



HARBOR CITY INTERNATIONAL SCHOOL

Formal Contract Evaluation Report & Annual Scorecard Report

PUBLISHED January 2025 for FY24

Contract Term: July 1, 2020 - June 30, 2025

REPORT PURPOSE: This report was produced by the authorizer of Harbor City International 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.

REPORT CONTRIBUTORS: Stephanie Olsen, Program Manager; Phillip Morris, Academic Performance Analyst; Rochel Perna, Financial Analyst; Roderick Haenke, Board Governance Analyst / Constituent Services; Dawn Maslowski, Program Administrative Assistant.

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.

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.

2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 5, 2021; April 28, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 22, 2022; March 16, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 10, 2023; March 13, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 24, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 19, 2021; May 19, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 18, 2022; February 16, 2023; June 19, 2023

EVALUATION REPORT ORDER
ACADEMIC PERFORMANCE & STATUTORY PURPOSES
FINANCIAL PERFORMANCE
ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS

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?

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

VOA-MN's academic performance standards/expectations 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.

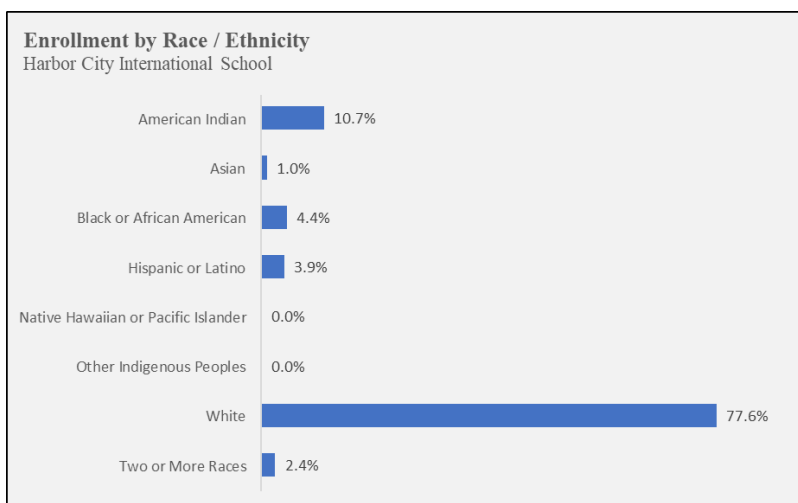


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

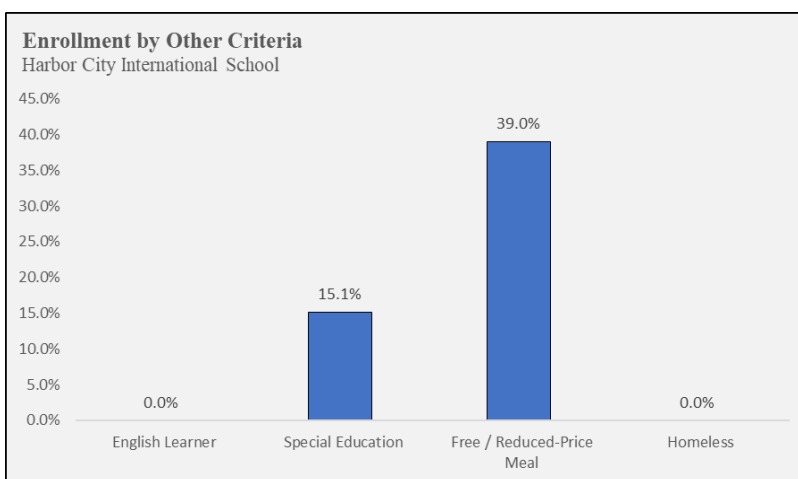


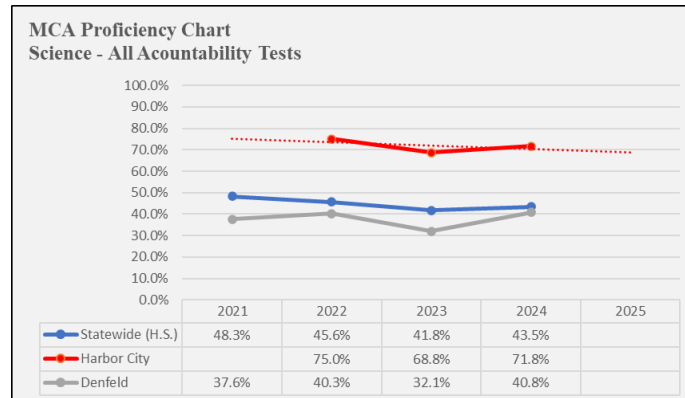
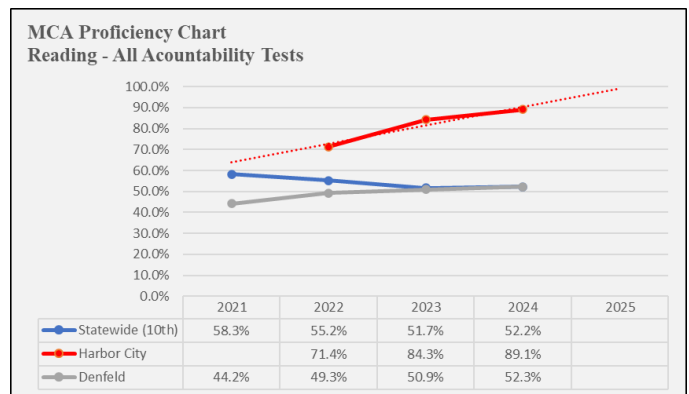
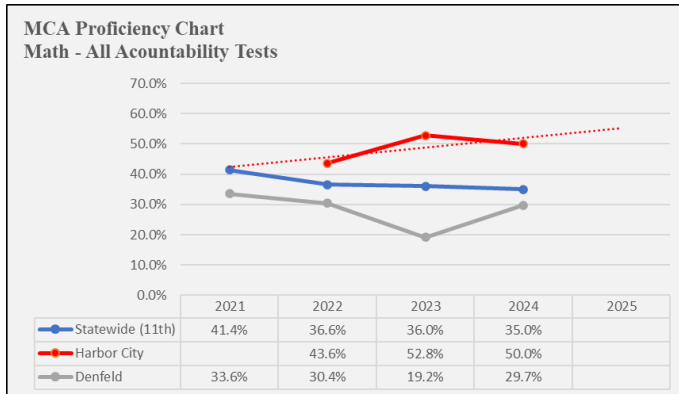
Figure 2 - Enrollment by Other Criteria

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 outperforming the comparison school, Denfeld High School, in math, reading and science.

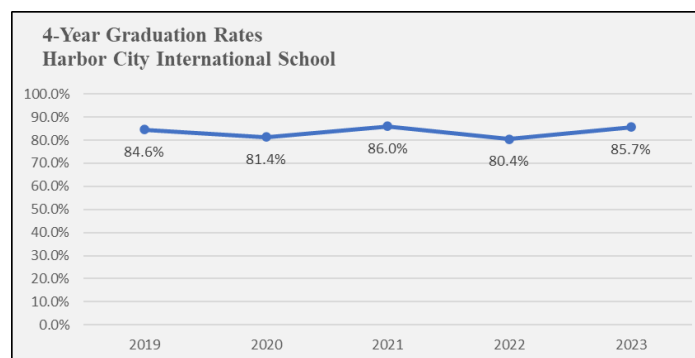


Academic Performance Standard 2 (for schools serving grade 9-12 only) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school.

X	2: Meets - School's four-year adjusted cohort graduation rate is 80% or higher.
	1: Partially Meets - School's four-year adjusted cohort graduation rate is between 75% and 80%.
	0: Does Not Meet - School's four-year adjusted cohort graduation rate is below 75%.

Data Source: Minnesota Department of Education

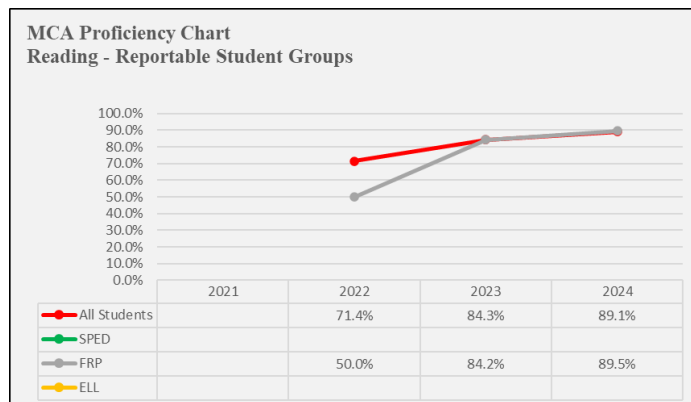
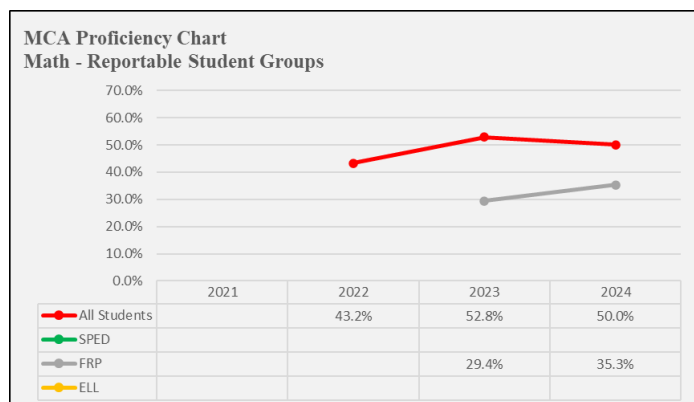
Analysis: 2023 graduation rate = 85.7%



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.

X	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
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	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 difference between the “all students” group and the free and reduced group decreased in both math and reading from 2023 to 2024. This was the only reportable group that HCIS in 2024.	



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: Teacher Development and Evaluation is important to the academic success of HCIS students. In 2023/2024 a model based on state recommendations was adjusted to fit the needs of the unique educational processes of a small charter school. The teacher evaluation process provides feedback on strengths and challenges and nurtures a collaborative teaching/learning culture in which teachers can continue their professional growth as educators. As a part of the school’s teacher evaluation process, teachers completed annual targeted growth plans. The teacher evaluation process also included summative evaluations.	

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: The theme for 2023/24 staff professional development at HCIS was “We are All Leaders”. Staff addressed this topic in back to school in services, throughout the year in working research and action committees, and in the introduction of leadership roles: teacher coaches, activities coordinator, social media coordinator.	

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: HCIS has increased learning opportunities for all students through innovative practices such as, College Pursuit and Symposium. During College Pursuit, students have a 40 minute daily period with their advisor to track academic progress, complete work, meet with teachers and work on college readiness plans (in 10-12th grade). School wide presentations and community building happen during this time. For the Symposium, the school offers 3 one week intensive classes where students can experience learning in an immersive setting. Service learning, travel, and life skills and passions are the focus of this time. Students build connections in the community.	

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 #1 All Students Career – and College – Ready by Graduation	
A support system is in place for students so that all students get graduation path guidance and post-secondary support which includes a student support specialist and college readiness advisor.	
Result: Goal on Track (Multi-Year Goal)	
All 11th grade students completed at least 1 post-secondary visit or college fair through programming offered by our College and Career Readiness Advisor. All Seniors met at least one time with college and career readiness advisor. College and Career readiness website in place and actively promoted throughout the school.	
Goal #2 All Students Graduate	
The LEA's four, five, and six-year graduation rate is at or above the state average and above the local district's rate.	
Result: Goal on Track (Multi-Year Goal)	
The school's four, five, and six year graduation rates are currently above both the statewide average and the local district.	
HCIS	
4 year graduation rate – 85.7%	
5 year graduation rate – 88.4%	
6 year graduation rate – 100%	
Statewide	
4 year graduation rate – 83.3%	
5 year graduation rate – 86.4%	
6 year graduation rate – 87.7%	
Duluth Public School District	
4 year graduation rate – 74.9%	
5 year graduation rate – 78.9%	
6 year graduation rate – 76.4%	
Student support specialist worked directly with all seniors to confirm graduation progress and create credit recovery plans for students not on track.	

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

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

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

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.

VOA-MN's school financial standards/expectations are scored below.

Financial Standard 1 - The School maintains a balanced budget.	
	2: Meets - Surplus position
	1: Partially Meets - NA
X	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school's original FY 2024 budget was approved by the school board in June 2023 with a projected deficit of \$38,030 and an ADM of 190. The school revised the budget in May 2024 reflecting a surplus of \$96,950 with ADM unchanged. The school's FY 2024 General Fund ended the year with a deficit of \$42,274 and 190 ADMs.	
Overall, the school has not maintained a balanced General Fund 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 page 45 of the audit.	

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 provided all monthly financial information to the school board and VOA-MN consistently in 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.				
	2: Meets - 20% or >			
X	1: Partially Meets -15-20%			
	0: Does Not Meet - < 15%			
Data Source: The school’s General Fund balance policy, monthly financial reports, board meeting agendas and minutes.				
Analysis: The table below contains the history of the school’s General Fund balance/SOD calculation:				
FOUR YEAR FUND BALANCE HISTORY				
	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$1,000,673	\$774,120	\$586,919	\$544,645
Fund Balance Percent	36.77%	26.37%	19.44%	17.64%

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

Minimum unassigned fund balance – The school will maintain a minimum unassigned fund balance in its General Fund of [20] percent of [the subsequent year’s budgeted expenditures and outgoing transfers].

Replenishing deficiencies – when fund balance falls below the minimum [20] percent, the school will replenish shortages/deficiencies using the budget strategies and timeframes described below.

The following budgetary strategies shall be utilized by the school to replenish funding deficiencies:

- *The school will reduce recurring expenditures to eliminate any structural deficit or;*
- *The school will increase revenues or pursue other funding sources, or;*
- *Some combination of the two options above*

The General Fund balance decreased from 19.44% in FY 2022 to 17.64% in FY 2024, which is below both the schools and the VOA-MN target fund balance.

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 ten times in FY 2024. All monthly financial reports are reviewed in detail at these meetings. The finance committee meeting is doing 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: Per the director, all finance committee members received financial training on their roles and responsibilities in FY 2024. The committee members, who are also board members, go through annual financial training each May.

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.

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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. 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 and documented this in the Annual Report. The school leader confirmed the Board had a board development plan. “Yes, trainings are integrated into meetings throughout the year and the training requirements are reviewed each month with access to required trainings in the board agenda.”	

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 Board adheres to a thorough process for the orientation of new board members. Board Orientation Training was documented in the April 25, 2024, board minutes. New member orientation documents are included in the agendas. At the April 25, 2024, board meeting, 2 board orientation sessions were announced.	

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 documented board training in the Annual Report. Starting on page 4 of the Annual Report, they lay out the training their board members have taken in the areas of government, finance, employment, and ongoing.	

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 shared the results in the Annual Report. The results of the FY24 self-evaluation can be found on page 8 of the Annual Report and in the March 21, 2024, board agenda.	

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. 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, August, September, October, November, January, April, and May 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: February 1-18, 2024 • Date of Election Announcement: October 2023 • 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 in May of 2024.	

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 Board has an approved professional development plan for the School Director that can be found on page 12 of 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:

Analysis: The school met this standard. Meeting minutes documented more than three examples of the Board monitoring the organization's adherence to school board policies. Some of the following policies have been referred to in board minutes:

- Conflict of Interest
- Establishing Quorum
- Open Meeting Law
- Regular review of bylaws
- Board Training Requirements

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 leader confirmed data practice officials were named and at least 2 of them were trained. Responsibilities outlined in Policy 7.4 were reviewed on 9/21/23, and the data practices were assigned as below.

- A. Responsible Authority: Director, Aryn Bergsven
- B. Designated Authority: Administrative Assistant, Krissa Boman
- C. Data Practices Compliance Official: Brian Scott

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.
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	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 8 of the regular board meetings during the year. The Board of Directors provided ongoing oversight of the school's academic performance at the August, September, October, November, December, January, February, and March meetings. Some of the academics reviewed include: • SPED updates • Teacher coaching • New student support process • Child Find process • Student Achievement • State of the School • MCA, ACT, and AP testing	

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.	
	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.
X	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 does not meet this standard. The school met 1 of the 3 criteria. • Staff retention rate was 73%. • The student retention rate was 85.7%. • The parent survey satisfaction rates were not provided to VOA-MN.	

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. VOA records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.	

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 school's website. 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: August, September, October, November, December, January, February, April, May, and June. Some of the policies reviewed include: • Tort Liability • Nepotism • Director Succession • Dress Code • Release Time for Religious Events • Board Election • Maltreatment of Minors • Students' Free Speech • Use of Electronic Systems • Student Educational Dat • Tuition Reimbursement	

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

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: Harbor City International School is an inclusive, tuition free, public high school committed to academic challenge, community engagement, creative expression and global perspective. SCHOOL VISION: Harbor City International School is the first choice for families in the area because it supports student academic success in a rich, diverse learning environment including a wide variety of courses, travel opportunities, and community engagement. The school's inclusive environment fosters relationships and supports students, families, and faculty. The school offers an excellent college preparatory educational choice for students in grades 6 through 12. DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: Harbor City International School advances its mission in the following ways: the school employs a College Prep coordinator on staff (Bethany Carroll), School social worker and student support specialist; it maintains Equity and Inclusion committees at the board and operation level; Maintains AIPAC, employees a BIPOC student mentor, the school offers College in the School (CITS) and Advanced Placement (AP) courses as honors and college level courses for students. The school promotes its mission at all school gatherings as can be seen in the following presentations from the 2024 events: Living the Mission: staff; Living the Mission: new students; Mission Revision process: example	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis:	
BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: The school has a graduation requirement for Service-Learning. Service is incorporated into symposiums and students must take two symposiums to graduate (.5 credits). The school also has an Action Club that does service in the community. A recent article written by students about several ongoing service-learning projects at HCIS can be found here: https://www.northernnewsnow.com/2024/10/10/duluth-students-art-highlights-stormwater-pollution-prevention/ https://www.thenorth1033.org/environment-outdoors/2024-09-25/green-visions-action-club-at-harbor-city-international-school	

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

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

Analysis:

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

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

- Blood Borne Pathogens
- Crisis Management Plan Review
- Evacuation Procedures
- Mandated Report
- Inservice Training [chart](#)

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

Crisis Management Team: Executive Director, Facilities Manager, Social Worker, Dean of Students, Office Coordinator, School Nurse, Student Support

Number of fire drills completed in the previous school year 3. (req. five annually)

Number of lockdown/safety drills completed in the previous school year 4. (req. five annually)

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

Number of bus evacuation drills completed in the previous school year: NA. (req. one annually) School utilizes public transportation. New for the 2023-2024 school year, the school completed a transportation safety training which included classroom learning and walking tour to practice safety procedures.

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: School main office

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

Date of most recent facility inspection by fire department: April 11, 2023 (must be a minimum of every three years)

School maintains a log of all visitors. X Yes ___ No Location of visitor log: School office front desk

Beginning in the 2023-2023 school year, HCIS started requiring visitors to wear visitor badges on lanyards.

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

Responsible employee: Lindon Fraser's office (school nurse)

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

Designated responsible employee: Lindon Fraser

School Nurse and License Number: 2481638

Frequency of school visits: 1.5 days a week and on-call.

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

Designated responsible health aid/employee: Stephanie Williams, Office Coordinator

School Nurse License Number: NA

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

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

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

Name/Organization: NA

School has a designated 504 Coordinator: ☒ Yes ☐ No

504 Coordinator Name & Position: Erica Burke, school social worker

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

Number of enrolled students during the 2023-2024 school year on a 504 plan: 33 (2023/2024); 34 (2024/2025)

[5.6.1 Section 504 Education of Students with Disabilities under Section 504 of the Rehabilitation Act - Google Docs](#)

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)).

	2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws.
X	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:

[7.4 Data Access Policy for Members of the Public - Google Docs](#)

FY 25 School Appointed DPA Responsible Authority (RA): Aryn Bergsven

FY 25 School Appointed DPA Designated Authority (DA): Krissa Boman

FY 25 School Data Practices Compliance Official (DPCO): Brian Scott

APPLICABLE BOARD POLICIES: (Titles and Numbers)

Board Policy 3.2 – adopted November 13, 2014.

Policy 7.4 – Data Access Policy for Members of the Public adopted on March 10, 2016.

Board minutes contain evidence of board appointment of RA/DA/DPCO? ☒ Yes October 24, 2024 Mtg

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

Date of board approval? January of 2023

Date of Historical Society Approval: October 7, 2019

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

X Yes No Location: 4th floor guidance counselor office

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

X Yes No Location: School Deans / Administration Office

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

X Yes No Location: Nurses Office

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. Yes No X Partial HCIS needs to adopt a Tennessee for the employment process.

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

X Yes No

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

School evidence provided for Authorizer Review:

[7.4 Data Access Policy for Members of the Public - Google Docs](#)

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

X Yes No School main office / receptionist

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.
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	1: Partially Meets - The school is making progress approaching standard.
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	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.
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Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Description of school plan for student / parent engagement and supporting evidence:

The school hosts a new family orientation event for all new families and students as well as semi-annual Parent Nights for all families to help parents better understand their students schedule and teachers. During the event, parents follow an abbreviated version of the student day. After this event, parents are encouraged to set up a conference at any point in the year. Teachers are also expected to communicate proactively with parents through phone call first and then email if not able to reach on phone. The school works with our American Indian Parent Advisory Council and parents are encouraged to participate in school policy oversight through school board committee participation. As part of the strategic planning process families participate in family surveys and community conversation events.

Community Conversations ([2023/24](#)) ([2024/25](#))

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

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

X	2: Meets - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
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	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:	
Course descriptions are lined-up to the standards as indicated on the curriculum alignment document.	
Department meetings are part of the 2024/25 staff training schedule. This monthly meeting will address by the end of the school year creating and supporting individual staff goals as well as review of the department alignment and review of state standards.	
Most recent curriculum standards alignment review for language arts: Staff in-service days and monthly department meetings	
Most recent curriculum standards alignment review for math: Staff in-service days and monthly department meetings	
Most recent curriculum standards alignment review for science: Staff in-service days and monthly department meetings	
Most recent curriculum standards alignment review for social studies: Staff in-service days and monthly department meetings	
Management requires that lesson plans and student learning targets are aligned to the state standards. <u>X</u> Yes No	
Description of school requirement as provided by the school: Staff in-service days and monthly department meetings and school director can access meeting notes. 2023/24 ; 2024/25 , department meetings	
School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <u>X</u> Yes No	
Description of school plan provided by the school:	
Staff access MAP data to look for course placement and learning gaps. Teachers utilize formal and informal assessments in less activities to check for understanding in standard areas. Departments are asked to share and compare assessment techniques within their courses.	

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. HCIS is compliant.	

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:	

4.1.3 Criminal Background Checks Policy [link](#)

Frequency of background checks on volunteers: at the time of first volunteering. The school board might want to consider requiring volunteer background checks to be renewed annually.

Frequency of background checks on employees: at time of hire.

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.
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	1: Partially Meets – N/A
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	0: Does Not Meet - The school is not meeting its student enrollment goals.
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Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Number of students (head count) served in current year (2024-2025): 194 (Budgeted for 190)

Present School Year Student Enrollment / Headcount by Grade:

9 - 49

10 - 54

11 - 48

12 - 47

2023-24 Student Enrollment: 206

2022-23 Student Enrollment: 203

2021-22 Student Enrollment: 190 students

2020-21 Student Enrollment: 191 students

2019-20 Student Enrollment (budgeted enrollment): 195

2019-20 Student Enrollment: 218

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.
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	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.
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	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
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Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.

Analysis:

Admissions Policy Number: [5.1.1 Admissions Policy With Lottery](#)

The school is encouraged to have the board revisit the policy to be sure that the policy language is clarified to mirror statute more closely (example - preference language)

The authorizer verifies that Student Application Form is Compliant: ☒ Yes ☐ No ☐ Partial

The authorizer representative verified that the school has Tennessee Warnings for enrollment process. ☒ Yes ☐ No ☐ Partial

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.
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	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:	
Lee Matson, Business Manager, School adheres to their human resources policies and procedures with oversight of Michelle Borson. Handbooks are current. Position vacancies are posted on school website, at MACS, and on EdPost. The school forms an interview team which sorts through resumes, chooses the candidates for interview, conducts joint interviews, completes reference calls and then provides recommendations to the board for final approval. The school director heads the interview team and is the individual who presents the recommendations to the board. RELEVANT POLICY NUMBERS: Policy 4.1.1 Equal Opportunity 4.1.1 Equal Educational And Employment Opportunity Policy 3.1 Record Retention/Destruction 3.1 Record Retention/Destruction Policy 3.2 Administration of Data Practices Act 3.2 Administration of the Minnesota Government Data Practices Act Policy 4.1.3 Criminal Background Checks 4.1.3 Criminal Background Checks Policy 4.2.1 Public and Private Personnel Data 4.2.1 Public and Private Personnel Data The authorizer representative verified that the school has Tennessee Warnings for employment process. ☒ Yes ☐ No The school has information about Tennessee Warnings in their employee handbook. Evidence suggests that the school maintains and distributes annually an employee handbook. ☒ Yes ☐ No	

M/O Standard 12 - The school has defined job descriptions and defined evaluation process for all personnel.	
	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
X	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 is meeting this standard. The school has position descriptions for admin, operations, and teacher positions which have been written and reviewed over the past 12 months. Teaching staff have informal and formal evaluations; operations staff have a reflective one on one conference with school director at end of each school year. Future goal to have a formal evaluation process in place for all operation and admin staff by end of year.	

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:	
Brief description of school Child Find/Study Process: HCIS has created a Department of Student Services (DSS) that works in collaboration with the Department of Special Education to ensure timely identification of students to receive MTSS supports. The HCIS Child Find team meets during regular scheduled meetings to unpack those students who have been	

identified for Tier 3 supports and develops/implements both short and long-term support plans prior to referrals for special education evaluation and eligibility.

Child Study Team Members: School Director, Dean of Students, Student Support specialist, Social Worker, Special Ed Director, School Nurse, designated general ed teacher.

Name of special education teachers & license/file number:

Whitney Runia - FF#1011900

Mariah Lewis- FF#1035404

Number of special education paraprofessionals: 6.5 FTE

Percent of special education students being serviced in 23-24: 20%

Percent of special education students served in 22-23: 15.8%

Percent of special education students served in 22-23: 12.2 %

Percent of special education students served in 21-22: 14 %

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

- August 26, 2024 Special education and accommodations - staff-wide
- August 27, 2023 special education and accommodations - special education department specific.
- Special education teachers meet weekly with sped director.

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 authorizer's knowledge, the school has not been subject to investigation 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: Heidi Halker (independent contractor)

Special Education Director License Number: - FF# 333021

SEAC Meeting Dates:

FY24 meeting date(s): January 18, 2024

FY23 meeting date(s): May 16, 2023

FY22 meeting date(s): October 14, 2021

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	14	0	0	14/14	.50	50%
Finance	16	1	0	17/20	.20	17%
Governance	32	0	0	32/34	.15	14%
Mgmt/Operations	24	3	0	27/30	.15	14%
Grand Total	86	4	0	90/98	1.00	95%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2020 - June 30, 2025							
		YR 1 Rating FY20	YR 2 Rating FY21	YR 3 Rating FY22	YR 4 Rating FY23	YR 5 Rating FY24	Average Rating
ACADEMIC (50%)		50%	45%	39%	46%	50%	46%
FINANCE (20%)		18%	17%	18%	17%	17%	18%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	14%	15%	14%	14%	14%
	MANAGEMENT OPERATIONS (15%)	15%	15%	14%	14%	14%	14%
	TOTAL	98%	91%	86%	91%	95%	92%
CUMULATIVE AVERAGE 92%							

Based on the school's performance over the contract term, Harbor City International School earned a **five-year** contract renewal.

CONTACT INFORMATION:

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