



Voyageurs Expeditionary School

Public Charter District #4107

School Year 2022-2023

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 of their YouthBuild program. In 2010, VES moved to a larger facility. This provided a more energy-efficient space and 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

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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 the staff at OW through emails, phone conversations, and site visits. We also complete all required reports for OW through their Epicenter Document Collection portal.

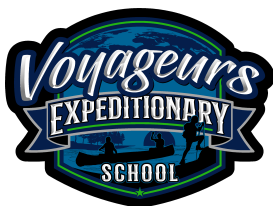
Erin Anderson, Director of Charter School Authorizing Charter School Division
Osprey Wilds Environmental Learning Center
1730 New Brighton Blvd.,
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P: 612-331-4181
www.ospreywilds.org

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 learner-centered educational practices and project-based learning. VES also believes in providing learning experiences outside of the classroom and school building. Expeditionary learning has always been an integral part of our programming. During the 2022-2023 school year VES implemented Experiential Weeks (E-Weeks), which allows students to sign up for topics they’re interested in learning more about for three to



five intensive days. VES was able to provide a variety of overnight expeditions and experiential weeks on many different topics.

Student Enrollment & Demographics

Student Enrollment

The October 4 enrollment count at VES for the 2022-23 school year was 108 students. Of those students, 92 were students who returned to VES from the 2021-22 school year.

For the 2022-23 school year, VES had a total of 126 different students enroll and attend for a portion of the school year. For the year, the Average Daily Membership (ADM) was 108 full-time equivalents. The original budget was based on an ADM of 102; the ADM was adjusted, mid-year, to 108 which was more in line with actual enrollment.

Number of Students Enrolled	2019-20	2020-21	2021-22	2022-23 10/4/22 count
6th Grade	16	15	16	16
7th Grade	16	17	16	16
8th Grade	17	17	15	16
9th Grade	14	13	17	19
10th Grade	13	13	15	18
11th Grade	15	13	9	14
12th Grade	13	3	15	9
Total	104	101	104	108
Total ADM (Avg. Daily Membership) for year	100	97	102	108

Student Demographics

VES demographics stayed somewhat consistent when compared to 2021-22 numbers. Many of our students are referred to VES by other members of their families who attend or have attended in the past. Parents/guardians come to VES because we offer smaller class sizes and students are able to get more individualized attention.

Demographic Trends	2019-20	2020-21	2021-22	2022-23
Total Enrollment	115	101	100	108
Male	45%	53%	54%	55%
Female	55%	47%	47%	45%
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 2022-23 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 2022-23 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.

	2019-20	2020-21	2021-22	2022-23
Students Earning 90% Attendance or Greater	40%	44%	27%	25%
Students Earning 100% (Perfect) Attendance	1	0	0	0

Student Attrition

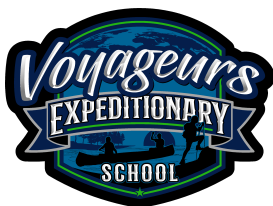
We maintained similar percentage levels when compared to the previous year. Some of the youth who did not return either moved out of the area or moved back to their home districts.

Percentage of students* who were continuously enrolled between October 1 of the 2021-22 school year and October 1 of the 2022-23 school year.	85%
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Percentage of students* who continued enrollment in the school from Spring 2022 to October 1, 2023.	96%
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Student Mobility

During the 2022-23 school year, 44% of our students attended more than 90% of our school year. This was a 4% increase over the previous year. This is a focal point of one of our Board goals as well as the new Comprehensive School Improvement plan.



	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%
2022-23		108	11	10	21	19%

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

Percentage of students who were enrolled for 95% or more of the 2022-23 school year.	83%
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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 2022-2023, we implemented Experiential Weeks (E-Weeks) to allow students to deep dive into topics they are interested in outside of the typical school curriculum. We also set aside five days as Community Service Days. Those days offer a variety of service-learning, community service, and team-building activities for all VES students. 2022-2023 was the second year getting back to providing expeditions and overnight trips after Covid-19. In 2022-2023 we were able to offer a variety of overnight trips including Montana, Duluth, and the Twin Cities. 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, as many larger school 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 2022-23 school year, the VES staff used PLC time to deepen our understanding of 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 of 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 therapist. 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.

The leadership and staffing model is 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 Office Manager and an Operations Manager. During the 2022-2023 school year, VES continued the work of a shared Leadership and Instructional Team (LIT) to help drive the mission and vision of the school.

We've completed our seventh 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 that 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 have the required GPA scores, to take PSEO classes through Bemidji State University and/or Northwestern Technical College or Online College in the High School (OCHS), a program run by Distance Minnesota.

An additional opportunity for our juniors and seniors is the Mechatronics program at Northwest Technical College.

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 21.5 credits in the following areas:

- 3 Credits of Math
- 3 Credits of Science
- 3.5 Credits of Social Studies
- 4 Credits of English Language Arts
- 2 Credits of VES Core:
 - .5 Finite Math
 - .5 Environmental Science
 - .5 Social Studies Elective
 - .5 Credit of Senior Project
- 1 Credit of Fine Arts
- 5 Credits of Elective

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

2022-2023 Daily Schedule

- 8:30-8:55 Advisory
- 8:55-9:25 Circle or Book Club
- 9:25-10:20 Seminar 1
- 10:20-11:15 Seminar 2
- 11:15-11:30 Green 15
- 11:30-12:00 Lunch
- 12:00-12:55 Seminar 3
- 12:55-3:05 Project-Based Learning



2022-2023 School Calendar



2022-2023 School Calendar

Key						
	Experiential Weeks					
	Community Days					
	School Closed					
	Staff In-service					
	End of Grading Block					
	Conferences					
	Last Day/Graduation					

August 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			

September 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	

October 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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

May 2023						
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 2023						
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	

- MAAP STARS Fall Leadership - 10/6-10/7
- Celebration of Learning Nights- 10/13 & 3/30
- MAAP STARS Legislative Day - 2/15
- Earth Day Celebration Week - 4/17-4/21
- MAAP STARS Spring Events Conf. - 5/4-5/5
- Senior Project Presentation - 5/30 & 5/31
- Graduation - Thursday, 6/1/23

*Updated 3.13.23



www.voyageursschool.org



facebook.com/voyageurshighschool



[@voyageurs_expeditionary_school](https://www.instagram.com/voyageurs_expeditionary_school)



[@VoyageursSchool](https://twitter.com/VoyageursSchool)

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 2022 completed at least one college application, although the majority had completed two or more.



Seniors who received their diplomas in June of 2023 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), the 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 five Community Service Days to our students. Community Service 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 2022-2023, we implemented Experiential Weeks (E-Weeks) to allow students to deep dive into topics they are interested in outside of the typical school curriculum. During each of the E-Weeks, some students went on overnight expeditions including winter survival, college tours, and overnight trips to Montana, Duluth, and the Twin Cities.

Other trips throughout the 2022-2023 school year included MAAP STARS fall and spring conferences, Osprey Wilds ELC with the junior class, and a North Dakota energy trip for seniors.

New for the 2022-2023 school year VES implemented restorative practices, which included weekly circles in advisory led by advisors and/or students.

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:

86.5% of the VES students earned their required community service hours. This is an increase over last year of 26.5%.

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

Key Measures & Results for this Goal:

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.

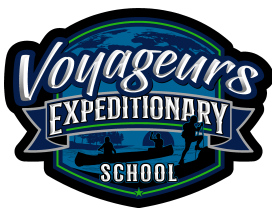
Indicator 2: English Language Learners-Not applicable

We did not have any students who met this criteria during the 2022-23 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 2022 and Spring 2023 Reading NWEA scores:

NWEA - MAP Reading Test			
Grade	Students tested	Students who met projected growth goal	% of students who met projected growth goal
6	14	0	0
7	12	7	58%
8	14	4	29%



9	12	5	42%
10	15	3	20%
11	10	4	40%
ALL	77	23	30%

The following data is a summary of the 2023 MCA Reading test

MCA Reading Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
6	13	9	1	2	1
7	15	11	3	1	0
8	15	8	5	2	0
10	15	5	5	5	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 2022 and Spring 2023 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	15	4	27%
7	12	2	17%
8	15	5	33%
9	13	4	31%
10	16	7	44%
11	10	4	40%
ALL	81	26	32%

The following data is a summary of the 2023 MCA Math test:

MCA Math Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
6	15	12	3	0	0
7	15	10	3	2	0
8	15	12	3	0	0
11	11	8	2	1	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. The following data compares Fall 2022 and Spring 2023 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	5	36%
HS	6*	3	50%
Total	20	8	40%

*Due to changes to the master schedule, course enrollment no longer based on grade level. Only HS students enrolled in Biology for at least 3 hexes (1 semester), were tested.

The following data is a summary of the 2023 MCA Science test

MCA Science Test					
Grade	Students tested	# of "Does Not Meet"	# of "Partially Meets"	# of "Meets"	# of "Exceeds"
8	15	12	3	0	0
HS	7	3	2	2	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
11/12	0*	0

*Many colleges/universities in MN have dropped the ACT requirement for admissions.

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 2022-23 School year was 86.2%

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 2023 was 45%. 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, 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 2022-23 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 2022-23 year was to create an environment conducive to learning. Consistent behavior expectations, improving climate and culture, and higher academic rigor led to positive results by the end of the school year. VES



leadership team and staff worked on implementing restorative practices to improve the community, climate, and culture.

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 of student support.

The daily schedule included individual project-based learning time in advisories for grades 9-12. The middle school (6-8) schedule included an elective class at the end of the day. This allowed for classes to go outside of the building. Extended day and extended school year programming were 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 six grading periods. We also added five Experiential Weeks to the calendar along with five Community Service Days.

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 22-23 school year. VES teachers are observed by the Lead Teachers and Executive Director.

Staff in-service days in 2022-23 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. 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.

Student Survey:



The student Hope Survey was administered at the end of May 2023. There were 63 student respondents. This was VES's second 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 A

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 application 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

The 2022-2023 school year included some changeover to the school board. The current board has been receptive to training opportunities and has set specific goals for the Director/staff to follow. 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 2022, a board retreat was held so the board could discuss programming, direction, and other operational concerns. The board worked with an outside consulting agency to facilitate the training and discussions at the board retreat. 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 2022 an oath of office was also administered. 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

Board Roster

Name	Position	Role	Elected	Seated	End Date	Phone	Meetings	Email
Jessi Eckstadt	Chair	P	5/6/22	7/11/22	12/12/22	444-3130	4/4	jessi@voyageursschool.org
Jess Saucedo	Chair	C	5/6/22	7/11/22	6/30/24	444-3130	8/8	jess@voyageursschool.org
Kari Olson	Treasurer	T	6/13/22	7/11/22	6/30/23	444-3130	7/8	kari@voyageursschool.org
John Eggers	Member	C	5/11/20	7/11/21	6/30/23	766-9007	15/15	john@voaygeursschool.org



Heather Lucas	Secretary	T	5/6/22	7/11/22	6/30/24	444-3130	13/15	heather@voyageursschool.org
Gene Barrett	Member	P	1/26/22	1/26/22	6/30/23	444-3130	15/15	gene@voyageursschool.org
Chari LaDuke Clark	Member	P	1/9/23	1/9/23	6/30/24	444-3130	5/5	cheri@voyageursschool.org

Annual Training

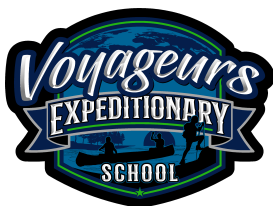
Name	Finance Audit 12/23	Board's Role	Employment Policies	Financial Management	Background check
Jess Saucedo	X	2/23	2/23	2/23	2/23
John Eggers	X	11/17	11/17	9/18	4/23
Gene Barrett	X	2/22	2/22	2/22	4/23
Heather Lucas	X	8/22	8/22	8/22	8/22
Kari Olson	X	10/19	4/19	10/19	8/22
Chari LaDuke Clark		2/23	2/23	2/23	1/23

VES currently considers its management team to consist of the director, operations manager, and office manager. This staff meets weekly to manage both day-to-day operations and long-range planning. Familiarity with tasks/timelines within the team provides short and long-range succession options.

List of Administrators/Qualifications

2022-2023 was the second year as Executive Director for Ryan Haasch. He has 18 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 the Minnesota Association of Charter Schools (MACS) and the Northwest Service Cooperative.

Staffing



Three teachers were added for the 2022-23 school year. There was 1 teacher on a provisional license during the 22-23 school year.

2022-23 Staffing

2022-23 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2022-23 Status*	Comments
Jackson Lindsey	516888	HS Lang Arts	NR	
Kayla Ferrari	500257	MS Math	R	
Becky Reinarz	409901	HS Science	NR	Retired in 2023
Miranda Campbell	502575	Special Education	NR	
Shelby Spry	497441	Special Education	R	
Kari Olson	452074	MS Lang Arts	R	
Nicole Friend	454401	HS Math	R	
Heather Lucas	483043	HS Social	R	
Alison Glade	513193	MS Science	NR	
Makayla Brauch	1010750	MS Social	R	
Brett Wallin	1020893	Art	R	
Austin Claseman	514292	Industrial Tech	R	

* R = Returning, NR = Not Returning

2022-23 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2022-23 Status*	Comments
Kelly Marcum	474215 School Counselor	R	
Kylee Kriege	462489 Speech Consultant	NR	
Geneva Bartels	1005656 School Psych	R	
Jodie Olson	286778 DCD Consult	R	
Mark Larson	438274 Sped Director	R	

2022-23 Non-Licensed Staff			
Name	Assignment	2022-23 Status*	Comments
Theresa Knapper Smith	Administrative Asst	NR	
Kathy Skinner	Operations Manager	R	
Ruth Webb	Special Ed Para	NR	
Jenna Trantina	Special Ed Para	NR	
Rian Grotberg	Special Ed Para	NR	
Brenda Gersich	Special Ed Para	R	

2022-23 Teacher Professional Development Activities:

- Restorative Practices - Circle Training
- Project-based Learning
- School Climate & Culture
- Expeditionary Learning
- MAAP Conference



In addition to the school-wide professional development opportunities each teacher again selected a goal based on 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 2021-2022 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 x 100)	23%
	3 out of 13

* R = Returning, NR = Not Returning

* R = Returning, NR = Not Returning

Operational Performance

All teachers and the administrator at VES are fully licensed or have 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 2022. 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.

Travel and expeditions are always a big part of our program. We offered five Community Service Days to our students. Community Service 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 2022-2023, we implemented Experiential Weeks (E-Weeks) to allow students to deep dive into topics they are interested in outside of the typical school curriculum. During each of the E-Weeks, some students went on overnight expeditions including winter survival, college tours, and overnight trips to Montana, Duluth, and the Twin Cities.

Other trips throughout the 2022-2023 school year included MAAP STARS fall and spring conferences, Osprey Wilds ELC with the junior class, and a North Dakota energy trip for seniors.

VES practiced regular fire and emergency lockdown 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 Lutheran Social Services, which provides lunches for several other organizations in the local community, as well as other charter schools.

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 2022-23 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 2022-23 and/or an organizational budget for 2022-23, contact:

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

Miller/McDonald provides accounting services for VES.

The 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, 2023.

See Attachment B

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 of the VES staff received new computers as well. VES has a financial plan in place to continuously update technology for students and staff as needed.

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 toward 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.

See Attachment C

Attachment A - Student Hope Survey Results

In Spring 2023 students took the Hope Survey. 63 students completed the Hope Survey.

The logo for the Hope Survey Report is located in the top left corner of the report. It features a stylized blue flower-like shape with a white 'H' in the center. Below the shape, the words "HOPE SURVEY" are written in a bold, sans-serif font, and "REPORT" is written in a smaller, sans-serif font below that.

Voyageurs Expeditionary School

The first step toward growing hope is adding your voice

Voyageurs Expeditionary School - Spring 2023
Person: **Show All** | Group: **Student** | Location: **Show All**
Number of responses: 63

Printed on May 2, 2023.
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Overview of Hope Survey Results 63 responses

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



Hope Pillars

Autonomy

How I get to make decisions and decide how things get done.

Previous

na

Current

5.10

Change

na

Belongingness

The trust, encouragement, and resources I am given when doing my work.

na

4.44

na

Goal Orientation

My ability to find a path to achieve my desired goals.

na

5.30

na

Engagement

How connected I feel to my work, the people around me, and my school community.

na

4.62

na

Individual Hope

How I feel when I think about what's possible for my future.

na

4.31

na

Efficacy

The power I have to achieve what I want.

na

4.76

na



Attachment B - 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, 2022

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, 2022. A summary of the School's revenues and expenses for the years ended June 30, 2022 and 2021, along with the percentages for each category follows:

	<u>2022</u>		<u>2021</u>		<u>Net Changes</u>	
	<u>Amounts</u>	<u>Percent</u>	<u>Amounts</u>	<u>Percent</u>	<u>Amounts</u>	<u>Percent</u>
<u>Revenues:</u>						
Program Revenues:						
Charges for Services	\$ 5,418	0.27%	\$ 1,398	0.08%	\$ 4,020	287.55%
Operating Grants and Contributions	672,481	33.87%	595,940	33.64%	76,541	12.84%
Total Program Revenues	677,899	34.15%	597,338	33.74%	80,561	13.49%
General Revenues:						
Aids and Payments from State and Federal Sources	1,296,999	65.33%	1,158,891	65.41%	138,108	11.92%
Other Sources	10,406	0.52%	15,128	0.85%	(4,722)	-31.21%
Total General Revenues	1,307,405	65.85%	1,174,019	66.26%	133,386	11.36%
Total Revenues	1,985,304	100.00%	1,771,357	100.00%	213,947	12.08%
<u>Expenses:</u>						
Instructional Services:						
Regular Instruction	749,172	42.21%	766,754	44.02%	(17,582)	-2.29%
Special Education Instruction	360,184	20.29%	380,644	21.85%	(20,460)	-5.38%
Total Instructional Services	1,109,356	62.50%	1,147,398	65.88%	(38,042)	-3.32%
Support Services:						
District Support Services	160,789	9.06%	163,208	9.37%	(2,419)	-1.48%
Instructional Support Services	2,175	0.12%	3,596	0.21%	(1,421)	-39.52%
Pupil Support Services	107,054	6.03%	55,065	3.16%	51,989	94.41%
Total Support Services	270,018	15.21%	221,869	12.74%	48,149	21.70%
Administration	115,714	6.52%	116,881	6.71%	(1,167)	-1.00%
Site and Buildings	257,886	14.53%	242,953	13.95%	14,933	6.15%
Fiscal and Other Fixed Costs	16,145	0.91%	12,630	0.73%	3,515	27.83%
Interest on Long-Term Debt	5,868	0.33%	-	0.00%	5,868	100.00%
Total Expenses	1,774,987	100.00%	1,741,731	100.00%	33,256	1.91%
Changes in Net Position	\$ 210,317		\$ 29,626		\$ 180,691	



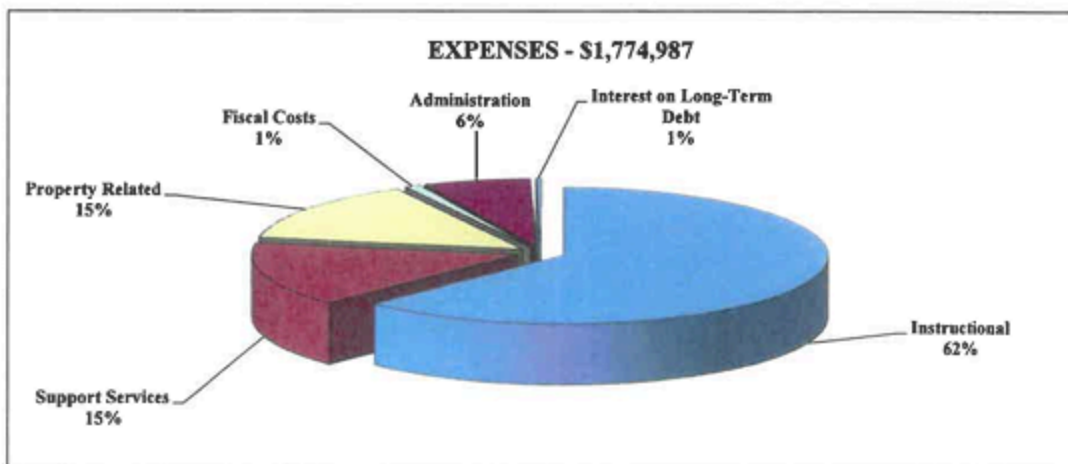
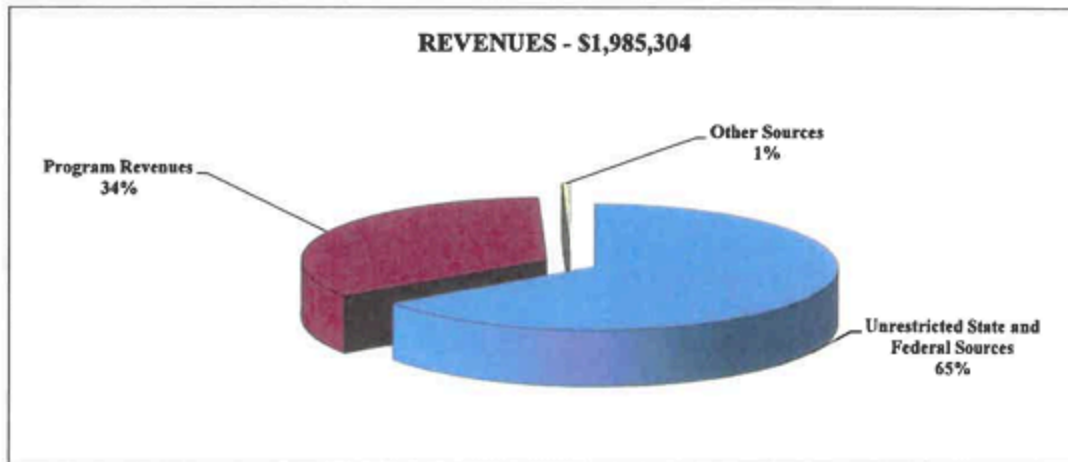
Attachment B - Financial Analysis (page 2)

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VOYAGEURS EXPEDITIONARY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4107
BEMIDJI, MINNESOTA
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022

The School's total revenues consisted of program revenues of \$677,899, unrestricted payments from state and federal sources of \$1,296,999, and miscellaneous revenues of \$10,406. Expenses totaling \$1,774,987 consisted of instructional costs of \$1,109,356; support services of \$270,018; site and buildings related costs of \$257,886; fiscal and other fixed-cost programs of \$16,145; interest on long-term debt of \$5,868; and administrative costs of \$115,714.

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





Attachment B - 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, 2022

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, 2022 and 2021 are as follows:

	<u>Cost of Services - 2022</u>		<u>Cost of Services - 2021</u>	
	<u>Total</u>	<u>Net</u>	<u>Total</u>	<u>Net</u>
Expenses:				
Administration	\$ 115,714	\$ 115,714	\$ 116,881	\$ 116,881
District Support Services	160,789	160,789	163,208	163,208
Regular Instruction	749,172	658,615	766,754	712,792
Special Education Instruction	360,184	(1,428)	380,644	21,263
Instructional Support Services	2,175	2,175	3,596	3,596
Pupil Support Services	107,054	51,809	55,065	38,251
Site and Buildings	257,886	87,401	242,953	75,772
Fiscal and Other Fixed Costs	16,145	16,145	12,630	12,630
Interest on Long-Term Debt	5,868	5,868	-	-
Total Expenses	\$ 1,774,987	\$ 1,097,088	\$ 1,741,731	\$ 1,144,393

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 \$940,345. This was an increase of \$74,583 from \$865,762 at the end of the prior year. The General Fund reported an excess of revenues over expenditures before other financing sources of \$68,754. The Food Service Fund reported an excess of expenditures over revenues in the amount of \$566.



Attachment C - 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 it to us. You can also access an enrollment form at <https://www.voyageursschool.org/html/apply.html>

Student Name: _____ Sibling of current student? _____

Grade for 2022-2023 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.