



BLUFFVIEW MONTESSORI SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 4, 2021; April 29, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: October 6, 2022; May 4, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 6, 2023; April 19, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 23, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: July 22, 2021; May 26, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: July 21, 2022; May 18, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: April 18, 2024;

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each

performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

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

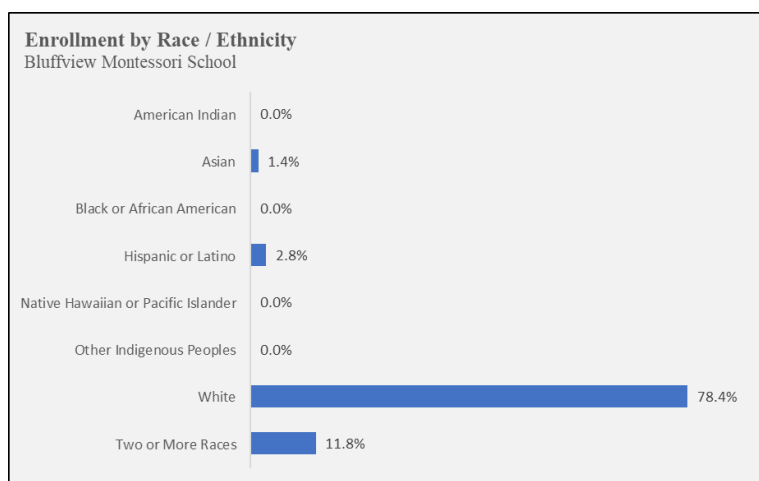


Figure 1 - Enrollment by Race/Ethnicity (Federal Definition)

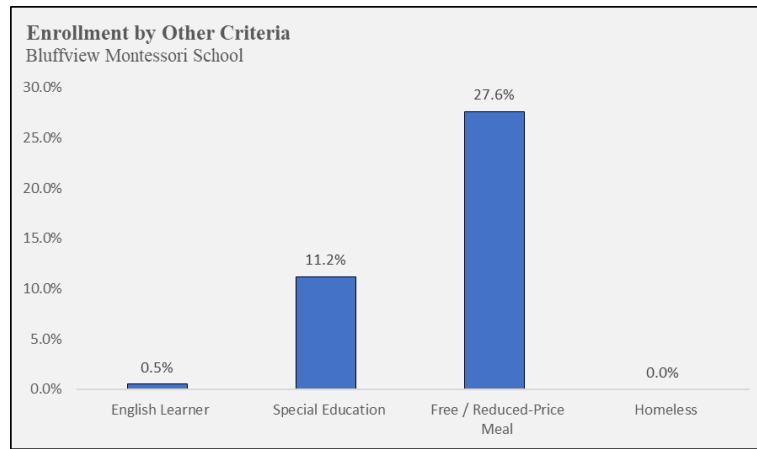


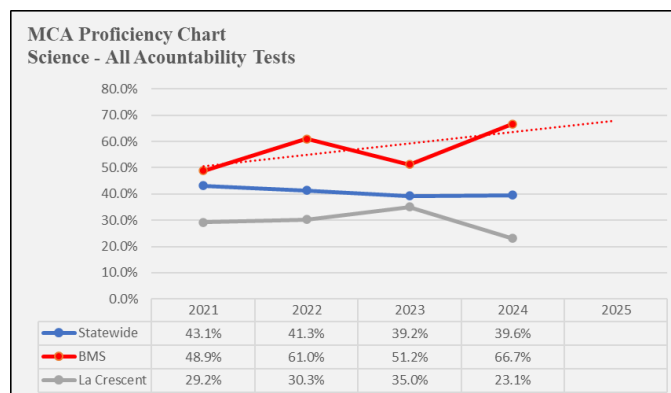
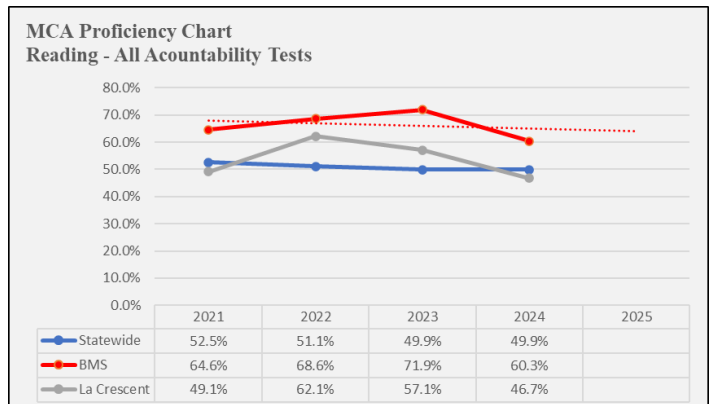
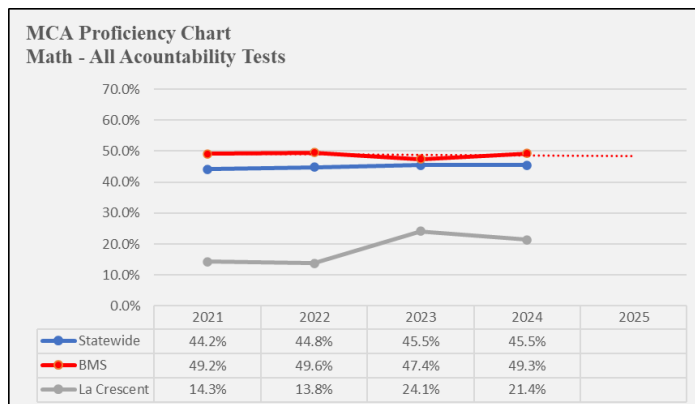
Figure 2 - Enrollment by Other Criteria

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

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

Data Source: Minnesota Department of Education

Analysis: The school is currently outperforming the comparison school, La Crescent Montessori in math, reading and science.

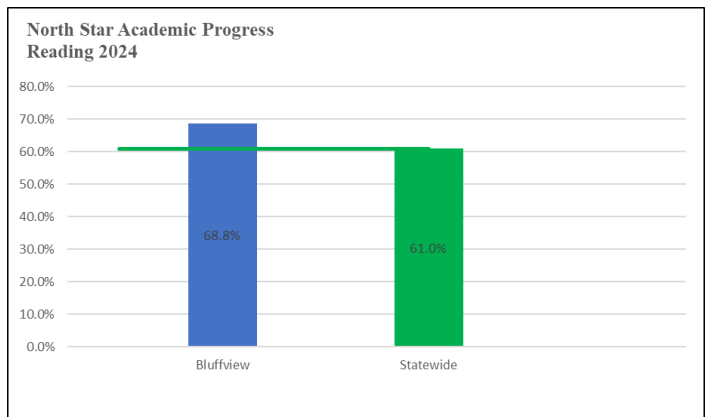
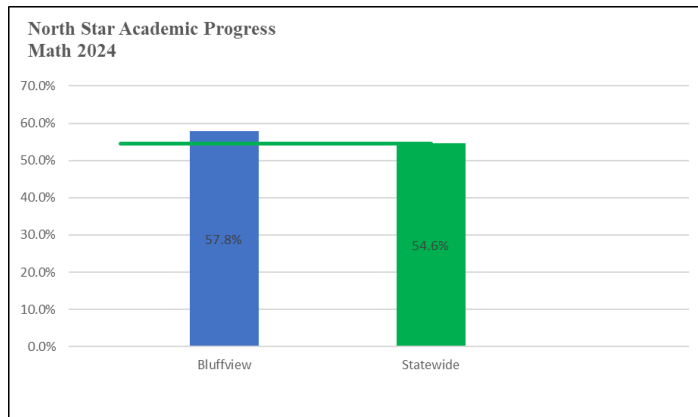


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.

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

Analysis: The school's academic achievement level (improved + maintained) was 57.8% for math and 68.8% for reading. A score of meets was awarded because the school's combined score was 63.3%.

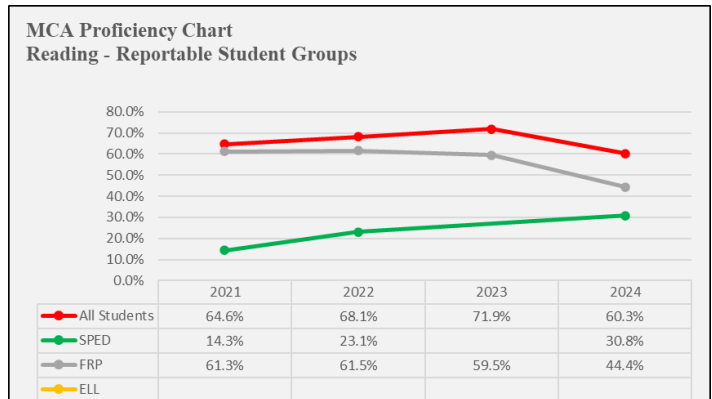
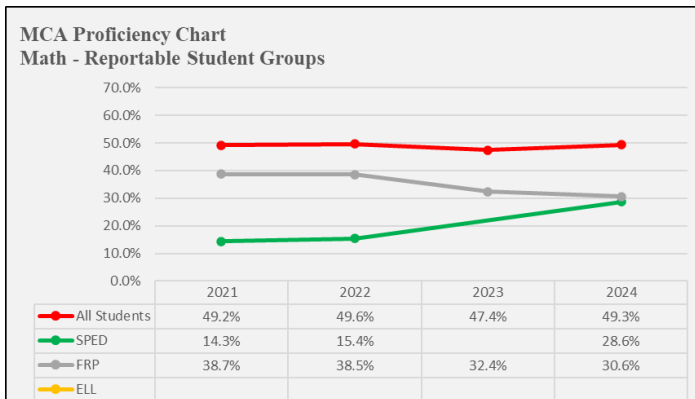


Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: The achievement gap increased in Free and Reduced math and Free and Reduced reading but was reduced in Special Education math and reading from 2022 to 2024. (The school did not have a Special Education population large enough to produce a score in 2023.)



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

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

Data Source: School Annual Report

Analysis: The BMS teacher observation and development model utilizes Charlotte Danielson's Framework for Teaching as a part of its formal teacher evaluation process. Teachers are evaluated on four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. The teacher evaluation process includes a short observation, a formal observation, self-reflection as well as a summative evaluation.

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

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

Data Source: School Annual Report

Analysis: BMS has adopted a school-wide Professional development plan. Professional development that was provided or attended during the 2023-2024 school year includes but was not limited to the following: Renaissance PD, Positive Behavioral Interventions, Mandated Reporter Training, Response to Discrimination and Restorative Practices.

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

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

Data Source: School Annual Report

Analysis: The school has a plan for meeting their additional statutory purposes. BMS has increased learning opportunities for all students through multi-aged classrooms that allow students to stretch their minds rather than being constrained by grade or age. The school's adolescent program includes a business education where middle school students run a community coffee house. BMS also implements a tiered intervention program as well as school-wide positive behavioral interventions and supports.

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

The PK4 students will increase their phonetic awareness from an average of 4.6 cursive letters/sounds mastered in mid-October to an average of 13 letters/sounds mastered during the spring Fastbridge screening window.

Result: Goal Met

14.9 letter sounds/student

Goal #2 All Students Career and College Ready by Graduation

All grade 8 students will participate in a career exploration assessment.

Result: Goal Met

100% of 8th grade students participated in a career exploration assessment.

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

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

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

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

Financial Standard 1 - The School maintains a balanced budget.

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

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

Analysis: The school board approved the FY 2024 original budget in May 2023 based on 212 ADMs and a resulting deficit of \$117,371. The budget was revised in April 2024 to reflect a deficit of \$163,120 and a decrease to 209 ADMs. Per the Head of School, the projected deficit is a controlled spend down of the General Fund balance, approved by the board. The school ended the year with 213 ADMs and a deficit of \$156,388. The school has maintained a balanced budget in FY 2024.

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

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

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

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

Financial Standard 3 - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted
Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.	
Analysis: The school submitted its financial audit to the MDE by December 31, 2024.	

Financial Standard 4 - Schools are expected to have audits that are free of all findings.	
X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)
Data Source: The School's financial audit report.	
Analysis: The school's FY 2024 financial audit contained no findings as noted on pages 64-66 of the FY24 audit report.	

Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.	
X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times
Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.	
Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024.	

Financial Standard 6 - The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.	
X	2: Meets - Never missed
	1: Partially Meets - Missed 1-2 times
	0: Does Not Meet - Missed > 2 times
Data Source: Board packets.	
Analysis: The school has consistently provided complete financial reports in the monthly board packets to VOA-MN and the school board for FY 2024.	

Financial Standard 7 - The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding holdbacks.	
X	2: Meets - 20% or >
	1: Partially Meets -15-20%
	0: Does Not Meet - < 15%
Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agendas and minutes.	
Analysis: The table below contains the history of the school's General Fund balance/SOD calculation:	
THREE YEAR FUND BALANCE HISTORY	

	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	-	\$1,188,653	\$1,285,533	\$1,129,145
Fund Balance Percent	-	42.3%	42.3%	35.4%

The school board has a General Fund balance policy that states:

Bluffview Montessori School will strive to maintain a minimum unassigned general fund balance of 30 percent of the annual budget.

The school has maintained a General Fund balance of 35.4% which is more than the school's policy and the authorizers target for FY 2024.

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.	
X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year
Data Source: Board meeting agendas and minutes.	
Analysis: The school has a finance committee that met eleven times in FY 2024 and is doing the appropriate work.	

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
Data Source: Query school board members, board meeting agendas and minutes.	
Analysis: All finance committee members were trained by the schools contracted financial manager on October 25, 2023.	

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

SECTION THREE

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

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

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

Governance Standard 3 - The board adheres to an orientation process for bringing on new members.	
X	2: Meets - The board adheres to a thorough process for the orientation of new board members.
	1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.
	0: Does Not Meet - The board does not have a membership orientation process for new board members.
Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview	
Analysis: The school met this standard. The Board adheres to a thorough process for the orientation of new board members. The school leader confirmed new board members, Kim Bell and Stephanie Dunn, participated in board orientation July 9, 2024.	

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

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

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.

	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law and the board reviewed them at the July 15, 2023, and October 25, 2023, board meetings.	

Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	
• Election Date: April 15, 2024-May 3, 2024 • Date of Election Announcement: March 1, 2024 • Was the election held on a day school was in session? Yes	

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

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

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.

	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include more than three examples of the Board monitoring the organization's adherence to school board policies. Policies that were referred to include: 1. Conflict of Interest 2. Board Member Roles 3. Establishing Quorum 4. Calendar Approval 5. Lottery Policy	

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: Board Minutes, VOA-MN Visit Review	
Analysis: The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned. Responsible Authority: Renee Knutson Data Practice Designee: Henry Schantzen Data Practices Compliance Official: Mariah White	

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance at 10 of the regular board meetings. Academics and academic data have been reviewed or discussed at the following board meetings: July, August, September, October, November, February, March, April, May, and June. Some academic oversight topics included: 1. MCA data	

2. FastBridge data
3. World's Best Workforce Annual Report
4. Montessori Philosophy
5. MTSS process
6. Additional support for students.

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

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

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

Analysis: The school met this standard. The school met all three criteria.

1. Staff retention rate was 87%.
2. Student retention rate was 93%.
3. Parent survey satisfaction rate was 94%.

Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting.

X	2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all board members one or two times.
	0: Does Not Meet - Board documents were not distributed to all board members three or more times.

Data Source: Monthly Board Minute Review Logs, Board Chair Statement

Analysis: The school met this standard. The school leader confirmed all Board members had access to packets at least 3 days prior to all board meetings.

Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.

X	2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.

Data Source: School Website

Analysis: The school met this standard. The school leader confirmed the Board Documents Binder is kept on the office copy room shelf. It is brought to each board meeting. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	0: Does Not Meet - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: July, August, September, October, November, December, January, February, March, and April. Some of the policies reviewed include: • Public Data Request Policy • Fair and Equitable Funding Policy • Lottery Policy • Lead in Drinking Water Policy • Drug-Free Workplace Policy • Policy 513 • Policy 416	

○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
X	2: Meets - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0: Does Not Meet - Mission and vision are not used to guide school's decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: SCHOOL MISSION: Bluffview Montessori School empowers self-directed learning through a materials-based Montessori curriculum that encourages independence and natural curiosity. Bluffview cultivates learners' deep respect for self, community, and a peaceful environment, while nourishing the intrinsic desire for academic, civic, and personal fulfillment. SCHOOL VISION: Empowered learners unfolding their full potential as whole and unique persons in a global community. DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: Through classroom observations and review of evidence contained on the site visit compliance spreadsheet, BMS is meeting this standard. Students were observed to be working independently and engaged in learning. Classroom environments were observed to be peaceful and respectful.	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: BMS provided the authorizer with their service-learning plan which imbeds age-appropriate service-learning activities in all grades. The school's service-learning plan is contained on the school website. The school's service is very school and community based. Practical Life work is a core piece of the Montessori curriculum. Students take part in many activities that are service to the school community like washing dishes, washing windows, raking leaves or wood chips, setting up or cleaning up the gym for lunch, sweeping the floor, cleaning and organizing shelves and materials, and working with our food service team and building manager on daily tasks or projects. • Elementary 2 students team up with Children's House students (1:1) as Reading Buddies, where they come and read for a half hour once per week. • Each fall the students (all classrooms) engage in a schoolwide Happy Harvest event. Each classroom environment selects a local group to extend their learning about and make classroom wide donations to like the police, fire department, local warming house, etc, and plans an activity that everyone can participate in. In the past this has included but is not limited to placemats for Habitat for Humanity, hot chocolate for firefighters, goody bags for police officers, knot blankets for the warming house, bookmarks for the library, adoption bags for the Human Society, and lifesaver packets for ambulance drivers. • Students, families, and staff are offered opportunities to participate in community donation or fundraising programs as well. Annual opportunities include Merchant's Bank 10 Days of Giving, Toys for Kids, and Feed My Starving Children. Each year the school admin offers a fundraising plan (coin collection like a penny war) for a group that is directly or indirectly related to the school. Past examples are the Every Child's Dream inclusive playground and VI Montessori School in the Virgin Islands after hurricane damage. • Erdkinder students engage in immersions each year. They engage in direct learning activities that are important to our region. The picture (left) is an example of water study and how water quality affects us all. What issues negatively affect water quality and how can they work to create solutions. • Learning about civil service and citizenship are also important. Students engage in the Model Legislature, the City Council, and other public service organizations when possible.	

M/O Standard 3 - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).	
X	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: 2024-2025 faculty have received required training on health and safety procedures. <u> X </u> Yes <u> </u> No	

2024-2025 health and safety related professional development training topics were completed using online resources. [Teacher / Staff Trainings - Bluffview Montessori School](#)

[807 Health and Safety Policy \(bluffviewmontessori.org\)](#)

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

Adopted from MSBA/MASA Model Policy 806, Orig. 1999, Rev. 2022, Revised: 7/20/23 by Board of Directors

SCHOOL POLICY 806 - CRISIS MANAGEMENT POLICY

[806 Crisis Management \(bluffviewmontessori.org\)](#)

Number of fire drills completed 2023-2024 school year: 5 (req. five annually)

Number of lockdown/safety drills completed 2023-2024 school year 5. (req. five annually)

Number of tornado drills completed 2023-2024 school year: 1. (req. one annually) April

Number of bus evacuation drills completed 2024-2025 school year: 1 (req. one annually) 9/20/24.

NOTE: Drill logs reviewed by authorizer representative and log is linked into the school compliance binder.

Designated crisis management person / team members: Head of School, Assist Head of School, Administrative Assistant, Building Manager, HR Coordinator, and BOD Officer (chair, secretary, or treasurer) -all listed in Emergency plan doc

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

Authorizer representative verified that each classroom contained the emergency procedure manual.

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

Date of most recent facility inspection by fire department: Inspection Date: October 24, 2024 (must be a minimum of every three years)

School maintains a log of all visitors. ☒ Yes ☐ No

Location of visitor log: Front Office. Raptor Visitor System (electronic) which is now associated with a Tennessean Warning.

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

Responsible employee: Licensed School Nurse.

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

Designated responsible employee (collection): Licensed School Nurse.

School Nurse and License Number (filing and entering data): BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures.

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

School Nurse & License: BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures. Administration of meds recorded in Med cabinet, nurse license # 1279704

Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies.

School complies with MS 121A.21 – School Health Services (if applicable). ☒ NA

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

Name/Organization: BMS contracts with Winona Health to oversee school compliance with required / recommended processes and procedures.

School has a designated 504 Coordinator: ☒ Yes ☐ No
 504 Coordinator Name & Position: Henry Schantzen, Head of School
 The school has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes ☐ No
 Number of enrolled students during the 2024-2025 school year on a 504 plan: 4 Students
 Number of enrolled students during the 2023-2024 school year on a 504 plan: 4 Students

M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)).

X	2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws.
	1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.

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

Analysis:

The authorizer verifies that the school is compliant with state and federal laws pertaining to data privacy and practices.

School verified that the School has a data retention plan:

Date of board approval? May 20, 2020 Policy 752 – Data Retention and Destruction

Date of Historical Society Approval: June 12, 2020

2024-25 School Appointed DPA Responsible Authority (RA): Renee Knutson, HR

2024-25 School DPA Designated Authority (DA): Henry Schantzen, HOS

2024-25 School Data Practices Compliance Official (DPCO): Meghan Booth, BOD Chair

APPLICABLE BOARD POLICIES:

515 -Protection and Privacy of Pupil Records Policy

722 – Public Data and Data Subject Requests

752 – Document Retention and Destruction

Tennessee Warning included in Employee Handbook (evidence in standard 11 in compliance binder) - Each Employee Signs the Employee Handbook as part of the employment process.

Tennessee Warning included in Enrollment Process. (evidence in standard 10 in compliance binder)

Board minutes [7/18/24](#) contain evidence of board appointment of RA/DA/DPCO? ☒ Yes ☐ No

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

☒ Yes ☐ No Location: Administrative Office

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

☒ Yes ☐ No Location: There is a separate cabinet designated in the administrative office.

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

☒ Yes ☐ No Location: Health Office

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

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

School has a board approved Data Request Policy / Procedures. ☒ Yes ☐ No
722 – Public Data and Data Subject Requests

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

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

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

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

Analysis:

The school has two parent teacher/guide conferences per year (spring and fall).

Ways BMS incorporates parents:

- Annual parent-teacher conferences to discuss the compact and the child's achievement;
- Frequent progress reports to the parents; and
- Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
- Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Policy 612.1 – Development of Parent and Family Engagement Policy for Title I Programs.

Bluffview is committed to the goal of providing quality education for every child in Bluffview Montessori School. The school establishes partnerships with parents and with the community, acknowledging that everyone gains when Bluffview staff and families work together to support high achievement of our children. Parents and families play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

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

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

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

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

Analysis: Most recent curriculum standards alignment review for language arts: upcoming 2025-26 upon 24-25 completion of CORE OL&LA Read Act requirements

Most recent curriculum standards alignment review for math: 2018-20

Most recent curriculum standards alignment review for science: upcoming 2022-23

Most recent curriculum standards alignment review for social studies: upcoming 2026-27

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

Description of school requirement as provided by the school: Each teacher maintains a curriculum binder with grade level scope and sequence.

E1 and E2 are importing MRX (Montessori Records Express) for record keeping, Erdkinder uses Think Wave, Children's House uses a Montessori of MN drafted plan aligned with MN ECIPS and Parent Aware requirements.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards.

Leadership is currently in year 2 of MnMTSS sessions with MDE through a three year MnMTSS grant.

Description of school plan provided by the school: Montessori teachers have paper binders for all subjects. Teachers utilize Fastbridge, EduClumber (data warehouse which anchors Data team/committee), MCAs including Benchmark reports.

School DAC Name: Sherry Lohmeyer, Assist Head of School

School Explanation of State Assessment Compliance Oversight: ongoing MDE training. Students test in a computer lab.

School Assessment Calendar and information for parent on [BMS Website](#)

Policy 614 - School District Testing Plan and Procedure [614](#)

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

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

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

Analysis: The authorizer verifies teacher licensure annually as part of the VOA-MN Submission Calendar. The school maintains teacher licensure information on their Compliance binder spreadsheet.

M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.

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

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

Analysis:

Background Check Policy: 404 – Employment Background Checks

Frequency of background checks on volunteers: 2 yrs
 Frequency of background checks on employees: 5 yrs
 Background Check Policy # 404, Family Handbook pg. 16-17

M/O Standard 9 - The school meets / maintains its enrollment goals.

X	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
	0: Does Not Meet - The school is not meeting its student enrollment goals.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
2024-2025 Student Enrollment / Headcount by Grade (Sept 20): 239	
EC– 28 K- 24	
1– 25 5- 26	
2- 25 6- 24	
3- 25 7- 19	
4- 25 8- 18	
Source: JMC 239	
Number of students (head count) served in 2024-2025: 239 (pre-k is the primary reduction)	
Number of Students (head count) served in 2023-2024: 251	
Number of Students (head count) served in 2022-2023: 249	
Number of students (head count) served in 2021-2022: 244	
Number of students (head count) served in 2020-2021: 233	
Number of students (head count) served in 2019-2020: 241	

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.

X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis:	
Admissions Policy Number: #540	
Authorizer Verifies that Student Application Form is Compliant: <u>X</u> Yes	
CS-Application-2025-2026.pdf	

M/O Standard 11 - The school's employment process complies with state and federal law.

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

[Link to all school policies](#)

School Evidence Provided for Authorizer Review:

400 Employees/Personnel
401 Equal Employment Opportunity
402 Disability Nondiscrimination Policy
403 Discipline, Suspension, and Dismissal of School District Employers
404 Employment Background Checks
405 Veteran's Preference
407 Employee Right to Know – Exposure to Hazardous Substances
410 Family and Medical Leave Policy

School Designated Human Resources Person: HR Coordinator

EEO Grievance Designee: Head of School

District Human Rights Officer: Assistant Head of School

[Link to all school policies](#)

School Designated Human Resources Person: HR Coordinator

EEO Grievance Designee: Head of School

District Human Rights Officer: Assistant Head of School

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

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

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

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

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

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

Analysis: The school provides evidence of job descriptions for all employee positions and aligned to an evaluation process.

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

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

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

Analysis:

School Evidence Provided for Authorizer Review: TSES and website

[Special Education Program at Bluffview Montessori - Winona Mn](#)

Faculty Training Topic(s) and Dates(s): TSES, Child Find, and Restrictive Procedures Manual in September. Bluffview Montessori School has staff members licensed to provide special education and related services for those students who meet criteria and have special education needs. Parents and students are directly involved with the school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Plan (IEP) for school-age children. Students are eligible for special education services until the IEP Team decides to terminate services. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP Team determines is appropriate. Special education program evaluation is accomplished through a single strategic plan to improve due process compliance and program results for students with disabilities.

Special Education Teachers:

Kim Bell has been at Bluffview Montessori as a special education teacher since 2016. Previously, she worked as a substitute and volunteered at the school. Kim has two daughters, one who currently attends Bluffview Montessori. License #382280

Brooke Kammerer grew up in Winona, MN and has been a special education teacher at Bluffview Montessori School since Fall 2015. She triple majored at Winona State University in early childhood education, elementary education and special education. In her spare time, she works at Home and Community Options with children who have developmental disabilities. License #482591

Michaela Steinfeldt is originally from Wisconsin but moved to Winona in 2010. She graduated from Winona State in 2014 with a degree in elementary education and middle level math. Michaela began at Bluffview Montessori as a Special Education Teacher fall 2018. She previously worked at Winona Middle school as a 7th grade math teacher and 5th grade physical education teacher. License #485123

M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action.

X	2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved.

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

Analysis: To the best of the authorizer's knowledge, the school is not subject to special education investigations by MDE and is not in Corrective Action.

M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

X	2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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

Analysis:

Name of director and organization: Tracy Tweeten-Lind, Hiawatha Valley Education District
Special Education Director License Number: #446246

2024-25 SEAC Meeting Dates:

- Fall meeting: Monday, October 28th, 2024 at 6:30
- Winter meeting: Monday, January 27th, 2025 at 6:30

- Spring meeting: Monday, April 28th, 2025 at 6:30
- Summer meeting: Monday, July 28th, 2025 at 6:30

FY24 meeting date(s): Monday, July 31, 2023; Monday, January 29, 2024

FY23 meeting date(s): Monday, January 30, 2023

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

CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
	2	1	0			
Academic	12	1	0	13/14	.50	47%
Finance	20	0	0	20/20	.20	20%
Governance	34	0	0	34/34	.15	15%
Mgmt/Operations	30	0	0	30/30	.15	15%
Grand Total	96	1	0	97/98	1.00	97%

CONTRACT RENEWAL CALCULATIONS						
CHARTER CONTRACT TERM: July 1, 21 - June 30, 25						
		YR 1 Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	Average Rating
ACADEMIC (50%)		43%	43%	47%	%	44%
FINANCE (20%)		20%	20%	20%	%	20%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	15%	15%	15%	%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	%	15%
	TOTAL	93%	93%	97%	%	94%
CUMULATIVE AVERAGE 94%						

CONTACT INFORMATION:

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Rochel Perna, Financial Analyst
Roderick Haenke, Board Governance Analyst / Constituent Services
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