



Voyageurs Expeditionary School

Public Charter District #4107

School Year 2021-2022

World's Best Workforce and Annual Report



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School Information

Voyageurs Expeditionary School (VES) was established in 2003 as an alternative in the Bemidji community. It was modeled on the Expeditionary Learning Outward Bound instructional program to meet the needs of high school students who, for a variety of reasons, chose not to attend high school in the large local district. VES first opened at the Concordia Language Villages in the German Village and enrolled students in grades 9 and 10 only, with an expansion plan to add a grade each year to serve grades 9-12. With the addition of multiple grades, the space at Concordia was insufficient. VES relocated into a historic building along the Mississippi River in the town of Bemidji in 2005.



In 2007, Bi-County Community Action Programs joined with VES to provide the educational portion for their YouthBuild program. In 2010, VES moved to a larger facility. This provided a more energy-efficient space and also outdoor green space to allow for activities including gardening and physical education programming. In 2013, VES was given permission to start a middle school program. That fall, 17 students in grades 6-8 joined VES in a one-room classroom model. In November of 2014, VES added a new 2,000-square-foot middle school, designed with five classrooms and the ability to serve up to 48 students in grades 6-8. VES currently has the capacity to serve 112 students in grades 6-12 with an average class size of 16 per grade level.

Contact Information

VOYAGEURS EXPEDITIONARY SCHOOL

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www.voyageursschool.org

Grades Served - 6-12

Established - 2003

Mission Statement

The mission of Voyageurs is to provide students with the necessary tools to lead meaningful and productive lives through hands-on learning, service to others, and environmental stewardship.

Vision Statement

Starting at a level much deeper than just the curriculum, the design of Voyageurs addresses the origins of learning and the fundamental well-being of students. The foundation necessary to achieve the mission of our school is the establishment of a community of learners composed of students, families, teachers, and staff who share the conviction that the best education takes place in an intentionally developed environment that nurtures, protects, challenges and values every member of that community.

Authorizer Information

The authorizer contract with the Audubon Center of the North Woods (ACNW) was renewed in June 2011 for a three-year period. VES received a one-year extension from ACNW for the 2013-14 school year. VES was issued a four-year renewal by ACNW in June 2015. We completed our renewal process during the 2018-19 school year and were awarded a three-year contract for the 2019-2022 school years. In January 2020, ACNW formally changed its name to Osprey Wilds (OW). Due to the COVID-19 pandemic, OW extended our contract through the 2023 school year.

The State of Minnesota recognizes charter schools as being “authorized” by organizations where the missions of both the authorizer and the charter school are consistent. All authorizers must be



approved by the commissioner of the Minnesota Department of Education. Authorizers are charged with supporting, improving and enhancing elementary and secondary education in Minnesota.

OW continues to provide support and has open communication with the VES director and school board. We communicate regularly with Nalani McCutcheon, Charter School Liaison, through emails, phone conversations and site visits. We also complete all required reports for OW through their Epicenter Document Collection portal.

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Implementation of Primary and Additional Statutory Purposes

The primary purpose of VES is to improve the achievement levels of all students. The school will share these results in the World's Best Workforce annual report. The school will work towards a project-supported model of instruction to increase academic rigor and expectations. VES will report its efforts through assessment results based upon MCA and NWEA testing as well as career/college readiness preparedness in our annual report.

We will share our results at the all-students, Native American, Special Education, and free/reduced levels. Other data such as attendance, retention, and graduation rates will also be made public.

An additional purpose of VES is to work towards providing both innovative and non-traditional instruction in a hands-on learning environment. VES is implementing a project-based learning curriculum model to make learning meaningful and relevant to students. We provide staff development activities designed to improve instruction and support our mission. Our school continues to focus on developing the academic "grit" of our students. Many students seem to take the position of "tell me what you want me to know" as they approach their educational efforts. Our focus is to encourage students to find the tools needed when faced with problem-solving tasks. We used our PLC time to train our teachers in "productive struggle" in all content areas. We introduced a new rotating schedule that included less transition time and more "in-class" time for each subject area. This also created additional preparation time for staff. Longer class periods on a rotational basis allowed for different classes to meet at different times of the day to help our morning and afternoon learners. The longer class periods also allow for taking students out of the building for fieldwork. Expeditionary learning has always been an integral part of our programming. During the 2021-2022 school year VES was able to provide a variety of overnight expeditions for students again.



Student Enrollment & Demographics

Student Enrollment

The October 1 enrollment count at VES for the 2021-22 school year was 100 students. Of those students, 90 were students who returned to VES from the 2021-21 school year.

For the 2020-21 school year, VES had a total of 104 different students enroll and attend for a portion of the school year. For the year, the Average Daily Membership (ADM) was 99 full-time equivalents. The original budget was based on an ADM of 102; the ADM was adjusted, mid-year, to 100 which was more in line with actual enrollment.

Number of Students Enrolled	2019-20	2020-21	2021-22 10/1/21 count
6th Grade	16	15	16
7th Grade	16	17	16
8th Grade	17	17	15
9th Grade	14	13	17
10th Grade	13	13	15
11th Grade	15	13	9
12th Grade	13	3	15
Total	104	101	104
Total ADM (Avg. Daily Membership) for year	100	97	102

Student Demographics

VES demographics stayed somewhat constant when compared to 2020-21 numbers. Many of our students are referred to VES by other members of their families that attend or have attended in the past. Parents come to VES because we offer smaller class sizes and students are able to get more individualized attention.



Demographic Trends	2018-19	2019-20	2020-21	2021-22
Total Enrollment	115	115	101	100
Male	45%	45%	53%	54%
Female	55%	55%	47%	47%
Special Education	33%	33%	39%	39%
English Learners	0%	0%	0%	0%
Free/Reduced Priced Lunch	81%	81%	62%	71%
Black, not of Hispanic Origin	0%	1%	2%	1%
Hispanic/Latino	0%	0%	1%	1%
Asian/Pacific Islander	0%	0%	0%	0%
American Indian/Alaskan Native	72%	68%	70%	56%
Two or more races	-	-	-	16%
White, not of Hispanic Origin	28%	31%	39%	26%

Student Attendance, Attrition, & Mobility

Student Attendance

The 2021-22 average daily attendance rate decreased despite the increased efforts to reward and recognize students for attendance. As in previous years, VES was awarded an attendance grant by the Bemidji Area Services Collaborative (BASC). The focus for the 2021-22 school year was encouraging students to arrive on time and remain through the end of the day. The grant monies were used to purchase gift cards and school store items for students to purchase using their on-time tickets. Ultimately the goal continues to be to create a welcoming environment where students want to attend school daily. Due to being back in the school building for the majority of the school year, we saw a decrease in student attendance related to the COVID-19 pandemic and quarantine guidelines for positive cases and exposures.

	2019-20	2020-21	2021-22
Students Earning 90% Attendance or Greater	40%	44%	27%
Students Earning 100% (Perfect) Attendance	1	0	0

Student Attrition

We maintained similar percentage levels when compared to the previous year. Some of the youth who did not return either moved out of the area or moved back to their home districts.

Percentage of students* who were continuously enrolled between October 1 of the 2020-21 school year and October 1 of the 2021-22 school year.	87%
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Percentage of students* who continued enrollment in the school from Spring 2021 to October 1, 2021.	84%
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Student Mobility

During the 2020-21 school year, 44% of our students attended more than 90% of our school year. This was a 4% increase over the previous year. Due to Covid-19 and the number of learning model changes throughout the year, our attendance numbers have been impacted. This is a focal point of one of our Board goals as well as the new Comprehensive School Improvement plan but again was hampered by our National Health news.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2017-18	15	105	18	20	38	33%
2018-19	8	105	12	15	27	25%
2019-20	9	102	10	8	18	17%
2020-21	22	97	12	13	25	26%
2021-22	20	104	22	27	49	47%

* Total mid-year transfers divided by number of students on October 1.

Percentage of students who were enrolled for 95% or more of the 2021-22 school year.	75%
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Educational Approach & Curriculum

VES was started in 2003 by a group of parents and educators from the community who were looking for an alternative to the large mainstream high school located in our resident district. VES started with a small group of students in grades 9 and 10 and was located at the Concordia Language Villages for the first two years. VES partnered with the Expeditionary Learning Outward Bound organization in its first few years to train staff and guide the school on its vision and mission of providing a hands-on, non-traditional, student-involved curriculum. In 2009, after a reorganization, and with the approval from our authorizer, the school adopted the use of Student Directed Project-Based Learning as the main instructional model. For the past several years, there has been more of a focused effort to identify the overall understanding of what project-based learning is due to several new staff and the different levels of interpretations. The shift moved to more of a project-supported school and the staff worked to create a common understanding. With these efforts, more cross-curricular projects/activities are being planned and implemented. This supports the hands-on learning from our mission statement and the challenging environment from our vision statement. However, in 2021-22 the VES staff worked collaboratively during PLC time to move to a more learner-centered instructional model for the 2022-2023 school year.

We continue to strive to get students out of the building and into their communities. In 2020-2021, we set aside four calendar days as expeditionary days. Those days offer a variety of service-learning, community service, and team-building activities for all VES students. We also got back to



providing more overnight expeditions, including the May Trip Week where students in grades 6-12 chose from a variety of traveling opportunities. We believe that the authentic, real-world learning student experiences on these expeditions are life changing.

In general, our curriculum is teacher-developed and aligned with state standards. While we do not have a formal curriculum review cycle, like many larger schools districts do, teachers spend time together during the summer working on curriculum development and standards alignment. This time includes the development of interdisciplinary projects that are used in the classroom throughout the year. During the 2021-22 school year, the VES staff used PLC time to learn about project-based learning and individualizing student learning.

For the past several years, seniors have spent the first 12 weeks of the year immersed in an interdisciplinary project (math, science and industrial technology) learning about green energy and construction. Students have culminated the project with the building of a scale model house constructed with green materials and powered/heated via green energy methods such as wind, water and geothermal heat sources. The ninth-grade students worked on CO2 car projects. All VES seniors complete a personalized project for graduation.

Our Special Education program focuses on meeting the needs of all our learners with identified disabilities. We provide both inclusion and resource room programming as needed. We hold MTSS and Child Find meetings as necessary for staff to identify students who are struggling to make progress in the classrooms.

We staff our Special Education program with 3.0 FTE teachers and 4.5 FTE paraprofessionals. We contract with Indigo for our Special Education Director and have long standing agreements with providers from our community for our School Psychologist, speech provider and occupational therapy. As necessary, we reach out to other community providers for mental health support and other specialists.

At this time, Voyageurs does not have any students enrolled in the ELL program.

All curriculum is teacher developed/directed to align with the MN academic standards for all subject areas. Teachers are encouraged to incorporate community-based learning opportunities into all classes, either by bringing in experts or taking students out into the community to learn, firsthand, from the experts at their places of work. All students have access to a Chromebook or laptop and technology is integrated into all courses. In addition to our regularly scheduled classes, we have several expeditionary days throughout the school year, culminating with a week-long expedition that allows for travel along with authentic learning opportunities for students. These trips have a positive effect on our school culture and student retention. This school year we were able to implement expeditions and extended overnight trips again due to less COVID-19 restrictions and overall decrease in positive cases.

The leadership and staffing model are as follows: We currently have a six-member school board (two teachers; two parents; two community members). Our current director is licensed as a K-12 Principal and oversees all operations of the school with support from an Administrative Assistant



and an Operations Manager. During the 2021-2022 school year VES created a Leadership and Instructional Team (LIT) to help drive the mission and vision of the school.

We've completed our sixth year of utilizing a more formal mentoring program by having one instructor in each program (HS and MS) function as more of a "lead" teacher for that level. The goal of moving towards a more teacher-led instructional model is to standardize practices across all levels, increase collaboration and strengthen our teacher developed/directed project-supported learning model. We continue to work together to deliver truly integrated content and projects across all areas which are engaging and meaningful for students.

We recognize the need to meet the levels of our wide variety of learners. Many students who come to us are deficient in the areas of reading and math, based on the standardized assessment data available. These students are placed in remediation and support classes.

We also have students who are academically accelerated and need to be challenged. For these students, teachers differentiate instruction and provide more rigorous assignments. We continue to redesign the course schedule to allow for ability grouping in math and reading. Additionally, we encourage our juniors and seniors, who are at the top of their classes, to take PSEO classes through Bemidji State University and/or Northwestern Technical College.

We continued to offer two additional opportunities for our juniors and seniors: Mechatronics classes at Northwest Technical College and Online College in the High School (OCHS), a program run by Distance Minnesota.

Summer school was offered for middle school and high school students. The extended school year (ESY) program was offered, as well. The middle school summer school provided an opportunity for students to improve skills and make up for and prevent learning loss due to Covid-19. High school credit recovery was also provided as an option for high school students throughout the school year utilizing an online credit recovery program called Edmentum.

Graduation Requirements:

In order to graduate from VES, students need to earn a total of 24 credits in the following areas:

- 4 Credits of Math
- 3.5 Credits of Science
- 4 Credits of Social Studies
- 4 Credits of English Language Arts
- 1 Credit of Fine Arts
- .5 Credit of Senior Project
- 7 Credits of Elective

A credit is equal to approximately 120-149 hours of instruction.

2021-2022 Daily Schedule

- 8:30-8:55 Advisory
- 8:55-9:35 Period 1
- 9:35-10:15 Period 2
- 10:15-11:30 Period 3



11:00-11:30 MS Lunch/HS Book Club

11:30-12:00 HS Lunch/MS Book Club

12:30-1:45 Period 5

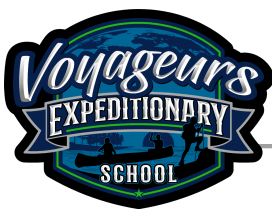
1:45-3:05 Period 6

2021-2022 School Calendar

Voyageurs Expeditionary School						
2021-2022 School Calendar						
171 Student 182 Staff						
July 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
August 2021						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
September 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
October 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
November 2021						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
December 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
January 2022						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
February 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
May 2022						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
June 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- First & Last Day of School
- School Closed/Holidays
- Conferences
- Staff in Service
- Expedition Days
- End of Quarter
- At Home Learning

Celebration of Learning Nights- 10/14 & 4/21
Expedition Week- 5/23-5/27
Graduation- June 3rd, 2022



Innovative Practices & Implementation

We implemented the award-winning Ramp-Up to Readiness program for grades 6-12 in the 2014-15 school year and continue to use it each year. All seniors enrolled in October 2021 completed at least one college application, although the majority had completed two or more. Seniors who received their diplomas in June of 2022 were either accepted into at least one college or had an alternative post-secondary plan.

VES continues to build partnerships with organizations in the community. VES has had an established partnership with Bemidji State University and Northwest Technical and Community College for students to participate in PSEO courses. We have strengthened that partnership and continue to support practicum students and student teachers on our campus. We've maintained our partnerships with Evergreen Community Services (mental health services), Boys & Girls Club of Bemidji (Career Launch program), and the United Way of Bemidji (Backpack Buddy program). We also continue to work with local organizations for community service projects and classroom presentations.

Travel and expeditions are always a big part of our program. We offered four Expeditionary Days to our students. Expeditionary Days give students and staff the opportunity to move out of the building to learn firsthand while giving back to our community. Those days offer a variety of service-learning, community service, and team-building activities for all VES students. In May 2022 we had our first May Expedition week since the Covid-19 pandemic. All students in 6-12 participated in a weeklong expedition group, which includes camping, trips to the Twin Cities, local Bemidji area day trips, and environmental learning week in Montana.

Other trips throughout the 2021-2022 school year included MAAP STARS fall and spring conferences, Osprey Wilds ELC with the junior class, and North Dakota energy trip for seniors.

Academic Performance: Goals & Benchmarks

Progress on OW Contractual Academic Goals & WBWF Alignment

In February of 2019, VES was awarded a new 3-year contract, with an option of an additional two years if goals are met, with the authorizer, Osprey Wilds. OW has been the authorizer since VES was established in 2003. Over the years, VES students have struggled with academic progress. Assessment data simply does not tell the entire story about VES or our students. Over the past three years, MCA scores have shown improvement. Reading scores have shown growth, science



scores have remained steady and VES has an opportunity to work with a Comprehensive School Improvement (CSI) team to help gain improvements in math scores. This alignment with the Regional Center of Excellence to help develop evidence-based practices and establish goals in Mathematics/Attendance and “productive struggles” will continue for the next two years. **Due to COVID restrictions, the contract was extended until the 2023 SY.**

World’s Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission-Related Outcomes

Goal: Over the period of the contract, students at VES will demonstrate learning consistent with the school's mission focus of hands-on learning and service to others.

Results:

60% of the VES students earned their required community service hours. This is an increase over last year of 15%.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal: This goal was affected by the COVID pandemic. Results were limited.

According to teacher documentation and syllabi, 100% of our high school students completed two projects throughout the school year. In middle school, 90% of the students completed two projects. Teachers are working to embed projects more deeply into their curriculum. The teachers are realizing that they see much deeper engagement and fewer behavioral issues when students are involved in a hands-on project. We expanded service-learning opportunities into all of our expeditionary days.

Indicator 2: English Language Learners-Not applicable

We did not have any students who met these criteria during the 2021-22 school year.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at VES will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments. The following data compares Fall 2021 and Spring 2022 Reading NWEA scores:



NWEA - MAP Reading Test			
Grade	Students tested	Students who met projected growth goal	% of students who met projected growth goal
6	13	10	77%
7	14	4	29%
8	14	5	36%
9	14	9	64%
10	14	10	71%
11	7	3	43%
ALL	76	41	54%

The following data is a summary of the 2022 MCA Reading test

MCA Reading Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
6	15	9	2	4	0
7	16	10	1	5	0
8	16	10	3	2	1
10	14	4	6	4	0

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure

Indicator 4: Math Growth

Goal: Over the period of the contract, students at VES will demonstrate growth in math as measured by state accountability tests and nationally normed assessments. The following data compares Fall 2021 and Spring 2022 Math NWEA scores:

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure



NWEA - MAP Math Test			
Grade	Students tested	Students who met projected growth goal	% of students who met projected growth goal
6	13	6	46%
7	14	3	21%
8	14	5	36%
9	14	5	36%
10	13	6	46%
11	7	3	43%
ALL	75	28	37%

The following data is a summary of the 2022 MCA Math test:

MCA Math Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
6	15	11	2	2	0
7	16	14	2	0	0
8	16	12	3	1	0
11	8	7	1	0	0

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at VES will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure/Career and College Readiness

Indicator 6: Math Proficiency



Goal: Over the period of the contract, students at VES will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure/Career and College Readiness

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract students at VES will demonstrate proficiency in science as measured by state accountability tests. This goal was affected by the COVID pandemic. We were unable to conduct NWEA or MCA testing in the spring of 2020. Also, due to multiple learning models utilized, only 8th and 10th-grade students in hybrid or in-person models were able to be tested. The following data compares Fall 2020 and Spring 2021 Science NWEA scores:

NWEA - MAP Science Test			
Grade	Students tested	Students who met projected growth goal	% of students who met projected growth goal
8	14	6	43%
10	14	12	86%
Total	28	18	64%

The following data is a summary of the 2022 MCA Science test

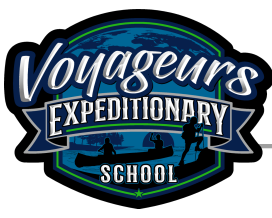
MCA Science Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
8	16	12	4	0	0
10	14	5	6	3	0

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure/Career and College Readiness

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: N/A – No goal in this area.

Indicator 9: Post-Secondary Readiness



Goal: Over the period of the contract, students at VES will demonstrate readiness for postsecondary success.

ACT Test		
Grade	Students tested	Average Composite Score
11	2	19

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Indicator 10: Attendance

Goal: From FY15 to FY18, the average of the school's annual attendance rates will be at least 88.0%.

Average Daily Attendance for the 2021-22 School year was 80.5%

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal: Attendance continued to be affected by the COVID-19 pandemic during the 2021-22 school year. decreased during the 2020-21 school year. We know attendance was directly affected by COVID restrictions and the number of learning model changes throughout the year. We had 14 families (21 students) who participated in distance learning only for the entire school year.

Indicator A: Federal and State Accountability – World's Best Workforce

Because of our small school size and schedule design all students have the same opportunities to work with staff of various experience levels. Our current schedule allows us to provide opportunities for all students to have equal access. Our graduation rate for 2022 was 50% and the overall total went from three graduates in 2021 to six graduates in 2022. VES is working to continue improving the graduation rate every year while recovering from the impacts of Covid-19. We have been identified as a Comprehensive School Improvement school and we are receiving support from the Northern Sky Regional Center of Excellence.

Indicator B: Teacher Equity

Our School's Administrative team reviewed the data and concluded that due to our unique configuration and size that all students have equal access to our teaching staff. Our revolving schedule provides this opportunity as well in both required and elective courses. During the 2020-21 school year, 21% of our teaching staff held Master's degrees, 57% had 3 or more years of experience and 80% were properly licensed (tier 2,3, and 4) for the areas they taught.



Educational Effectiveness: Assessment & Evaluation

The main focus of the school's efforts for academic success during the 2021-22 year was to create an environment conducive to learning. Consistent behavior expectations and higher academic rigor led to positive results by the end of the school year. We simply worked hard to define the kind of school we wanted to be and the methods we needed to use to get there.

Weekly grade checks were scheduled during advisory to monitor student progress. VES implemented MS and HS MTSS teams to discuss student needs and provide a varying degree student support.

The daily schedule went back to the "rainbow schedule" for the 2021-2022 school year. This allowed for a rotation of class times every day for students. The longer time periods in the afternoon allowed for more in-depth study, as well as opportunities for field work outside of the building. Extended day and extended school year programming was offered to provide additional support. Credit recovery was provided after school and during the summer months to help students catch up.

VES adopted a school calendar that divides the year into four grading periods. A non-student day is scheduled after each grading period to allow time for instructional staff to adapt/create curriculum to meet students' needs.

Each teacher created a Professional Development Plan at the beginning of the year based on Charlotte Danielson's strategies. Teachers received informal and formal evaluations during the 21-22 school year. VES teachers are observed by the Lead Teachers and Executive Director.

Staff in-service days in 2021-22 included equity work, Hope Survey, expedition planning, VES school values work, school climate improvement, community building activities, and staff collaboration.

Two lead teachers offered support and mentoring sessions during in-service days. All classroom staff developed websites to not only guide course content but also serve as a resource for students/families.

Student & Parent/Guardian Satisfaction

Parent Survey Observations:

For the current contract, we revised our parent satisfaction survey to provide more accurate and timely data. Results indicated a high level of satisfaction with almost every aspect of the school and its operation. Even going through all of the challenges with Covid-19, the survey data showed that our parents/guardians were satisfied with their students' experience at Voyageurs. The only students to indicate they were not returning were the graduating seniors.



Parents/guardians chose Voyageurs for the hands-on learning and small class sizes. Some opportunities included taking college classes and traveling. Some challenges included: no sports for students to participate in and staying on task while completing schoolwork.

See Attachment A

Student Survey Observations:

The student Hope Survey was administered at the end of May 2022. There were 78 respondents. This was VES's first year implementing the Hope Survey. It measures the overall hope that students have through the pillars of Autonomy, Belongingness, Goal Orientation, Engagement, Hope, and Efficacy. Since this was the first implementation of the Hope Survey, it provides a great baseline of data for VES to work with. The VES staff spent time analyzing the results and highlighting successes and areas for improvement.

See Attachment B

Environmental Education

The mission of Voyageurs Expeditionary School's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in which people of all communities through experiential learning. OW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizen. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy, natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

VES takes a proactive approach towards Environmental Education (EE). We have a staff that is invested in teaching our students how to be environmentally literate citizens. Our staff models environmental stewardship at school and at home.

We reviewed the current EE Performance Evaluation framework and made changes to the program based on the eight indicators. The formation of an internal EE committee was helpful in the planning of our school-wide expeditionary days.

We became more intentional in creating evidence pieces that align more with the indicators. We also continued a back-to-school activity that introduced all students to our composting, vermiculture and recycling programs. Our school will continue its financial and organizational support to carry out and meet our environmental education goals. We maintained our Environmental Education (EE) time blocks on Wednesday mornings during our Advisory times.

To align with our higher academic expectations, we expanded the senior project course, requiring a deeper level of student responsibility for creating a proposal and completing the necessary research. Projects included a community apple piece and an in-depth, final presentation. EE was a tremendous resource for topics and school/community improvements.



Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

Board of Directors

Board member recruitment and retention has been somewhat of an issue over the past few years. Beginning with the April 2019 elections, there does appear to be a “settling in” of individuals who are dedicated to the direction/guidance of the school. The current board has been receptive to training opportunities and has set specific goals for the Director/staff to follow. Spring 2020 board elections included enough interested individuals to have a true election. This new board has done several team-building activities and the board chair ensures that all members are participating and that their opinions are valued. Board members completed the required training assignments during the allotted time.

Board Training and Development

The composition of the VES board was changed several years ago. Members are elected for a two-year term in April of each year and seated in July at the start of the new fiscal year. Three new members are elected one year, with three the following year. The school’s director, business manager and administrative assistant serve as non-voting members. The board officers are elected by the board members. In August of 2021, a board retreat was held so the board could discuss programming, direction and other operational concerns. The board also continued its board member agreements and created an action calendar to ensure school deadlines/activities are being addressed. Beginning with the newly seated board members in July of 2021 an oath of office was also administered. Board training with the Osprey Wilds took place on site in August 2021. Board members also participated in the following trainings:

Board Self Evaluation
Teacher Licensing Update
Succession Planning
OW Sounding Board Handouts
Review 501C3 Reporting requirements
Board Development Surveys
MACS Transparency and Accountability Statement
Review Voyageurs reporting requirements

During the August 2021 Board retreat, the following goals were established:

- Encourage a minimum once a week expedition opportunity for students
- Establish and enact a process to implement student representative for the board
- Increase family engagement and support throughout the year by maintaining attendance of events and participation of a greater than 70% average.
- Review attendance policy, goals, and expectations to lead to an increase in attendance overall of no less than 15% over 2020-2021 school year
- Strategize and implement ways to proactively drive a graduation rate of 100%

Board Roster



Name	Position	Role	Elected	Seated	End Date	Phone	Meetings	Email
Shana Torgeson		P	5/11	5/18	1/22	444-3130	8/8	shana@voyageursschool.org
Becky Reinarz	Secretary	T	8/19	8/19	6/22	444-3130	8/8	becky@voyageursschool.org
Cindy Tesar		P	5/21	7/21	1/22	444-3130	7/8	cindy@voyageursschool.org
John Eggers		C	5/21	7/21	6/23	766-9007	15/15	john@voaygeursschool.org
Joel Johnnsen	Treas	T	6/21	7/21	6/23	444-3130	13/15	joel@voyageursschool.org
Amanda Willis-Martin	Chair	C	1/20	1/20	6/22	444-3130	15/15	amanda@voyageursschool.org
Gene Barrett		P	1/22	1/22	6/23	444-3130	5/5	gene@voyageursschool.org
Melissa Keena		P	1/22	1/22	6/23	444-3130	4/5	melissa@voyageursschool.org

Annual Training

Name	Finance Audit 11/19	Board's Role	Employment Policies	Financial Management	Background check
Becky Reinarz	X	10/19	2/20	10/19	9/09
John Eggers	X	11/17	11/17	9/18	8/14
Amanda Willis-Martin	X	8/20	8/20	8/20	1/20
Shana Torgeson	X	10/19	5/19	10/19	8/19
John Eggers	X	10/19	4/19	10/19	10/19
Cindy Tesar	X	10/20	2/20	10/20	10/19
Gene Barrett		2/22	2/22	2/22	2/22
Melissa Keena					2/22

VES currently considers its management team to consist of the director, operations manager. and administrative assistant. This staff meets weekly to manage both day to day operations and long-



range planning. Familiarity of tasks/timelines within the team provides short and long-range succession options.

List of Administrators/Qualifications

2021-2022 was the first year as Executive Director for Ryan Haasch. He has 17 years of experience in school leadership, innovative education, and non-traditional settings. Ryan is fully licensed as a K-12 Principal (FFN 424147). He has previously served on the Minnesota Association of Alternative Programs (MAAP) board of directors, as well as taking over as the NW Regional Director on the MAAP board in February 2022. He stays current with educational trends by participating in weekly district leadership zoom meetings provided by Minnesota Association of Charter Schools (MACS) and the Northwest Service Cooperative.

Staffing

Four teachers were added for the 2021-22 school year. Three staff members in this group were provisionally licensed.

2021-22 Staffing

2021-22 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2021-22 Status*	Comments
Jackson Lindsey	516888	HS Lang Arts	R	
Kayla Ferrari	500257	MS Math	R	
Becky Reinarz	409901	HS Science	R	
Miranda Campbell	502575	Special Education	R	Special Ed waiver
Deb Risberg	352193	Special Education	NR	Special Ed waiver
Kari Olson	452074	MS Lang Arts	R	
Joel Johannsen	1002239	HS Math	NR	
Heather Lucas	483043	HS Social	R	
Jessica Theroux	455907	Special Education	NR	Special Ed waiver
Alison Glade	513193	MS Science	R	
Makayla Brauch	1010750	MS Social	R	
Cameron Koenen	376545	Music	NR	
Austin Claseman	514292	Industrial Tech	R	

* R = Returning, NR = Not Returning

2021-22 Teacher Professional Development Activities:

- Learner-centered Instruction
- Project-based Learning
- School Climate
- Expeditionary Learning
- MAAP Conference



In addition to the school wide professional development opportunities each teacher again selected a goal based upon the Danielson evaluation model. These selections were reviewed by the Director and used as part of their overall evaluation process.

Teacher Retention:

Percentage of Licensed Teachers from 2020-2021 not returning in 2021-22 (non-returning teachers/total teachers from 2021-22 x 100)	30.7%
	4 out of 13

2021-22 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2021-22 Status*	Comments
Kelly Marcum	474215 School Counselor	R	
Erin Wark May	454464 Speech Consultant	NR	
Geneva Bartels	1005656 School Psych	R	
Jodie Olson	286778 DCD Consult	R	
Mark Larson	438274 Sped Director	R	

* R = Returning, NR = Not Returning

2021-22 Non-Licensed Staff			
Name	Assignment	2021-22 Status*	Comments
Theresa Knapper Smith	Administrative Asst	R	
Kathy Skinner	Operations Manager	R	
Ruth Webb	Special Ed Para	R	
Jenna Trantina	Special Ed Para	R	
Shelby Spry	Special Ed Para	NR	
Brenda Gersich	Special Ed Para	R	

* R = Returning, NR = Not Returning

2021-22 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	2021-22 Status*
Jackson Lindsey	516888	HS Lang Arts	R
Kayla Ferrari	500257	MS Math	R
Becky Reinartz	409901	HS Science	R
Miranda Campbell	502575	Special Education	R
Deb Risberg	352193	Special Education	NR
Kari Olson	452074	MS Lang Arts	R
Joel Johannsen	1002239	HS Math	NR
Heather Lucas	483043	HS Social	R
Jessica Theroux	455907	Special Education	NR
Alison Glade	513193	MS Science	R
Makayla Brauch	1010750	MS Social	R
Cameron Koenen	376545	Music	NR



Operational Performance

All teachers and the administrator at VES are fully licensed or have a permission to teach waiver. The school board conducts annual evaluations of the director.

All Special Education staff received Crisis Prevention Intervention (CPI) training in August of 2021. Additional work with our “push-in” model as well as bi-monthly meetings with the entire special education staff were planned to ensure open communications.

We continued connections with two local mental health organizations to provide services to students who qualified for therapy through our referral process. The School Linked Mental Health Grant helps to cover therapy costs for students who are not covered by insurance, or whose co-payments would cause hardship. VES also used some ESSER funds to add additional mental health support by adding another therapist for students.

We had a student apply for the QuestBridge National College Match. This is a college admission and scholarship process through which high-achieving, low-income students can be admitted early with full four-year scholarships to QuestBridge college partners. Our student was selected as a finalist, but was not matched to a ranked college.

Travel and expeditions are always a big part of our program. We offered four Expeditionary Days to our students. Expeditionary Days give students and staff the opportunity to move out of the building to learn firsthand while giving back to our community. In May 2022 we had our first May Expedition week since the Covid-19 pandemic. All students in 6-12 participated in a week long expedition group, which includes camping, trips to the Twin Cities, local Bemidji area day trips, and environmental learning week in Montana.

VES practiced regular fire and emergency lock down drills as per requirements.

We continue to utilize the local district to provide transportation for our students.

The school lunch program was provided in partnership with the the local Bemidji area school district. This was the first year of offering meals from ISD #31.

Finances

Through careful financial management the school has maintained and grown its overall fund balance over the last several years. The administration prepares budgets and controls expenditures to ensure that this process continues. A Finance Committee has been formed for the 2021-22 school year to help with financial oversight; it includes a Board member who also serves as the Board Treasurer.

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2021-22, contact:



Name: Ryan Haasch
Position: Executive Director
Phone: 218-444-3130
Email: ryan@voyageursschool.org

Miller/McDonald provides accounting services for VES.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds no later than December 31, 2021.

See Attachment C

Future Plans

Expansion plans:

Tentative plans are in the works for expanding the VES building to include a gymnasium and additional classroom space.

Technology updates:

VES invested in a number of new Chromebooks to maintain our current one-to-one philosophy. Several staff received new computers as well. Additionally, in response to the transition to distance learning, we purchased wireless headsets, and overhead projectors to assist teachers with curriculum delivery.

School Interest/Enrollment Procedures

VES is a free public charter school. Students who are in grades 6-12 may apply for enrollment online at www.voyageursschool.org or complete an enrollment inquiry available from the school office at 3724 Bemidji Avenue North in Bemidji. New students are accepted prior to the start of the school year and at the start of each term through the 2nd day of the term, if that grade level is not already at the maximum enrollment. In the case of a class being full, your child's name will be placed on the waiting list in the order the inquiry was received. In the spring of each year, all families on the waiting list will be contacted to find out if they wish to have their child's name placed in the lottery for any open slots for the next school year. The lottery will be held towards the end of the regular school year. Students who move into the geographic area may enroll at VES at the time they move into the area if the school has openings in the necessary grade level. Per state law, all students must have all required immunizations before starting school. Please ask the office if you are unsure of what is required.

See Attachment D

Safe Return to In-Person Learning Plan

Like all school districts across the state, we were challenged with the task of creating a Safe Return to In-Person Learning Plan. The VES Design Team decided to start the year off requiring fully



masked inside the building. The decision was made based on the local number of Covid-19 cases, along with the collaboration of the local school district and charter schools. The 2021-22 Safe Return plan was created to provide clear guidelines for students, families, and staff in how to respond to positive Covid cases and exposures.

See Attachment E

Attachment A - Parent/Guardian Survey Results

Parent/Guardian Survey 2021-2022

Year 2 of contract

Average score on a 5 point scale

Statement Average score on a 5-point scale 1=disagree strongly; 5=agree strongly	2020-2021	2021-2022	+/- change
Generally, my child feels safe at VES.	4.52	4.77	0.25
Generally, my child feels respected at VES.	4.23	4.57	0.34
Generally, my child feels welcome in the school by other students at VES.	4.30	4.69	0.39
Generally, my child feels welcomed by the staff at VES.	4.57	4.92	0.37
Generally, my child feels good about his/her academic performance at Voyageurs.	4.16	4.66	0.5
Generally, my child gets the assistance he/she needs in their academic schoolwork.	4.39	4.83	0.44
Generally, my child understands the expectations of behavior outlined in the VES Student/Family handbook.	4.55	4.94	0.39



Generally, my child's advisor is available to me when I have questions or need to talk to them.	4.68	4.88	0.20
Generally, my child's teachers are available to me when I have questions or need to talk to them.	4.68	4.83	0.15
Generally, the office staff and Director are available to me when I have questions or need to talk to them.	4.61	4.94	0.33
Generally, my child is in school days per week.	4.89	4.83	(0.06)
Generally, my child earns a "C" or above in their classes.	4.14	4.17	0.03

The majority of respondents indicated that their students will be returning to VES next year.

Why did you choose Voyageurs?

Hands-on learning, small classes
More one on one and individualized
Tight-knit community
Parent attended VES

Opportunities at Voyageurs:

Taking College Classes
Travel, woodworking, better academic and social success
Small class size, not just a number, making friends
Community awareness

Challenges at Voyageurs:

Same challenges as at other schools, staying on task
No sports

Attachment B - Student Hope Survey Results

In Spring 2022 students took the Hope Survey.



HOPE
SURVEY
REPORT

Voyageurs Expeditionary School

The first step toward growing hope is adding your voice

Voyageurs Expeditionary School - Student, Spring 2022

Person: **Show All** | Group: **Show All** | Location: **Show All**

Number of responses: 78

Printed on October 31, 2022.
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Overview of Hope Survey Results 78 responses

Person: [Show All](#) | Group: [Show All](#) | Location: [Show All](#)



Hope Pillars	Previous	Current	Change
Autonomy The independence you feel when making decisions and the influence you have in determining how things are done.	na	5.27	na
Belongingness The trust, encouragement, and resources you have when performing your day-to-day work.	na	5.03	na
Goal Orientation The ability to find the pathways and motivation to achieve your desired goals.	na	5.79	na
Engagement The emotional connection you have to your work and the people around you.	na	4.85	na
Hope Your motivational state when defining successful pathways and envisioning what's possible.	na	4.43	na
Efficacy The agency and empowerment you possess to achieve desired results by yourself or with a group.	na	4.47	na



Attachment C - Financial Analysis (page 1)

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VOYAGEURS EXPEDITIONARY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4107
BEMIDJI, MINNESOTA
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2021

Change in Net Position

The increase in net position occurs as a result of the School's revenues being more than its expenses for the year ended June 30, 2021. A summary of the School's revenues and expenses for the years ended June 30, 2021 and 2020, along with the percentages for each category follows:

	2021		2020		Net Changes	
	Amounts	Percent	Amounts	Percent	Amounts	Percent
<u>Revenues:</u>						
Program Revenues:						
Charges for Services	\$ 1,398	0.08%	\$ 6,817	0.38%	\$ (5,419)	-79.49%
Operating Grants and Contributions	595,940	33.64%	655,716	36.86%	(59,776)	-9.12%
Total Program Revenues	597,338	33.72%	662,533	37.27%	(65,195)	-9.84%
General Revenues:						
Aids and Payments from State and Federal Sources	1,158,891	65.42%	1,096,181	61.62%	62,710	5.72%
Other Sources	15,128	0.85%	20,044	1.13%	(4,916)	-24.53%
Total General Revenues	1,174,019	66.28%	1,116,225	62.73%	57,794	5.18%
Total Revenues	1,771,357	100.00%	1,778,758	100.00%	(7,401)	-0.42%
<u>Expenses:</u>						
Instructional Services:						
Regular Instruction	766,754	44.02%	803,610	42.92%	(36,856)	-4.59%
Special Education Instruction	380,644	21.85%	439,536	23.48%	(58,892)	-13.40%
Total Instructional Services	1,147,398	65.88%	1,243,146	66.40%	(95,748)	-7.70%
Support Services:						
District Support Services	163,208	9.37%	177,209	9.46%	(14,001)	-7.90%
Instructional Support Services	3,596	0.21%	4,371	0.23%	(775)	-17.73%
Pupil Support Services	55,065	3.16%	76,691	4.10%	(21,626)	-28.20%
Total Support Services	221,869	12.74%	258,271	13.79%	(36,402)	-14.09%
Administration	116,881	6.71%	114,530	6.12%	2,351	2.05%
Site and Buildings	242,953	13.95%	245,444	13.11%	(2,491)	-1.01%
Fiscal and Other Fixed Costs	12,630	0.73%	10,901	0.58%	1,729	15.86%
Total Expenses	1,741,731	100.00%	1,872,292	100.00%	(130,561)	-6.97%
Changes in Net Position	\$ 29,626		\$ (93,534)		\$ 123,160	



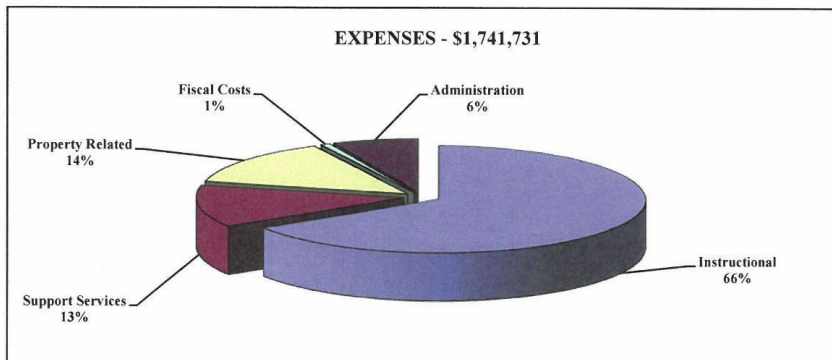
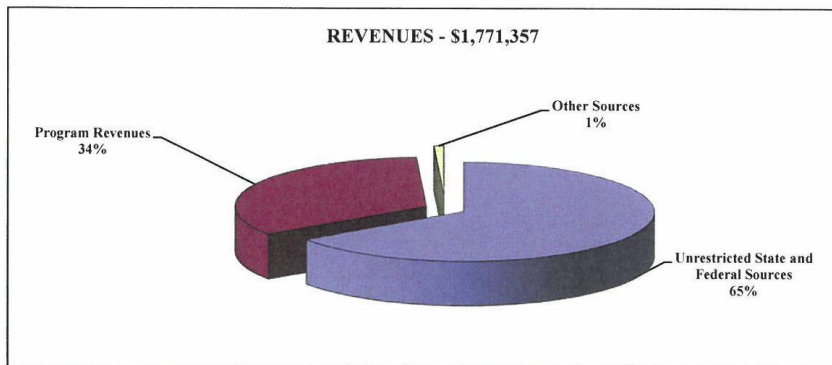
Attachment C - Financial Analysis (page 2)

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VOYAGEURS EXPEDITIONARY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4107
BEMIDJI, MINNESOTA
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2021

The School's total revenues consisted of program revenues of \$597,338, unrestricted payments from state and federal sources of \$1,158,891, and miscellaneous revenues of \$15,128. Expenses totaling \$1,741,731 consisted of instructional costs of \$1,147,398; support services of \$221,869; site and buildings related costs of \$242,953; fiscal and other fixed-cost programs of \$12,630; and administrative costs of \$116,881.

The following charts express revenues and expenses for the year in broad categories:





Attachment C - Financial Analysis (page 3)

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VOYAGEURS EXPEDITIONARY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4107
BEMIDJI, MINNESOTA
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2021

The net cost of governmental activities is the total costs less program revenues applicable to each category. Total and net costs for the year ended June 30, 2021 and 2020 are as follows:

	<u>Cost of Services - 2021</u>		<u>Cost of Services - 2020</u>	
	<u>Total</u>	<u>Net</u>	<u>Total</u>	<u>Net</u>
Expenses:				
Administration	\$ 116,881	\$ 116,881	\$ 114,530	\$ 114,530
District Support Services	163,208	163,208	177,209	177,209
Regular Instruction	766,754	712,792	803,610	743,214
Special Education Instruction	380,644	21,263	439,536	42,682
Instructional Support Services	3,596	3,596	4,371	4,371
Pupil Support Services	55,065	38,251	76,691	43,479
Site and Buildings	242,953	75,772	245,444	73,373
Fiscal and Other Fixed Costs	12,630	12,630	10,901	10,901
Total Expenses	<u>\$ 1,741,731</u>	<u>\$ 1,144,393</u>	<u>\$ 1,872,292</u>	<u>\$ 1,209,759</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS
(FUND FINANCIAL STATEMENTS)

Fund Balances

The financial performance of the School as a whole is reflected in its governmental funds as well. As the School completed the year, its governmental funds reported a combined fund balance of \$865,762. This was an increase of \$135,974 from \$729,788 at the end of the prior year. The General Fund reported an excess of revenues over expenditures before transfer of \$135,169. The Food Service Fund reported an excess of expenditures over revenues before transfer in the amount of \$8,795.



Attachment D - Student Application



3724 Bemidji Ave N / Bemidji, MN 56601 ~ Phone: (218) 444-3130 ~ Web site: www.voyageursschool.org

The mission of Voyageurs is to provide students with the necessary tools to lead meaningful and productive lives through hands-on learning, service to others and environmental stewardship.

Student Inquiry Form

If you are interested in enrolling your child at Voyageurs Expeditionary School, please complete the following information and submit to us.

Student Name: _____ Sibling of current student? _____

Grade for **2021-22** school year: _____

Parent Name: _____

Parent/Student Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone Number: home: _____ cell: _____

E-mail: _____

If you wish to receive more information about the school, contact us at the phone number above.

Voyageurs Expeditionary School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs, and athletic and other school-administered programs



Attachment E - VES Safe Return to In-Person Learning Plan

2021-2022 VES Safe Return to In-Person Learning Plan

All students will return to in-person learning in the fall for the 2021-22 school year while prioritizing the health, safety, and wellness of students, staff, and community members. There is no distance learning option offered at this time.

****Students, teachers, and staff should stay home if they feel sick and should contact a healthcare provider to determine if they should be tested for COVID-19 infection. ****

Vaccinations

- Vaccinations will not be required in order for students to attend face-to-face learning in the fall. We encourage families with concerns to take the necessary precautions while attending school and to communicate any concerns with us.

Re-evaluation Plan

- The Voyageurs Design Team will review our community data at mid-quarter, October 6th, to determine any changes in our safety plan.
- Our community is defined as the Voyageurs student, staff, and families.

Face Coverings

- VES will follow the MN Department of Health's recommendations for face coverings and masks which is as follows:
 - **Indoors:** Required for everyone, vaccinated or not, to wear a mask.
 - **Outdoors:** In general, students/staff do not need to wear a mask outdoors. However, in areas of high transmission, it's recommended that people who aren't fully vaccinated wear a mask in crowded outdoor settings or during activities with sustained close contact with others who are not fully vaccinated.
 - **Transportation:** Requiring masks on public transportation still applies to school buses and vehicles, regardless of mask policy at school. This is not a local decision (US Dept of Transportation and CDC).
 - Masks are required for all students/staff in VES vehicles
- A limited supply of masks will be available for those without.

Quarantine Protocols

- All people entering school facilities should perform a self-health screening prior to entering.
- A person with COVID-19 symptoms (e.g. fever of 100.4 degrees or higher, new onset cough or a cough that gets worse, difficulty breathing, or loss of taste or smell) should take a COVID-19 test or get an alternate diagnosis from a medical provider.
- Guardians/parents are responsible for reporting any symptoms their students may have, as soon as they occur.
- Any staff member or student experiencing symptoms of COVID-19 will be sent home and must follow all guidelines provided by the Minnesota Department of Health (MDH).

Updated by VES Design Team 8.30.21



Communication:

- Families are required to report a positive case of COVID-19 to the school.
- Affected families will be notified of a positive COVID-19 case by the school.
- Schools are required to report positive cases of COVID-19 to MDH.
 - *Minnesota Rule 4605.7070 Handling a confirmed case of COVID-19 requires any person in charge of any institution, **school**, child care facility, or camp to report cases of COVID-19 to the Minnesota Department of Health (MDH). Reportable Disease Rule*

The School Day

- Students will be encouraged to use hand sanitizer upon entry into classrooms.
 - Hand sanitizer will be available in all classrooms and other areas throughout the school.
- Students will be encouraged to wash hands throughout the day for a minimum of 20 seconds with warm water and soap.
- Students are encouraged to bring water bottles to use throughout the day; drinking cups and glasses will NOT be provided.
- Symptoms of illness, social distance and hand washing signage will remain prevalent throughout buildings.

Cleaning

- Cleaning and sanitation will continue to take place throughout the day.
- Frequently-touched surfaces will be sanitized often.
- Rooms will be cleaned and disinfected daily.

Partnership with Health Agencies

- VES will collaborate on COVID-related issues with Beltrami County Public Health, MDE and MDH.
- Local COVID infection rates will be monitored closely in collaboration with the listed agencies.

Subject to Change

- This plan and all areas of operation for Voyageurs are subject to change at any time due to new state and/or federal mandates regarding COVID. If necessary, VES will make changes to ensure the health and safety of students, staff and community members.

Guidance Used to Inform this Plan

- Links to MDH/ MDE Guidance
 - <https://www.health.state.mn.us/diseases/coronavirus/quarguide.pdf>
 - <https://education.mn.gov/MDE/dse/health/covid19/>