school serving approximately 300 students in grades K-7 (approved K-8). WLA opened at the beginning of the 2014- 2015 school year. The school’s primary goal is to work in partnership with families from Woodbury and the surrounding communities who wish to participate as full partners in the education of their children in a rigorous educational environment that fosters student success. WLA ensures academic success through rigorous curriculum standards, while setting high expectations for students. WLA is a Core Knowledge School and incorporates inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology. The school also implements a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and are prepared for high school and beyond.

**CHARTER CONTRACT STATUTORY PURPOSES:**

- The statutory primary purpose of charter schools is to improve all pupil learning and all student achievement. *The extent to which WLA met its primary purpose is examined in the Academic Performance section of the report.*

Statutory Purpose II: To encourage the use of different and innovative teaching methods.

<b>MET PURPOSE</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<b>X</b>		
Justification for Meeting Statutory Purpose II: WLA’s curriculum is based on the Core Knowledge Sequence. Teachers work with the surrounding communities to address one of WLA’s core goals of leadership. Students participated in several service projects, such as a gift drive during the holiday for the Children’s Hospital, Feed My Starving Children, the Giving Tree, and Savers Thrift Store Donation Drive. Core Virtues: WLA operates using a core virtues curriculum that focused on the development of strong, ethical, caring, and loving global leaders. Monthly assemblies are held where students celebrate accomplishments and learn a virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.		

Statutory Purpose III: Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site improve pupil learning and student achievement.

<b>MET PURPOSE</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<b>X</b>		
Justification for Meeting Statutory Purpose II: WLA In compliance with state statute, (Minn. Stat.122A.40) the school has adopted a formal teacher evaluation process that includes three formal observations each year by the Executive Director, based on the Charlotte Danielson evaluation model. Teachers also conduct peer observations, and the Executive Director conducts informal observations. All teachers are supported through a district-wide professional development plan that is based on the analysis of assessment data, and linked to improving learning for all students. Teachers work collaboratively on lesson planning and adjustments based on student outcomes.		
Instruction is differentiated in the classroom including acceleration. For example, in the		

current third grade classrooms the teachers work collaboratively through a data review process to align students into groups. The groups align with the students' academic level – in math they have 6 groups of students working on curriculum/standards that range from grade 3 to grade 7. The focus is on student learning. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth. Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum. Furthermore, teachers also serve on the WLA board of directors.

## **AREA I: 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. Additionally, the school shall annually complete a VOA-MN (authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title I Designation utilizing Multiple Measurements Rating (MMR) 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 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:

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

- 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.
- 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.
- 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 meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).
- 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.

**Overview:** 2016-2017 marked the third full year of operations for WLA. The demographic make-up of the school remains relatively unchanged from previous years. The number of students tested at the school decreased by 22% in 2017. Academically, WLA’s proficiency rates on the Minnesota Comprehensive Assessments were above the state average in 2017. However, the school’s math, reading and science proficiency rates all declined when compared to 2016. According to Principal Mortensen, unofficial 2017 results show marked improvement.

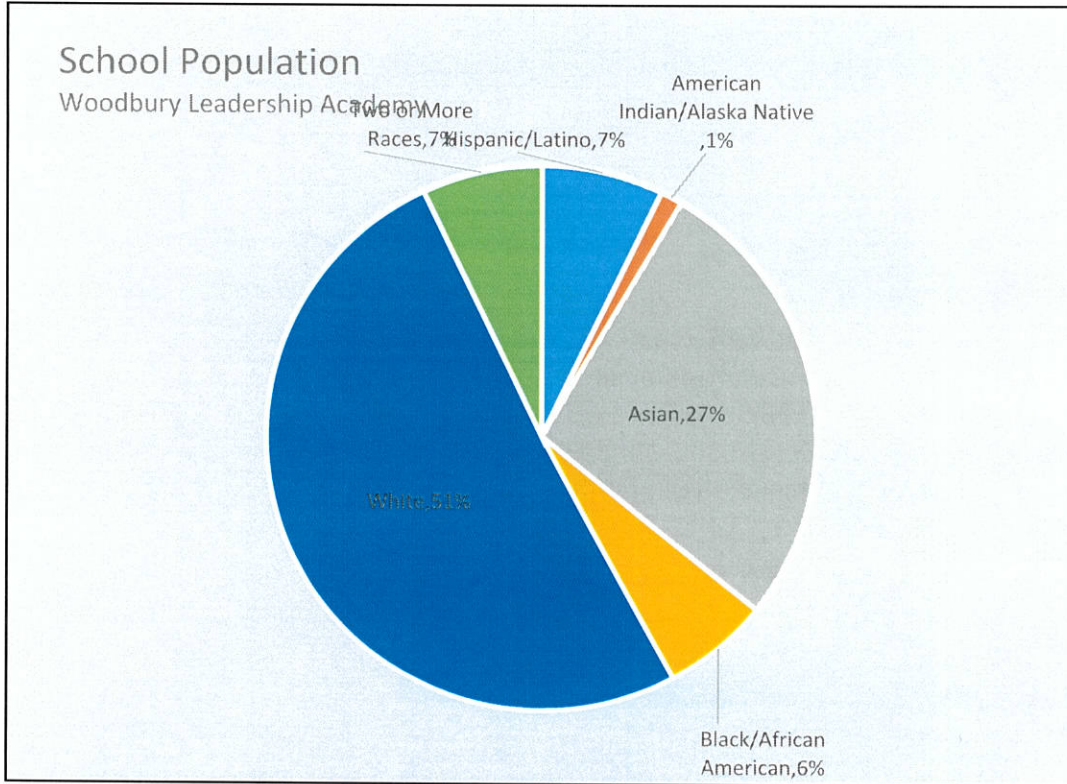


Figure 176 – School Population

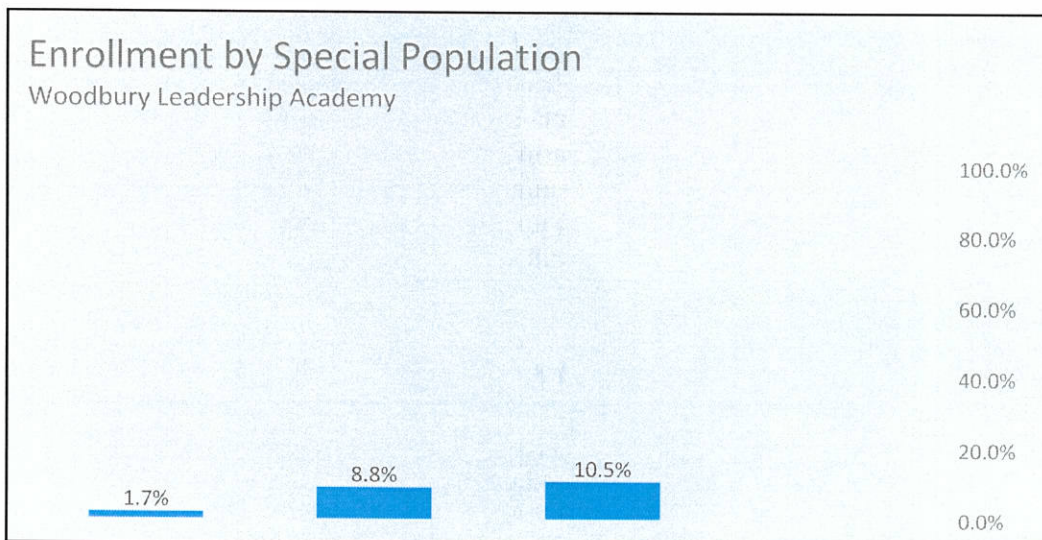


Figure 177 - Enrollment by Special Population

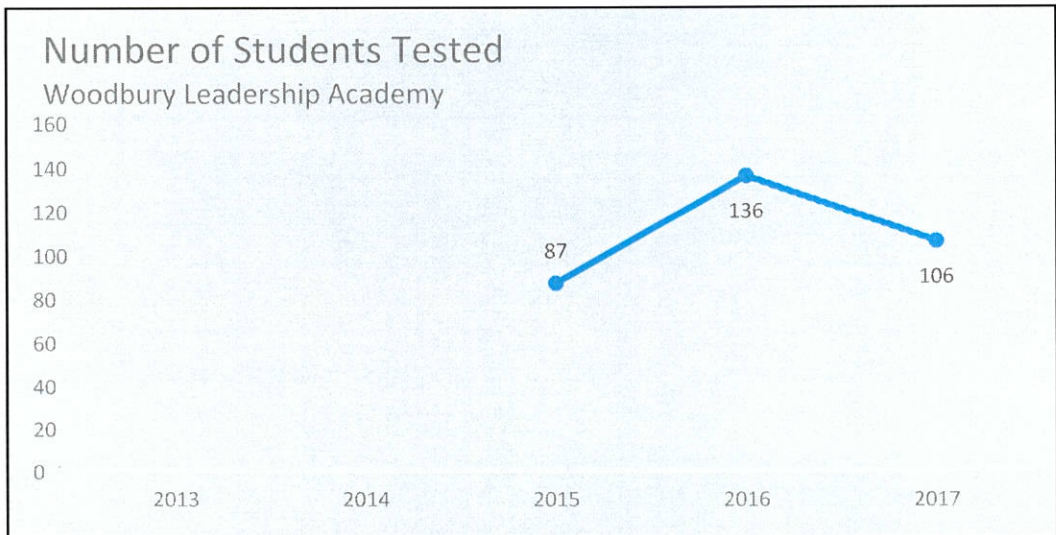


Figure 178 – Number of Students Tested (MCA)

### 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 47 – MCA Math Proficiency 2013 - 2017

MCA Math	2013	2014	2015	2016	2017
<b>Statewide</b>	60.2%	60.5%	60.2%	59.5%	58.7%
<b>3<sup>rd</sup></b>	71.5%	71.9%	70.9%	69.6%	68.1%
<b>4<sup>th</sup></b>	71.3%	70.3%	70.0%	68.8%	66.8%
<b>5<sup>th</sup></b>	59.1%	60.9%	59.7%	58.8%	57.1%
<b>6<sup>th</sup></b>	55.9%	56.1%	57.9%	56.1%	55.5%
<b>7<sup>th</sup></b>	54.3%	55.6%	55.0%	56.2%	54.9%
<b>Woodbury Leadership</b>			75.9%	75.0%	67.0%
<b>1-Oct.</b>			75.9%	75.0%	68.0%
<b>3<sup>rd</sup></b>			86.2%	86.4%	83.9%
<b>4<sup>th</sup></b>			85.7%	78.0%	61.1%
<b>5<sup>th</sup></b>			56.5%	77.3%	62.5%
<b>6<sup>th</sup></b>			71.4%	50.0%	CTSTR
<b>7<sup>th</sup></b>				54.5%	CTSTR
<b>Woodbury Elem.</b>	77.1%	70.0%	67.9%	63.9%	60.1%
<b>3<sup>rd</sup></b>	78.3%	70.4%	75.7%	66.2%	65.3%
<b>4<sup>th</sup></b>	86.4%	75.9%	72.5%	71.3%	62.7%
<b>5<sup>th</sup></b>	67.4%	63.5%	57.5%	53.2%	52.2%
<b>Woodbury Middle</b>	71.7%	72.1%	71.8%	72.8%	67.3%
<b>6<sup>th</sup></b>	63.4%	72.3%	69.5%	69.4%	64.7%
<b>7<sup>th</sup></b>	75.1%	69.3%	73.8%	72.2%	69.1%

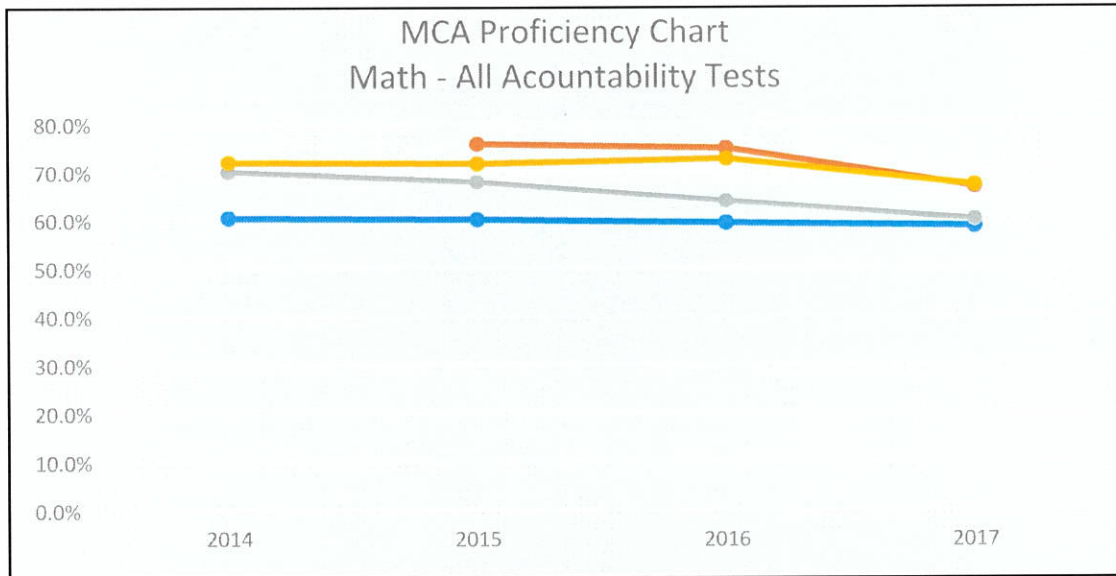


Figure 179 - MCA Math Proficiency 2014-2017

**ANALYSIS OF MATH MCA PROFICIENCY:** WLA’s MCA math proficiency results are shown in Table 47 and Figure 179. WLA continues to outperform the statewide average for math proficiency, something the school has done for the past three years. However, after remaining relatively stable from 2015 to 2016, WLA’s math proficiency rate fell by eight percentage points in 2017. A closer examination of the data reveals that WBL’s lower grades, third through fifth, outperformed the same grades at the local district elementary school in 2017 by nine percentage points. A similar comparison with WLA’s sixth and seventh grade population is unavailable for 2017 due to a small testing cell size in those grades. In future years, it is expected that WLA will continue to meet or exceed the proficiency rates of the state and both local district comparison schools.

Table 48 – MCA Reading Proficiency 2013 - 2017

MCA Reading	2013	2014	2015	2016	2017
<b>Statewide</b>	57.6%	58.8%	59.5%	59.9%	60.2%
<b>3<sup>rd</sup></b>	57.4%	58.2%	58.9%	57.5%	56.8%
<b>4<sup>th</sup></b>	54.2%	55.2%	57.9%	58.4%	57.0%
<b>5<sup>th</sup></b>	63.1%	67.0%	66.7%	67.7%	67.5%
<b>6<sup>th</sup></b>	58.8%	60.3%	63.9%	62.3%	63.4%
<b>7<sup>th</sup></b>	53.9%	55.8%	55.7%	56.7%	57.6%
<b>Woodbury Leadership</b>			80.5%	75.0%	67.0%
<b>1-Oct.</b>			80.7%	75.0%	69.0%
<b>3<sup>rd</sup></b>			75.9%	65.9%	74.2%
<b>4<sup>th</sup></b>			95.2%	80.5%	58.3%
<b>5<sup>th</sup></b>			73.9%	90.9%	66.7%
<b>6<sup>th</sup></b>			78.6%	77.8%	CTSTR
<b>7<sup>th</sup></b>				54.5%	CTSTR
<b>Woodbury Elem.</b>	62.5%	62.0%	68.1%	70.1%	66.2%
<b>3<sup>rd</sup></b>	65.4%	63.8%	66.7%	74.0%	67.0%
<b>4<sup>th</sup></b>	60.5%	62.1%	67.1%	61.5%	65.9%
<b>5<sup>th</sup></b>	61.8%	60.2%	70.1%	74.7%	65.6%



<b>Woodbury Middle</b>	65.4%	69.7%	69.8%	70.5%	67.9%
<b>6<sup>th</sup></b>	61.7%	70.2%	70.0%	69.4%	72.0%
<b>7<sup>th</sup></b>	66.7%	67.8%	71.1%	67.8%	65.0%

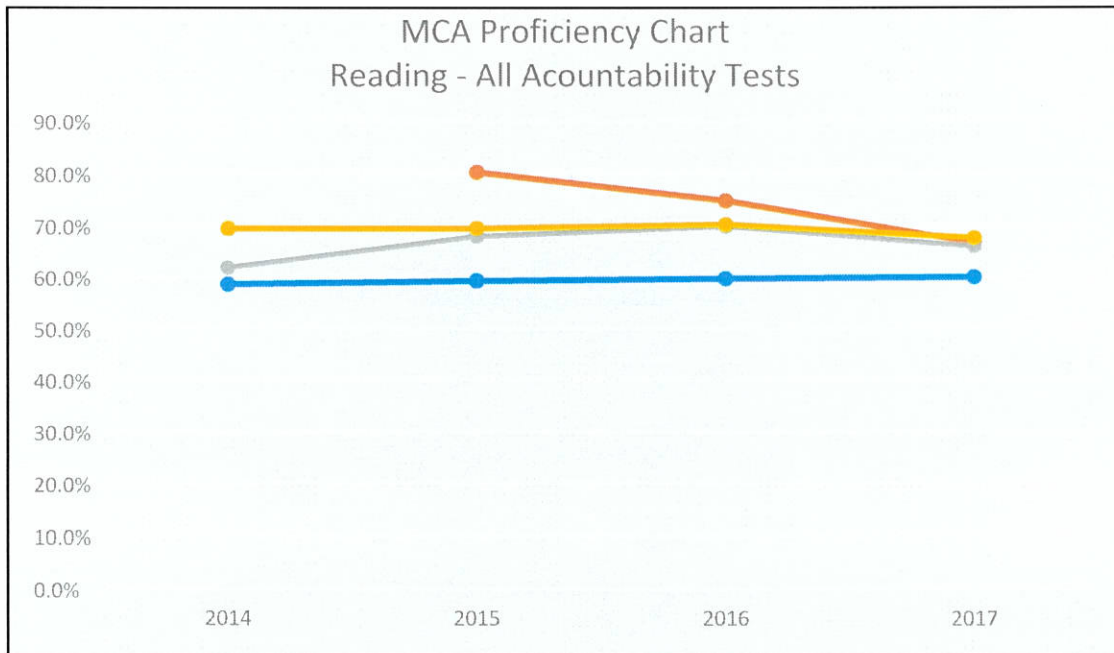


Figure 180 – MCA Reading Proficiency 2014-2017

**ANALYSIS OF READING MCA PROFICIENCY:** WLA’s MCA reading proficiency results are shown in Table 47 and Figure 180. WLA continues to outperform the statewide average for reading proficiency, something the school has done for the past three years. However, 2017 marks the second straight year that the school’s reading proficiency rate has declined. Despite the decline, WLA continues to outperform the local district elementary school and is less than one percentage point behind the local district middle school. However, if the October 1 data is used, WLA outperforms the local district schools by nearly two percentage points. In future years, it is expected that WLA will continue to meet or exceed the proficiency rates of the state and both local district comparison schools.

Table 49 – MCA Science Proficiency 2013 - 2017

MCA Science	2013	2014	2015	2016	2017
<b>Statewide</b>	52.4%	53.4%	53.4%	55.0%	54.2%
<b>5<sup>th</sup></b>	59.9%	61.4%	59.3%	61.6%	60.0%
<b>Woodbury Leadership</b>			69.6%	90.9%	58.3%
<b>Oct. 1</b>			69.6%	90.9%	63.6%
<b>Woodbury Elem.</b>	60.7%	63.5%	56.3%	72.2%	54.4%

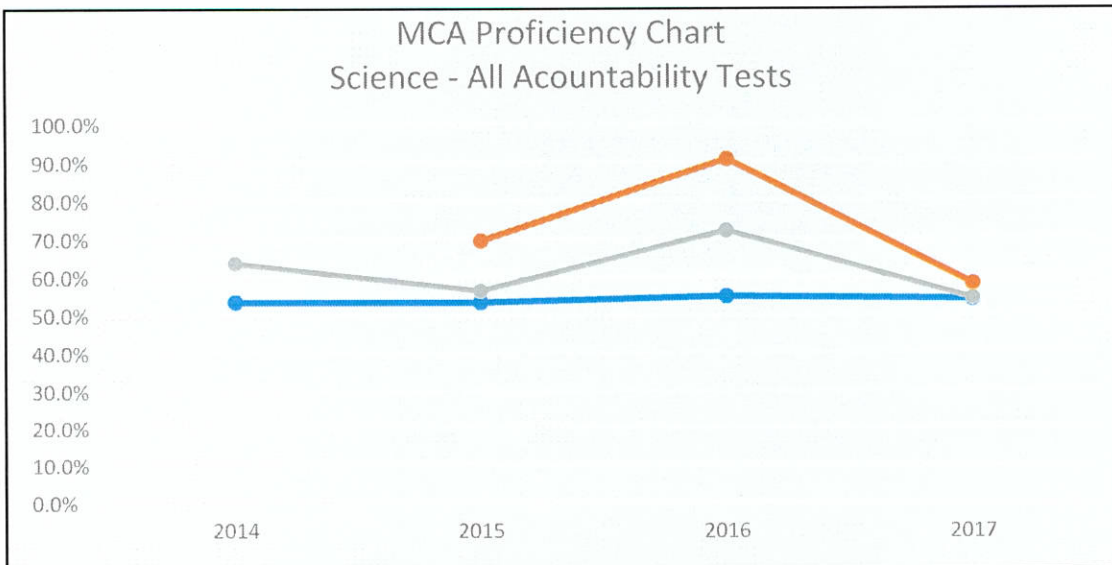


Figure 181 – MCA Science Proficiency 2014-2017

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** WLA’s MCA science proficiency results are shown in Table 48 and Figure 181. After achieving a proficiency rate of over 90% in 2016, WLA’s science proficiency rate fell to 58.3% in 2017. Despite the decline, the school continues to outperform the statewide average as well as the local district elementary school. It should be noted that with such a small number of students being tested, 24 in 2017, a slight decrease in the number of students proficient will have a significant impact on the percent proficient. In future years, it is expected that WLA will continue to meet or exceed the proficiency rates of the state and the local district comparison school.

**Academic Performance Standard 2 - Growth**

“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.”

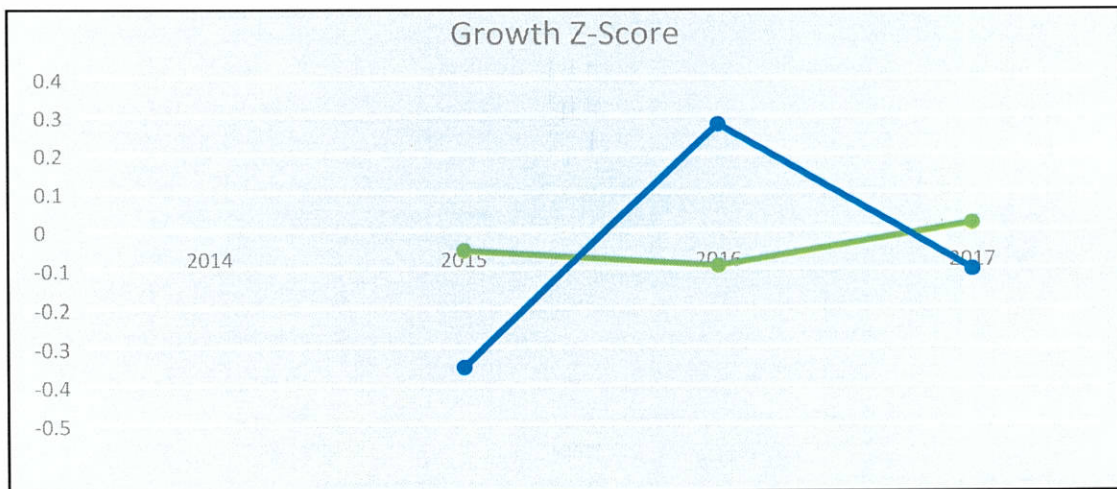


Figure 90 -Growth Z-Scores in Math and Reading 2014-2017

**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.

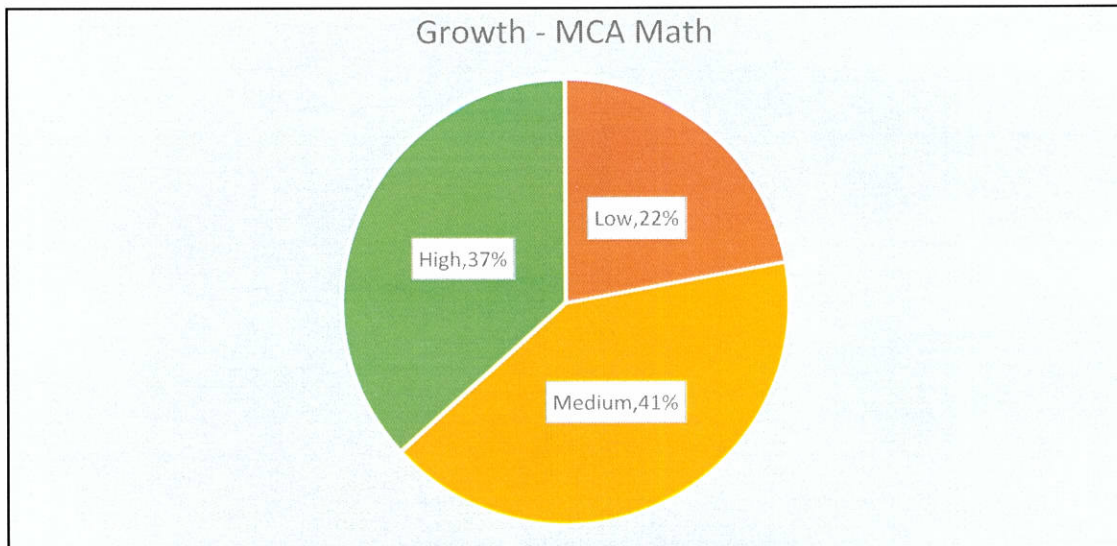


Figure 92 - Minnesota Growth MCA Math 2017

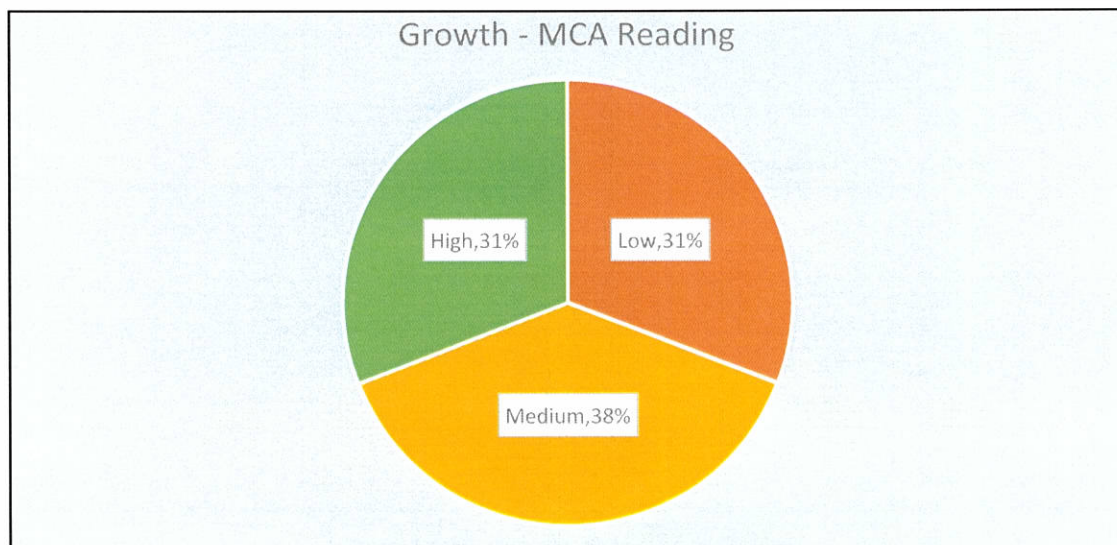


Figure 93 - Minnesota Growth MCA Reading 2017

**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.”

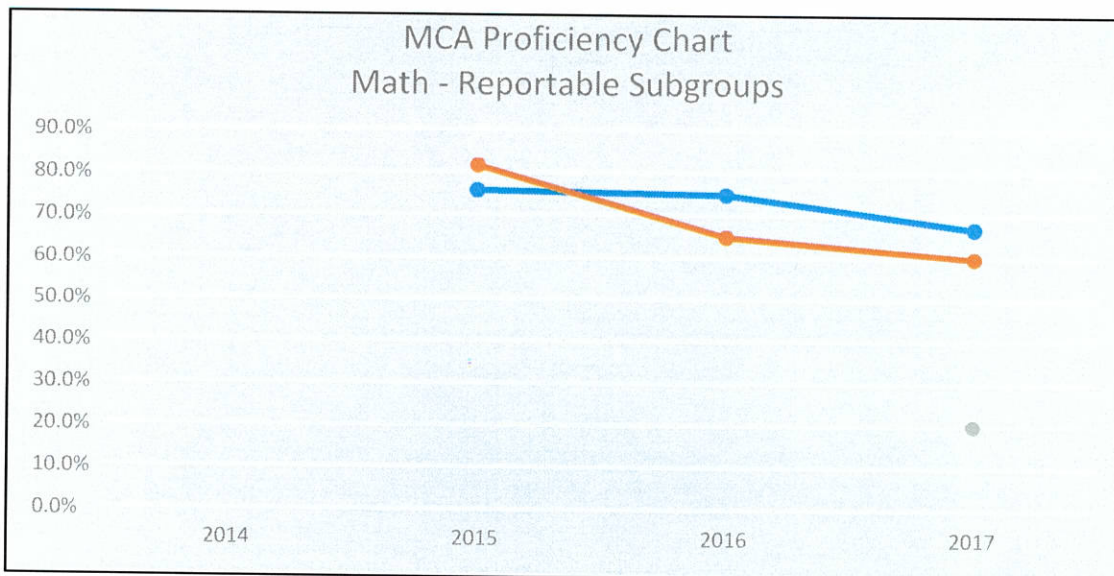


Figure 94 - Reportable Subgroups MCA Math 2014 - 2017

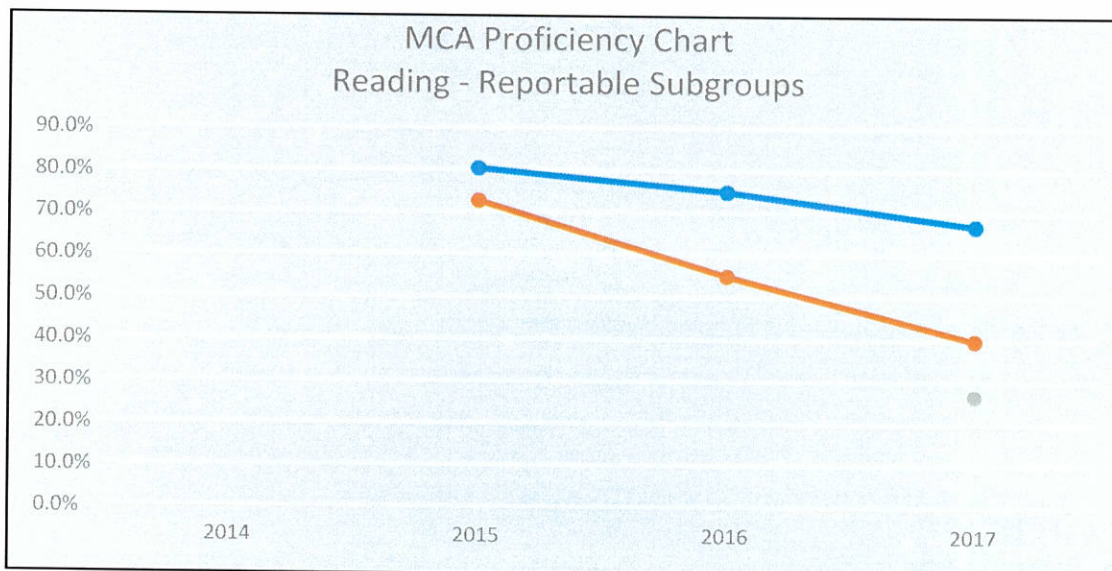


Figure 95 - Reportable Subgroups MCA Reading 2014- 2017

### CHARTER CONTRACT SCHOOL SPECIFIC ACADEMIC GOALS:

Prior to the start of the 2015-2016 school year, the contract goals for Woodbury Leadership Academy were revised to include the following:

\***Math** – a 0.5% increase in proficiency compared to the previous school year.

\***Reading** - a 0.5% increase in proficiency compared to the previous school year.

\***Science** - a 0.5% increase in proficiency compared to the previous school year.

**Math Goal:** WLA continuously enrolled students in grades 3-7 taking the MCA math test will continue to close the gap between the state and local district school by making a 0.5% increase in proficiency during the 2017 school year compared to the previous year.

**Contract Goals 56**

School Year	Goal: 0.5 percentage point increase	Met / Not Met
<b>Starting Point: Math</b>		-
<b>2015 Year 1</b>	75.9%	75.9%
<b>2016 Year 2</b>	76.4%	No, 75.0%
<b>2017 Year 3 - Contract Renewal</b>	75.5%	No, 68.0%

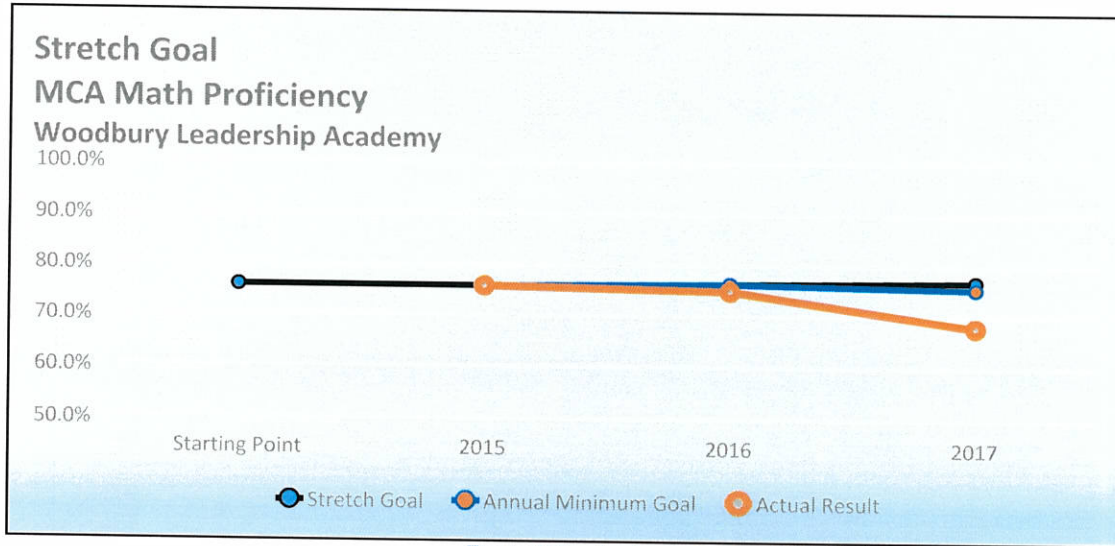


Figure 183 – Academic Goals – MCA Mathematics

Stretch goal is a 0.5 percentage point growth each year, cumulative total of 1.0 percentage points growth over the three-year contract term.

**Reading Goal:** WLA continuously enrolled students in grades 3-7 taking the MCA reading test will continue to close the gap between the state and local district school by making a 0.5% increase in proficiency during the 2017 school year compared to the previous school year.

**Contract Goals 57**

School Year	Goal: 0.5 percentage point increase	Met / Not Met
<b>Starting Point: Reading</b>		-
<b>2015 Year 1</b>	80.7%	80.7%
<b>2016 Year 2</b>	81.2%	No, 75.0%
<b>2017 Year 3 - Contract Renewal</b>	75.5%	No, 69.0%

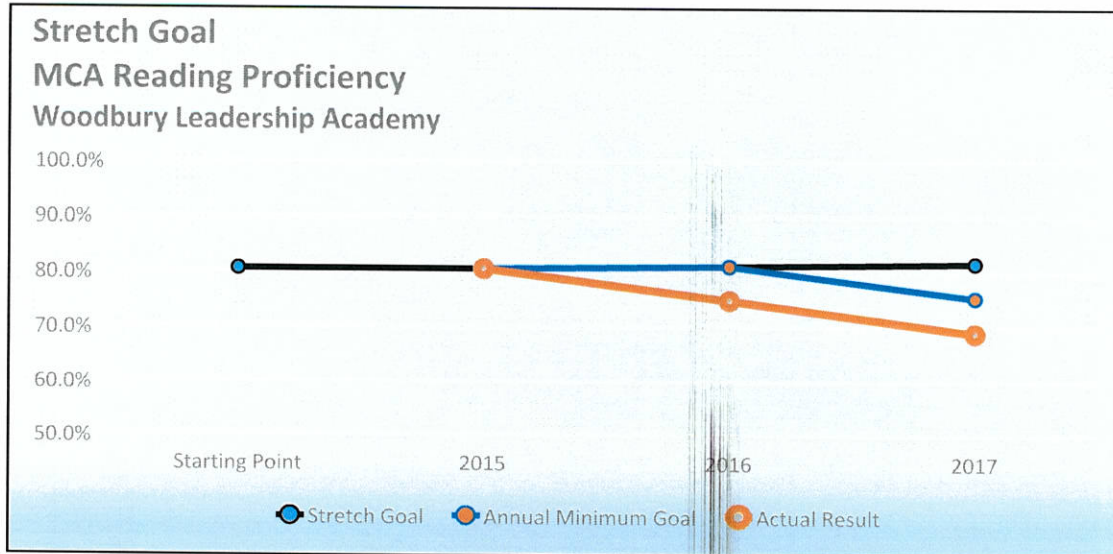


Figure 184 – Academic Goals – MCA Reading

Stretch goal is a 0.5 percentage point growth each year, cumulative total of 1.0 percentage points growth over the three-year contract term

**Science Goal:** WLA continuously enrolled students in grades 5 taking the MCA science test will continue to close the gap between the state and local district school by making a 0.5% increase in proficiency during the 2017 school year compared to the previous year.

**Contract Goals 58**

School Year	Goal: 0.5 percentage point increase	Met / Not Met
<b>Starting Point: Reading</b>	69.6%	-
<b>2015 Year 1</b>	69.6%	69.6%
<b>2016 Year 2</b>	70.1%	Yes, 90.9%
<b>2017 Year 3 - Contract Renewal</b>	70.6%	No, 63.6%

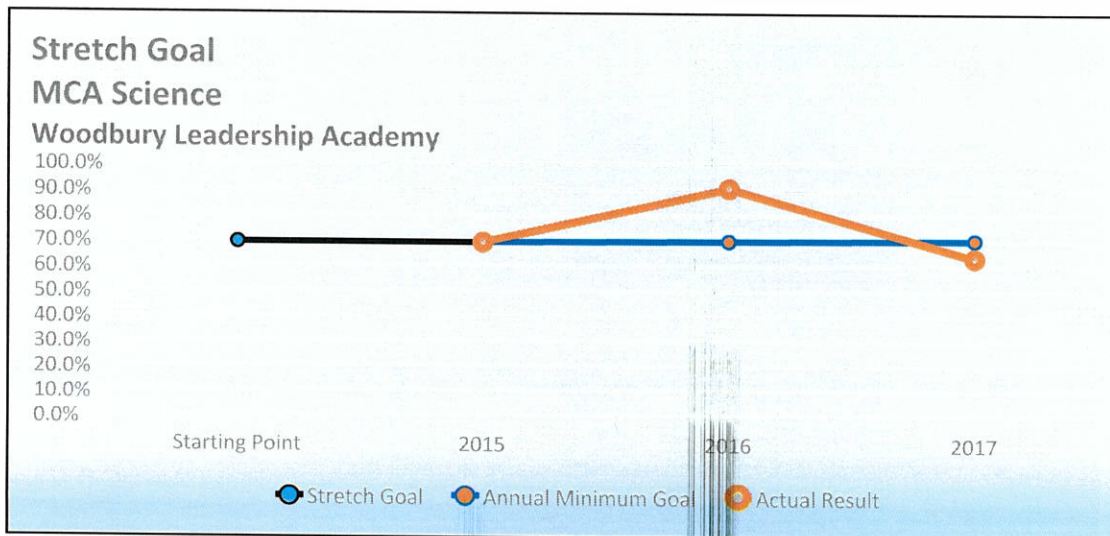


Figure 185 – Academic Goals – MCA Science

Stretch goal is a 0.5 percentage point growth each year, cumulative total of 1.0 percentage points growth over the three-year contract term.

**CONTRACT PROFICIENCY GOALS ANALYSIS:** Contract Goals 56-58 display proficiency goals for math, reading and science. Woodbury Leadership Academy did not meet its proficiency contract goals in math, reading or science in 2017. Although WLA did not reach its contract goals in math, reading and science, the school is currently outperforming the state in all three subjects. In addition, WLA is outperforming the local district schools in math and science and is within one tenth of a percentage point of the local district schools in reading. The authorizer will look at whether or not WLA met the end goal with each year being a bench mark for positive growth. Even though each year is determined “met/not met” the final determiner is whether or not WLA met the final estimated percentage in math, reading and science by the end of their contract term.

**Growth**

Students enrolled in WLA grades 3-8 will show a positive growth z-score from the state accountability tests in math and reading from 2016 to the state accountability tests in math and reading during 2017 working toward a growth z-score of 0 or better.

**Contract Goals 59**

School Year	Goal: Positive Growth	Met / Not Met
<b>Starting Point: Math</b>	-0.0547	-
<b>2015 Year 1</b>	N/A	-0.05
<b>2016 Year 2</b>	Positive Growth	No, -0.09
<b>2017 Year 3 - Contract Renewal</b>	Positive Growth	Yes, 0.02

**Contract Goals 60**

School Year	Goal: Positive Growth	Met / Not Met
<b>Starting Point: Reading</b>	-0.3470	-
<b>2015 Year 1</b>	N/A	-0.35
<b>2016 Year 2</b>	Positive Growth	Yes, 0.28
<b>2017 Year 3 - Contract Renewal</b>	Positive Growth	No, -0.10

**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.**

Meets	Partially Meets	Does Not Meet
X		

Evidence / Source: Minnesota Department of Education

Analysis: Although the school's proficiency rates declined in all three subjects, WLA continues to outperform its comparison schools in math, reading and science when looking at the October 1 data. It should be noted that when two comparison schools are being used, such as an elementary school and a middle school, the two scores are averaged to create one overall score that can be used to compare with WLA's scores.

**Academic Performance Standard 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.**

Scale:  
 Meets standard - School's growth score is -0.5 or higher.  
 Partially meets standard - School's growth score is between -0.49 and -1.0  
 Does not meet standard - School's growth score is below -1.0

Meets	Partially Meets	Does Not Meet
X		

Evidence/Source: Minnesota Department of Education

Analysis: Growth in math improved from 2016 to 2017, climbing above the zero mark for the first time in three years, while growth in reading declined slightly. Despite the decline growth in both subjects remain above the -0.5 threshold for the third straight year.

**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.

Meets	Partially Meets	Does Not Meet
	X	

Evidence / Source: Minnesota Department of Education

Analysis: A score of "partially meets" was awarded because, while the gap between the "all



students' proficiency rate and that of the Special Education group in math decreased by three percentage points from 2016 to 2017, the gap between those same groups in reading increased by seven percentage points from 2016 to 2017.

### PROFESSIONAL DEVELOPMENT

**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.

Meets	Partially Meets	Does Not Meet
X		

Data/Source: WLA Annual Report

Analysis: WLA created their own teacher evaluation process using three domains: Planning and development, classroom environment, instruction and professionalism. There are multiple targets under each domain that the observer looks for during the observation. Each target is given a performance level of; needs improvement, developing, or proficient. After the evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher. Teachers are observed between one and three times per year.

**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.

Meets	Partially Meets	Does Not Meet
X		

Data / Source: WLA Annual Report

Analysis: WLA is a Core Knowledge school and have used the Core Knowledge Sequence to align to MN state standards in each course and grade level. The school uses professional learning communities that meet weekly, data-driven instruction procedures that are reviewed monthly and regular curriculum team meetings to review and evaluate the effectiveness of instruction and curriculum.

### AREA II: 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 determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations and annual network award winners. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

**VOA-MN's school financial expectations include the following:**

- The School maintains a balanced budget.
- The School is compliant with state and federal financial reporting deadlines and laws.
- 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.
- Schools are expected to have audits that are free of all findings.
- The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The School provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. Authorizer will allow June financial statements to be delayed until fiscal year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report (income statement), 2) cash flow projection, 3) check register, and 4) current enrollment (ADM).
- The School develops and maintains a targeted General Fund balance determined by the school board. The board should review and approve the financials at each board meeting. For the annual finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- The School board has a finance committee that meets regularly to review financials.
- All Board members exhibit working knowledge of financial oversight.
- The School is not in Statutory Operating Debt (SOD).

**Financial Section Summary**

Ten key financial oversight standards that every VOA-MN charter school strives to achieve are the basis for the VOA-MN Finance Award of Excellence. There were various data sources and documents examined during the review of the fiscal condition of each school. There was a review of the original budget and monthly income statement, balance sheet, check registers, cash flow projections, enrollment reports along with school board and finance committee meeting agendas and minutes. Various school reports were reviewed that were submitted to MDE for UFARS and ADM enrollment updates and projections. That examination was followed by a review of the school financial audit reports and revised budgets. Finally, selected financial documents and practices were studied including finance related policies, appropriate use of public funds and various internal systems.

**VOA-MN Standard Analysis**

**Standard One: The school maintains a balanced budget.**

*Method of Examination:*

- a. *Review prior year and current year original and revised budgets submitted to VOA-MN per the Annual Submission Calendar*
- b. *Review the school's annual financial audit report*
- c. *Review monthly income statements*

Schools submit an approved current year budget to VOA-MN by July 1 of each year. A revised budget is generally submitted mid-year as the school updates revenue and expenditure projections although there is a wide variation in board practices on budget revisions. Some boards do not execute a budget revision all year while other boards conduct a budget revision in October or November to coincide with October Average Daily Membership (ADM) reporting and final audit reports. Still other boards may conduct 2-3 budget revisions, the last of which is near the end of the year.

The school's annual financial audit is another data source that is used to verify whether the school has met budget projections by comparing them to actual results. This report is received by VOA-MN by December 31 each year.

Monthly revenue and expenditure reports are the primary tools used by VOA-MN to determine if the school is maintaining a balanced budget for the prior year and the current year under review. Data gleaned from these reports include revenue and expenditure forecasts, year-end surplus or deficit estimates, student enrollment projections based on average daily membership (ADM) and pupil units (PU), new sources of revenue, unusual levels of expenditures and budget to actual comparisons.

Although the VOA-MN standard concentrates on the General Fund, the other major operating funds of Food Service (Fund 2) and Community Service (Fund 4) must also be included in budget projections and reporting. The school ended FY 2017 with a General Fund surplus of \$64,369 and 251 ADM. The financial audit contained the following relating to financial performance:

*Financial Highlights*

- *The fund balance of the General Fund increased \$64,369 from the prior year for an ending fund balance of \$475,232 at June 30, 2017.*
- *At the end of the current fiscal year, the fund balance percentage for the General fund was 22.7% of total General fund expenditures.*

*General Fund Budgetary Highlights*

*Total revenues were \$104,969 less than budgeted or within 2.4% of budget. Almost all of the variance came in the areas of state and federal special education and was offset by an offsetting variance on the expenditure side.*

*On the expenditure side, total expenditures were \$189,231 less than budget. In addition to being under budget in state and federal special education, we also came in under budget in various other areas such as salaries and benefits, repairs and maintenance, field trip transportation, supplies and equipment.*

The FY 2018 original General Fund budget approved in June 2017 was based on 318 ADM with a projected surplus of \$18,171. The budget was revised in November 2017 to reflect a reduction in student enrollment to 251 ADM resulting in a year end deficit of (\$145,379) and an estimated ending General Fund balance of 16%.

The board and school leaders generally do not approve deficit budgets although in this case the school has a solid fund balance to offset the deficit. In addition, the alternative would have been to reduce staffing levels which was not in the interest of the school board.

The contracted financial manager will be working with the Finance Committee to develop a 3-year budget which will be a break-even or a surplus budget.

The school has maintained a balanced budget for FY 2017 but not for FY 2018.

**Financial Standard One: The school maintains a balanced budget.**

MET STANDARD	PARTIALLY MET	DID NOT MEET
	X	
Comment: The school is reporting an unplanned deficit in the current FY 2018 General Fund budget.		

**Standard Two: The school is compliant with state and federal financial reporting deadlines.**

*Method of Examination:*

- a. Review school's prior and current year financial data submitted to VOA-MN per the Annual Submission Calendar including:
  - a. Preliminary UFARS data
  - b. ADM report
  - c. Final UFARS data

Meeting state and federal financial reporting deadlines is critical in the financial success of a school and is monitored through updates from each school to VOA-MN primarily via email. For each required data element, the school notifies VOA-MN of compliance by sending a report which indicates they have submitted the necessary information to the governing authority which is documented by VOA-MN and later used in this financial report and to aid the school in meeting these deadlines.

VOA-MN and authorized schools acknowledge that charter schools must operate in compliance with state and federal laws. Standard Two includes compliance with state and federal *laws* in addition to *deadlines*. The proper use of public funds is included under this standard.

<b>Financial Standard Two: The school is compliant with state and federal financial reporting deadlines.</b>		
MET STANDARD	PARTIALLY MET	DID NOT MEET
	X	
Comment: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through January 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.**

*Method of Examination:*

- a. Review email and attached MDE documentation sent to VOA-MN from the school confirming the submission of the audit report to these organizations.

In addition to the audited financial statements due date of December 31 each year, there are two dates prior to this that are equally as important for the schools to adhere to.

The three dates to report unaudited and audited financial information are:

1. **Minnesota Statutes, section 123B.77, Subd. 2. Audited financial statement.** Each district must submit to the commissioner by **September 15** of each year unaudited financial data for the preceding fiscal year. These financial data must be submitted in the format prescribed by the commissioner.
2. **Minnesota Statutes, section 123B.77, Subd. 3. Statement for comparison and correction.** By **November 30** of the calendar year of the submission of the unaudited financial data, the district must provide to the commissioner audited financial data for the preceding fiscal year.
3. **Minnesota Statutes, section 123B.77, Subd. 3. An audited financial statement** prepared in a form which will allow comparison with and correction of material differences in the unaudited financial data shall be submitted to the commissioner and the state auditor by **December 31**.

Schools must have a completed audit with a hard copy submitted to the Office of the State Auditor (OSA) and the authorizer by December 31. An electronic copy is submitted to MDE.

<b>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.</b>		
<b>MEETS STANDARD</b>	<b>PARTIALLY MEETS</b>	<b>DOES NOT MEET</b>
X		
Comments: The school submitted its financial audit to the MDE by December 31, 2017.		

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

*Method of Examination:*

- a. *Review school's prior year audit report*

Included in the annual audit report is the required Report on Internal Controls which includes the auditor's considerations on the school's internal control over financial reporting. This is done to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

The school's FY 2017 financial audit contained no findings as noted in these excerpts from the financial audit report:

*In connection with our audit, nothing came to our attention that caused us to believe that the Charter School failed to comply with the provisions of the Minnesota Legal Compliance Audit Guide for Charter School.*

*Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.*

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

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		

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

*Method of Examination:*

- a. Examine the school's monthly check registers
- b. Examine the school's monthly cash flow projection
- c. Review the school's monthly board meeting agenda's and minutes

The proper payment of obligations is a strong measure of organizational health and a standard to be met by schools. Assuring that prompt payment of bills occurs is not only a good practice, it is required by *Minnesota Statutes, section 471.425*. This is evidenced through monthly check registers and cash flow projections that are reviewed by the school board and by VOA-MN financial analysts.

Boards must strive to meet financial obligations and timely payments of bills. If, for example, bills are not paid on time and there is sufficient cash on hand it may indicate a management problem, typically a breakdown of internal controls and assignment of duties. Conversely, if invoices are held due to a lack of cash on hand this also signals a problem that may need to be addressed with short term borrowing and/or in more extreme cases, making budget cuts and revising the school's budget.

A school's cash flow projection may be the first indicator that a school will face issues on paying their current obligations in a timely fashion. It is imperative that the school board review this document on a monthly basis.

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

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through January 2018.		

**Standard Six: The school provides VOA-MN and school board members with monthly financial reports at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, 4) enrollment report.**

*Method of Examination:*

- a. Review checklist of the school's monthly financial report submissions to VOA-MN

Regular oversight of the school fiscal condition is a standard that is possibly one of the most important practices for a board to ensure fiscal responsibility and the appropriate use of public funds. The board and VOA-MN typically reviews at least the following financial documents each month:

Balance Sheet		Assists
in determining fund balance percentage		
Income Statement	Allows for the monitoring of budget to actual items	
Cash flow projection	Allows for a review of cash on hand for short-term obligations	
Check register	Assists in assessing the proper use of public funds, sequential check number order and meeting of current obligations	

The enrollment report is also a critical piece of information for the board. The board should compare the budgeted Pupil Units to the current Pupil Units. Boards realize that an enrollment report based upon head count

alone provides insufficient data upon which to compare budgeted to actual revenues especially when there is a mix of K-12 students. A current head count does not consider the length of time (Average Daily Membership) that a particular student is enrolled at the school or pupil weighting differences in elementary VS secondary students.

Finally, it is expected that each board member, at some point in a month, scrutinizes the key data pieces in the reports. If a treasurer’s report is contained in a consent agenda and it is lacking a meaningful read on the fiscal health of the organization, oversight is lacking, especially if the board only meets 5-6 times a year. There are boards that believe that as long as one member of the board reviews the reports, or as long as a committee may review some of the reports, all is well. Minutes should reflect that some type of oversight and evaluation was conducted and articulated to the full board. Some vendors provide quality overview information including the net revenue and expenditures for the month and budgeted to actual pupil units for placement in the school board meeting minutes.

The school did not provide a cash flow projection to the school board or VOA-MN for review for the month of July 2017. The following comments were made by the VOA-MN financial analyst in the July 2017 board meeting observation report:

*The cash flow projection was not included in the board packet. This should be included every month in accordance with VOA MN standards.*

Upon request, a projection was prepared promptly and distributed with the August 2017 financial reports for the September board packet.

The school has consistently provided all other required monthly financial reports to VOA-MN and the school board through January 2018. The school board and leaders are always willing to provide documents that may have been missed or incorporate recommended improvements.

**Financial Standard Six: The school provides VOA-MN and school board members with monthly financial reports at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, 4) enrollment report.**

MET STANDARD	PARTIALLY MET	DID NOT MEET
	X	
Comment: The school did not provide a cash flow projection for the month of July 2017.		

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

*Method of Examination:*

- a. *Review the school’s fund balance policy*
- b. *Review the school’s monthly financial reports*
- c. *Review the school’s monthly board meeting agenda’s and minutes*

This standard considers the existence of a fund balance policy that contains conditions necessary to assist in the maintenance of fiscal health. A quality fund balance policy will conform to required parameters of Uniform Financial Accounting and Reporting Standards (UFARS) as well as Government Accounting Standards Board (GASB) 54. The fund balance policy will denote the required divisions of reserves as well as contain a method to safeguard the balances. In the case of a negative fund balance, Statutory Operating Debt (SOD) could occur according to Minnesota Statutes, section 123B.81 which states: a school district or charter school is in Statutory Operating Debt (SOD) when it reports a year-end net negative unreserved general fund balance exceeding more than 2-1/2 percent of its unreserved/undesignated operating expenditures. This would place a school in financial jeopardy and the board would want to take immediate action to reverse the downward trend. Boards allow schools to slip into SOD by not adhering to a strongly written fund balance policy or adhering to a policy that allows for improper financial practices to occur without correction.

Proper board oversight aided by a well-developed fund balance policy can help place the school on sound and sustainable footing. Boards that do not have a fund balance policy or have a fund balance policy that can easily be set aside cannot ensure that adequate reserves will be on hand for unexpected downturns in enrollment or unplanned costs and/or increases in expenses.

Therefore, a quality fund balance policy:

- (1) Complies with GASB 54
- (2) Contains an unreserved, unassigned fund balance target of a minimum 20% (not an extreme range, for example, 5% to 25%)
- (3) Contains long range targets for fund balance use in an assigned category
- (4) Contains correction language if the target is missed.

The unreserved or unassigned fund balance is a critical figure used to calculate the health of an organization.

Reaching the recommended **target** depends on the years of experience of the school, fluctuation in enrollment, the setting and demographics of the school and its community and the percent of holdback of state aid in any given year that would affect cash flow. Some schools must be content with a reasonable percent of growth of their fund balance until a target is reached and until assignments are fulfilled. Currently, the target for meeting the standard, similar to last year, is a minimum of 20%, which includes non-spendable reserves. A minimum fund balance was typically estimated by many auditors as a three-month operation funding and sufficient fund reserves to account for emergency situations, program improvements, and fluctuations in the holdback or metered payments.

Although the VOA-MN standard concentrates on the General Fund balance, the other major operating funds of Food Service (Fund 2) and Community Service (Fund 4) must also be reported as neutral or positive. Fund transfers to these funds from the General Fund (Fund 1) are conducted prior to the close of the books for a fiscal year and prior to a final audit of data and conducted within the limits of Minnesota Statutes, sections 123B.79 and 123B.80. Transfers should be presumed to occur as the school builds the budget not as an end-of-year surprise.

A school is judged as having met the standard if they have a quality fund balance policy (stated target, consistent with GASB, and recourse if target is not met) and an actual balance of at least 20% in FY 2017. Negative balances should not exist in the general, food or community service funds.

Several schools have done an excellent job of building strong fund balances and forestalling any use of a Line of Credit. Some of those schools built large fund balances so that special projects could be accomplished without borrowing utilizing a controlled spend down of their fund balance.

If thresholds are not met, a specific set of reasons may offset the apparent negative interpretation. For example, a fund balance may show a drop due to a “controlled spend-down.” The board may have used some of its fund balance to purchase new computers for students and was still above the minimum balance of 20%. The table below contains the history of the school’s General Fund balance/SOD calculation:

THREE YEAR FUND BALANCE HISTORY				
	FY 2014	FY 2015	FY 2016	FY 2017
Fund Balance Amount	-	\$158,801	\$410,863	\$475,232
Fund Balance Percent	-	10.46%	19.52%	22.82%

The school has been able to increase the General Fund balance over three years ending at nearly 23% in FY 2017. This steady increase and strong current balance indicates good financial management. The school’s General Fund balance target has been reached in FY 2017. The policy states:



*It will be the policy of Woodbury Leadership Academy to budget towards maintaining a 20% general fund unreserved fund balance as a percentage of yearly general fund expenditures.*

*Excess annual year-end budget surpluses will not be allocated in following year budgets until the target fund balance is achieved, unless specifically directed by the Board of Directors.*

*The fund balance to be used is presented in the audited annual financial statement. The percentage will be calculated as follows: (Prior Year Audited General Fund Balance + Current Year General Fund Surplus of Revenues less Expenditures) / (Total Current Year General Fund Expenditures).*

<b>Financial Standard Seven: The school develops and maintains a targeted fund balance equal to or greater than the VOA-MN standard, determined by the school board.</b>		
<b>MET STANDARD</b>	<b>PARTIALLY MET</b>	<b>DID NOT MEET</b>
X		

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

*Method of Examination:*

- a. *Review the school's monthly board meeting agenda's and minutes*

A finance committee is a subcommittee of the school board that meets monthly to review the school's financial reports in detail and subsequently reports the highlights and significant events of the meeting to the full board at the next regularly scheduled meeting. This is a great way to disseminate information to the board through members who are financially adept and able to communicate with the school leaders about financial matters.

The school's finance committee meets on a regular basis to review financial information including reports, policies and procedures. The school's website includes a document detailing the Finance Committee's charge as follows:

***Committee Purpose:*** *The purpose of the Finance Committee is to govern the school's finances by overseeing the school's budget, to address financial issues, and to ensure the flow of financial information. The Finance Committee has the responsibility collaborating with the Director and the Contracted Financial Manager to create the upcoming fiscal year budget for the school, present budget recommendations to the BOD, monitor implementation of the approved budget on a regular basis, and recommend proposed budget revisions.*

In addition to attending meetings and volunteering for specific tasks, the document also details the committee members responsibilities:

***Committee Members Need To:***

- *Prepare an annual budget for the school*
- *Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast*
- *Arrange for an annual audit to be provide to the BOD*
- *Provide oversight of the procurement process*
- *Review monthly financial statements and variances from the budget, and recommend action to the BOD, as appropriate*

*Develop and implement BOD level training to ensure that all BOD members can be effective stewards of the school's financial resources.*

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

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: The school has a finance committee that meets regularly and has been using it appropriately.		

**Standard Nine: All Board members exhibit working knowledge of financial oversight.**

*Method of Examination:*

- a. *Observe and query school board members at board meetings (if applicable)*
- b. *Review the school's monthly board meeting agenda's and minutes for board training on school finances*
- c. *Examine certificates of board training on school finances*

Training of the board in financial oversight is an important measure to ensure the ability of members to effectively govern the school's through financial policies. Minnesota school finance systems are constantly changing in an attempt to better meet the needs of students and promote equity among schools. There is always a need for more training. A board needs to be fully trained according to Minnesota Statutes, Chapter 124E.

A school faculty and board need to attend training programs on a consistent basis, including those at MDE and through other organizations, institutions or enterprises. Training can be basic or on-going and can come from a variety of sources but should be given proper attention. It is noteworthy that VOA-MN has offered tuition-free training to all of its authorized schools and will continue to seek opportunities to inform authorized schools on matters of financial importance. Individual assistance was also provided to schools in the form of short-term training and the dissemination of exemplar practices and sample policies.

**Financial Standard Nine: All Board members exhibit working knowledge of financial oversight.**

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: 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).**

*Method of Examination:*

- a. *Review current year budget*
- b. *Review the school's monthly board meeting agenda's and minutes*
- c. *Review financial audit for prior year*

As mentioned above, SOD occurs if the percent of fund balance is less than 2.50% of school unreserved/undesignated operating expenditures. A review of the school's current year budget is the first document that would indicate if the school would be in SOD. Adherence to a sound fund balance policy, diligent financial management and strong enrollment trends are factors that will keep a school out of SOD.

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

MET STANDARD	PARTIALLY MET	DID NOT MEET
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X		
Comment: The school is not in Statutory Operating Debt.		

### AREA III – Is the organization effective and well-run

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

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

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

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

VOA-MN’s school board governance standards / expectations include the following:

- The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.
- The Board of Directors complies with Minnesota law regarding board training requirements and institutes / follows an orientation process for bringing on new members.
- The Board of Directors completes a self-evaluation each year.
- The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board of Directors adheres to board member election requirements set forth by state statute.
- 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.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).
- The Board of Directors monitors the organization's adherence to school board policies.
- The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).

- The Board of Directors provides ongoing oversight of school academic performance.
- The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.
- Board documents are distributed to all board members at least 3 days prior to a board meeting.
- 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.
- The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.

**Board Chair:** Mandi Folks  
 Email: [mfolks@wlamn.org](mailto:mfolks@wlamn.org)  
 Phone: 913–221-6263

**Committees:** Facility Committee  
 Governance Committee  
 District Advisory Committee  
 Finance Committee  
 Board and Director Committee  
 Enrollment Committee  
 Curriculum Committee  
 (Found in Annual Report, various board minutes and packets.)

## Board Structure and Development

<b>Standard 1: The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.</b>		
Met	Partially Met	Not Met
X		
Data Source: WLA Website, FY2017 Annual Report, Board Chair communication		

\*124A.07 Subd. 3. Membership criteria.

(a) The ongoing charter school board of directors shall have at least five nonrelated members and include: (1) at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school. The board structure may include a majority of teachers under this paragraph or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members. No charter school employees shall serve on the board other than teachers under clause (1). Contractors providing facilities, goods, or services to a charter school shall not serve on the board of directors of the charter school.

(b) An individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section.

***STANDARD #1 ANALYSIS: The Board of Directors current structure meets state statute but does not fully meet its governance model requirements laid out in its bylaws. Their current bylaws state WLA will have a governing board that is made up of three (3) community members, three (3) parents, and three (3) teachers***

*but they are not at that level currently. The following table demonstrates that the board includes a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education. Prior to members being appointed or elected to board seats, the board chair orients the candidates to responsibilities and etc. for about 40 minutes.*

Board Member	Board Office/ Seat Type	Expertise	Term (from/ to)	Elected or Appointed	Continued or New (this year)	Initial Training dates	Ongoing Training dates (this year)	Meets Req't
Mandi Folks	Chair/ Parent	Leadership/ Financial	2/2017-6/2020	Elected	New	1/17/17 2/27/17 9/21/17	12/19/17	Yes
Ro Krejci	Secretary / Parent	Organization/ Parent Involvement	4/2016-6/2019	Appointed 4/26/2016	Continued	05/12/16 5/17/16 4/24/17	12/19/17	Yes
Jason Livingston	Member / Parent	IT/Entrepreneur	12/2017-6/2018	Appointed 12/5/2017	New	Registered 05/2018	12/19/17	Yes
Mary Hitzemann	Member / Community	Human Resources	12/2017-6/2018	Appointed 11/14/2017	New	Registered 05/2018	12/19/17	Yes
Claudia George	Member / Teacher	Education	12/2017-6/2018	Appointed 11/14/2017	New	03/14/2018	12/19/17	Yes
Jessica Erickson	Treasurer / Teacher	Education	2/2017-6/2020	Elected	New	03/11/2017, 05/02/2017	12/19/17	Yes
Jolene Skordahl	Member / Teacher	Education	12/2017-6/2019	Appointed 9/26/2017	New	11/11/2017	12/19/17	Yes

**Standard 2: The Board of Directors complies with Minnesota law regarding board training requirements and institutes / follows an orientation process for bringing on new members.**

Met	Partially Met	Not Met
X		

Data Source: November, February, March Board Minutes, 2017 Annual Report

**STANDARD #2 ANALYSIS:** Woodbury Leadership Academy is complying with Minnesota law regarding board training requirements. The previous table demonstrates that all new and existing board members have Met or will meet statutory training requirements. The Woodbury Leadership Academy board institutes and follows an orientation process for bringing on new members. New WLA board members have an orientation that includes: A.) the new member meets with two current board members for about 45 minutes during an interview and question/answer session, prior to being sworn in on the board. B.) New WLA board members observe a full board meeting prior to being seated. New board members are sworn in at the end of the meeting they are observing and are then board participants at the next board meeting. C.) New board members read and sign board member position descriptions.

Whenever new board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, often this training can be completed within 60-90 days of seating. At the November

board meeting members were alerted to a catalog of MACS trainings and MSBA Board trainings. Some of these may be included during an upcoming board retreat.

<b>Standard 3: The Board of Directors completes a self-evaluation each year.</b>		
Met	Partially Met	Not Met
X		
Data Source: 12/5/17, January, March Board Minutes, Board Chair communication,		

**STANDARD #3 ANALYSIS:** The Woodbury Leadership Academy board completes a self-evaluation annually. This will be completed in Spring 2018.

Starting at the December 5, 2017 board meeting the board takes time to reflect on the meeting and contribute to a discussion about the meeting’s effectiveness. In part of the board meeting board members discussed ways to develop a high functioning board. Preparations were announced about the upcoming Strategic Planning Session in February. The March agenda has an item relating to board reflection and self-evaluation.

**Section 2: Board Practices**

<b>Standard 4: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.</b>		
Met	Partially Met	Not Met
X		
Data Source: VOA Monthly Logs of Meeting Minutes		

**STANDARD #4 ANALYSIS:** The board chair has confirmed 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.

<b>Standard 5: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.</b>		
Met	Partially Met	Not Met
X		
Data Source: August 22, September 26, November 11, November 26 Board Minutes.		

**STANDARD #5 ANALYSIS:** The board chair stated their bylaws are up to date and consistent with state law. Each board member has a binder and digital version of bylaws and school office binder contains the bylaws.

Evidence of bylaw review were found in Board Minutes. The Governance Committee was working to review the Bylaws prior to the Board’s first reading of the latest draft, recorded in the August 22, 2018 Minutes. The Bylaws were read a second time and approved as updated in the September 26, 2018 board meeting. In the two November board meetings the board applied bylaws requirements to some board practice matters.

<b>Standard 6: The Board of Directors adheres to board member election requirements set forth by state statute*.</b>		
Met	Partially Met	Not Met
X		

Data Source: 11/15/17 WLA 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 #6 ANALYSIS:** The board chair confirmed that the school follows its own bylaws and Minnesota Statute in holding school board elections. The next board election is to be scheduled for May 2018. At the June meeting the board ratifies the election voting results. The July meeting is annual meeting where new board members are seated. WLA uses a paper ballot voting system and implements assurances that the voting process is secure. The board chair confirmed that all members will be notified 30 days before the election date and given instructions and access for voting.

**Standard 7: 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.**

Met	Partially Met	Not Met
X		

Data Source: FY2017 Annual Report, Board Chair communication, July Minutes, March agenda, Board Chair communication

**STANDARD #7 ANALYSIS:** Dr. Kathleen Mortensen was hired as the new Executive Director on July 26, 2017. The FY2017 Annual Report indicated the board has an evaluation plan for the Executive Director and that action steps will be taken at the start, middle and end of the school year.

The Board is preparing an electronic evaluation for the director. It goes out 3/6/18 to parents, staff and board members. The Personnel Committee processes these results in confidential manner. Then it brings recommendations to the board. Policy #304 Charter School Director Agreement, Duties and Evaluation guides the director's evaluation. During the March Board Meeting a closed session was held to process evaluation of the Executive Director.

**Standard 8: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).**

Met	Partially Met	Not Met
X		

Data Source: FY2017 Annual Report

**STANDARD #8 ANALYSIS:** The board chair confirmed that Executive Director Mortensen is a licensed Executive Director, license folder # 323303. Based on statute he is not required to have a professional development plan. Instead her licensure requires regular professional development.

<b>Standard 9: The Board of Directors monitors the organization's adherence to school board policies.</b>		
Met	Partially Met	Not Met
X		
Data Source: <a href="http://www.wlamn.org/about-wla/board/policies/">http://www.wlamn.org/about-wla/board/policies/</a>		

**STANDARD #9 ANALYSIS:** The Woodbury Leadership Academy board has directed, advised, or monitored school personnel to adhere to school policies or used policies to guide decision making during the past year.

The Board has developed 58 policies to date. It continues to address emerging questions and issues, some of which result in modifying policies or creating new policies. The Governance Committee serves the board to review and update policies to keep WLA on top of regulations and to continually improve the school. Over a range of board meetings the board had conversations about policy matters. The Governance Committee brings recommendations in response to the questions from the overall board or from school staff. An example was when some teachers had concerns about student policy due to some problems that arose over readiness to attend. This Governance Committee brought recommendations to the overall board for changes in policy. Some other recent examples of application of policy into practice are:

October Meeting: Development & Discussion. Reviewed the September Financial Statements prepared by Judith Darling. /Discussed and revised the 2017-18 working budget, reviewed the annual audit, and outlined needed materials to complete the lease aid application.

November Meeting: Ms. Folks reported VOA’s annual visit resulted in several suggestions, one of which is to add a Board Reflection time at the end of each Board meeting. A reflection time will be added to the Board communication item for the agenda. This has been added Monthly BoD agendas.

December Meeting.: Changes to policies 303 Background Checks, 537 Kindergarten Lottery and 538 Enrollment, noting that policies 537 and 538 have been combined.

January Meeting: The Governance Committee and Board are working on policies that are needed to finalize an OCR complaint.

<b>Standard 10: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.</b>		
Met	Partially Met	Not Met
X		
Data Source: WLA Website ( <a href="http://www.wlamn.org/">http://www.wlamn.org/</a> ),		

\* Refer to: 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/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 #10 ANALYSIS:** The Board of Directors complies with the Minnesota Data Practices Act as stated by the Board Chair, Mandi Folks. The school has 3 data practices policies that comply generally with Minnesota and Federal data practices requirements. Meetings/Complaints About Persons at Board of Directors Meetings and Data Privacy Considerations #206 defines what is public and private data or information, what information is accessible to the public and how this information will be managed, requested and released; last adopted on April 25, 2017. Public and Private Personnel Data #406 defines WLA personnel data to comply with state and federal data privacy laws, how data will be handled and procedures to maintain and protect this



information; last adopted on May 27, 2014. Protection and Privacy of Student Records policy #515 defines NCCS student data to comply with state and federal data privacy laws, how data will be handled and procedures to maintain and protect this information. Together these policies address data definitions, management and protection. 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.

<b>Standard 11: The Board of Directors provides ongoing oversight of school academic performance.</b>		
Met	Partially Met	Not Met
X		
Data Source: 11/28/2017 Board Minutes., Annual Report, World's Best Workforce Report, Board Chair communication		

**STANDARD #11 ANALYSIS:** The Woodbury Leadership Academy board monitored academic performance at some meetings either as an agenda item or as part of the Director's report. At the November 28, 2017 board meeting the ED presented a summary of fall MAP testing data and interpreted these as favorable. MCA and MAP results are presented in Spring and Fall, talk about the data and implications board sees. The Director Report addresses various kinds of academic performance concerns. In the January meeting Dr. Mortensen reported preparations are underway for ACCESS, MAP and MCA testing. The 2017 Annual Report and 2017 World's Best Workforce documents approved by the board contain significant content on the progress and practices for student academic growth and success. It was reported that on average WLA students achieve higher than the national average on both the MAP Math and Reading Tests and perform well on NWEA Math and Reading Tests. Additional data included reviewing Fountas and Pinnel data over time, DOLCH word list data over time, and Core Knowledge Language Arts benchmark data.

<b>Standard 12: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.</b>		
Met	Partially Met	Not Met
	X	
Data Source: FY17 Annual Report		

**STANDARD #12 ANALYSIS:** The school seeks to achieve high satisfaction and retention rates. 75% of parents completed satisfaction surveys last year. Surveys are being developed and will be sent out to groups this Spring Term.

## Board Documentation and Communications

<b>Standard 13: Board documents are distributed to all board members at least 3 days prior to a board meeting.</b>		
Met	Partially Met	Not Met
X		
Data Source: Board Minute Review Log		

**STANDARD #13 ANALYSIS:** VOA meeting minute logs confirms that the school has often adhered to providing information 3 days in advance of board meetings. There were some transitional issues when

leadership on the board changed but this has been remedied. The board chair stated that board packets were distributed to all board members for each board meeting.

<b>Standard 14: 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*.</b>		
Met	Partially Met	Not Met
X		
Data Source: WLA Website, Board Chair communication,		

\* 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.  
 (1) the board minutes: <http://www.wlamn.org/about-wla/board/minutes/>  
 (2) board members: <http://www.wlamn.org/about-wla/board/>  
 (3) authorizer: Found at the bottom of every page.  
 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.  
 Lottery policy (KG): [http://www.wlamn.org/files/6514/3986/5435/537Kindergarten\\_Lottery\\_Policy.pdf](http://www.wlamn.org/files/6514/3986/5435/537Kindergarten_Lottery_Policy.pdf)  
 124E.11 (d) ... 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 paragraphs (b) and (c).  
[http://www.wlamn.org/files/6614/3986/5435/302\\_-\\_Early\\_Admission.pdf](http://www.wlamn.org/files/6614/3986/5435/302_-_Early_Admission.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  
 Name: Found at the upper left of every page.  
 Mailing address: Found at the lower left of every page.  
 Bylaws: [http://www.wlamn.org/files/9614/4467/5750/WLA\\_SEAC\\_By-laws.pdf](http://www.wlamn.org/files/9614/4467/5750/WLA_SEAC_By-laws.pdf)  
 Board of affiliated nonprofit building corporation: No Building Company  
 124E.16 Subd. 2. Annual public reports. (a) .... A charter school must post the annual report on the school's official Website.  
<http://www.wlamn.org/about-wla/board/wla-annual-reports/>

**STANDARD #14 ANALYSIS:** The Woodbury Leadership Academy Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and are in various binders in the school main office room for public access and all board members and Executive Director have digital access to it. Journal of Votes is in the main office; this is present at all Board Meetings. Evidence of meeting this standard includes documents posted on the WLA website including: Board minutes from October 2013 through most recently approved minutes, 58 policies, Annual Reports from FY2016 and FY2017, WBWF Report from FY2017 and other documents are posted and up to date on the website.

<b>Standard 15: The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.</b>		
Met	Partially Met	Not Met
X		
Data Source: Board Minute Review Log, 8/22/2017, September, December Board Minutes.		

**STANDARD #15 ANALYSIS:** The Woodbury Leadership Academy board maintains a Policy Binder in hard copy in the Main Office Room with other Board Binders, and online. The hard copy version is located at the school office records room and the online version is located at <http://www.wlamn.org/about-wla/board/policies/>.

**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.

Authorizer standards / expectations for school management and operations include, but are not limited to:

- The school is fulfilling its purposes as defined in the Charter School Law and charter contract.
- 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.
- The school exhibits strong academic and organizational leadership.
- The school employs highly qualified, appropriately licensed teachers.
- Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd. 1.
- The school meets / maintains its enrollment goals.
- The school maintains a safe and healthy environment per state and federal guides and board policy.
- The school institutes a fair and open student admission process that complies with Minnesota law.
- The school's employment process complies with state and federal law.
- The school has defined job descriptions and evaluation process for all personnel.
- Teacher evaluations are designed and conducted consistent with state requirements.

**Formal Renewal Year School Visitation Date: October 27, 2017**

**Informal School Visitation Date: May 7, 2018**

**Report Prepared By: Stephanie Olsen**

**School Participants & Titles: Kathy Mortenson, Mary Kelly (Sped Director)**

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, hear directly from key stakeholders, and corroborate school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal. School site visits help inform the extent to which the school is meeting the charter school contract provisions contained in the body of the contract as well as contract Addendum B. 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 using the Formal Site Visit rubric. The Formal Site Visit rubric follows the same standard scale as the School Accountability and Authorizer Oversight System:

- Meets standard
- Partially Meets standard
- Does Not Meet standard

<b>Formal School Site Visit Rubric</b>				
<b>Scale</b>		<b>Meets Standard</b>	<b>Approachin g Standard</b>	<b>Does Not Meet Standard</b>
<b>Section I</b>	<b>School Mission and Vision:</b> <ul style="list-style-type: none"> <li>• <b>Mission and vision are central to the school’s identity and inform all decision making processes.</b></li> <li>• <b>The school’s learning program exemplifies the mission and vision of the school.</b></li> </ul>			
Evidence suggests that the school’s mission and vision are central to the school’s learning program and decision-making process (contract Article 6 and 9).		X		
School Evidence for Authorizer Review: M/V Displayed on school banners, Board Meeting Agendas, classroom and building signage, Professional Learning Community materials.				
<b>Section II</b>	<b>School Culture &amp; Learning Environment</b>			
<b>Scale</b>		<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
Observations indicate that classrooms are clean and conducive to learning. (Contract Article 8 and Addendum B).		X		
Observations indicate that shared spaces like hallways, gym, cafeteria, and bathrooms, are clean and safe (contract Article 8).		X		
Evidence suggests that the school complies with state and federal health and safety laws (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills) (contract Article 8).		X		
2017-18 faculty have received required training on health and safety procedures. <u>  X  </u> Yes <u>      </u> No <i>NOTE: Authorizer suggests that health and safety binders be kept in a more uniform location in classrooms.</i>				

List of 2017-18 health and safety related professional development training topics: Bloodborn Pathogens, OSHA - Workplace Safety, Medications Administration, CPR & First Aid, Seizures, Mandatory Reporting, Crisis Management, Confidentiality and Student Records.

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

Number of fire drills completed 2016-17 school year 5. So far 2017-18: 5 (req. five annually)

Number of lockdown/safety drills completed 2016-17 school year 5. So far 2017-18: 3 (req. five annually)

Number of tornado drills completed 2016-17 school year 1. So far 2017-18: 1 (req. one annually)

Designated crisis management person / team: School Executive Director (Kathleen Mortensen), School Secretary (Amy Cahlander), Office Manager (Nancy Baumann). WLA will be implementing the Shared 911 notification software program next year.

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

*NOTE: The authorizer was unable to locate evacuation plans in classrooms and throughout the building. This is an area of needed attention.*

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

Date of most recent facility inspection by fire department: December 2016 (must be a minimum of every three years)

- Verified by authorizer. School should contact fire marshal for follow-up documentation pertaining to the resolution of findings.

School maintains a log of all visitors.  Yes  No

- Verified by authorizer.

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

Responsible employee: School Secretary (Amy Cahlander), contracted registered nurse (Minnesota Visiting Nurses Association under contract - Amy Block)

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

Designated responsible employee: Amy Cahlander, Amy Block

- Process verified by authorizer.

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

Designated responsible health aid/employee: Amy Cahlander, Amy Block

- Process verified by authorizer.

School complies with MS 121A.21 – School Health Services (if applicable).  Yes  No  NA

The school contracts with a licensed school nurse or organization.  Yes  No  NA

Name/Organization: MN Visiting Nurses Association, Amy Block

School has a designated 504 Coordinator  Yes  No

504 Coordinator Name & Position: Jessica Erickson (Teacher)

School has a process to ensure that student accommodations are consistent with 504 Plans.  Yes  No

Number of enrolled students presently on a 504 plan: two students

- 504 Complaint Procedure contained on the WLA website.

Additional Evidence for Authorizer Review: Discussion with Executive Director. Mary Kelly (Special Education Director) supervises our 504 Coordinator, training was through Booth Law for an 8 hour day, as well as a follow-up on-line training course.			
<b>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 (contract Addendum B)</b>	X		
School Evidence for Authorizer Review: Discussion. Extensive parent involvement with volunteering at school, and organizing events such as Astronomy Night, Movie Nights, Dances, developing a Family Directory, Lego League, School House Chess, and Mad Science Club.			
<b>Evidence suggests that the school teachers are covering the scope an sequence of the state academic standards (contract Article 7).</b>	X		
<p>Most recent curriculum standards alignment review for language arts: August 2017  Most recent curriculum standards alignment review for math: August 2017  Most recent curriculum standards alignment review for science: August 2017  Most recent curriculum standards alignment review for social studies: August 2017</p> <ul style="list-style-type: none"> <li>Documentation verified by authorizer - PLC and curriculum binders for each grade.</li> </ul> <p>Management requires that lesson plans and student learning targets are aligned to the state standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>Documentation verified by authorizer - PLC (grade levels meet weekly) and reviewed curriculum binders for each grade. Fall 2017, WLA also initiated a Curriculum Team that meets once per week for two hours after schools.</li> </ul> <p>Explanation of school plan: WLA examines data at weekly Professional Learning Communities (PLCs). The school also has a Curriculum Team that meets after school every two weeks to determine training needs and oversee building-wide efforts.</p> <p>Additional Evidence for Authorizer Review: Curriculum Maps, Scope and Sequence, Pacing Guides.</p>			
<b>Evidence suggests that the school has a plan for meeting their primary purpose to improve all pupil learning and all student achievement, as well as how they are preparing students to meet or exceed standards on the Minnesota Comprehensive Assessments (contract Article 1 and 7).</b>	X		
<p>Explanation of school plan: Curriculum Mapping, Development of Scope and Sequence, Development of Pacing Guides, ongoing teacher evaluations to ensure adherence to process.</p> <p>School Evidence for Authorizer Review: Curriculum Maps, Scope and Sequence, Pacing Guides, teacher evaluations.</p>			
<b>Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration (contract Article 7).</b>	X		
<p>School DAC Name: Office Manager (Nancy Baumann) who is trained through MDE</p> <p>School Explanation of State Assessment Compliance Oversight: Nancy will ensure that we are prepared to conduct testing, with Kathy Mortensen continually analyzing formal test data. The school will utilize the computer lab for testing.</p>			
<b>Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).</b>	X		
2017-18 Plan for Standardized Assessments: WIDA (for EL) September 11-22, NWEA October 23-November			

30, ACCESS January 22-February 9, MCA April 9-May 4

School Plan for DDI: Continue to look at data at weekly PLCs, and bi-weekly Curriculum Team meetings.

Authorizer Section Comments: There has been a returned commitment to Core Knowledge, data driven instruction and PLC's this year under new leadership. As a result spring 2018 MCA scores reflect that with a 3.5-7 percent increase in proficiency rates. The school outperforms the state average in all subject areas.

Preliminary Results:

Reading FY17 67% (state 60.2) and FY18 73%

Math FY17 67% (state 58.6) and FY18 70.4%

Science FY17 58.3% (state 54.2) and FY 18 65.5%

Director Mortenson will be attending the national Core Knowledge Leadership Institute in Virginia in June 2018. The school has contracted with the leader of one of the eight Distinguished Core Knowledge Schools in the country to come and train staff in August 2018.

<b>Section III</b>	<b>Compliance</b>			
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<b>III. A</b>	<b>Documents and Processes</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
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<b>The school's VOA-MN Compliance Binder is complete (contract Addendum B).</b>		X		
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<b>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</b>		X		
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School Evidence for Authorizer Review: Discussion. Office manager maintains files on previous postings and applicant documents.

<b>Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).</b>		X		
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School Designated Human Resources Person: Nancy Baumann  
 EEO Grievance Designee: Kathy Mortenson  
 School District Human Rights Officer: Kathy Mortenson  
 School Evidence for Authorizer Review:  
 Policy # 413: Harassment  
 Policy # 525: Violence Prevention  
 Policy # 103: Complaints  
 Policy # 401: Equal Employment Opportunity  
 Policy # 402: Disability Nondiscrimination  
 Policy # 406: Public and Private Personnel Data  
 Policy # 410: Family Medical Leave (FMLA)

<b>Evidence suggests that staff and volunteers have completed criminal background checks per state law and school policy (contract Article 6).</b>		X		
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School Evidence for Authorizer Review: Background check compliance verified on spreadsheet. Policy will be amended so that employee background checks will be every 1-3 years and volunteers are every year.

<b>Evidence suggests that faculty have current job descriptions delineating roles, responsibilities, and qualifications (contract Article 6 and Addendum B).</b>		X		
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School Evidence for Authorizer Review: Sample job descriptions.

<b>Evidence suggests that the school only employs and contracts with teachers, as defined by Minn. Stat. 122A.15, Subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are</b>		X		
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<b>employed at the school (contract Article 6).</b>			
<p>School Evidence for Authorizer Review: Teacher roster verified.  NOTE: Authorizer reminded the ED that admin should verify teacher status on both the File Folder Look-Up and section of the secure section of the MDE website that contains investigations. When teacher hiring, renewal contracts / agreements go before the board for final approval, the authorizer suggests that they are accompanied by a print-out of the teacher's file folder page for checks and balances.</p>			
<b>Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).</b>	X		
<p>School Evidence for Authorizer Review: WLA uses the Charlotte Danielson Rubric, and the ED (per position description) observes teachers three times per year. (provided samples of blank observation forms.)</p>			
<b>Evidence suggests that the school complies with state and federal laws pertaining to data collection storage, and distribution (contract Article 8).</b>	X		
<p>2017-18 School Appointed DPA Responsible Authority (RA): School Director (Kathy Mortenson) Policy 515  2017-18 School DPA Designated Authority (DA): Yet to be appointed  2017-18 School Data Practices Compliance Official (DPCO): Yet to be appointed  NOTE: Board Policy 515 (PROTECTION AND PRIVACY OF PUPIL RECORDS) contains the RA reference but not the others. The board should revisit this policy and the policies provided in spring 2018.</p> <p>Board minutes contain evidence of board appointment of RA/DA/DPCO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>School has a data retention plan/schedule: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date of board approval? _____</p> <p>Student <u>academic</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Location: <u>Office Manager's Office</u></p> <p>Student / Employee <u>legal</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Location: <u>Office of the Executive Director</u></p> <p>Student/Employee <u>health</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Location: <u>Health office</u></p> <p>School has Tennessee Warnings for both the enrollment and employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• Authorizer discussed during spring visit. Still needs to be developed. Samples were provide to the school during the spring visit.</li> </ul> <p>Only designated <u>school employees</u> have access to files containing student/employee records. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>School has a board approved Data Request Policy / Procedures. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Policy # 101: Data Requests</p> <p>School maintains a detailed register/log of all data requests. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• Log maintained by Office Manager.</li> </ul>			
<b>Evidence suggests that the school complies with laws pertaining to student application process and enrollment (contract Article 6 and Addendum A).</b>	X		
<p>School Evidence for Authorizer Review: Application and Enrollment Forms.</p>			
<b>Evidence suggests that the school is meeting its enrollment goals with stable to growing enrollment (contract Addendum A).</b>		X	



Number of students served 2016-17: 247 2017-18 Enrollment goal (budgeted enrollment): 318 (adjusted to 255) 2017-18 Present total student enrollment: 257 2017-18 Student Enrollment by Grade: K=53, 1=54, 2=56, 3=37, 4=25, 5=28, 6=4			
Additional Evidence for Authorizer Review: Classroom observations and management discussion.			
<b>Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (contract Article 8).</b>	X		
School Evidence for Authorizer Review: documentation and discussion			
<b>Evidence suggests that the school maintains and distributes annually a student/ family handbook and employee handbook (contract Addendum A).</b>	X		
School Evidence for Authorizer Review: Handbooks <ul style="list-style-type: none"> <li>• Authorizer verified</li> </ul>			
<b>Evidence suggests that the school complies with statute regarding use of the authorizer's name (contract Article 3).</b>	X		
School Evidence for Authorizer Review: website NOTE: Authorizer name and contact information should be on all school publications (eg. handbooks, promotional materials).			
<b>Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provide the Authorizer with certificates of insurance at least annually (contract Article 6).</b>	X		
School Evidence for Authorizer Review (proof of insurance): Coverage Summary (Bearence) Renewal date of liability insurance policy: July 2018			
<b>Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).</b>	X		
Grades Served 2015-16: K-7 Grades Served 2016-17: K-6 State Approved Grades: K-8 Number of Approved School Sites/Buildings: 1 Number of School Sites/Buildings Operated: 1 Additional Evidence for Authorizer Review: Facility tour.			
<b>Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).</b>	X		
School Evidence for Authorizer Review: Policy # 102: Equal Education Opportunity; Policy #401: Equal Employment Opportunity. Disclaimer on website: Woodbury Leadership Academy does not discriminate based on age, gender, ethnicity, economic status, religion or services needed. Woodbury Leadership Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.			
<b>Evidence suggests that the school has a plan for Service Learning (contract Article 7 and Addendum A).</b>	X		
School Evidence for Authorizer Review: Service Learning Plan and planned activities by grade.			
<b>A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04,</b>	NA		

<b>equal opportunities for members of both sexes to participate in athletics (contract Article 8).</b>				
School Offered Extra-Curricular Activities: None				
School Evidence for Authorizer Review:				
Authorizer Section Comments:				
<b>III. B</b>	<b>School Website Content Requirements</b> <i>(School will walk through website with a during visit to verify compliance)</i>	<b>Present/Compliant</b>		<b>Not Present/Compliant</b>
Current Annual Report (required components in (MS 124E.16, Subd 2)		X		
World's Best Workforce Annual Report (using MDE template) (MS 120B.11) <i>NOTE: A full report should be on the website next year. This year the authorizer could only verify that the MDE required summary was on the website.</i>			X summary template	
Identity of and contact information for the authorizer (MS 124E.07, Subd 8)		X		
Directory information for board and committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)		X		
Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)		X		
Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)		X		
Collaborative Agreements (if they exist) (MS 124E.08 (c))		NA		
Wellness Plan (MS 121A.215) Policy #533		X		
Lottery and enrollment policy and process (MS 124E.11) POLICY #538		X		
Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301) <i>NOTE: calendar on website but not with rationales.</i>			X	
School Bullying Policy (MS 121A.031) POLICY #514		X		
Policy for group health (MS 124E.12, Subd 5) NOTE: Policy has been revised and in first reading by the board. Policy 701.			X	
Early admission policy (comprehensive evaluation needed for under age 5 to kindergarten) (MS 124E.11) POLICY # 302		X		
PSEO Dissemination of Information (124D.09, Subd 7)		NA		
Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)		NA		
Special Education Referral Process and Section 504 Complaint Procedure (refer to Federal Office of Civil Rights memo)		X		
<b>Section IV Amanda</b>	<b>Special Populations</b> Evidence suggests that the school is adhering to special education laws / IDEA. (Contract Article 8)	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
<b>Evidence suggests the school has a Total Special Education System (TSES) plan and adheres to their defined "Child Find" process.</b>		X		
School Evidence for Authorizer Review: Total Special Education System. TSES and 504 explanations is also on the website under Parent Information (Special Services and 504). • Document verified by authorizer.				
<b>Evidence suggests the school trains employees on provisions pertaining to IDEA, special education laws and</b>		X		

<b>school's TSES plan, including "Child Find."</b>			
Faculty Training Topic(s): Faculty Training Date(s): TSES August 29, 2017, 12/16/16. Student Teacher Assistance Team Handbook (STAT – Intervention process) 12/16/16. Monthly trainings between February – April with individual grade levels as part of Child Find process reviewing interventions and needs for differentiated instruction. These grade level meetings were designed to advance classroom teacher knowledge and use of developing interventions prior to special education evaluation (intervention and data collection).			
Additional School Evidence for Authorizer Review: Discussion with Special Education Director			
<b>Evidence suggests the school consistently follows its own policies regarding special education and Child Find.</b>	X		
Brief description of school Child Find/Study Process: Refer to STAT team (two interventions six weeks each), refer to Child Study for evaluation (pages 1-3 of TSES).			
Brief description of how school ensures adherence to Child Find/Study process: There are bi-weekly scheduled STAT meetings attended by grade level referring teacher and special education teacher (Katie Grubisch - .1 FTE Early Intervening Services /CEIS federal funds for STAT).			
School Evidence for Authorizer Review: Discussion with Special Education Director.			
<b>Evidence suggests the school employs special education teachers with the necessary license to provide services in accordance with IEP's. Number of special education teachers is consistent with caseload requirements.</b>	X		
Name of special education teachers & license/file number (can attached separate roster): <ul style="list-style-type: none"> <li>• Katie Grubisch (#491404 – DD &amp; LD) – .9 FTE</li> <li>• Sheila Merzer (Merzer and Associates) – Autism ASD/ABS independent contractor</li> <li>• Kathleen Nilles (#279677 – EBD) independent contracted position</li> </ul>			
Number of special education paraprofessionals: three Percent of special education students served in 2016-17: 10% Percent of special education students served in 2017-18: 9% (as of October 1)			
School Evidence for Authorizer Review: Discussion with Special Education Director. Decrease from FY17-18 mostly due to 6 <sup>th</sup> grade transfers. Two students presently in the evaluation stage. Four kindergarten students entered this school year on IEP's and two additional new to the school in other grades.			
<b>Evidence suggests the school has <u>not</u> been the subject of any investigations by the MDE Monitoring and Compliance or Program Finance Divisions related to special education services delivery or procedures in the past 12 months.</b>	X		
If yes, Isolated incident/complaint: Program systems complaint: Resolved: Yes / No School Evidence for Authorizer Review:			
<b>Evidence suggests that routine school special education audits (program and financial) are free of findings or has corrected findings.</b>		X Corrective Action stage/Release from Findings January 2018	
Date of last special education program audit: 2018-19 (FY19) Self Review Date of last special education financial audit: FY17 audit on FY16 data. Current audit stage: Fiscal – CAP resolution. Program - None			
School Evidence for Authorizer Review: Documents from MDE Compliance and Assistance and discussion with Special Education Director.			

<b>Evidence suggests the school contracts with a special education director and is in “good standing.”</b>	X		
Name of director and organization: Mary Kelly (#202957) School Evidence for Authorizer Review: Independent Contractor			
<b>Evidence suggests school enrollment of students with disabilities does not lag behind that of the local school district.</b>	X		
School percentage: 9 percent Resident ISD percentage: 13 percent (district 833-South Washington)			
<b>School retains the students with disabilities that are enrolled.</b>		X	
Student retention rate (special education students): 65%			
<b>Evidence suggest that the school has Special Education Advisory Committee (SEAC) meetings.</b>	X		
FY 17 meeting date(s): October 24, 2016; January 20, 2017; full overview presentation of special education and purpose of the Special Education Advisory Council - February 16 <sup>th</sup> . Planned for another meeting on March 23 <sup>rd</sup> , but WLA only had one RSVP so it was cancelled.  FY18 anticipated meeting date(s): The school has not been able to recruit parents to serve as officers. The SEAC meeting is planned for June 4 <sup>th</sup> before the school Art Fair so it is convenient for parents. Director Mortenson is planning to also visit with parents individually to help recruit SEAC officers to serve beginning in FY19.			
<b>Section Comments:</b> The Special Education Director provided thorough responses to authorizer questions and provided ample documentation.			

### 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.

#### Legal and Contractual Compliance – VOAMN Data Submission Calendar

	MET STANDARD	PARTIALLY MET	DOES NOT MEET
	X		
Comment: WLA complies with state and VOAMN document submission requirements.			

### OVERALL AREA THREE RATING: MEETING MAJORITY OF STANDARDS FINAL RENEWAL DETERINATIONS AND CONCLUSIONS

INTERVENTION STATUS – RELEASED FROM INTERVENTION MAY 2018  
(Principal renewal contract signed and new facility secured)

WLA Accountability Plan Rating System (under present contract)  
Meets Standard  
Approaching/ Partially Meeting Standard; and,  
Does Not Meet Standard.

OVERSIGHT AREA		RATING / SCORE
ADDL STATUTORY PURPOSES		MET STANDARD
ACADEMIC PERFORMANCE (PRIMARY PURPOSE)		PARTIALLY MET / MET MAJORITY OF STANDARDS
FINANCIAL PERFORMANCE		PARTIALLY MET / MET MAJORITY OF STANDARDS
ORGANIZATIONAL PERFORMANCE		
	Board Governance	MET STANDARDS
	Management & Operations Formal Site Visit	PARTIALLY MET / MET MAJORITY OF STANDARDS
	Legal & Contractual Compliance	MET STANDARD
	AVERAGE SCORE	PARTIALLY MET / MET MAJORITY OF STANDARDS

**FINAL DETERMINATION:** Based on the renewal criteria in the present WLA charter contract (chart below), revised slightly to reflect the present VOAMN authorizer oversight system, WLA has earned a four year renewal contract.

<b>4 Year Renewal</b>	<ul style="list-style-type: none"> <li>• Not on intervention X</li> <li>• Average evaluation score in each section (academic, financial, governance) of 2 (met standard) or more</li> <li>• “Good standing” site visit response X</li> <li>• Meets all the terms of the contract X</li> <li>• No major concerns with academic, financial or board governance X</li> </ul>
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