



**Spero Academy
District 4113
UST Annual Report
October 1, 2021**

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I. Academic Elements

A. Mission and Vision

Our mission is to provide students with a personalized and adaptive education to grow academically, emotionally, and socially.

We Believe ... Every child can learn, grow, and succeed when given the opportunity to reach his or her individual potential.

We focus our resources and energy on developing our core capabilities to develop our **Strategic Intents:**

- Create *differentiated programs* that integrate academics with social and emotional learning
- Comprehensively *identify individual education needs and learning styles*
- Utilize *collaborative teaming* among staff, specialists, and families to integrate and coordinate personalized education
- Structure learning environments with *small student-to-teacher ratios*
- *Assess student progress* across all learning areas

Spero Academy is uniquely focused on reaching the desired population of children with disabilities. While Spero Academy does not discriminate against neurotypical students, all programs are designed to benefit children with all forms of disabilities. The mission and vision reflect this focus and are consistently reviewed within the context of all programs. The Board has created an Accountability Committee and Governance Committee, both of whom work to ensure missional connections to all programs and overall school direction.

Spero Academy recognizes the intent of Charter Schools to be institutions of education reaching underserved student populations, or creative approach tailored for students with unique learning needs. Spero's intent is to address the gap in special education programs through specialized educational opportunities and individualized plans for every student to help all students reach their full potential.

The Mission of Spero Academy supports the primary purpose of charter schools by reaching an underserved student population and providing them with opportunities for specialized educational programming. Our extensive waitlist reveals the number of children in our community who are currently underserved. We believe it is our moral responsibility, and an obligation of all educators, to continue to meet the needs of children who would benefit from our mission and purpose.

Spero Academy II will be open for School Year 2022-23, and will enable Spero Academy to extend our services to those students. The new Brooklyn Park Schoolhouse is intended to replicate the Minneapolis Schoolhouse, with intentional coherence in leadership and educational programming to ensure that students in each location receive programming of equal quality.

B. Accountability Plan Goals

Gauging the progress of students or success of our school based on the Minnesota Comprehensive Assessments and adaptations remains challenging, due to the fluctuating percentage of students who take the MCA III and the MTAS II. Decisions regarding which test a student will take are determined annually by the IEP team and documented accordingly. The IEP team uses an eligibility checklist to determine whether or not a student with an IEP will take either the MCA or MTAS.

Despite the availability of alternate assessments, the high percentage of Spero Academy students whose abilities and achievement are not conveyed well in any of these measures makes this measure less indicative of student learning and school success than in a school with a more typical student demographic. The results from state tests for 2020-2021 indicate a decrease in proficiency in both reading and mathematics for students who were assessed using the MCA in the 2019-2020 school year. A slight increase in proficiency was seen in reading for students who were assessed using the MTAS, however scores indicate a decrease in mathematics for these students. Spero Academy also saw a significant increase in those families that submitted Parent Refusal forms for student participation in the statewide tests. The reason most often cited was mental health due to COVID.

Table 1. Percent of students meeting or exceeding standards on MCA reading.

Percent Meeting or Exceeding on MCA Reading 2020-2021 School Year			
	# of Students Tested	% Meeting	% Exceeding
Grade 3	8	12%	0%
Grade 4	9	11%	0%
Grade 5	5	0%	0%
Grade 6	8	12%	0%
Overall	30	10%	0%

Table 2. Percent of students meeting or exceeding standards on MTAS reading.

Percent Meeting or Exceeding on MTAS Reading 2020-2021 School Year			
	# of Students Tested	% Meeting	% Exceeding
Grade 3	9	67%	0%

Grade 4	2	0%	0%
Grade 5	6	33%	0%
Grade 6	3	67%	0%
Overall	20	50%	0%

Table 3. Percent of students meeting or exceeding standards on MCA mathematics

Percent Meeting or Exceeding on MCA Mathematics 2020-2021 School Year			
	# of Students Tested	% Meeting	% Exceeding
Grade 3	8	0%	0%
Grade 4	9	0%	0%
Grade 5	5	0%	0%
Grade 6	8	0%	0%
Overall	30	0%	0%

Table 4. Percent of students meeting or exceeding standards on MTAS mathematics.

Percent Meeting or Exceeding on MTAS Mathematics 2020-2021 School Year			
	# of Students Tested	% Meeting	% Exceeding
Grade 3	9	33%	11%
Grade 4	2	0%	0%
Grade 5	6	50%	0%
Grade 6	3	33%	33%
Overall	20	35%	10%

Northwest Evaluation Association (NWEA)

Spero Academy has administered the NWEA for several years. Also known as the MAP Growth, this year it was on the menu of assessment choices that teachers could use to assess whether students were making individual progress in reading and mathematics.

Spero Academy was unable to administer the NWEA in the fall of 2020 due to COVID-19 pandemic and the inconsistency of students being on site for in-person instruction. Below are the results of 2021 spring NWEA assessments only.

Table 5. Percent of students at or above national median – NWEA Reading

NWEA % At or Above National Median – Reading			
	# of Students Tested Spring	% at or above National Median	# at or above National Median
Grade 3	10	23%	2
Grade 4	11	27%	3
Grade 5	10	10%	1
Grade 6	9	11%	1
Overall	40	17.5%	7

Table 6. Percent of students at or above national median - NWEA Mathematics

NWEA % At or Above National Median – Mathematics			
	# of Students Tested Spring	% at or above National Median	# at or above National Median
Grade 3	10	10%	1
Grade 4	10	0%	0
Grade 5	10	10%	1
Grade 6	11	0%	0
Overall	41	5%	2

Other Assessment Measures in the area of Academic Achievement:

Spero Academy selected six assessments on which students' progress is monitored and assessed. The assessments were chosen with particular focus on whether they were aligned with the Minnesota K-12 Academic Standards. In addition to the six assessments, benchmark data were gathered for every Spero

Academy student in the key academic areas. An important feature of Spero Academy’s accountability plan is that the data gathered can be used for assessing whether the school is succeeding in meeting its mission and also used to inform day-to-day instruction.

For the 2021-2022 school year, Spero Academy will be implementing and/or replacing three district assessments. Two of the assessments for math and reading will address students who may be requiring an assessment at a more developmental level, such as at a pre-kindergarten level. The third assessment will replace the Early Reading Screening Instrument (ERSI) and will incorporate more phonics, phonemic awareness, and reading comprehension for students reading at an emergent level.

An explanation of each assessment is provided below with the results for the 2020-2021 school year. Spero Academy was unable to administer district assessments in the fall of 2020 due to COVID-19 pandemic and the inconsistency of in-person learning, therefore, only spring data is available. The Personalized Learning Plans for the 2020-2021 school year were also affected by the lack of assessment data due to COVID-19 and were waived by the authorizer for that year.

Bridge Assessment. The Bridge is an early literacy development assessment that was chosen to assess students who were not yet at the reading readiness level, but whose reading program included instruction on early literacy concepts. It is a portfolio rating scale, originally designed for preschool students, but with applicability to early literacy learners who are from a wide range of abilities. It is an observation-based tool that can be used to “determine ongoing progress and children’s interests as well as inform daily practice related to early language and literacy development.”¹ The Bridge is divided into five major areas: Foundations of Reading, Alphabet Knowledge, Phonological Awareness, Literacy-Related Language, and Oral Language. Evidence is gathered for each of the areas using a guide for scoring. All evidence is dated and filed in a portfolio and scored.

Table 7. BRIDGE Results, Spero Academy, Spring 2020-2021

Spero Academy 2020-2021 BRIDGE Spring Scores				
	Not Meeting Standard Total Score Between 0-39 %	Approaching Standard Total Score Between 40-52 %	Meets Standard Total Score Between 53-61 %	Exceeds Standard Total Score Between 62-66 %
June Score	69%	15%	15%	0

Early Reading Screening Instrument (ERSI). The ERSI is an individually administered assessment that includes four tasks: Alphabet Knowledge, Concept of Word, Phoneme Awareness, and Word Recognition. A short explanation of the four tasks is presented below.

- Alphabet Knowledge: Recognition and naming of the upper and lower case letters of the alphabet
- Concept of Word: Ability to match spoken words to printed words
- Phoneme Awareness (Spelling): Assessment of phoneme awareness through analyzing their invented spellings of select words
- Word Recognition: Recognition of words common to first grade

The ERSI was administered to the Spero Academy students who were in kindergarten and first grade or to any second through fifth grade students who were at the reading readiness level.

Table 8. ERSI Scores, Spero Academy, Spring 2020-2021

Spero Academy 2020-2021 ERSI Spring Scores				
	Not Meeting Standard Total Score between 0-23	Approaching Standard Total Score between 24-31	Meets Standard Total Score between 32-37	Exceeds Standard Total Score between 38-40
June Score	65%	18%	15%	0%

Source: Spero Academy

Teachers design instruction for the level at which the child is presently functioning, either as an emergent or transitional reader. Instruction is designed to provide the skills and competency necessary to move in a positive direction along the literacy skill continuum.

Whole-to-Part Reading Assessment. The Whole-To-Part reading assessment information assists with understanding the support skills needed to develop reading comprehension. The areas assessed support the integrated reading processes involved in successful silent reading, thus giving a teacher a better understanding of how best to focus instruction for each student. There are three parts to the assessment: Word Identification, Silent Reading Comprehension, and Language Comprehension.

Table 9. Whole-To-Part Word ID, Spero Academy, Spring 2020-2021

Spero Academy Whole-to Part Reading Assessment 2020-2021 Spring Scores (n=47)			
	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
Word Identification Strand			
June Score	33%	11%	28%

Source: Spero Academy

Table 10. Whole-To-Part Language Comprehension, Spero Academy, Spring 2020-2021

Spero Academy Whole-to Part Reading Assessment 2020-2021 Springr Scores (n=47)			
Language Comprehension Strand			

	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
June Score	65%	12%	24%

Source: Spero Academy

Table 11. Whole-To-Part Reading Comprehension, Spero Academy 2020-2021

Spero Academy Whole-to Part Reading Assessment 2020-2021 Spring Scores (n=47)			
Silent Reading Comprehension	Well Below Grade Level %	Below Grade Level %	At or Above Grade Level %
June Score	100%	0%	0%

Source: Spero Academy

The Spero Academy assessment calendar can be found on our website at:

<https://campussuite-storage.s3.amazonaws.com/prod/1073180/9fdb683-34cf-11e7-9e05-124f7febbf4a/2300279/181b9ba6-f9f8-11eb-9446-0ed9296f2167/file/State%20and%20District%20Assessment%20Calendar%20with%20Rationales%202021-2022.pdf>

C. After School and Summer Programming

Spero Academy does not offer after school or summer programming at this time. The ESSER committee is gathering information from stakeholders on the interest in creating after school or summer programming to benefit learning loss during the 2020-2021 school year. The main barrier we are encountering during the information gathering process is finding enough staff to commit to working in the summer or after school hours.

D. Parent Involvement

Spero Academy has a long tradition of surveying the school's major stakeholders, including the families of our students. Spero families were surveyed in the Spring of 2021 with the intent of measuring family satisfaction in a variety of areas. Twenty-eight surveys were returned from families, which is a response rate of approximately 25%. The results of these items indicate satisfaction for the majority of families.

Items from the survey are noted below, which includes feedback from families, staff, and students. Detailed survey results are reviewed by the school's administrative team and the

Board's Accountability Committee and used to inform our efforts toward continuous improvement.

In 2020-2021, Parents were asked to rate Spero Academy as a safe and welcoming school. The results were overall very positive:

Safe and Welcome Schools

Question:	Percent Strongly Agree/Agree:
My child likes school	93%
The school building is a safe environment	100%
School-to-home communication keeps me well informed	89%
Staff create a safe and welcoming environment	100%
When my family has an issue, I feel heard	96%

Spero Academy parents were then asked for feedback on school work and curriculum implemented at Spero Academy. Again, the results revealed a high level of satisfaction:

Schools and Learning


Question:	Percent Strongly Agree/Agree:
The schoolwork is challenging and requires my child's best efforts	96%
My child is learning a lot	93%
The school curriculum promotes student achievement in all areas	93%
Teachers have high expectations for the success of my child	93%
Teachers use a variety of teaching and learning activities to help my child learn	96%
Teachers help my child when they need it	100%
The school schedule supports and encourages school success	100%

When asked about the social and emotional climate of the school environment, Spero parents responded favorably across the board with regard to teacher-student relationships:


School Environment

Question:	Percent Strongly Agree/Agree:
Teachers and staff care about my child	100%
Students respect other students	96%
Adults in the school treat students with respect	100%
Students are treated fairly no matter their race or cultural heritage	100%

Spero Parents were asked for feedback specific to personalized learning. Results were favorable with regard to the programming implemented, with more mixed results when it came to student involvement in the design of their own learning program and environment:



Personalized Learning



Question:	Percent Strongly Agree/Agree:
The learning experience in my child's classroom is personalized for my child	86%
My child can show what they learned (in developmentally appropriate ways).	93%
My child's strengths and challenges are known by their teacher(s).	100%
My child often designs, or suggests new ways to demonstrate their learning (in developmentally appropriate ways).	79%
My child is challenged appropriately based on their individual strengths and needs.	89%
I understand why Spero Academy is implementing Personalized Learning.	100%
The learning experience in my child's classroom is personalized for my child	86%

A copy of the 2020-21 Survey Summary can be found in **Appendix A**.

E. Curriculum

The School Board Accountability Committee, composed of school personnel, staff and community members, assists in determining the school curriculum. This process of determining new curricula is staff driven by staff input. When reviewing curricula the Academic Team research and review needs, reporting all findings to the Board Accountability committee.

Spero staff are surveyed to gather information regarding interest, needs, and gaps in the areas of training, achievement, student body, etc. The subcommittee also reviews annual parent surveys to look for commonalities.

The Academic Team reviews the data to identify areas of specific curricular need, considering best practices, technology needs, and current research related to the population. The Team also evaluates the textbooks and curriculum using a district created form to affirm cultural diversity, gender neutrality, and disability inclusion, and to ensure that the material is not culturally appropriative. Teachers at different grade levels are then asked to trial samples of the curriculum and complete the same form.

The full Curriculum Review and Adoption Process can be found in **Appendix B**

The general and special education curricula adoption schedule is a rotating review schedule. An individual classroom or specific group of teachers may propose to review curricula out of the rotation in order to meet the current needs of students. If this need is confirmed, a proposal is brought to the Accountability Committee for review and approval.

Through the above process, Spero Academy offers a wide variety of curricular choices for teachers. The current curriculum in each subject matter attempts to provide a curriculum that meets the needs of every student at Spero. This presents a challenge for Spero given the broad range of learning styles within our student population. We continue to find limited research-based curricula addressing the needs of students with severe cognitive disabilities. Nevertheless, Spero Academy's list of available curriculum options has grown considerably.

This past year the Accountability Committee did not review any curriculum due to COVID-19. The review cycle was adjusted to reflect this change.

In the 2021-22 school year, the Accountability Committee will review the current Social Studies curriculum. The general education Mathematics curriculum will be reviewed the following year, school year 2022-2023.

On an additional note, the Accountability Committee added the Anti-Racism curriculum from AMAZEworks to the social skills/SEL program. This curriculum can be adapted for the differing ability levels of Spero students.

The Spero Academy Curriculum Review Cycle can be found in **Appendix C**

F. Scheduling

One of the unique characteristics of Spero Academy is our eleven-month academic calendar. During those eleven months, students attend school Monday through Thursday with breaks scheduled throughout the year. With less time in between breaks this calendar has proven to support the continuous progress-learning model. This weekly schedule leaves the occasional Friday to schedule professional development. Staff,

overall, have been positive about the school schedule as it provides them time to pursue their education or their own professional development opportunities.

The school classroom schedules were adjusted so that the classroom schedules within each grade level correspond, enabling classrooms to come together in certain subject areas. For example, the teachers within each grade may choose to teach subjects such as social studies, science, art, community service projects, life skills, or STEM activities throughout the year. The students in that grade level are then placed in groups, regardless of ability level and the groups rotate through each unit throughout the year. This rotation process ensures that all students have access to the general education curriculum in these areas as well as an opportunity to learn alongside their grade level peers.

G. Professional Development and Teacher Evaluation Systems

Spero Academy continues to establish an annual fund for professional development for all staff employees. Staff are encouraged to seek out development opportunities that align with their professional area and also contribute to the required CEUs needed to renew licenses through MDE. Additionally, the school has taken a very progressive approach to internal professional development days for all staff. Each year, there are five days of professional development at the beginning of the year to help prepare all staff for the level of service required in this school environment. Five additional days are planned throughout the year, based on needs that arise throughout the year as well as the annual training required by MDE. Another 5 days have been added to the calendar for Teachers and Therapists only. These days have been designated primarily for teachers and therapists to work on due process, however, these days may be used when needed to plan for additional training for teachers and therapists.

The Spero Academy Accountability Committee has formed a subcommittee for the planning of professional development for all staff. The Professional Development Committee members include at least one of the following staff stakeholders of the school: teachers, paraprofessionals, therapists, and an administrator. By having a committee made up of these stakeholders Spero Academy ensures that training is relevant and reflects the training needs of all staff. The goal of this committee, along with the principal, is to have all professional development days planned by August for the whole school year as much as possible.

Outline of the School's Teacher Evaluation System:

Spero Academy adopted the Teacher Development and Evaluation (TDE) program distributed through MDE in 2013. Over the years, Spero Academy has continued to evaluate the TDE, making relevant changes and aligning the questions to better fit the focus of our school. The TDE process for Spero is outlined below:

- The Principal and the Academic Director will be responsible for the summative evaluations.

- Teachers will be asked to complete an *Individual Growth and Development Plan* where they will set goals for themselves based on self-assessment, using the *Spero Academy Performance Standards for Teacher Practice Rubric* and, if applicable, any summative reviews they have received previous to this year.
- Informal classroom observations will take place throughout the year so that the evaluators can become familiar with the teachers' teaching methods and the students before formal observations.
- 90-day Teacher Development Evaluations (TDE) with the newly hired teachers will take place in November 2021. The 90-day review for newly hired teachers will consist of a pre-conference with the teachers, the classroom observation, a teacher self-reflection, goal setting using the *Individual Growth and Development Plan*, and a post-observation meeting. These fall evaluations are considered formal but not summative. Newly hired teachers will receive one more formal observation in February and a summative evaluation in the spring.
- The TDE process for continuing/tenured teachers will be evaluated this year by the Principal and Academic Director. In the last 5 years all teachers have received a summative evaluation in the spring of that year with informal observations throughout the year. This process will be changed to follow the three-year cycle as outlined in *The Teacher Development, Evaluation, and Peer Support Model: Implementation Handbook (MDE)*. Spero Academy has been implementing components of this three-year cycle, summative evaluations, informal observations, self-assessments, curriculum and professional development committees, and student learning goals in the form of the Personalized Learning Plans. Spero is looking to implement peer reviewers, Professional Learning Communities, and change the summative evaluation to year 3 of the professional review cycle.
- The teacher mentoring program is in place for probationary teachers. Accountability from mentors is in the form of scheduling three formal meetings each trimester with the mentee, filling out a mentoring log, and completing an informal observation of the mentee in the fall.

H. Innovative Practices, Initiatives and Future Plans

Innovative Practices

In June of 2020, the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE), along with Governor Walz, announced three possible scenarios for reopening schools for the 2020-21 school year, with guidelines for each scenario. These three scenarios were: Distance Learning, Hybrid Learning, and In-Person Learning.

On July 30, 2020 Governor Walz announced the plan for Minnesota for reopening schools. The decision to reopen a school takes into account the virus' spread in the surrounding county, and the district's ability to meet public health requirements. The

Governor and Commissioner Reiker (MDE) stressed that county level data alone will not determine the learning model chosen by the district or charter school and that the ultimate decision would be left up to the individual schools.

Spero Academy developed a phased reopening plan to safely return our students to In-Person learning. The plan was designed to help students understand how to be safe at school during pandemic restrictions. The rollout was innovative with its slow transition from Distance Learning to Hybrid Learning. Hybrid learning began in September 2020 at 50% capacity. Kindergarten through second grade attended two days a week from 8:50am - 11:30 am for two weeks; Third through sixth grade started the same plan two week later; half of the school attended Monday and Tuesday and the other half attended Wednesday and Thursday.

Additional details of the Spero Academy Reopening plan are included in **Appendix D**.

Leadership continued to survey families, hold weekly staff meetings, and re-evaluate county and school health data as we moved through the phases. The Spero Academy COVID-19 Preparedness Plan covers safety protocols recommended by the MDE, MDH, and the CDC. Students were able to practice the skills necessary to safely attend school as well as reconnect with staff, and start assessments to gauge learning loss.

A copy of the COVID-19 Preparedness Plan can be found in **Appendix E**.

Spero Academy employed the Hybrid learning model until November 2020, when Spero Leadership made the decision to transition back to Distance Learning. model before the onset of the upcoming holidays in the interest of safety and the climb of COVID-19 numbers.

On November 5, 2020, Governor Waltz signed Executive order 20-94. Section five of the order, outlines the need to prioritize In-Person learning for students with disabilities, declaring:

“School districts and charter schools operating in a distance or hybrid learning model that are providing in-person services in accordance with public health guidelines must prioritize providing in-person instruction and services to students with disabilities whose individualized education program calls for intensive services that cannot be provided in a distance learning model. MDE will continue to provide additional guidance to school districts and charter schools about this provision.”

Based on Executive order 20-94 and the need to prioritize In-Person learning for over 92% of our student population, we decided to resume our Hybrid Learning Model. This model, consisting of two half-days each week, resumed January 19, 2021. On February 16, 2021, we transitioned to full days, twice a week. We returned to full In-Person Learning on April 12, 2021.

In accordance with our safety plan, all staff and students submitted daily health screenings, performed daily temperature checks upon arrival, wore masks and face shields, and quarantined when required. Students were kept in small pods, and their arrival and dismissal times were staggered to promote social distancing. We ended the year having seen a total of 4 cases of COVID-19.

Initiatives

The Special Education Department implemented additional support to the Achieve Program. This student support program provides direct and indirect services and organizational support and input, with curriculum implementation and maintenance.

A Board Certified Behavior Analyst® (BCBA®) with a graduate-level certification in Behavior Analysis was added to the team in FY21. This approach to behavior analysis is widely used in children with autism, because there is empirical evidence to support its success. In FY22, the Special Education Department added a Registered Behavior Technician (RBT) to the team. The RBT provides direct behavior analysis services.

Spero Academy's Principal and Academic Department developed a Professional Development Calendar for the year, drawing on input from a Professional Development Committee consisting of teachers, therapists, and paraprofessionals. This calendar covers training in curriculum, equity, disabilities, crisis prevention, suicide prevention, annual requirements, and bullying prevention. There are nine professional development days incorporated into each year as well as three Due Process Days.

A copy of the Professional Development Calendar can be found in **Appendix F**.

The teaching and paraprofessional staff, along with school support staff, have implemented collaborative curriculum and academic intervention support across grade-level classrooms. With support from the academic department, the educational staff are developing targeted instruction for emergent level readers in the 3rd-6th grade classrooms to support their literacy development. The teaching staff are utilizing best practices along with innovative instruction to develop interventions in the kindergarten to 3rd grade classrooms in the target areas of phonics. These initiatives are supportive of our mission and strategic plan.

Using Elementary and Secondary School Emergency Relief (ESSER) Funds, The Operations Department implemented a Staff Referral stipend to assist with the staffing shortage for FY 22. The stipend was used to onboard nine of the twenty seven new hires.

The Operations department also worked with the transportation company to provide an application that tracks and provides transportation status in realtime.

Future plans

Spero Academy completed its seventeenth year of operation in June 2021 and continues to increase enrollment. As of August 30, 2021, one hundred and forty-six (146) students are enrolled in grades K-6 at the Minneapolis Schoolhouse with a waitlist of 131 students. We anticipate adding another four students to reach one hundred and fifty (150) students prior to December 1, 2021. The Minneapolis Schoolhouse is expected to grow

and increase to its maximum capacity of 160 students in the 2022-2023 school year. In light of this continued growth and our extensive waitlist, particularly for special education students, we believe the practical decision is to open a second charter school facility.

The Brooklyn Park Schoolhouse will accommodate our increasing enrollment and help meet market demand for Spero Academy's specialized instructional program serving students with IEPs and students with ASD. The Brooklyn Park Schoolhouse will replicate the original Charter School, following the same mission, vision, educational model, and support services received at the Minneapolis Schoolhouse. Spero Academy's leadership team will oversee both the Brooklyn Park Schoolhouse and the Minneapolis Schoolhouse to ensure consistent, effective implementation of the educational model at both sites. The Minneapolis Schoolhouse will serve the south and east metro while the Brooklyn Park Schoolhouse will serve the north and west metro. Regardless of residence, families will be allowed to apply to one or both locations. Currently, families send their children to the Minneapolis Schoolhouse from the surrounding metro; some families living up to 40 miles away. Families choose the Charter School not because of its location but because of its specialized educational programming for students with IEPs and students with ASD. This commitment to Spero Academy's educational model is illustrated by comments Spero Academy received in response to a marketing survey to prospective families, conducted in March 2021:

"We have tried to get our ASD son into a safe school where he can learn how to manage his disability. He needs to be in a place where he is ok to just be himself. There are not any openings. We have tried for 2 yrs. The school setting Spero provides is in such high demand. PLEASE OPEN A NEW LOCATION!!"

"The need is so great for this kind of school! I'd drive a considerable distance if my kids could attend."

Further detail on the plan for building enrollment at the new Brooklyn Park Schoolhouse and maintaining enrollment at the existing Minneapolis Schoolhouse can be found in Marketing/Recruiting Plan in **Appendix G**.

The Brooklyn Park Schoolhouse is slated to open Fall of 2022 with grades kindergarten through three (approx 60 students) with a matriculation model for increasing to full enrollment of grades kindergarten through sixth by the 2026-2027 school year. Current families will be given the opportunity to change locations if desired.

I. Awards

Spero Academy did not received any awards in this area during FY21

II. Governance and Operational Elements

A. Teacher Licensure Verification

A copy of Spero Academy Teacher Licensure Verification can be found in **Appendix H**.

B. Management and Administration

File numbers for licensed administrators are included with the Teacher Licensure Verification in **APPENDIX H**.

Administrative roles and responsibilities can be found in **APPENDIX I**.

Professional Development Plans for Administrative Team

Executive Director

The Executive Director transitioned to her role under the guidance of a charter school consultant during School year 2020-21. She continues to attend training in special education law, human resources, leadership, and school finance. She continues to focus on fiscal management due to funding changes brought on by the pandemic and providing leadership and direction to staff and families.

The Executive Director is a member of the University of St. Thomas Cohort that supports a Charter School Teacher Residency program, as well as two task forces through Minnesota Association of Charter Schools, focused on Special Education funding and a Code of Ethics for Non-Licensed school leaders. Additionally, she will be working with the expansion team on completing Spero Academy II to open in August of 2022.

A copy of the Executive Director's full Professional Development Plan can be found in **Appendix J**.

Principal

Our Principal is addressing her professional development by pursuing training opportunities through the Minnesota Department of Education and is currently participating in a bi-weekly training series on Family and Student Engagement. In order to best serve the needs of our community, she attends weekly training sessions through the National Center for Homeless Education. The Principal is also completing CEUs to renew her K-12 administrative license and would like to become a member of Minnesota Elementary School Principals' Association.

Academic Director

Our Academic Director is pursuing professional development in several ways. She subscribes to *Education Next*, *Edutopia*, *Learning for Justice*, and *NEA EdJustice* online teacher resources and newsletters to stay abreast of current trends in education. She attends MDE training relevant to her position as District Assessment Coordinator and will continue to attend workshops in person and online in order to keep updated on various topics relevant to her position and the current times. This includes professional development in culturally responsive teaching, teacher mentoring and evaluation, team building, reviewing and researching curriculum, and topics related to Special Education.

Special Education Director

Our Special Education Director's professional development plan includes obtaining continuing education units to renew her three special education licenses. She continues her membership with

the Minnesota Administrators for Special Education (MASE) and attends several trainings and conferences through this organization. Additional plans include training with the Minnesota Department of Education for special education changes and updates. Other conferences planned for the 21-22 school year include, Indigo education, Minnesota Association for Children's Mental Health and School Law and Leadership conferences.

Operations Director

Our Operations Director will be addressing his professional development by participating in webinars offered by Associated Benefits and Risk Consulting and MDE Trainings to understand leadership goals and have a better understanding with finances.

Special Education Coordinator

Our Special Education Coordinator plans to continue her professional development by continuing to collect CEU's to maintain her teaching license and by attending various MDE trainings on due process, special education reforms and initiatives, and special education assessments.

Academic Coordinator

Our Academic Coordinator plans to continue her professional development by continuing to collect CEU's and by seeking out and participating in MDE workshops and training. She will also continue to subscribe to the latest research materials related to special education, differentiation, literacy and math skills development, culturally responsive education/ pedagogy, and educational leadership.

Data and Policy Coordinator

The Data and Policy Coordinator continues their professional development in state reporting and Student Information Systems by attending regular MARSS University training through MDE's School Finance department, as well as statewide meetings and training on data syncing and management. They continue to expand their knowledge of charter school accountability and the legislation that affects charter schools through resources from Minnesota Association of Charter Schools.

C. Organizational Strengths, Challenges and Plans

The school is currently positioned well and continues to outpace financial expectations. Additionally, the approved budgetary ratios have been outpaced, reaching over 90% special education students on the current roles. Enrollment has been a struggle due to the inability to hold in-person evaluations caused by the COVID-19 pandemic as well as declining enrollment during the pandemic.

We have a waitlist of 128 students waiting to attend Spero Academy. Our current enrollment is 143 students with one additional student starting on October 11, 2021. Our current ADM is 139 with 94% Special Education Students.

The Board has gone through a healthy transition over the past year. Currently, the board has 8 members. The maximum number allowed on the Board is 11, so there are still two openings for appropriate members. The Board continues to be diligent in seeking out qualified candidates with expertise in desired fields.

We are experiencing high staff anxiety brought on by the trauma of teaching during the pandemic, as well as extra work required to assess learning loss in students and develop a recovery plan. We are utilizing Elementary and Secondary School Emergency Relief (ESSER) Funds to supplement their income and provide additional days off for mental health. In addition, students are exhibiting heightened behaviors and learning loss caused by pandemic trauma as well as social unrest. We are using additional ESSER funds to provide additional staffing and assessments to determine supports needed to address trauma and learning loss.

D. School Enrollment and Attrition Trends

Spero Academy 2020-2021 Enrollment Trends

- 31 new students enrolled:
 - 16 Kindergartners
 - 8 First graders
 - 7 Second graders
- 30% of the new students are from Minneapolis
 - 70% students are from 16 other districts
- 1 student un-enrolled by 09/30/2020
 - 1 attend the same school as sibling
- 6 students un-enrolled after 10/01/2020
 - 2 Junior High transitions
 - 1 move to full time in-person
 - 1 moved out of the state
 - 1 attend same school as sibling
 - 1 home school
- Staff worked to increase enrollment by:
 - Focusing on increasing name awareness through social media
 - Attending jobs fairs and hosting a job fair at Spero Academy
 - Returning to in-person information sessions
 - Informing families of the new school building (22-23)

Table 12. Student Enrollment Trend

School Year	K	1	2	3	4	5	6	Total Enrollment
2012-2013	19	16	14	14	12	10	0	85
2013-2014	14	19	11	14	12	6	0	76
2014-2015	14	13	16	12	14	9	0	78
2015-2016	7	18	16	19	12	11	0	83
2016-2017	15	10	19	16	21	12	0	93
2017-2018	12	14	14	18	17	22	11	108

2018-2019	16	19	21	18	18	19	18	129
2019-2020	14	19	26	24	21	22	16	142
2020-2021	16	18	20	24	17	17	15	127

Table 13. Student Attrition

Grade	Students enrolled in the school on or before Oct 1	Students enrolled after Oct 1	Students who left after Oct 1	Students enrolled at the close of the school year	Students that remained enrolled in the school for the full year
K	14	2	0	16	16
1	19	0	1	18	18
2	21	0	1	20	20
3	24	0	0	24	24
4	19	0	2	17	17
5	17	0	0	17	17
6	18	0	3	15	15
Total	132	2	7	127	127

Our enrollment numbers from last year were below the number we projected for the 20-21 school year. This was due to families deciding to enroll in schools that were on site 5 days of week and/or families decided to homeschool. For the 2021-2022 school year we have enrolled a total of 43 new students making our total enrollment number be 145.

Spero Academy complies with Minnesota Statutes 124E.11 subd. 9 by reviewing and approving an annual enrollment preferences and lottery policy.

E. Community Partnerships

In the Spring of 2021, Spero Academy began a partnership with Every Meal (FKA The Sheridan Story) to participate in the Weekend Backpack Program. This program enables schools to provide supplemental nutrition for students and their families during out-of-school time.

Due to the ongoing COVID-19 public health emergency, we were unable to utilize community volunteers as the program would normally allow. We did, however, develop a

relationship with Every Meal and they were able to match us with a community sponsor for the 2021-2022 school year.

In the 2020-2021 school year, we plan to welcome volunteers from BMO Harris into the school to help with distribution, following all COVID-19 safety guidelines and school policies regarding community volunteers. We are looking forward to building relationships with this sponsor and welcoming members of the community back into our school. In addition to providing supplemental nutritional service for our students, we hope that this will enable more people to learn who we are and the type of educational programming we provide.

F. Board Member Orientation and Training Plan

Newly appointed Board Members receive an orientation meeting that is conducted by the Governance Committee. The orientation includes training on charter school statutes, Board and school policies, corporate By Laws which govern the school, Board responsibilities and procedures, committee expectations, meeting protocols and strategic planning goals. Each new Board member is partnered with an existing Board member who will act as a Mentor. The expectation is for the Mentor and Mentee to meet at least twice, virtually or in person, outside of Board meetings during the new member's initial few months on the Board. The Mentor and Mentee also meet before Board meetings to discuss the agenda, giving time for the Mentor to answer any questions that the Mentee may have about agenda items.

Each year, quarterly training is provided to the Board on topics that are appropriate and applicable to the issues and ongoing educational needs of the school. Training topics are suggested by the Governance Committee. Board training is part of the Annual Work Plan for the Governance Committee. The Board Chair also asks for input from the whole Board membership on training topics. During the 2019/20 school year, on site training was provided in the areas of Spero's budget and financing process, literacy, school best practices, the value of data collection, its use and analysis for curriculum purposes and a presentation of Spero's academic and behavioral testing assessments.

In addition to on site Board meeting training, Spero has purchased an online Webinar training series through Charter Source. Training topics include State mandated requirements for Governance, Finance and Employment. Additional training topics are New Board Member Basics, the Open Meeting Law and Charter School Budget Basics. These webinars can be viewed wherever and whenever a Board member desires. An additional benefit for Spero is that Charter Source collects user data which makes authorizer reporting easier.

The Board Chair and the Executive Director monitor the training information and the training topics are also included in the Board agendas for use in reporting and historical referencing. The Executive Director monitors mandatory training for new Board members to ensure that training is completed and accurately reported to the Authorizer.

G. Board Member Information

A copy of current Board Member information can be found in **Appendix K**.

One of our former Parent members is now a Community member, following the graduation of their student. Spero Academy is currently considering two potential Board candidates. One would serve as a Parent member and one as a Community member.

September 28, 2021 a Community member was reinstated following the resolution of a conflict of interest.

III. Financial Elements

A. Fiscal Health

Spero Academy continues to be in a financially sound position, which is reflected in the past audits which show no findings. Because our program model attracts students with special needs, we are able to meet the 90% threshold for funding reimbursement under Minn. Stat. 124E.21 (Subd.2). By maintaining this percentage threshold, Spero Academy is able to create a strong financial base with positive increases to our fund balance. Given the funding model under which Spero Academy operates, there is no minimum number of students that Spero Academy needs to enroll to maintain and ensure adequate funding. As long as Spero Academy maintains special education enrollment of 90% or greater, funding is covered at **100% reimbursement** including lease aid.

FY 21, Spero Academy

In addition:

- General fund expenditures exceeded revenues by (\$972,113) year-to-date.
- Total general fund revenue is at 100% of the year-to-date expected budget.
- Total expenditures overall are at 90% of the year-to date budget.
- The federal title expenditures equal accrued revenues which are paid on a reimbursement basis.
- Year-to-date food service fund expenditures exceeded revenues by (\$21,407) which is close to our budgeted projections.
- Year-to-date MA billing revenue exceeded expenditures by \$52,526, mainly due to a prior year adjustment.

- The school received CRF and CARES Act funding relating to COVID-19 relief. The amount has primarily been used for child care costs to date.
- Year-to-date Federal Special Ed. expenditures equal accrued revenues which are owed to us by MDE.
- Year-to-date State Special Ed. revenues exceed expenditures by \$1,031,868. Total State Special Ed. revenues are 88% of our year-to-date budget. Total State Special Ed. expenditures are 88% of the year- to-date budget.
- Spero's total revenues are 90% of the year-to-date budget and total expenditures are 89% of the year- to-date budget.

Current enrollment figures (ADM).

Current ADM is 139 with 94% Special Education Students.

Comparison of previous year target ADM to actual ADM.

Our revised budget in FY21 projected an ADM of 138, the actual ADM was 133. We ended the year with 91.8% of students with an IEP

Average cash on hand for previous year

Spero Academy ended the year on June 30,2021 with 61 days of cash on hand.

The current Spero Academy Budget including Budget Projections can be found in **APPENDICES L and M.**

B. Internal Controls and Board Oversight

The following narrative outlines certain critical financial processes and procedures for Spero Academy, BerganKDV, and the school's Board of Executive Directors, which include both preventive and detective controls that are designed to safeguard Spero's financial assets and ensure the integrity of financial reports and measures. Preventive controls include, but are not limited to, segregation of duties and password protection for access to critical information and documents, while detective controls include account reconciliations and review of actual performance versus budget.

General

Spero Academy utilizes the Skyward Finance System, which was designed for use by school districts and is approved by the State of Minnesota for compiling and reporting a school's financial results.

During the school year, financial transactions are maintained primarily on the cash basis of accounting. At year-end, accrual entries are recorded to convert the school's books from cash basis activity to accrual basis activity for audit and closeout purposes as required by UFARS. All entries recorded in the finance system are supported with underlying supporting documentation that is available for audit purposes.

Cash and Investments, Receipts, Revenue, Receivables

The School's primary revenue sources consist of state/federal grants and aids. State/federal grants and aids are received via wire transfers (received by filing of progress or completion reports or SERVVS reports). Generally, BerganKDV computes and records receivables (accounts, IDEAS, and state and federal programs) - including reconciling amounts with the IDEAS and various grant agreements. BerganKDV works with the School's Executive Director to identify federal financial assistance and to reconcile differences between EDRS/SERVVS and UFARS.

While the majority of the school's receipts are received via EFT from the state or federal government, a minimal number of cash/checks are received in the school office. When cash is received in person or by mail, the receptionist opens it and routes all checks to the Operations Coordinator. The Operations Coordinator logs the check information into the Internal Security Record, copies the checks and cash for backup, and prepares a deposit slip documenting the revenue source. The deposit is transferred to the Executive Director for review and weekly deposit. All supporting documents for the non-state and federal deposits are delivered to BerganKDV which are reviewed on a monthly basis to ensure the proper UFARS account coding is applied before entering the revenue into Skyward.

The School Board has a policy that directs designated individuals on how to invest the cash on hand not required for immediate expenditure. On an as needed basis, the Board passes a resolution allowing these individuals to invest idle school cash in accordance with Minnesota Statute 475.66 as noted in the Minnesota Legal Compliance Audit Guide for Local Government. This resolution also allows these individuals to designate the depositories for investing and is considered to be the "investment policy" of the School.

BerganKDV is responsible for reconciling all banking and investing accounts and does so on a monthly basis. Any discrepancies between Spero accounting and the bank statements are researched and resolved prior to the close of the accounting period.

Cash Disbursements, Expenditures for Goods and Services and Accounts Payable
BerganKDV processes accounts payable for Spero Academy. As expenditures are required for the school, members of the school staff complete a Purchase Order or Reimbursement Request, which is routed to the School Executive Director for approval. For those purchase requests, as well as all others, the Operations Coordinator completes a Vendor Payment Request(VPR) form and adds specific information to aid in proper UFARS accounting. The VPR is routed to the Schools' Executive Director. The Executive Director reviews all VPR forms and approves expenditures by signing the forms. As vendor invoices come to the school for payment, a three-way match occurs between the Vendor Payment Request form, the goods receipt and the invoice. Any discrepancies between the documents are investigated and resolved prior to payment.

Once matched, the invoices and accompanying VPR forms are sent to BerganKDV where they are entered for payment into the Skyward. The matched invoice and VPR form provide sufficient approval of the expenditure enabling BerganKDV to enter the invoices into Skyward. Once entered, a weekly summary of payables is sent to the Operations Coordinator and the Executive Director for review and approval. An affirmative approval is required from the School Executive Director to proceed with payment, while the Operations Coordinator is assumed to approve payment unless an objection is raised.

Once matched, the invoices and accompanying VPR forms are sent to BerganKDV where they are entered for payment into the Skyward. The AP specialist at BerganKDV will

review, assign and code invoices within a reasonable time frame to ensure invoices can be paid in a timely manner from within the date they have been received. When reviewing and coding invoices the AP specialist will assign the approver for each invoice as determined by the school's administration, per BKDV and the auditors. If the situation arises that the typical approver is also the recipient of the expense being approved either an alternate approver of appropriate status will be assigned in bill.com or the AP specialist will require a signature from that person on the expense or other confirmation that the expense is approved such as email confirmation. This will be retained and added to back up with the expense for auditing purposes.

Once invoices are completed, the Executive Director will log in and review the invoices; verifying amounts, descriptions and budgetary assignment are in line with the intent of the purchase. Once reviewed the Executive Director will check off and send approval within bill.com, which is retained with each individual approved invoice. If any items are deemed incorrect the Executive Director will deny the invoice and note reason on the form for BKDV to reassess the item.

Invoices will be paid within the bill.com platform, after approvals have been received. Invoice payments will be scheduled out as funding allows. Payment may be sent via ACH (preferred method) or paper check.

If a check is necessary, BerganKDV receives approval, the checks are printed. Check stock for the primary school account (Western Bank) is secured at the BerganKDV offices. Check runs are made on a regular weekly basis. "Emergency" checks are cut as needed which may or may not be included in the weekly payables reporting sent to the Finance Committee. Based on invoice due dates, checks are systematically prepared by BerganKDV and signed electronically. Only BerganKDV' employees have access to the password allowing check printing on behalf of Spero Academy. Once a check is prepared and printed, BKDA remits payment to the vendor and the original invoice is filed at the school for payment.

The AP Specialist will not pay any expenses without approval from authorized school representatives, either by bill.com approval or expressed request and approval in written form from the school representative, in case of an emergency payment situation.

All payments for the month are compiled in a report and delivered to the school for review by the School Executive Director and the Board.

BerganKDV prepares monthly financial statements and ensures that the School Executive Director, Finance Committee and Treasurer are aware of where the school is in relation to their budget.

Payroll and Related Liabilities

The school utilizes BerganKDV to prepare payroll. There are approximately 100-125 payroll checks cut each pay period. Payments made in cash are prohibited. All employees are paid twice each month. The Executive Director and Board establish salaries/rates of pay. Salaried teaching and non-teaching positions are paid based on individual contracts. Timesheets are not maintained, only attendance records are maintained for these positions. Hourly employees submit timesheets via the K-pay system. The Executive Director reviews the time sheets. The approved timesheets are submitted to BerganKDV. The personnel records are maintained at the school. Executive Director approval of vacation, holiday and sick leave compensation is reviewed during each payroll run by the Operations Coordinator to ensure the respective balances are accurate. Employment

changes are generated by the Executive Director and subsequently sent to BerganKDV for inclusion into the finance system.

All payroll checks are prepared and signed by computer (digitized signatures). BerganKDV designates an employee who is the only person that has access to the payroll password. Payroll is made either by direct deposit or checks that are delivered by US Mail. The direct deposit payroll batch is prepared by BerganKDV and must be authorized prior to payment by either the School Executive Director or the BerganKDV Finance Manager. Federal and State payroll withholdings are submitted electronically. All other withholdings are submitted by check through the US mail.

On a monthly basis, the BerganKDV Finance Manager reviews the payroll activity, prior to the drafting of the monthly financial statements. The payroll activity also is monitored at the school site to ensure accuracy of data; the School Executive Director reviews the direct deposit checks before payment by Western (~90% of staff is paid via direct deposit) and reviews the payroll bank statement for reasonableness before it goes to BerganKDV. Since the School Executive Director signs off on time sheets, manual checks are considered approved then.

Debt and Debt Service Expenditures

The school uses separate types of debt to finance operations and to provide funds for capital and other improvements. The Board approves all debt.

Significant Accounting Estimates

State Aid is estimated through the MARSS system, which utilizes student enrollment to calculate a school's eligible aid. The MARSS system is a statewide database of student attendance and membership information by which each student has a unique identifying number that is used to track that student from one school to the next. This system significantly reduces the likelihood that a student could be inaccurately claimed for aid purposes since the State does not recognize a student for aid purposes if there are date overlaps for any student (no one District can claim a student if the dates the student was served overlap with those of another district—therefore all such differences are resolved between school districts, otherwise, no aid would be paid).

For capital assets, the Spero uses guidance made available from MDE and the national ASBO Association for purposes of estimating the useful lives of capital assets when calculating depreciation.

Fund Equity

Fund equity of the school is accounted for in accordance with prescribed accounts as determined by the Minnesota Department of Education and UFARS. The school is required to maintain reserved fund balances for unemployment, severance, transportation safety, equipment, facilities, disabled accessibility, building construction, and debt service. All other fund balances are unreserved. The BKDA 27 Finance Manager, in consultation with the Executive Director and Board Treasurer, are responsible for ensuring that fund balances are properly accounted for.

Federal Grant Programs

Each spring the school is notified of the projected entitlements for the various Title programs. The School's Executive Director is responsible for acknowledging/accepting the grant funds and developing the respective budgets. The school follows

purchase/reimbursement protocol related to the various grants as outlined in the A133 circular. The required reports are filed on a timely basis with the federal government as well as state oversight agencies.

Finance Committee:

Spero Academy's Finance Committee is responsible for overseeing the financial welfare of Spero Academy and all financial reporting requirements of outside organizations. The Charter School has implemented sound Best Practice financial policies, oversight, and strategic forward thinking which has earned the Charter School a 17.4% fund balance at the end of Fiscal Year 2020 with 61 days cash on hand.

The Finance Committee oversees the creation of the annual budget, accounts for spending, controls contract bids, and works with the Executive Director to achieve long-term financial goals and success. This committee also ensures adequate internal controls over spending, oversees the fund balance, and communicates financial data to stakeholders. In each of the past eight years (2013-2020) the Charter School has earned the State School Finance Award for meeting statutory deadlines for submission of audited fiscal financial data and reporting criteria from the MDE.

Each year in the spring, a budget is prepared by administration for the following fiscal year, with input and oversight by the Finance Committee, with underlying assumptions and estimates clearly documented. The budget is subject at all times to review by the Authorizer. As noted above, the budget is primarily based on state and federal educational funding.

Spero Academy maintains a General Fund in which all the activity of the Charter School is recorded. A budget is prepared for the General Fund on the same basis of accounting as the year-end audited financial statements. Budgeted expenditure appropriations lapse at fiscal year-end. In the fall, after enrollment numbers are stabilized and government funding levels are known, the Finance Committee reviews the underlying assumptions and modifies the operating budget to reflect known changes. This modified budget is presented to the Board and adopted in the fall.



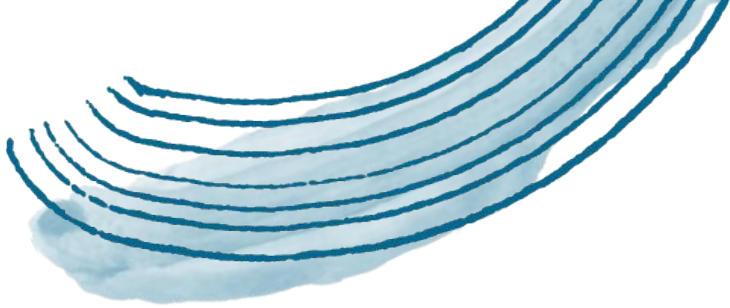
Standing members of the Finance Committee include Jenny Abb, Finance Manager (BerganKDV); Edi Becerra, Operations Director; the Executive Director and Special Education Director; and the Treasurer of the Board of Directors. Other interested board members may serve on the Finance Committee.

C. Awards

Spero Academy did not receive any new awards for school finance this year.

Spero Academy Survey Summary

2020-2021



Our mission is to provide a personalized and adaptive education to grow academically, socially, and emotionally. We believe every child can learn, grow and succeed when give the opportunity to reach their individual potential.

-Spero Academy



Stakeholder Surveys

01

Introduction

Survey Design and
Administration

02

Family Survey

Topics, summary of
results and comments

03

Staff Survey

Topics, summary of
results and comments

04


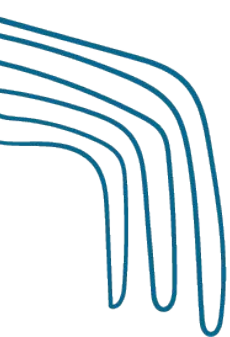
Student Survey

Topics, summary of
results and comments

05

Next Steps

Discussion, Questions





01

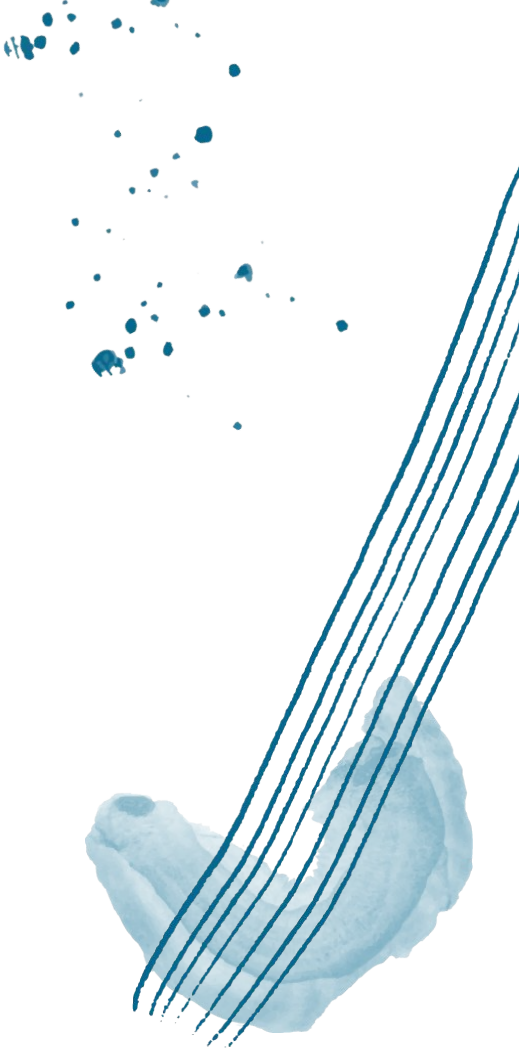

Introduction

Survey Design and
Administration



Survey Design and Administration

- Administered online from June 20 - July 6
- Adapted versions were given to students
 - Paper copies
 - ChooseltMaker
 - Video read aloud
- Voluntary and anonymous
- Stakeholder groups
 - Family members
 - Staff
 - Students




02

Family Survey

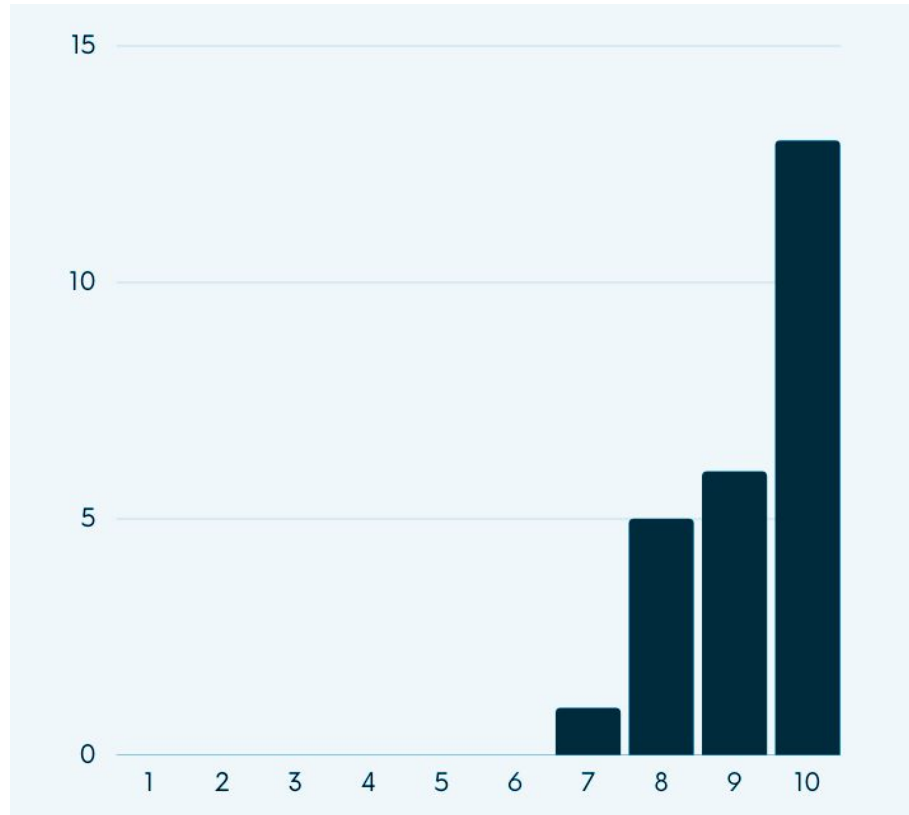
Topics, summary of
results and comments



Family Survey

- Demographics (Select Teacher Name, Therapists if applicable)
 - Safe and Welcome Schools
 - Respectful Environment
 - Schools and Learning
 - Personalized Learning
 - Overall Impressions / Open-ended Comments
- 


Overall Satisfaction With Services and Programming





Safe and Welcome Schools


Question:	Percent Strongly Agree/Agree:
My child likes school	93%
The school building is a safe environment	100%
School-to-home communication keeps me well informed	89%
Staff create a safe and welcoming environment	100%
When my family has an issue, I feel heard	96%





Safe and Welcome Schools - Comments



- Mr. Tim is the best!!! Keep up the great work.
 - I would love if photos were posted on seesaw regularly especially for the nonverbal children. We don't get to hear about their days so photos and reports help us know what they are doing and be reassured that they are happy.
 - Student loved second grade both hybrid and in person. Mr. Tim and Ms. Sara have been amazing and Ms. Angel and Ms. Erickson. Student is hoping to still have you guys but if not he will definitely miss you. He asks about Ms. Angel every day.
 - No, this year went very well for us with communication.
- 

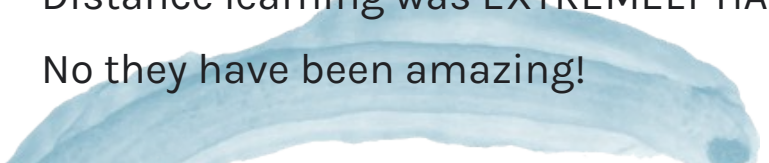
Schools and Learning

Question:	Percent Strongly Agree/Agree:
The schoolwork is challenging and requires my child's best efforts	96%
My child is learning a lot	93%
The school curriculum promotes student achievement in all areas	93%
Teachers have high expectations for the success of my child	93%
Teachers use a variety of teaching and learning activities to help my child learn	96%
Teachers help my child when they need it	100%
The school schedule supports and encourages school success	100%



Schools and Learning - Comments



- Ms. Jordan has been amazing at helping with Student's self esteem and teaching him in a way he responds to.
 - I think the 11 month model is great. It helps so that students don't lose so much learning over the summer.
 - Would love to see ESY/extended year services offered during summer. Love the 11 month school calendar but the 4-5 weeks between end of school year and start of new school year is hard transition.
 - Distance learning was EXTREMELY HARD
 - No they have been amazing!
- 

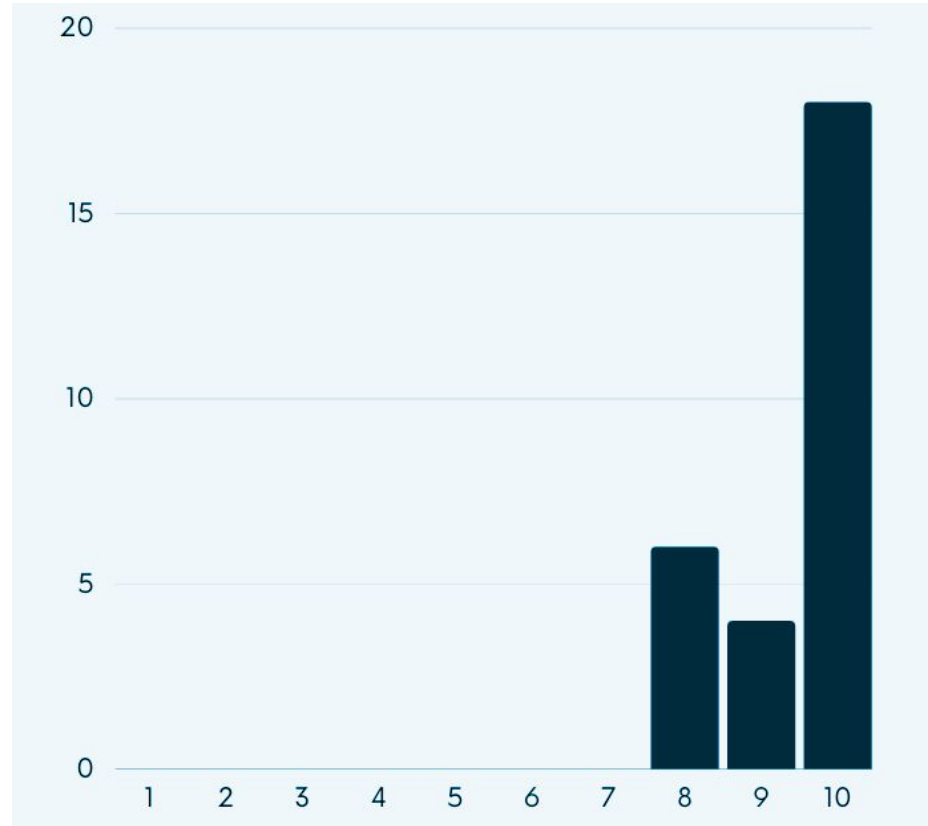
School Environment

Question:	Percent Strongly Agree/Agree:
Teachers and staff care about my child	100%
Students respect other students	96%
Adults in the school treat students with respect	100%
Students are treated fairly no matter their race or cultural heritage	100%

Personalized Learning


Question:	Percent Strongly Agree/Agree:
The learning experience in my child's classroom is personalized for my child	86%
My child can show what they learned (in developmentally appropriate ways).	93%
My child's strengths and challenges are known by their teacher(s).	100%
My child often designs, or suggests new ways to demonstrate their learning (in developmentally appropriate ways).	79%
My child is challenged appropriately based on their individual strengths and needs.	89%
I understand why Spero Academy is implementing Personalized Learning.	100%
The learning experience in my child's classroom is personalized for my child	86%

Overall Satisfaction With Spero Academy






Comments

- Thank you for all the support you've given *Student* over the past 4 years!!!
 - It has been an extraordinarily difficult year for everyone. Ms. Robertson is a gem and her positive attitude never once wavered. I'm kind of sorry that we missed so much of the year in-person with her but I'm also grateful that she was with us through this stressful time.
 - Some of my dissatisfaction centered around cancelling school or flipping to distance learning on short notice throughout the year. I fully acknowledge this was a unique and trying year. Also, the slow and cautious roll out was TWO months behind the public school for 1/4 of the students spread across 7 grades in a giant building. Yes, our exposure was very low, but statistically, so we're many elementary schools statewide. Every other public school prioritized special education, I can't figure out why Spero wasn't leading by example and showing the public schools how it could be done safely.
 - Ms. Stevens, Mr. Derik, and Mr. Brandon are a fantastic team! Communication has been great, and they took the time to build relationships inside the classroom.
- 



Comments

- Susan is an AMAZING teacher!!
 - We had great success with our class and teacher this year and I hope some of the things we learned carry over when school is back to "normal" schedule.
 - Spero Academy has done amazing job with my son. He actually isn't afraid to go to school like I experienced with other public schools. He has come a long way and I can only accredit that to this school. Thank you for all you have done for my whole family!
 - Student has come so far! I'm in tears at how much he is thriving! He actually enjoys school. Thank you for all you have done!
 - IEP meetings I feel truly heard. Thank you so much. We feel very fortunate to have been in Spero.
 - The third grade team has been fantastic. Communication is amazing, and I love the relationships they've built. There has definitely been a challenge with some teasing and bullying, but it's been communicated and handled well by staff.
 - Kelly has been such an amazing advocate for our kids. We appreciate all she does!
- 




03

Staff Survey

Topics, summary of
results and comments



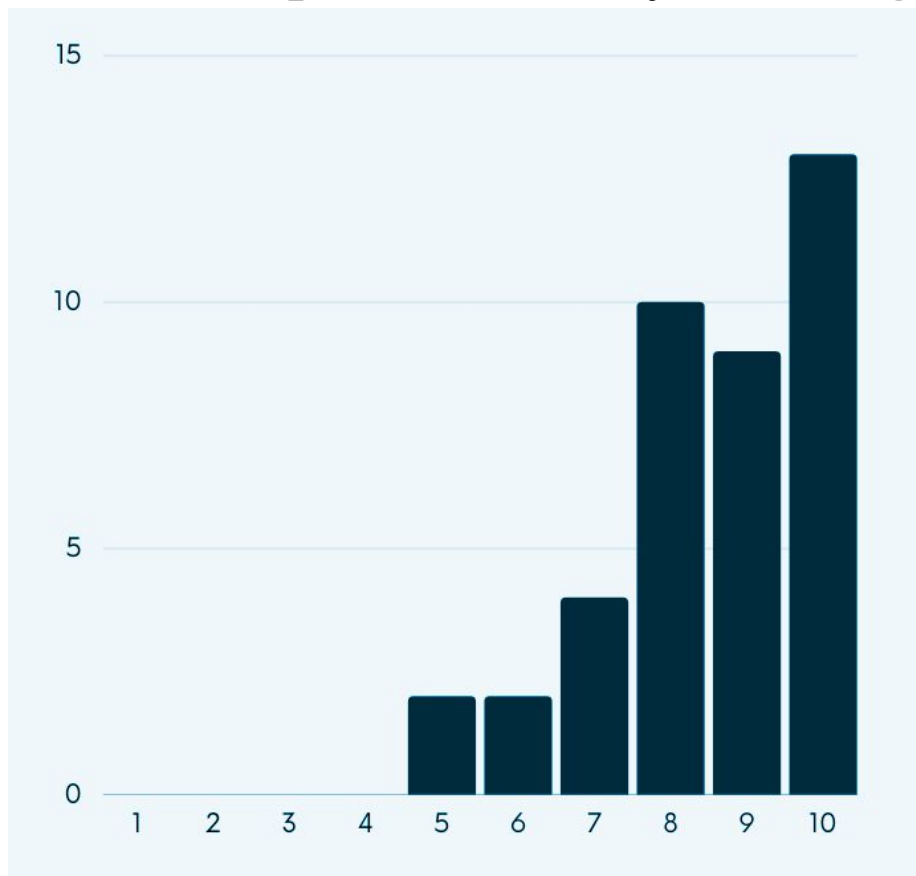
Staff Survey

- Describe role
 - School Climate (COVID-19)
 - Leadership Support
 - Teamwork
 - Curriculum & Instruction
 - Highlights & Suggestions for Improvement
 - Overall Satisfaction
- 

School Climate (COVID-19)

How well has Spero Academy implemented COVID-19 mitigation strategies?	Percent selected Very Well:	Percent selected Somewhat Well:	Total Percent selected very well/somewhat well:
Access to PPE (face masks, shields, cleaning supplies)	88%	12%	100%
Temperature Checks	88%	12%	98%
Daily Health Screening	94%	6%	100%
Communication around COVID-19 mitigation (testings, positive cases, quarantining, etc.)	54%	39%	93%
Building maintenance has kept classrooms clean	65%	33%	98%

How safe do you feel at Spero Academy with regards to COVID 19?



Leadership Support

Question:	Percent Strongly Agree/Agree:
Leadership roles are clearly defined	87%
My questions are answered in a reasonable amount of time	91%
Leadership treats staff with respect and is committed to their values	98%
Leadership is caring and looks out for staff's best interests	93%
Leadership is caring and looks out for student's best interests	98%
Leadership models the mission and vision of Spero Academy	96%
There is someone I can go to if I need help or have questions or concerns	93%

Special Education Department

Question:	Percent Strongly Agree/Agree:
SpEd Department provides me with effective feedback to perform my job in the most effective manner	84%
My due process questions are answered in a way I can understand	90%
The SpEd Department answers my questions in a timely manner	85%

Teamwork

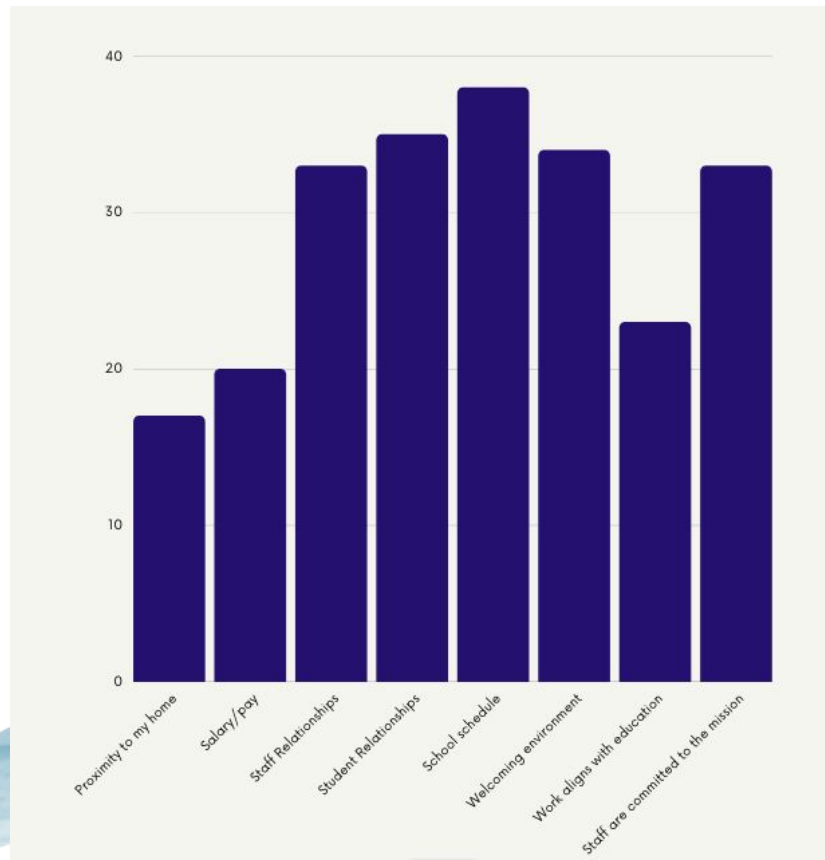
Question: *Teachers and Paraprofessionals	Percent Strongly Agree/Agree:
Does your classroom team problem solve effectively?	100%
Does your grade level team collaborate effectively?	89%
Is your role defined clearly within your team?	93%

Question: *Therapists and Specialists	Percent Strongly Agree/Agree:
Does your therapy/specialist team problem solve effectively?	92%
Does your therapy/specialist team align to support similar goals within your department?	100%
Does your team follow a similar scope and sequence?	92%

Curriculum and Instruction

Question:	Percent Strongly Agree/Agree:
The curriculum I use is helping me to improve my instructional practice.	88%
I have the curriculum/resources I need to reach all students.	74%
I have the support I need to understand and use the curriculum at our school.	94%

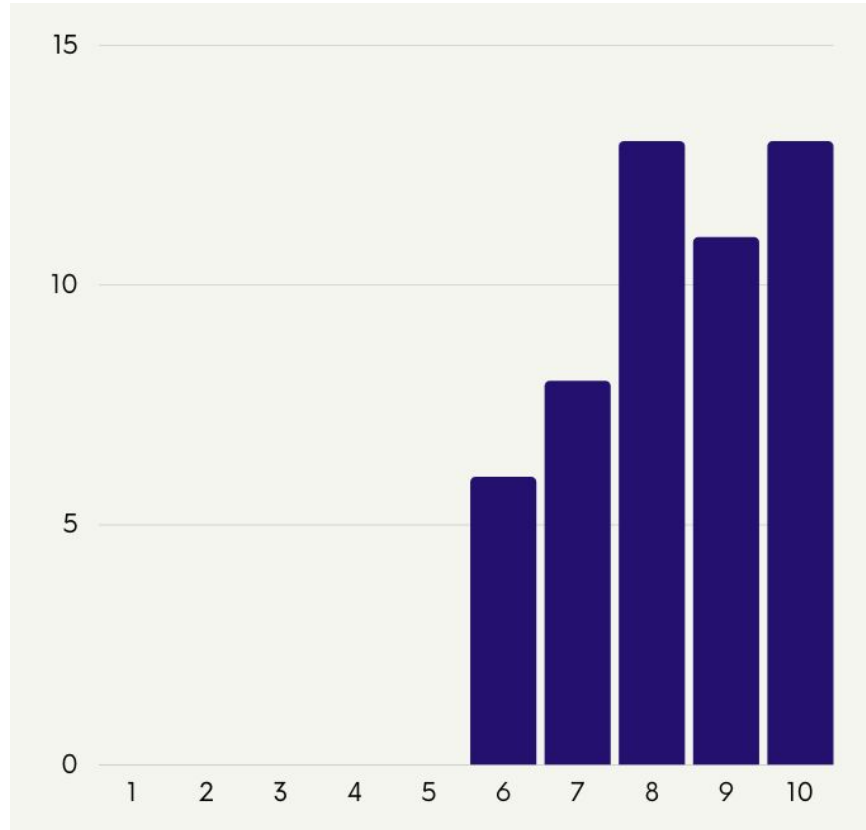
Why do you continue to work at Spero Academy?



Why do you continue to work at Spero Academy?

- Flexibility
- I continue to come back to spero because of the support from the teacher in the room I'm in, without that it would be hard to support the students and my own needs. The students I work with would be the second reason I continue to return to spero, I feel I make a positive impact in their education.
- matching retirement, and healthcare that is affordable and offers good coverage
- I love the mission of the school!
- Public service loan forgiveness
- I have really loved working at a school where people truly love kids and have positive relationships with them, and are working hard to do the best thing for every single student. The environment here is really incredible, and you can tell that the students feel that too.
- We get lots of creative freedom in the classroom and I enjoy the people I work with
- I love it here so much!
- Work puts a smile on my face everyday :)

Overall Satisfaction Working at Spero Academy:



Comments - Highlights/Successes

- In my experience, Spero is a place that really fosters & trusts their staff. Because of this, I have been able to create and implement a program with full support of admin and my colleagues. This has been a huge highlight for me. Being able to be creative, collaborative, and also ensure that what we do aligns with Spero's mission has been so rewarding!
- I love the students we serve. The school community has been positive for me personally.
- Acceptance and support offered by the entire school team. Always open to new ideas and practices
- For many students that have been here since Kindergarten/1st grade until 5th/6th grade, the amount of progress that has been made is vast!! It's been a pleasure seeing behavioral and academic progress students who have accessed all our programming has to give. I truly believe our school makes positive impacts on the lives of our students and their families.
- I think the highlight of this last year and a half was being on a team with people who were flexible and helpful in a crisis. I felt like the leadership communicated so well, and everybody really worked together to make things as smooth as possible for students and families. I felt really grateful to go through COVID with this group of people!
- I love seeing student progress, especially with behaviors. It's really cool to see students who have a hard time even participating or being in the same room at the beginning of the school year be able to participate by the end.
- Seeing how everyone came together and figured out everything involved with the pandemic.
- the relationships I form with the students are absolutely the highlight of my work at spero
- Many small successes each day as students make progress and feel loved and cared for.
- It's a positive community
- Seeing our new teachers blossoming and problem solving, effectively teaching and loving their careers.

What ideas do you have so that Spero Academy can improve next year?

- loved the random food trucks and things to say thank you. should be monthly!!!
- No masks. A staff party might be nice. We do a lot of parties for the students. I appreciate all that is done for staff but a party of sorts could be fun.
- It seems like we could benefit from some floating paras or something in the halls to help with behaviors. Also maybe better communication on certain students or some standard plans for when to help stop a student's behavior, when to ignore a student's behavior, when to support a staff.
- I think we could also work some more life skills into the day, kids prepping their own meals, also a number of jobs for kids to do (delivering newspapers to classrooms, some older kids could maybe even help take kids to buses, etc.)
- would like to see some more development opportunities for paras. For examples, what are some of the policies, assessments, etc that are important for our school.
- I also think having more supports for new paras (and some old) would be nice. Like what to do in a classroom when there's downtime, for example. Or go over some of the PBIS/behavioral strategies, but make them more grade specific. What's appropriate for sixth grade isn't necessarily appropriate for kindergarten. Or have options for paras to take time off for CEUs like the teachers can? (Is that already an option I just don't know about?)
- Honestly no major ideas- it's a great school.
- Para training
- I think it would be really cool to have more after school, sport, club options for kids!!



04

Student Survey

Topics, summary of
results and comments

Student Survey

- Select grade level
- Safe and Welcome Schools
- Respectful Environment
- Schools and Learning
- Personalized Learning
- Open-ended Comments
- Sample Question:

I feel safe and secure in my school.



Yes



Sometimes

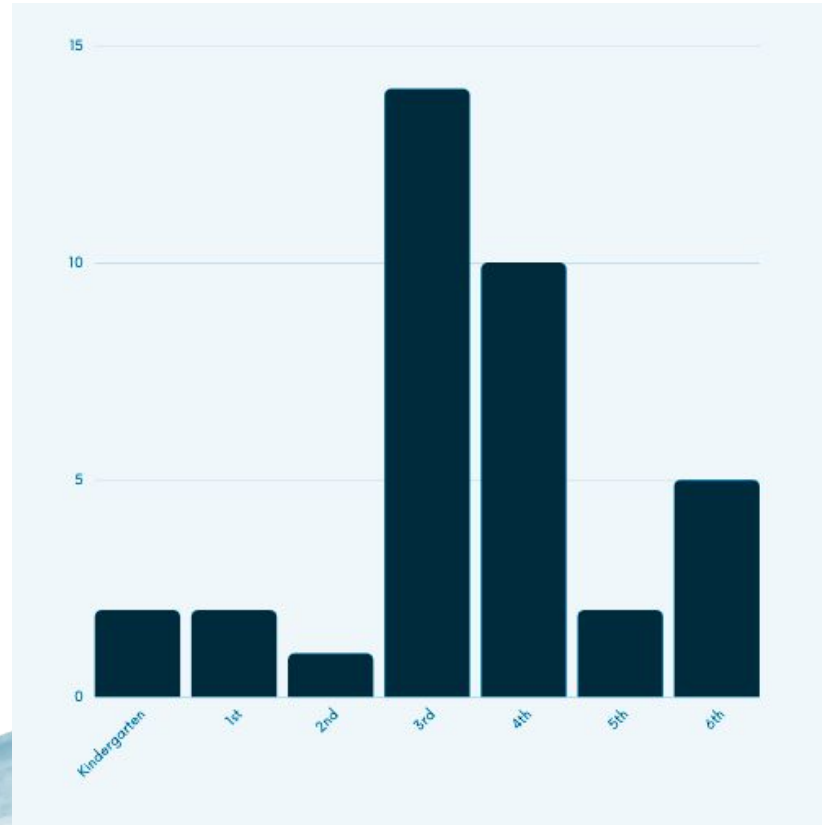


No

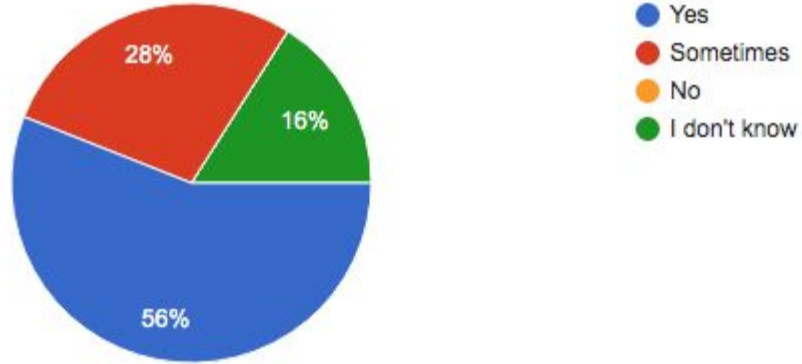


I don't know

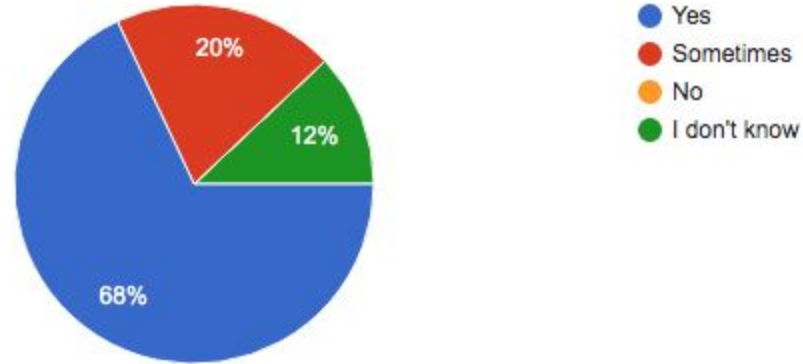
Student Survey - Grade Level Responses



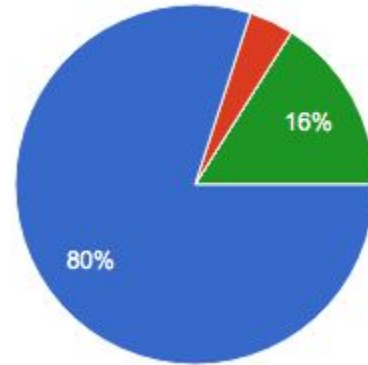
I feel safe and secure in my school.



Adults at my school help solve problems.

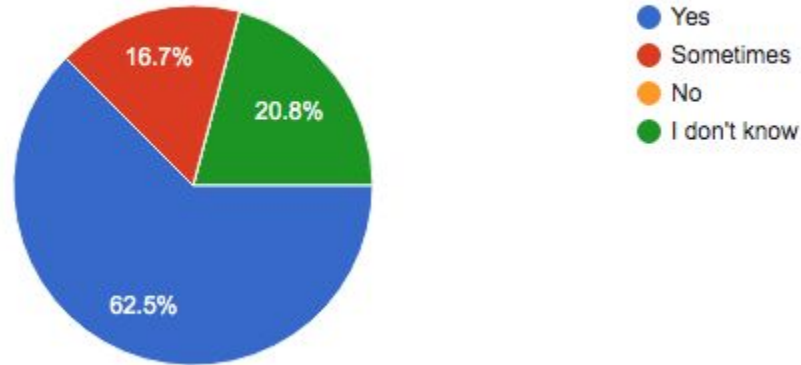


The adults and teachers in my school believe I can learn.

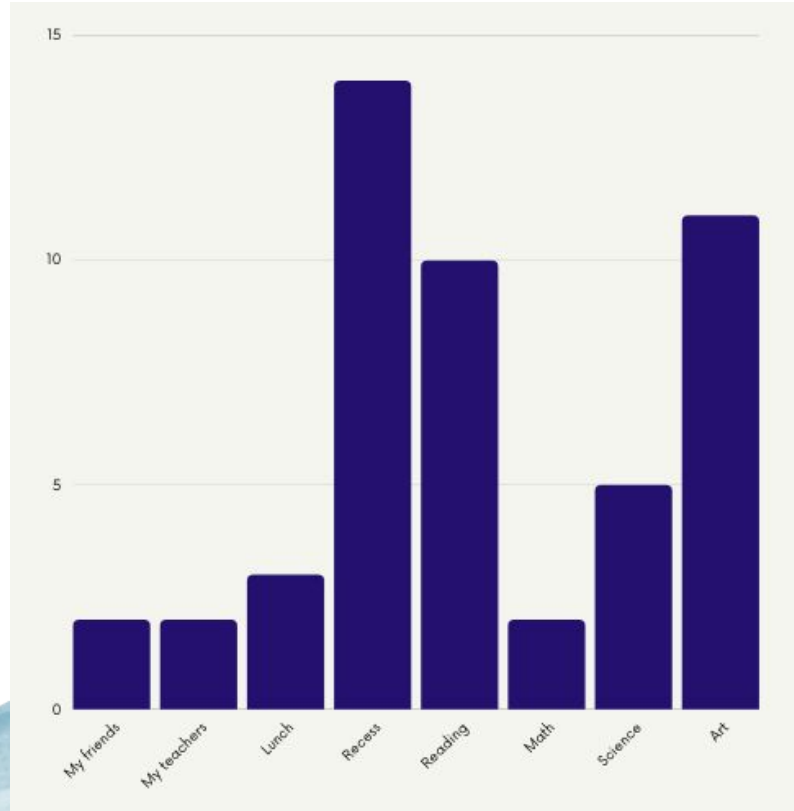


- Yes
- Sometimes
- No
- I don't know

My culture is respected by other students.

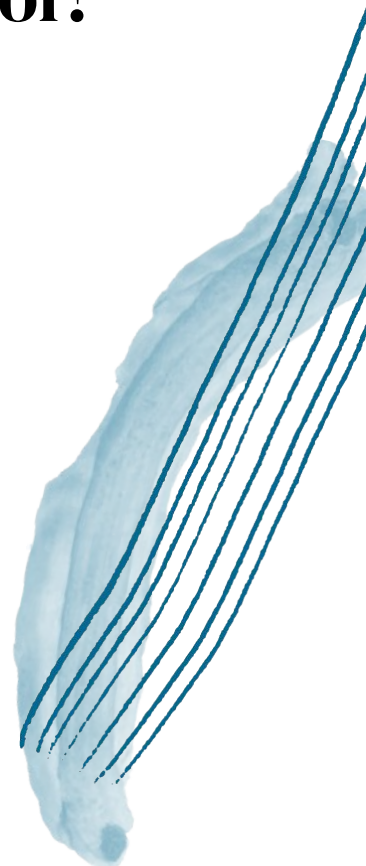


What do you like most about your school?



A collection of blue ink splatters and dots of various sizes, scattered across the left side of the page.

What do you like most about your school?

- I fit in
 - Yet again lunch
 - Reading
 - I Like My Teachers
 - Lunch
 - My friends
 - Teachers, speech, parties
 - Playing with my friends
 - That everyone is respected
 - I like being with friends
 - I like science most
 - I like recess
 - I like music class
 - I like to do morning meeting at school with my friends
- 
- A large, light blue brushstroke that tapers from the top right towards the bottom right. It contains several thin, dark blue diagonal lines running from the top right to the bottom left.

Please share ideas for making your school better.

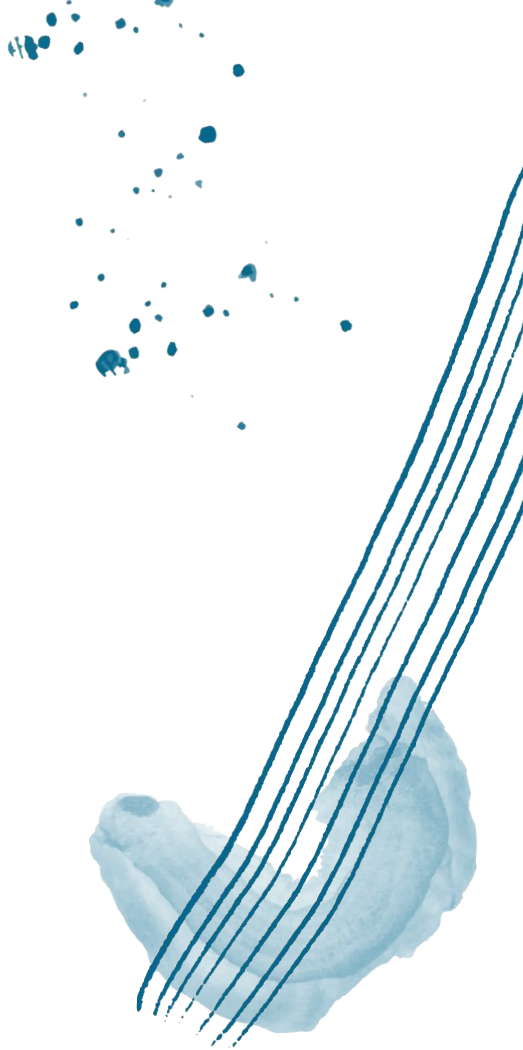
- More science time, more art, more math more recess
- Anti-bullying moment
- School petes (lizards, reptiles, and amphibians)
- Calm tools. Nap times.
- Have art more often
- If we have pancakes for breakfast and an art room
- It is already good enough.
- More stuff in the field.
- By putting more toys in the school.
- I would like to have a drum at recess.



05

Next Steps

Discussion, Questions



Notes for Future

- How to improve engagement?
 - Send out multiple reminders
 - External motivation - raffle ticket for completion?
- Required questions
 - Make interpretation easier
- Student survey adaptations
 - How can we make it more accessible?
 - Many noted that it was not an accurate representation or valid measure.
- Open survey window 6/1



Thanks

Do you have any questions?
abecerra@spero.academy
612-465-8600

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Spero Academy Curriculum Review and Adoption Process

The Spero Academy curriculum is reviewed and updated on a five year cycle.

Year 1 Assess and Prepare

During the first year of the five year cycle Spero Academy assesses its programs in relation to the past and current trends and research. After exploring the resources available, acquiring samples when appropriate, they make recommendations for either materials and textbooks to support the current curriculum or to purchase new curriculum.

Year 2 Purchase and Implement

Based on the recommendations established in year 1, materials and textbooks are purchased and the new program is implemented.

Year 3 Implement

Spero Academy continues the implementation process making refinements and modifications where necessary,

Year 4 Implement

Spero Academy continues to refine the program ensuring it is meeting the needs of all learners with special needs

Year 5 Research Trends

During the last year of the cycle, Spero Academy begins to list strengths and weaknesses of the program and search out the most recent trends based on research and other schools' experiences.

Spero Academy Curriculum/Textbook Adoption Procedures

Name of Curriculum/Textbook: _____

Publisher: _____

Grade Level: _____ Price: _____

Teacher(s) Reviewing: _____

Which classroom models and grade levels is this curriculum being considered for? Write in grade levels under classroom models.					
PLS	ASR	Gen Ed/Grade Level	Therapy (OT, Speech, DAPE)	Specials (PE, Art, Music)	Whole School

Staff members wishing to implement a new curriculum within Spero Academy should examine and rate each curriculum/textbook being considered for adoption based on the following criteria.

Spero Academy Curriculum Considerations Tool

1. Academic Content

Learning outcomes, current content, state standards, differentiation, digital content, assessment

Rating scale - NA= not applicable, 1 = No, 2 = somewhat, and 3 = Yes

Questions/Considerations	NA	1	2	3	Comments
Does the curriculum meet state standards?					
Does the curriculum differentiate for a variety of learners' abilities?					
Will it be easy to modify the curriculum for learners with more involved learning needs?					
Does the curriculum provide opportunities for multiple learning styles? - List examples in the comment section. (Visual, auditory, kinesthetic, etc.)					
Does the curriculum provide an adequate amount of assessment tools for measuring student progress?					
Does the curriculum provide sufficient, varied, and appropriate practice exercises (ex. Hands on activities, extension activities, worksheets, etc.)					
Are student materials presented well? (ex. visually stimulating or visually overstimulating)					
Are the teacher resources easy to follow and use? (ex. Teacher guide, digital content, resources/ tools)					
Total					

2. Representation

Race, ethnicity, gender, sexuality, disability, family structures

Rating scale - NA= not applicable, 1 = No, 2 = somewhat, and 3 = Yes

Questions/Considerations	NA	1	2	3	Comments
Does this curriculum represent a wide range of cultures reflecting the diversity of the United States (Indigenous, Native Alaskans, Asian American, Pacific Islanders, Black Americans, Hispanic Americans)?					
Does this curriculum represent people with disabilities positively?					
Does this curriculum present roles and contributions of women, GLBTQ individuals, or other marginalized people?					
Does this curriculum present a variety of family structures? (ex. Same gender parents, single parent, nuclear family, extended family, multi-racial family, grandparent family)					
Are people from various demographic groups represented accurately in both historical and contemporary contexts?					
Total					

3. Social Justice

Decolonization, Power, Privilege, Multiple Perspectives, Connect Learning to Real Life & Action

Rating scale - NA= not applicable, 1 = No, 2 = somewhat, and 3 = Yes

Questions/Considerations	NA	1	2	3	Comments
--------------------------	----	---	---	---	----------

Does the curriculum present multiple historical, social, cultural, and political perspectives?					
Does the curriculum address varied social and political concerns throughout history?					
Is this curriculum free of cultural appropriation?					
Are different points of view presented on experiences and concepts, including points of view from marginalized people and communities?					
Are different ways of knowing, being, making, and perceiving valued?					
Is there balance to the proportion of non-marginalized and marginalized cultural perspectives?					
Are students supported in connecting their learning to social and/or political concerns?					
Does the curriculum support students in taking actions that combat inequity within the school or local community?					
Total					

Overall Rating Compared to Other Curriculum:

Academic Content Score	Diversity Score	Differentiation Score	Choice (ex. 1st, 2nd, 3rd)
------------------------	-----------------	-----------------------	----------------------------

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Notes:

Table 11. Spero Academy Curriculum Review Cycle

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Science/ Art	Curriculum was not reviewed due to COVID-19	Social Studies	Mathematics	English Language Arts (ELA)
General and Special Education review of current Science materials and alignment to Minnesota Standards for Science. Research is needed for Art curriculum and alignment to the MN Standards in the Arts.		General Education and Special Education Social Studies review of current materials. Research additional curriculum if needed. Insure that current curriculum aligns to MN Standards in Social Studies	General Education only - review of current mathematics materials and alignment to the Minnesota Standards in Mathematics.	General Education and Special Education - review of current ELA materials and alignment to the Minnesota Standards in Mathematics.

Spero Academy Reopening

2020-2021

*“Our mission is to provide a personalized and adaptive education
to grow academically, socially, and emotionally.”*



Spero Academy Fall 2020 Planning

Updated 3.3.2021

1. [Introduction](#)
2. [Goals 2020-2021](#)
3. [Overview of the 3 Fall Scenarios](#)
4. [Health and Safety Guidelines](#)
5. [Distance Learning Plan](#)
6. [Hybrid Half-Day Learning Plan](#)
7. [Hybrid Learning Plan - Full Implementation](#)
8. [Snow Emergency Plan for 2020-2021](#)
9. [Timeline](#)



01

Introduction

Background Information

Last spring Spero Academy and our families faced a challenge they had never before experienced in the 16 years of the school's operation. With the onset of COVID-19 staff and families had to quickly adjust to a completely different method of teaching and learning than they were used to. But thanks to the hard work of staff and families we did adjust. This fall will once again bring us into a different way of teaching and learning but with the help and support of our families and the expertise of our staff we are confident that we will continue to provide quality instruction to our Spero students.

In the middle of June the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) along with Governor Walz announced three possible scenarios with guidelines for each scenario for reopening schools for the 2020-2021 academic year. These three scenarios are; Distance Learning, Hybrid Learning and In-Person Learning.

On July 30, 2020 Governor Walz announced the plan for Minnesota for reopening schools. The decision to reopen a school takes into account the virus' spread in the surrounding county, and the district's ability to meet public health requirements. The Governor and Commissioner Riker (MDE) stressed that county level data alone will not determine the learning model chosen by the district or charter school and that the ultimate decision would be left up to the individual schools.



02

Goals 2020-2021

Our Goals

- **Keep students and staff physically safe**
- **Care for the social emotional needs of students and staff.**
- **Keep learning a priority by creating a strong learning environment, no matter the model**
- **Reduce inequities by meeting the learning needs of all students.**



03

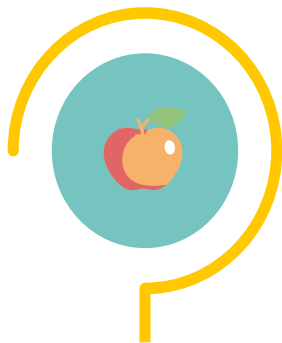
Overview of the 3 Fall Scenarios

The Three Planning Scenarios



In-Person Learning

Students will be in the building for in person instruction 4 days per week.



Hybrid Learning*

Students will receive in person instruction 2 days per week, and distance learning 2 days per week.



Distance Learning*

Students will participate in instruction at home through online work, paper packets, or a combination of both.

*100% distance learning will be available to all families who prefer the option to distance learn during the 2020-2021 school year.

In-Person Model

Academic	<ul style="list-style-type: none">-Resume in person instruction-Identify a process to determine student learning gaps and target individual student learning needs.-Expand intervention and review time within the school day to help fill learning gaps.
Special Education	<ul style="list-style-type: none">-Individualized Education Plans
Student and Family Support	<ul style="list-style-type: none">-Communication with families-Social Emotional Learning-Mental Health support-Distance Learning will continue to be an option for families
Health and Safety	<ul style="list-style-type: none">-Spero Academy Covid-19 Business Plan - based on MDH and MDE guidelines

Hybrid Model

Academic	<ul style="list-style-type: none">-Two days in person instruction, two days at home-Prioritize what can/should be taught in physical classrooms compared to distance learning.-Ensure students who are distance learning all or most days have the chance to contribute.-Identify a process to determine student learning gaps and target individual student learning needs.
Special Education	<ul style="list-style-type: none">-Contingency plan for what is in person and what is DL-Therapy models -Achieve, Behavior, OT, Speech-Initial evaluations and new Evaluation to start in person on a scheduled basis.New student assessment to start in person on a scheduled basis.
Health and Safety	<ul style="list-style-type: none">-Transportation-Spero Academy Covid-19 Business Plan - based on MDE and MDH guidelines

Student and Family Support	<ul style="list-style-type: none">-Communication with families-Social Emotional Learning-Mental Health support-Technology provided to all families-Technology Training sessions for families.-Virtual office hours-Distance Learning will continue to be an option for families
Meal Service	<p>Half-days: Continuation of weekly home delivery. Students in hybrid on delivery day will bring meals home with them.</p> <p>Full Days: On-site meals service w/in-classroom service & dining. Bag lunch pick-up for hybrid students on off-site days. Continue bundled deliveries for full DL students.</p>

Distance Learning Model

Academic	<ul style="list-style-type: none">-Individual flex plans for each student that include work on MN state standards.-Updated based on feedback from survey results and what we learned this spring-Identify a process to determine student learning gaps and target individual student learning needs.
Special Education	<ul style="list-style-type: none">-Individualized Distance Learning Plan-Progress monitoring
Student and Family Support	<ul style="list-style-type: none">-Communication with families-Social Emotional Learning-Mental Health support-Technology provided to all families-Technology training sessions for families.-Virtual office hours
Health and Safety	<ul style="list-style-type: none">-Transportation-Building schedule sign-up - 50% capacity
Meal Service	<ul style="list-style-type: none">-Meals delivered in weekly bundles (every Monday) at no cost to all enrolled Spero students upon request.



04

Health and Safety Guidelines

Health and Safety Guidelines

Spero Academy is taking steps to protect the health and safety of students and staff. To ensure a safe and healthy workplace, Spero Academy has developed the following COVID-19 Preparedness Plan in response to the COVID-19 pandemic. Below you will find a more detailed description of Spero Academy's plan.

Spero Academy COVID-19 Preparedness Plan

Spero Academy's COVID-19 Preparedness Plan follows the industry guidance developed by the state of Minnesota, based upon Centers for Disease Control and Prevention (CDC) and Minnesota Department of Health (MDH) guidelines for COVID-19, Minnesota Occupational Safety and Health Administration (MNOSHA) statutes, rules and standards, and Minnesota's relevant and current executive orders.

Health and Safety Guidelines - Key Factors

Some of the key factors from the industry guidelines and included in the Spero Academy Preparedness Plan are as follows:

- Ensuring sick staff and students stay home and prompt identification and isolation of sick persons;
- Social distancing – staff and students must try to be at least three-feet apart;
- Worker hygiene and source controls;
- Workplace building and ventilation protocol;
- Workplace cleaning and disinfection protocol;
- Drop-off, pick-up and delivery practices and protocol; and
- Communications and training practices and protocol

Health and Safety Guidelines - Key Factors

Other key factors included in the industry guidance and addressed in the plan that are specific to our business include:

- **Additional protections and protocols for customers, clients, guests and visitors;**
- **Additional protections and protocols for personal protective equipment (PPE);**
- **Additional protections and protocol for access and assignment;**
- **Additional protections and protocol for sanitation and hygiene;**
- **Additional protections and protocols for managing occupancy; and**
- **Additional protocols to limit face-to-face interaction**



05

Distance Learning Plan

Spero Academy's Distance Learning Plan

Based on Governor Walz's July 30th announcement for reopening schools as well as the guidelines from MDH and MDE Spero Academy made the decision to begin the school year on August 17, 2020 with distance learning. After a couple of weeks, Spero Academy slowly began moving to a half-day hybrid learning plan but then the school made the decision to move back into a distance learning plan starting November 3rd.

Below you will find a link to Spero Academy's revised 2020-2021 Distance Learning Plan.

[Spero Academy Distance Learning Plan for Families and Students-English](#)

[Plan de aprendizaje a distancia para familias y estudiantes-Español](#)

[Qorshaha Barashada Fogaanta ee Qoysaska iyo Ardayda-Af Soomaali](#)



06

Hybrid Half-Day Learning Plan

Spero Academy's Hybrid Half-Day Learning Plan

On **January 4, 2021** Spero Academy will begin working on the next steps in making a decision to transition out of distance learning and possibly returning to a half-day hybrid learning plan. The following are the steps and the approximate timeline in determining a return to a half-day hybrid learning plan.

- Consult with Minnesota Department of Education(MDE), Minnesota Department of Health(MDH) and the Minneapolis Health Department(MHD) as to whether or not it is safe to transition out of distance learning and return to a half-day hybrid plan.
- Monitor the 14 day COVID-19 Case Rate by County from MDH

Spero Academy's Hybrid Half-Day Learning Plan (cont.)

- **Phase 4: January 19th** - Moved to Half-Day Hybrid Learning for all grade levels.
- **Phase 5: February 16, 2021** - Moved to Full-Day Hybrid Learning for all grade levels.

Spero Academy 2020-2021 Half-Day Hybrid Learning Plan-English

Plan de aprendizaje híbrido de la Academia Spero-Español

Spero Academy Bar-Maalin Qorshaha Barashada Isku-dhafan-Af Soomaali



07

Hybrid Learning Plan: Full Implementation

Spero Academy's Hybrid Learning Plan

- Moved from half-day to full-day hybrid for all grade levels on February 16, 2021.
- School health data will be assessed weekly and COVID testing will be available to all staff biweekly.
- Below you will find a detailed outline of the Hybrid Full Day Learning Plan.

Spero Academy 2020-2021 Hybrid Learning Plan - Full Implementation - English

Plan de aprendizaje híbrido de Spero Academy -implementación completa - Español

Qorshaha Waxbarashada Hybrid Spero Academy -Hirgelinta Full-Af Soomaali

Hybrid Schedule

- Each grade level includes ASR and PLS classrooms
- Classrooms split into groups of 2-5 students in designated breakout locations
- This shows full implementation at 50% capacity

	Monday	Tuesday	Wednesday	Thursday
In Person Instruction	Kindergarten, 2nd, ASR 3/4, 4th	Kindergarten, 2nd, ASR 3/4, 4th	1st, 3rd, 5th, 6th	1st, 3rd, 5th, 6th
Distance Learning - At Home	1st, 3rd, 5th, 6th	1st, 3rd, 5th, 6th	Kindergarten, 2nd, ASR 3/4, 4th	Kindergarten, 2nd, ASR 3/4, 4th



08

Snow Days/Emergency Closing Plan for 2020-2021

Spero Academy's Snow Days/Emergency Closing Plan - 2020-2021

The following are guidelines as it relates to the learning models during snow days or emergency closings for the 2020-2021 school year. The response to emergency closings will depend on under which learning model Spero is currently functioning.

- **In Distance learning -**
 - **Response:** School will be in session for the day. Childcare may not be provided if conditions are unsafe.
- **In Hybrid Learning (half or full day) -**
 - **Response:** Spero will declare a distance learning day. Spero will notify families 2 hours prior to the school starting time. Childcare may not be provided if conditions are unsafe.
- **Full In-Person Learning -**
 - **Response:** Non-instructional day.

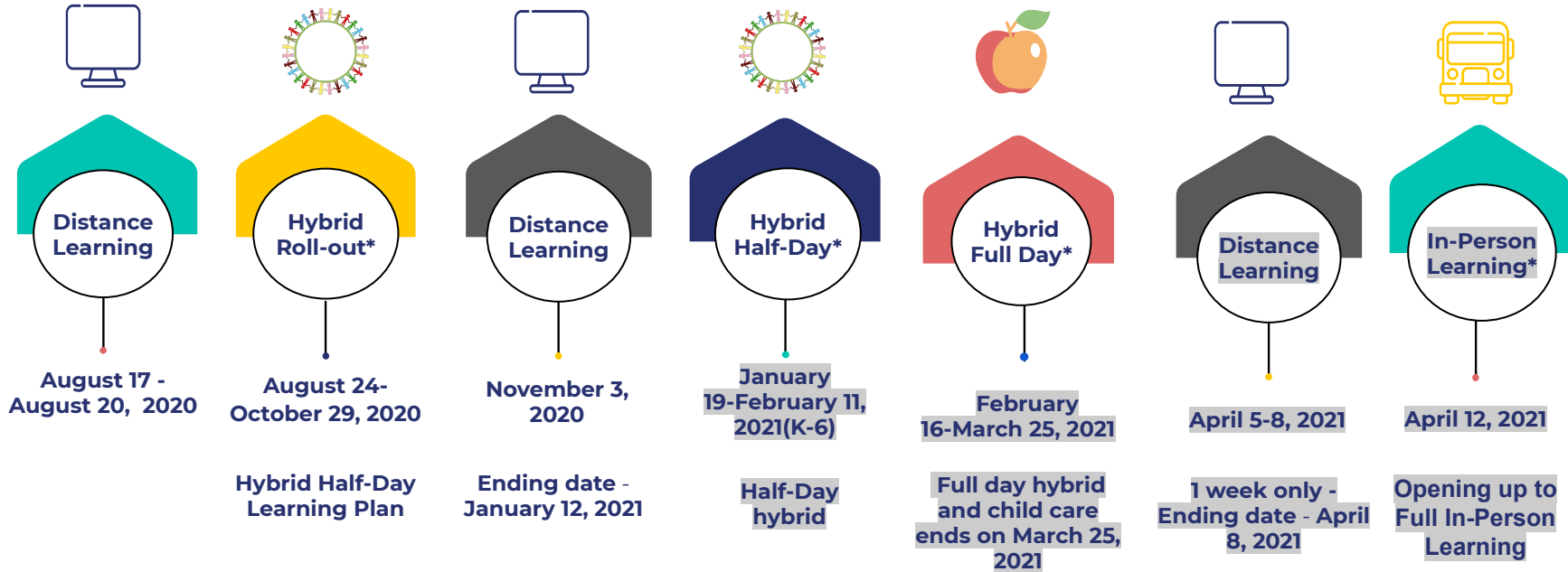


09



Timeline

Planning Scenarios Projected Timeline .



*100% distance learning will be available to all families who prefer the option to distance learn during the 2020-2021 school year.

Do you have any questions?



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COVID-19 Preparedness Plan

Planning for the fall

Spero Academy was directed to develop three contingency plans to prepare for the 2020-21 school year using the three scenarios described below:

Scenario 1: In-person learning for all students. In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the [COVID-19 Prevention Guidance for Youth, Student, and Child Care Programs](https://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf) (PDF) (www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf). This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.

Scenario 2: Hybrid model with strict social distancing and capacity limits. In this planning scenario, schools must limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space or on a transportation vehicle, the number of occupants must be reduced. Schools must also include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.

Scenario 3: Distance learning only. This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

SPERO ACADEMY

Spero Academy is committed to providing a safe and healthy workplace for all our staff, students, families, and visitors. To ensure we have a safe and healthy workplace, Spero Academy has developed the following COVID-19 Preparedness Plan in response to the COVID-19 pandemic. Managers and staff are all responsible for implementing this plan. Our goal is to mitigate the potential for transmission of COVID-19 in our workplaces and communities, and that requires full cooperation among our staff and management. Only through this cooperative effort can we establish and maintain the safety and health of all persons in our workplaces.

The COVID-19 Preparedness Plan is administered by Diane Pangal and Edi Becerra, who maintain the overall authority and responsibility for the plan. However, management and staff are equally responsible for supporting, implementing, complying with and providing recommendations to further improve all aspects of this COVID-19 Preparedness Plan. Spero Academy's managers and supervisors have our full support in enforcing the provisions of this plan.

Our staff, students, and families are our most important assets. Spero Academy is serious about safety and health and protecting its community. Community involvement is essential in developing and implementing a successful COVID-19 Preparedness Plan. We have involved our staff and families in this process by sending out surveys and holding town meetings.

Spero Academy's COVID-19 Preparedness Plan follows the industry guidance developed by the state of Minnesota, which is based upon Centers for Disease Control and Prevention (CDC) and Minnesota Department of Health (MDH) guidelines for COVID-19, Minnesota Occupational Safety and Health Administration (MNOSHA) statutes, rules and standards, and Minnesota's relevant and current executive orders. It addresses:

- Ensuring sick staff and students stay home and prompt identification and isolation of sick persons;
- Social distancing – staff and students must try to be at least six-feet apart;
- Worker hygiene and source controls;
- Workplace building and ventilation protocol;
- Workplace cleaning and disinfection protocol;
- Drop-off, pick-up and delivery practices and protocol; and
- Communications and training practices and protocol.

Spero Academy has reviewed and incorporated the industry guidance applicable to our business provided by the state of Minnesota for the development of this plan, including the following industry guidance: [MDH Planning Guide for Schools](#). Other conditions and circumstances included in the industry guidance and addressed in the plan that are specific to our business include:

- Additional protections and protocols for customers, clients, guests and visitors;
- Additional protections and protocols for personal protective equipment (PPE);
- Additional protections and protocol for access and assignment;
- Additional protections and protocol for sanitation and hygiene;
- Additional protections and protocols for managing occupancy; and
- Additional protocols to limit face-to-face interaction;

Ensure sick staff stay home and prompt identification and isolation of sick persons (Scenario 1 and 2)

Staff and families have been informed of and encouraged to self-monitor for signs and symptoms of COVID-19. Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff or students who develop symptoms during the school day must notify school health services in the school building immediately.

The following procedures are being implemented to assess staff, students, and visitors' health status prior to entering the workplace and for staff and families to report when they are sick or experiencing symptoms.

- Online Health Screening form must be completed prior to entering the building. Each staff, student, and visitor will need to verify if they are experiencing ANY of the following symptoms each time they enter the building.
 - Cough – New or worsening
 - Shortness of Breath – New or worsening
 - OR two or more of the following symptoms:
 - Temperature/fever of 100.00 degrees Fahrenheit or above
 - Chills
 - Headache
 - Sore throat
 - Muscle pain
 - Loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Exposure to anyone with Covid-19 in the last two weeks

If all three of the above are no, the individual can enter the building. The individual will be required to wash their hands prior to having any contact with others in the building.

If any of the above are yes, the individual will NOT be allowed to enter and will be asked to return home. These individuals should then stay home until:

- They have had no fever for at least 72 hours (without the use of fever-reducing medications); AND
 - Other symptoms have improved (e.g. cough or shortness of breath has improved); AND
 - At least 10 days have passed since their symptoms first appeared.
-
- Safety measures will take place every time staff enter the building; stations will be set up at entrances.
 - Staff and visitors must wear a mask in the building.
 - Students who can safely wear and take off a mask following [CDC guidance](#) must wear a mask in the building.
 - Staff, students, and visitors must disinfect hands and items
 - Staff, students, and visitors must take temperature
 - Any temp over 100 needs to be reported (either to the school nurse or by completing the “[2020-2021 Staff Health Screening](#) or “[2020-2021 Student Health Screening](#)”) and staff must return home.
 - If staff or student cannot leave immediately, they are to remain in the designated quarantine room (room 132)
 - Students being transported to school by Contemporary Transportation:
 - Families will submit a [2020-2021 Student Health Screening](#) for their student prior to boarding the van.
 - The driver will use a thermal scanner to record the temperature:
 - If it is under 100 degrees the student can board the van
 - If it is over 100 degrees the student can not board the van

- If a family member has an ear probe thermometer, they can take the temperature again to verify accuracy
- If a family member does not have an ear probe thermometer, they can wait an hour, bring the child to school, and we can take the temperature again using an ear probe thermometer.
- Once a van student arrives at school:
 - staff will meet at the van;
 - they will go to a designated school door;
 - they will disinfect or wash their hands;
 - and proceed to their classroom.

Spero Academy follows MDH and local health department guidance on informing workers if they have been exposed to a person with COVID-19 on campus and requiring them to quarantine for the recommended amount of time.

Follow the [MDH Decision Tree for People with COVID-19 Symptoms in Youth Student, and Child Care Programs \(PDF\)](#) to determine when students should stay home and when staff should return to work.

It is not required for students or staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow recommended guidance regarding when to return to school

SUSPECTED CASE OF COVID-19 (Scenario 1 and 2)

The MDH has issued guidance for people who are starting to experience symptoms or who live in the same household as someone who thinks they have COVID-19:

- If you experience symptoms, stay home and self-isolate for whichever time period is longer: 7 days **or** 3 consecutive days with no fever **AND** improved respiratory symptoms. You must be fever-free **WITHOUT** the use of Tylenol, aspirin or other fever-reducing medicines.
- Complete the “[2020-2021 Staff Health Screening](#)” or “[2020-2021 Student Health Screening](#)” form.
- Seek medical attention by calling your provider before going in and follow social distancing protocols. You are encouraged to contact your supervisor.
- Any staff, student, or visitor who is onsite and reports that they are sick or experiencing symptoms while they are onsite, will be **isolated in a dedicated quarantine area** (Art room) until they can return home

CONFIRMED CASE OF COVID-19 (Scenario 1 and 2)

- Staff or students who are experiencing symptoms while at home need to complete the “[2020-2021 Staff Health Screening](#)” or “[2020-2021 Student Health Screening](#)” form.
- If an employee or student has tested positive for the virus with medical testing, they need to stay home and self-quarantine for 14 days. This includes staying separated from other household members as much as possible. Employees must complete a telecommunication request form and also report their situation to their supervisor. Families should report their situation to the school nurse, Roxann Manaen at 612-465-8600 or rmanaen@spero.academy

- If a family contacts the school nurse or an employee contacts their supervisor stating that they have a **confirmed case of COVID-19**, the nurse or supervisor should ask the following questions:
 - When was the last time you were on campus?
 - What buildings/offices were you in (be specific as possible)?
 - How was your case diagnosed? Was your case confirmed with a lab test or was it diagnosed by a virtual/video medical consult?
 - What date did you start feeling symptoms?
- When a case has been confirmed, MDH is notified, and they will follow up to see who else might have been exposed and to conduct any necessary contact tracing.

Protecting vulnerable populations

The CDC considers the following individuals to be at high risk for severe illness due to COVID-19: Are 65 years and older or have underlying medical conditions, particularly if not well-controlled, including:

- [Cancer](#)
- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)
- [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
- [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
- [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Sickle cell disease](#)
- [Type 2 diabetes mellitus](#)

More information on who is at higher risk from severe illness due to COVID-19 is available at People Who Are at Higher Risk for Severe Illness (www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html) and at Managing Chronic Conditions During COVID-19 (www.health.state.mn.us/people/conditions/index.html).

Requirements (Scenario 1 & 2)

- Staff, students, and families to self-identifying as high risk for illness due to COVID-19 can submit a Health Screening form to health services.
 - Health Services will contact Operations to assist staff and families to complete any additional necessary forms.
- All current Individual Healthcare Plans, Individualized Education Plans, and 504 plans are updated to accommodate students with special health care needs and update as needed to decrease their risk for exposure to Covid-19.
- Distance learning will be offered to enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

PROTECTION OF WORKERS' HEALTH INFORMATION (All Scenarios)

Employee and student health information is protected under FERPA and HIPAA privacy rules. If an employee is confirmed to have COVID-19 infection, the CDC advises that employers should inform fellow employees of their possible exposure WHILE maintaining confidentiality as required by the Americans with Disabilities Act (ADA). The employer should instruct fellow employees about how to proceed based on the CDC Public Health Recommendations for Community-Related Exposure.

To comply with the ADA and other laws that require confidentiality of medical data, agencies may not specifically disclose the identity of the infected person or provide any information that will allow others to identify the infected person, or provide any other confidential medical information.

STAFF LEAVE POLICIES RELATED TO COVID-19 (All Scenarios)

Spero Academy has implemented leave policies that promote staff staying at home when they are sick, when household members are sick, or when required by a health care provider to isolate or quarantine themselves or a member of their household. Spero Academy will follow federal [FMLA](#) and [FFCRA](#) policies

To comply with the Families First Coronavirus Response Act and to assist employees affected by the COVID-19 outbreak with job-protected leave and pay, where applicable; Spero Academy will follow the paid [COVID-19 leave policy](#) (FFCRA) and provide the [request form](#) to all staff. Additionally, the federal government emergency coronavirus relief package in effect includes paid sick leave benefits for employees who must take time off because of the spreading virus, as well as expanded Family and Medical Leave Act ([FMLA](#)) benefits for leave for school and childcare closures due to COVID-19. Staff can apply for extended FMLA via the [Expanded FMLA Form](#).

Additionally, Spero Academy has drafted a Coronavirus (covid-19) Off-site work addendum. This addendum includes the measures we are actively taking to mitigate the spread of coronavirus and accommodations for staff with underlying medical conditions or who have household members with underlying health conditions. Staff who due to Covid-19 and/or underlying medical conditions can complete the “Off-site work Request Form Due To Covid-19 and/or Underlying Medical Conditions.”

Spero Academy is following the state guidelines for informing staff if they have been exposed to a person with COVID-19 at their workplace and requiring them to quarantine for the required amount of time.

Social distancing – building occupants must be at least six-feet apart (Scenario 1 and 2)

Social distancing of at least six feet will be implemented and maintained between staff, students, families, and visitors in the workplace through the following engineering and administrative controls:

- Social distancing floor/seating markings throughout the building indicating 6 feet spaces.
- Signage throughout the building indicating wellness guidelines.
- Building will have [required supplies](#): masks, gloves, face shields, sanitizer, and gowns for staff, students, and visitor use.
- All cloth furniture will be removed from classrooms and gathering spaces.
- Hallways will have arrows indicating traffic patterns.

Additional Requirements Scenerio 2

- Operations team will monitor building usage, never exceeding 50 % occupancy
 - Staff and students will be assigned specific entrances and classroom locations.
- Work rooms will be limited to 3 people.
- Classrooms will be assigned and classes will be appropriately distributed throughout the building.
- Rooms will be organized to accommodate no more than 5 students and 2 staff per room and only the required furniture.
- Students will be assigned desks, chairs, and individual supplies.
- Classrooms will be provided sanitizing products to clean rooms throughout the day.
- Classrooms will be thoroughly cleaned at the end of each day.
- Student arrival, dismissal, and recess will be scheduled to prevent large gatherings. Students will be assigned entrance/exit doors.
- Breakfast and lunch will be delivered to classrooms.
- Specials and Physical Education will be taught virtually or outside on the field.
- Elevators should not be used unless medically necessary; those staff will be given a key to access the elevator.
- Break room should have no more than 5 staff at a time.
- Microwaves MUST be cleaned after each use.
- Student bathrooms: 1 student and 1 staff person at a time; must be sanitized after each use.
- Staff bathrooms: Must be wiped down after each use.
- Personal protective equipment, phones, pens, computer equipment, desks, cubicles, workstations, offices or other personal work tools and equipment will not be shared and, if used by more than one person, will be cleaned and disinfected between users
- Communicate all concerns through the [Covid Classroom/school ideas form](#).

Requirements: Scenario 3

- Staff will be assigned on-site planning times based on 2 hour increments (Social Distancing plan).
- Contactless pick up and/or delivery of meals and school materials.
- Provide a school-age care program for critical workers.

Worker hygiene and source controls (Scenario 1 and 2)

Basic infection prevention measures are being implemented at our workplaces at all times.

- Staff are instructed to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially at the beginning and end of their shift, prior to any mealtimes and after using the restroom.
- All staff, students, families, and visitors to the workplace are required to wash or sanitize their hands prior to or immediately upon entering the facility.
- Hand-sanitizer dispensers (that use sanitizers of greater than 60% alcohol) are at entrances and locations in the workplace so they can be used for hand hygiene in place of soap and water, as long as hands are not visibly soiled.
- Necessary hand washing and/or sanitizer facilities will be provided, supplied and maintained between use and daily. Sanitizer will be at all entrances and throughout the building.
- All staff, students, families, and visitors are required to wear masks while in the common shared spaces of the building.
- All staff, students, families, and visitors are required to cover their mouth and nose with their sleeve or a tissue when coughing or sneezing, and to avoid touching their face, particularly their mouth, nose and eyes, with their hands.
- All staff, students, families, and visitors are expected to dispose of tissues in provided trash receptacles and wash or sanitize their hands immediately afterward. Respiratory etiquette will be demonstrated on posters and supported by making tissues and trash receptacles available to all staff and other persons entering the workplace.
- Signage will be throughout the building to communicate these instructions and reminders.

Protections and protocol for sanitation and hygiene (Scenario 1 and 2)

- Supervise the use of hand sanitizer by students.
- Ensure that children and staff with sensitivity or skin reactions to hand sanitizer can use soap and water. Reinforce handwashing during key times including but not limited to:
 - arrival and dismissal; before, during, and after preparing or eating food;
 - after using the bathroom; after blowing one's nose, coughing, or sneezing; and
 - after touching objects with bare hands that have been handled by other people
- Build routines of hand hygiene into the daily school schedule for all students and staff, including handwashing and sanitation breaks during or between classroom activities. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.
- [MDE Health Considerations for navigating COVID-19](#)

Protections and protocols for personal protective equipment (Scenario 1 and 2)

- All staff and students are required to wear masks in the building.
- Face coverings or face shields may be considered for younger students if it is determined they can reliably wear, remove, and handle them following
- Spero Academy will provide masks, face shields, gloves, and gowns

Below are resources to assist staff, students, and families on the proper use , wearing, removal, and cleaning of cloth face coverings and face shields:

- How to Safely Wear and Take Off a Cloth Face Covering (PDF)
(<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>)
- Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)
- Best Practice for Masks: Considerations for People with Disabilities and Special Health Needs (PDF)
(www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf)
- Moving Personal Protective Equipment into the Community: Face Shields and Containment of COVID-19 (jamanetwork.com/journals/jama/fullarticle/2765525)
- COVID-19 Personal Protective Equipment: Doffing Step by Step (PDF)
(www.nebraskamed.com/sites/default/files/documents/covid-19/covid-19-personal-protective-equipment-doffing-step-by-step.pdf)
- Efficacy of Face Shields Against Cough Aerosol Droplets from a Cough Simulator
(<https://oeh.tandfonline.com/doi/full/10.1080/15459624.2013.877591>)

Protocols to limit face-to-face interaction (Scenario 1& 2)

- Staff can use alternate spaces (e.g., telework) for discretionary preparation time.
- Distance learning is available to enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.
- Visual aids illustrate appropriate spacing and traffic flow throughout the school building (e.g., designating hallways or entrances as one-way and posting directional reminders on the walls and/or floor). If possible, host all meetings virtually.

Workplace building and ventilation protocol (Scenario 1 and 2)

Operation of the building in which the workplace is located, includes necessary sanitation, assessment and maintenance of building systems, including water, plumbing, electrical, and heating, ventilation and air-conditioning (HVAC) systems. We are addressing the building and ventilation protocols by following HVAC provided guidelines and scheduling preventive maintenance visits as required. NAC Mechanical maintains the scheduled visits. Building manager monitors daily. The maximum amount of fresh air is being brought into the workplace, air recirculation is being limited, and ventilation systems are being properly used and maintained. Steps are also being taken to minimize air flow blowing across people. Clean and sanitize drinking fountains, and encourage staff and students to bring their own water, use cups, or other alternative procedures to minimize use and touching of water fountains. HVAC systems have routinely scheduled maintenance and will be monitored everyday. Our HVAC system automatically introduces fresh air; to improve circulation, we will keep classroom doors open, and properly maintain ventilation systems.

Workplace cleaning and disinfection protocol (Scenario 1 and 2)

Regular practices of cleaning and disinfecting have been implemented:

- Schedule for routine cleaning and disinfecting of work surfaces, equipment, tools and machinery, vehicles and areas in the work environment, including restrooms, break rooms, lunch rooms, meeting rooms, checkout stations, fitting rooms, and drop-off and pick-up locations. Large pump sprayers will be used to disinfect large areas.
- Frequent cleaning and disinfecting is being conducted of high-touch areas, including phones, keyboards, touch screens, controls, door handles, elevator panels, railings, copy machines, delivery equipment, etc. Building will be disinfected daily and nightly by the Spero Academy cleaning crew.
- A cleaning member walks through the building cleaning hot spots throughout the day.
- Appropriate and effective cleaning and disinfecting supplies have been purchased and are available for use in accordance with product labels, safety data sheets and manufacturer specifications, and are being used with required personal protective equipment for the product.
- Spero Academy adheres to the [CDC Cleaning and Disinfecting Your Facility](#), and will use EPA-approved disinfectant for SARS-CoV-2 (www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19).
- If a staff member in the workplace is symptomatic or is diagnosed with COVID-19 we follow the CDC guidelines for sanitizing: [Cleaning and disinfecting your building or facility if someone is sick](#).

Drop-off, pick-up and delivery practices and protocol (Scenario 1& 2)

- Spero Academy maintains contactless pick up and/or delivery of meals and school materials. Materials brought to the school are either sanitized before opening or remain untouched for 72 hours.
- Visual cues, signage, and barriers are in place to direct traffic flow and demonstrate social distancing. Divided entry points are established rather than funneling all students through the same entry space. The number of people entering the building are monitored utilizing a staff schedule.
- All visitors must wear masks, use the sanitizing station, and take their temperature (Temperature must be under 100 degrees).

Transportation (Scenario 1& 2)

- Reviewing and evaluating school transportation with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing.
- Vans will be cleaned and disinfected between routes, focusing on frequent cleaning of touched surfaces in the vehicles.
- Doors and windows will be kept open when cleaning and between trips to thoroughly air out.
- Families need to submit health screening before their student boards the vehicle.
- Students' temperatures will be taken before they board the vehicle.
- Sanitizer will be available for student and driver use.
- Students who become ill during the day must use alternate transportation home.
- If a driver becomes sick during the day, they must follow protocols outlined for people who are ill and must not return to drive students.

Additional Requirements (Scenario 2)

- Limit the number of students on transportation vehicles to 50% occupancy;
- Social distancing with at least 6 feet between students at all times; and

- Household members may be seated in rows together.

Support mental health and wellness

The COVID-19 pandemic is causing a tremendous amount of stress, fear, and anxiety for many people. It's important that Minnesotans have access to the mental health care resources they need to stay well during this challenging time. Schools can play an important role in helping students and staff cope, access needed resources, and build resilience.

Requirements (Scenario 1& 2)

- Provide staff, families, and students (age-appropriate) with information on how to access resources for mental health and wellness.
- Encourage staff, students, and families to talk with people they trust about their feelings and concerns regarding COVID-19.

Resources for supporting mental health and wellness

- Supporting Mental Wellbeing During COVID-19 (www.health.state.mn.us/communities/mentalhealth/support.html)
- Mental Health Support (mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp)
- Tips and Resources for Children and Parents During COVID-19 (www.health.state.mn.us/communities/mentalhealth/children)
- Helping Children Cope (www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html)

Communications and training practices and protocol

This COVID-19 Preparedness Draft was communicated on July 27, 2020 to all staff on, and necessary training will be provided during staff training week. Additional communication and training will be ongoing by and staff will be notified via email. Training will be provided to all staff who did not receive the initial training and prior to initial assignment or reassignment.

Instructions will be communicated to all staff, including students, families, visitors, temporary staff, independent contractors, subcontractors, vendors and outside technicians staff, about protections and protocols, including:

- 1) social distancing protocols and practices;
- 2) drop-off, pick-up, delivery and general in-store shopping;
- 3) practices for hygiene and respiratory etiquette;
- 4) recommendations or requirements regarding the use of masks, face-coverings and/or face-shields by staff students, families, and visitors. All staff, students, families, guests and visitors will also be advised not to enter the workplace if they are experiencing symptoms or have contracted COVID-19.

Managers and supervisors are expected to monitor how effective the program has been implemented. Spero Academy will monitor the effectiveness of the program and identify successes, challenges and deficiencies via

staff emails, staff input, and tracking wellness. All management and staff are to take an active role and collaborate in carrying out the various aspects of this plan, and update the protections, protocols, work-practices and training as necessary. This COVID-19 Preparedness Plan has been certified by Spero Academy management and the plan was posted throughout the workplace and made readily available to employees July 27, 2020. It will be updated as necessary by the Operations Department.

Certified by:

Diane Pangal

Edgardo Becerra Beltran

Operations Director

Operations Coordinator

August 3, 2020

Appendix A – Guidance for developing a COVID-19 Preparedness Plan

General

Centers for Disease Control and Prevention (CDC): Coronavirus (COVID-19) – www.cdc.gov/coronavirus/2019-nCoV

Minnesota Department of Health (MDH): Coronavirus – www.health.state.mn.us/diseases/coronavirus

State of Minnesota: COVID-19 response – <https://mn.gov/covid19>

Businesses

CDC: Resources for businesses and employers – www.cdc.gov/coronavirus/2019-ncov/community/organizations/businesses-employers.html

CDC: General business frequently asked questions – www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html

CDC: Building/business ventilation – www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html

MDH: Businesses and employers: COVID-19 – www.health.state.mn.us/diseases/coronavirus/businesses.html

MDH: Health screening checklist – www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf

MDH: Materials for businesses and employers – www.health.state.mn.us/diseases/coronavirus/materials

Minnesota Department of Employment and Economic Development (DEED): COVID-19 information and resources – <https://mn.gov/deed/newscenter/covid/>

Minnesota Department of Labor and Industry (DLI): Updates related to COVID-19 – www.dli.mn.gov/updates

Federal OSHA – www.osha.gov

Handwashing

MDH: Handwashing video translated into multiple languages – www.youtube.com/watch?v=LdQuPGVcceg

Respiratory etiquette: Cover your cough or sneeze

CDC: www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

CDC: www.cdc.gov/healthywater/hygiene/etiquette/coughing_sneezing.html

MDH: www.health.state.mn.us/diseases/coronavirus/prevention.html

Social distancing

CDC: www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html

MDH: www.health.state.mn.us/diseases/coronavirus/businesses.html

Housekeeping

CDC: www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html

CDC: www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

CDC: www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html

Environmental Protection Agency (EPA):

www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2

Employees exhibiting signs and symptoms of COVID-19

CDC: www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

MDH: www.health.state.mn.us/diseases/coronavirus/basics.html

MDH: www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf

MDH: www.health.state.mn.us/diseases/coronavirus/returntowork.pdf

State of Minnesota: <https://mn.gov/covid19/for-minnesotans/if-sick/get-tested/index.jsp>

Training

CDC: www.cdc.gov/coronavirus/2019-ncov/community/guidance-small-business.html

Federal OSHA: www.osha.gov/Publications/OSHA3990.pdf

MDH: www.health.state.mn.us/diseases/coronavirus/about.pdf



Spero Professional Development Plan - 2021 - 2022

Month	Date	Topics
July	7/29 & 7/30 New Teachers	<ul style="list-style-type: none"> • New Teacher Orientation
August	8/2 Teachers & Therapists 8/3 - 8/6 All Staff Staff Week Agenda	<ul style="list-style-type: none"> • General Requirements: <ul style="list-style-type: none"> ◦ PBIS (Ann), Behavior (Lisa), Mandated Reporting (Cole), Confidentiality (SpEd), OSHA (Nurse Joan), Handbook (Operations), MA Billing (Devin) • Paraprofessionals 101 (Hannah) • Collaboration & Instruction (Academic Dept) • Curriculum & Assessments (Academic Dept) • MN Equity Alliance - Mindset (2 hours) • CPI Training - Paras
	August Curriculum Charcuterie	<ul style="list-style-type: none"> • Wonders 8/16 • Math Expressions 8/23 • Equals 8/26 • SAEL Assessment 8/30
	8/20 - Teachers/Therapists	<ul style="list-style-type: none"> • CPI Training • SAEL Training (Academic Dept)
September	9/17 - All Staff Staff Day Agenda	<ul style="list-style-type: none"> • Suicide Prevention - Steph (9:00 Zoom) (Pt. 1 of PELSB requirement) • Bullying - Tim (10:00) • FASD training (Barb Clark) 12-4:00
	September Curriculum Charcuterie	<ul style="list-style-type: none"> • Geodes 9/1 • Foundations 9/13 • Dev. Inventories • Move This World - TBD • Reinforcement Training 9/28
October	10/1 - Teachers/Therapists	<ul style="list-style-type: none"> • Inspire Science training- live online 9:00 (Reschedule)
	October Curriculum Charcuterie	<ul style="list-style-type: none"> • CBMs 10/11 • Visual Support Training 10/12 • IXL & Standards 10/25
	10/22 - Teachers/Therapists	<ul style="list-style-type: none"> • CPI Training (Teachers/Therapists, some paras)
November	11/5 - Teachers/Therapists (optional date)	<ul style="list-style-type: none"> • Optional date for Due Process/Learning Recovery meetings



	11/12 - All Staff	<ul style="list-style-type: none"> • MN Equity Alliance - Culture - 6 hours
	November Curriculum Charcuterie	<ul style="list-style-type: none"> • Differentiation Intensive 11/15
January	1/7 - All Staff	<ul style="list-style-type: none"> • MN Equity Alliance - Race - 3 hours • Behavior Refresher / Trauma Informed Teaching - Steph, Lisa, Ann (Pt. 2 of PELSB requirement) • Tony Farah - Lunch provided • Parent Panel - TBD
February	2/25 - Teachers/Therapists	
April	4/15 - All Staff	<ul style="list-style-type: none"> • MN Equity Alliance - Bias - 3 Hours • Music Therapy/Wellness - Alanna
June	6/24 - All Staff	<ul style="list-style-type: none"> • Building cleaning & check out

****Plus 9 flex days for teachers/therapists throughout the year**

Other Options:

- Dr. Jonathan Miller: Neuropsych - [Cognitive Processing](#) (??)
- CAIR MN?
- Brilliant Mindfulness - Educator Wellness and Self-Care program (August 2022)
- [EL Training](#) (after school, or a flex day on Friday)
- Sticker Activity (Teacher therapist day)
- SpEd: Evaluation Process - Hannah and Steph (All Teachers)
- Report Card Training (New Teachers)

Add in after school:

- Tech training
- Behavior training (SpEd)
- Refresher on time studies (Devin) for paras



PRESENTED BY: SPERO ACADEMY MARKETING COMMITTEE

MARKETING TACTICAL PLAN

Spero Academy is a kindergarten through sixth grade charter school. We create and promote programs designed to benefit and support students who experience various special educational needs and have individualized education plans.

PLAN OVERVIEW

This Tactical Plan is designed to identify action items and expectations regarding the continued expansion and increased awareness of Spero Academy during the 2021-2022 school year.

Name of Campaign:	SY 2021-2022
Campaign Manager:	Diane Pangal
Campaign Contributors:	<p>Spero Academy Marketing Committee:</p> <ul style="list-style-type: none"> • Edi Becerra • Rachel Flores • Katie Rose Kammerude • DaVonte Robertson • Devin Taylor

OBJECTIVES

To maintain the awareness of Spero Academy as a primary resource for the unique needs of our current student and staff population.

To increase the Spero Academy Minneapolis (MPLS) student population by 6 % and to add 60 students to the Brooklyn Park (BP) Campus for the 2021-2022 School year.

To continue marketing to the entire Metro area for both the MPLS and BP campuses.

To maintain the current population breakdown of the student body.

To recruit dedicated staff to meet the needs of an increased student population.

CORE MESSAGE

Spero Academy is a K-6 Charter School that creates and promotes programs designed to benefit and support students who experience special educational needs and may have individualized education plans.

TARGET MARKET

SPERO ACADEMY CURRENT AUDIENCE

Students, families, staff and friends.

SPERO ACADEMY STUDENT TARGET AUDIENCE

Potential Students and their families who would benefit from our programs and service model.

SPERO ACADEMY STAFF TARGET AUDIENCE

Dual licensed SPED and GenEd teachers, SPED Teachers, ASD Licensure, paraprofessionals

KEY MESSAGE OBJECTIVES

To maintain the **continued awareness** of Spero Academy as a primary resource for our current student and staff population. To **increase the awareness** of Spero Academy in the area surrounding our future location, and Northeast Minneapolis in general through community events. To **create awareness** of Spero Academy to the larger Minneapolis / St. Paul area by partnering and interacting with organizations who target similar audiences. To **increase our student population** to levels that meet the class size goals of our current facility as well as a new facility (2022-23) .

BUDGET

\$28,300 for 2021-2022 School Year

GOAL – CONTINUED AWARENESS WITH CURRENT AUDIENCE

Ensure families are satisfied and continue to refer to other families. Retain our families for the entirety of the student's K-6 Education. Continue to get referrals from parents to their friends, family and related therapy organizations.

Planned Action Item	Timeline
Maintain Search Engine Optimization (SEO) by increasing blog posts using key search terms. Current organic sessions per month ~2,000.	In Progress
Maintain social media accounts and increase engagement. Promote the new BP location to create synergy between the two locations and what Spero has to offer the community as a whole. Work with Sped Dept to target specific special education services and support offered at Spero.	In Progress
Utilize target marketing for geographical locations. (Facebook)	In Progress
Update Information video to reach new families. Create videos showcasing the two facilities.	Complete by Sept 2021
Continue to encourage teachers to have positive interactions with parents (Newsletters, SeeSaw, etc.).	In Progress
Write blogs that will have a positive impact on families with special needs and staffing needs. Tailor blogs to create synergy between the two locations and what Spero has to offer the community as a whole.	In Progress

GOAL – INCREASED AWARENESS IN NORTHEAST MINNEAPOLIS COMMUNITY

Participate in a variety of Northeast Minneapolis and Brooklyn Park Community sponsored activities

Planned Community Activity	Timeline
Community Websites and Facebook Pages	In Progress
Art-A-Whirl	In Progress
Research BP Community for engagement opportunities	In Progress
Engage directly with neighbors (maybe a community garden)	In Progress

Create and participate in a number of Spero Sponsored Activities for Northeast Minneapolis Neighborhood

Potential Spero Sponsored Activity	Timeline
Northeast Block Party	Possible Summer 2022
Host Virtual Recruitment Fair	April 2022
Research opportunities to get involved in the Brooklyn Center Community	Summer 2021

GOAL – CREATE AWARENESS OF SPERO ACADEMY AMONG THE GREATER MINNEAPOLIS - ST. PAUL COMMUNITY

We will tailor our advertising in our current and new community to best attract and maintain our target student audience.

Potential Partnership Opportunities	Timeline
Parent groups/seminars	In Progress
Educational Seminars	In Progress
School and Employment Fairs	April 2022

GOAL – INCREASE STUDENT POPULATION

Increase our student population and target students that would be best served by our current programs. Ensure that Spero Academy makes connections with relevant organizations.

Partnerships to Drive Enrollment	Timeline
Local Media	In Progress
Autism Society of Minnesota	In Progress
Autism Speaks	2021

MARKETING TIMELINE

SY 2022-2022	Virtual Information sessions/tours for prospective families
Summer 2021	Virtual Open House
Fall 2021	Complete school videos; Continued Media Publications Advertise with AuSM: show our commitment to supporting programs and services that improve the lives of individuals with autism.
Winter 2020-22	Educational Seminar Planning
Spring 2021	Continued Media Art-A-Whirl (look into virtual participation opportunities) Virtual Recruitment Fair Virtual Open Houses
Summer 2022	Host a Spero School Fair for Community Families Continued Media NE Community Parade (tentatively planned for June 21) Open House

BUDGET BREAKDOWN*

Marketing Professional and Campaign	\$2300.00
Event Planning/Recruitment	\$8,000
Branded Materials/Marketing Materials (brochures, flyers, etc.)	\$12,000
Recruitment Video	\$5,000
Misc.	\$1,000
<u>SY 2021-22 Budget Total</u>	<u>\$28,300</u>

**All numbers are estimates based upon previous inquiry*

Appendix : Licensure Verification - 2021-2022

District #	School Name	Teacher	File Folder #	Subject Taught	Grade Taught	SY 2020-2021	Status: Yes-Returning No-Not Returning New SY 2021-2022
4113-07	Spero Academy	Ann Bakeman	447269	Special Education Teacher/ Behavior Specialist	K-6	Yes	Yes
4113-07	Spero Academy	Jordan Bennett	498530	Special Education Teacher ASR 6	5, 6	Yes	Yes
4112-07	Spero Academy	Angel Ceasar	1002849	Special Education Teacher ASR 2	2	New SY 2020-2021	Yes
4113-07	Spero Academy	Margaret Corbin	1005973	Grade Level Teacher	2	New SY 2020-2021	Yes
4113-07	Spero Academy	Sheila Crabbe	517844	Special Education Teacher ASR 3	3	Yes	No
4113-07	Spero Academy	Brittany Crouse	499260	Academic Coordinator	K-6	Yes	Yes
4113-07	Spero Academy	Benjamin Dupay	1006647	Speech and Language Pathologist	K-6	No	New SY 2021-2022
4113-07	Spero Academy	Brittany Enslin	491158	Special Education Teacher PLS 1	1, 2	Yes	Yes
4113-07	Spero Academy	Maureen Fink	488213	English Language Teacher	K-6	Yes	No
4113-07	Spero Academy	Timothy Geer	433866	Grade Level Teacher	4	Yes	Yes
4113-07	Spero Academy	Amy Hansen	512159	TOSA	3, 4	Yes	Yes
4113-07	Spero Academy	Larissa Henderson	1007565	Special Education Teacher	K	No	New SY 2021-2022

				PLS K			
4113-07	Spero Academy	Jeanne Hodgdon	1004935	Special Education Teacher ASR 4,5,6	4, 5, 6	New SY 2020-2021	Yes
4113-07	Spero Academy	Stephanie Horton	387254	School Psychologist	K-6	Yes	Yes
4113-07	Spero Academy	Kim Hughes	372600	Special Education Teacher PLS 3	3	No	New SY 2021-2022
4113-07	Spero Academy	Deeqa Hussein	511665	Special Education Teacher PLS 5	5, 6	New SY 2020-2021	Yes
4113-07	Spero Academy	Katherine Kammerude	489510	Special Education Teacher ASR 4	4	Yes	Yes
4113-07	Spero Academy	Katherine Kohorst	441267	Special Education Teacher PLS 3	4, 5	Yes	Yes
4113-07	Spero Academy	Trevor Krahn	504058	Special Education Teacher PLS 4	4, 5	Yes	Yes
4113-07	Spero Academy	Matthew Lee	514373	Grade Level Teacher	K	Yes	Yes
4113-07	Spero Academy	Lindsey Levorson	483815	Special Education KPLS	K	Yes	No
4113-07	Spero Academy	Timothy McCarren	1001109	Speech and Language Therapist	K-6	Yes	No
4113-07	Spero Academy	Morgan McGarry	515814	Physical Education/ DAPE	K-6	Yes	No
4113-07	Spero Academy	Kenneth McGee	511081	Physical Education/ DAPE	K-6	New SY 2020-2021	No

4113-07	Spero Academy	Sharla McIntosh-Ziegler	440694	Speech and Language Therapist	K-6	Yes	Yes
4113-07	Spero Academy	Margaret McKenna	1006573	Special Education Teacher ASR 1	K-6	New SY 2020-2021	Yes
4113-07	Spero Academy	Hannah Miller	467314	Special Education Coordinator	K-6	Yes	Yes
4113-07	Spero Academy	Hope Mills	1010805	EL Teacher	K-6	No	New SY 2021-2022
4113-07	Spero Academy	Abigail Naumann	1004342	Special Education Teacher PLS K	K	No	New SY 2021-2022
4113-07	Spero Academy	Sarah Neitzell	1001325	Special Education Teacher PLS 2	2	Yes	Yes
4113-07	Spero Academy	Davonte Robertson	508735	Grade Level Teacher	3	Yes	Yes
4113-07	Spero Academy	Katelyn Ruprecht	509012	Grade Level Teacher	5	Yes	Yes
4113-07	Spero Academy	Susan Scheller	308821	Academic Director	Administration	Yes	Yes
4113-07	Spero Academy	Eryn Segar	1002310	Speech and Language Therapist	K-6	Yes	Yes
4113-07	Spero Academy	Ashley Sellwood	475524	Speech and Language Therapist	K-6	Yes	Yes
4113-07	Spero Academy	Allison Stevens	509478	Grade Level Teacher	1	Yes	Yes
4113-07	Spero Academy	Kelly Tiedemann	454493	Special Education Director	Administration	Yes	Yes

4113-07	Spero Academy	Joan Tighe	383562	Licensed School Nurse	K-6	No	New Hire SY 2021-2022
4113-07	Spero Academy	William Ryan Toland	1001225	Physical Education/DAPE	K-6	Yes	Yes
4113-07	Spero Academy	Alexandria (Ward) Becerra	465290	Principal	Administration	Yes	Yes
4113-07	Spero Academy	Susan Zondlo-Seiple	418924	Grade Level Teacher	6	Yes	Yes

APPENDIX I. Administrative Roles and Responsibilities

Administration	Business Manager Contact	Strategic Plan Management	Official School Correspondance	Daily School Operation	State	Parent Mediation	Legal	Mission Alignment	Climate / Culture	Procurement practices	
Board	Governance	Finance	Facilities	All Board distribution of information	Board Recruitment	Board Files	Board Orientation				
Finance	Development	Insurance	Deposits	Servs	Fiscal Oversight	Budgeting	Investments	Bonding Requirments and oversight	Audits	BergenKDV	MA Billing
Human Resources	Employee Agreements	Action Plan / Coaching	Final Interviews	Admin / Staff Management							
UST	Reporting Oversight	Contract Oversight	Compliance	Reviews							
Facility	Building Oversight	Inventory	Contracts								
MDE	DIRS	Title II	STAR	Policy Questions							
Future Growth	Marketing	Expansion of program									
Evaluations	TDE	Observations/ Conferences/ Training	Para Evals								
Public Relations	MACS	Initial POC	Community Involment	Strategic Partnerships							

	Payroll (PTO, time sheets, payroll changes, new hire paperwork, reconcilliation)	Benefits (paperwork, orientation, online enrollment, cobra, reconcilliation, FMLA)	First report of injury	Job Fairs	Para Action Plans, Legal consult, coaching	Para Action Plans, Legal consult, coaching

Instructional Management	Focused on the overall delivery of education to students.	Provides instructional leadership to the school. Participates in development and evaluation of educational programs.	Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.	Collaborate on student academic intervention support	Collaborate on Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)	Collaborate on Teacher Lesson Planning Oversight	PLCs
School/Organizational Climate	Communicate and promote expectations for high-level performance to staff.	Provide direction to a variety of faculty, staff, and student programs and services; participates informal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate	Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.	staff and family surveys	ESSA & foster care family liason		
Program Support	Assist with program development and oversight (including Kindergarten Orientation)	Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission	Assist Executive director in developing, maintaining, and using information systems and records to track progress on campus performance objectives and academic excellence indicators.	Equity team	PLCs		

Personnel Management	Teacher recruitment & retention	New Teacher Orientation and Support	Teacher Mentoring Program	Teacher Development Evaluations (TDE)	Supervises and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff.	Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate.	
	Administration and Fiscal/Facilities Management	staffing planning	Develop campus budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information.				

Student Management	Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.	Develops and administers disciplinary procedures in accordance with district policies and state laws that results in positive student behavior and enhances the school climate; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.	Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.	Participates as needed in Individual Educational Plan meetings and Team Meetings.	Conduct conferences about student and school issues with parents, students, and teachers		
School or Community Relations	staff newsletter	Family newsletter ***	Communicate effectively with students and staff.				
Professional Development	Professional development (all staff & teachers & therapists)	Assist with Teacher Action Plans and Coaching	Training requests (teachers)	Teacher Related Services/ Specialist growth & development	Monitor PD budget		
Program Support	<i>Program development and oversight (including Kindergarten Orientation)</i>	<i>Teacher and Paraprofessional Mentoring Program</i>	<i>All School Schedule Monitoring</i>				
Human Resources	Teacher interest/Teacher Application Interview Process	Assist with Teacher Action Plans and Coaching	Paraprofessional Letter of Agreements - Diane				
Governance Committee							

Accountability Committee							
Problem solving	Identify and give opportunity to significant issues	Problem solve issues with Leadership team	Collaboratively assessing and improving culture and climate				

Professional Development	Assisting with planning and providing Staff Development.	Assisting with Professional Learning Committees			
Teacher and Program Support	Supporting classroom learning and instruction in assigned classrooms (assessments, behavior management, accommodations)	Teacher Mentoring within assigned classrooms	Assist teachers as needed with modifying and implementing curricula across subjects.	Assist Principal in implementing MTSS	
Organizational Climate					
Problem solving	Identify and give opportunity to significant issues	Problem solve issues with Leadership team	Collaboratively assessing and improving culture and climate		
Special Education Related Support	Supports for the structure and organization of assigned classrooms to support student growth.	Supports for the structure and organization of classrooms to support student growth, especially in the area of Autism Spectrum Disorder.	Case managing and due process paperwork with assigned students.	Serving indirect and direct IEP special education minutes with assigned students.	District Rep
		District Rep for meetings			
		Equity Team		Teach specialist group	
		Support PD			
		Support PLCs			
		MTSS for teachers			

Curriculum and Instruction	Curriculum Review and Adoption Process oversight	Curriculum planning oversight(MDE standards, school-wide scope and sequence and unit planning)	Teacher Lesson Planning Oversight	Instructional Management and Interventions oversight	Implementing and oversight of Multi-Tiered Systems of Support (MTSS) for instructional interventions	
Licensed Teacher Oversight and Support	Relicensure/ Licensing/Working with MACS	ELL (teacher and program support)				
Assessment and Accountability	District assessments (training, scheduling, coordinating results, family involvement)	State Assessments (DAC, Proctor, Trainer, family)	Student Assessment Files oversight	Personal Learning Plans oversight	Accountability (Sections of Annual Report)	Report Cards oversight
Minnesota Department of Education	ESSA(tracking updates)	Title II (highly qualified teachers)	ELL oversight - WIDA (tracking updates with program and assessment)	STAR		
Program Support.	Assist with program development and oversight (including Kindergarten Orientation)	504 Coordinator	All School Schedule Monitoring - Collaborate with Operations Coordinator	Parent Teacher Group(PTG) - Collaborate Operations Coordinator	Para interviews with Sped department	
Accountability Committee	On committee					
Facilities Committee	On committee					
In Collaboration with Principal						
Teacher Support	New Teacher Orientation and Support	Teacher Mentoring Program	Teacher Development Evaluations (TDE)			
Professional Development	Staff trainings for curriculum and assesement	Professional Learning Committees/Equity Team	Teacher/Related Services/ Specialist growth & development	Training requests (off sight)		
Human Resources	Teacher interest/Teacher Application Interview Process	Assist with Teacher Action Plans and Coaching	Teacher Retention and recruitment			

Curriculum and Instruction - Collaborates with Academic Director	Curriculum and Adoption Process	Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)	Adapt and differentiate curricula across subjects to meet the needs of students who are academically below grade level and/or to use in special education classrooms.	Implement Multi-Tiered Systems of Support (MTSS) for instructional interventions		
Assessment and Accountability - Collaborates with Academic Director	District and State Assessments, scheduling, administering and data analysis.	Personalized Learning Plans (PLP) - training teachers, monitoring plans, data	Assist with Student Report Cards	Student Assessment Files: Track student assessment data (student progress and to guide instruction school-wide)	Track student assessment data (student progress and to guide instruction school-wide)	Assist with annual presentation of assessment data to the Board
Licensed Teacher and Classroom Support	Collaborate with and coach teachers as needed	Demonstrate effective intervention and teaching strategies for classroom teachers.	Implement instructional interventions for students needing extra academic support	Assist with modifications and accommodations in the classroom setting	Assist with new teacher orientation	Track and support teacher implementation of curricula, lesson planning, and differentiation
Academic Department Professional Development	Develop training videos/slides/presentations for curriculum and assessment	Staff trainings for curriculum and assessment				
Accountability Committee	On committee					

Curriculum	Assist with Curriculum Adoption Process	Curriculum planning (MDE standards, school-wide scope and sequence and unit planning)	Adapt and differentiate curricula across subjects to meet the needs of students who are academically below grade level and/or to use in special education classrooms.	
Assessment and Accountability	District and State Assessments, scheduling, administering and data analysis.	Personalized Learning Plans	Assisting with Report Cards	Student Assessment Files
Teacher and Program Support	Supporting classroom learning and instruction in assigned classrooms	Assist teachers as needed with modifying and implementing curricula across subjects.	Assist Academic Coordinator in implementing MTSS	

[illegible]

Accountability	Data Accountability	District & State assessments (MTAS)	Accountability Committee	District Assessments	PAR Reports/SAC	Progress Report Data	oversight			
Due Process	High Quality IEP/ Evaluation Compliance/ IEP review	Child Find	District representative at IEP meetings	Gen Ed./Special Ed. representative at IEP meetings	Due Process check-in updates to case managers	Evaluation planning	Special Education Assessments	Special Education Re-evaluations	Transiton meetings/ Accepting new students	SpEd Records oversight
Due Process (cont.)	Timeline Managment	Case Manager support with due process	Para interviews	Assessment inventory & tools/supports inventory	Gen Ed./Special Ed. representative for IEP meetings	SEAC	ESY	Teacher and ther	Maintain SpEd fo	3rd party/outside paperwork oversight
Special Education Professional Development	Staff Trainings on Due Process									
Program	Behavior program support	Academic intervention support								

[illegible]

Building	Maintenance and utility oversight	Crisis Plan (Development, Drills, Training)	Inventory: Fixed Asset list and depreciation, Audits	Procurement Procedure	Facilities Committee	Oversight Health Services		
Human Resources	Payroll (PTO, time sheets, payroll changes, new hire paperwork, reconciliation)	Benefits (paperwork, orientation, online enrollment, cobra, reconciliation, FMLA)	First report of injury	Job Fairs				
Marketing	Event planning & coordination (school dance, fundraising, ect)	Video's, materials	Marketing Committee					
Office	Billing (Weekly bills, VPR, tracking, Bergan, Audits	Internal/External Affairs	Erate	Annual school calendar				
Staffing	Hiring - Paraprofessionals (Interviews, references, new hire paperwork, orientation, folders)	Teacher-paperwork—onboarding and changes	Staffing (daily, request off, subs)	Staffing-oversight, issues	STAR-reporting-	Para and-teacher agrrements/end of year	Para Hiring-and Placement-	School Input-Committee

Students	Enrollment: Information sessions, enrollment, media	SYNERGY (family, student, attendance	Asst with developing all school student schedule	MARRS numbers				
Transportation	Transportation Bids	Route development	Parent contact	Daily routes	Crisis issues	Training	MDE Reporting	
Finance	Food Service	Audits	Vendor Contracts					
PTG	Coordinating events; attending meetings							
Childcare	Staffing	Student Enrollment	Student transportation					
COVID	All signage	PPE	Safety protocols	Covid-19 co- coordinator				
Finance Committee								
Facilities Committee								
Marketing Committee								

Office	Transportation -, Daily routes, cancellations, monitoring, end of day. Update Student Info, Parent contact	Maintenance - copier, phone system, laminator	Point of contact for all school information	Donations - Montary, Letters,	Student files - Record request	Records - Supply Ordering, Recieving, Billing, File Maintenance	Purchasing Orders - Sped, Therapy, Curriculum	Assits with bills - Invoices, filing	Deposits
All-Staff Schedules	Maintain updated daily schedules for each staff member								
Marketing	Newletter - photos	Marketing materials development	Event planning & coordination(school dance, fundraising, ect)	Mass Emails - PTG					
Staffing	Request off, Subbing, PTO Available	Assist with payroll organization	Support team	1st, ASR 1 Gym					
Students	Enrolimen - Enrollment paperwork, Letters, Waitlist	Synergy - Student Info. Staff info. Report Cards, Attendance, Daily contact with families							
Building	Crisis Plan (coordination, Drills, Training)	Inventory - Classrooms, Offices, Kitchen, Assest list, Tracking and Monitoring	Security System - Badges, Door schedules.						
Facilities									
Technology	Budget & Planning	Purchasing	School Website	Media Center Lab - Para	Daily IT/Security	Email/Seesaw/Synergy/NWEA/etc. staff accounts	Parent Notifications		
Program	Program survey & development	Asst. with events							

Office	3rd party outside paperwork management	Job Posting	TOC Weekly Invoice	Timeline Management	Point of contact for all school information		
Staffing	Subs	Tracking New hire paperwork, Interviews, Folders, Tracking					
HR	Assist payroll	Benefits, Orientation, FROI					
Students	Record Request	Enrollmen - Enrollment paperwork, Letters, Waitlist	Synergy - Student Info. Staff info. Report Cards, Attendance, Daily contact				
Nutrition Program	Oversight	Clics Reports for Reimbursement	Administrative Review Process	Handle problems with daily orders	Take all meetings with Caterer	Learn about how to improve program	Staff Training
"Other duties as assigned"	Educational benefits						

IEP	Prepair for and provide service minutes related to SW goals in IEP	Attend IEP meetings as determined necessary by team		
Behavior	Provide student deescalation, problem solving and emotional support not related to IEP goals.	Attendance monitoring and reporting		
Caregiver contact	Point of contact for caregivers related to concerns or new non academic support services.			
Liaison	Maintain communication between outside social support agencies and school personnel	Provide resources for faculty, parents and community agencies in response to recommendations or requests for support	District Homeless Liaison	
Faculty	Provide support and consultation to teachers about challenged children	Provide outreach to parents and agencies based on faculty observations		
Program	Assist in Program development related to improving student outcomes in biophysical, psychological and social environment.	Collection point for resources related to psychological or social needs in the family, student, or faculty system.	Participate in planning and or implementation of supplemental programing for families, students and faculty.	Research Evidenced Based Practice methods for use in school programming
Meetings	Attend therapy team meetings as requested	Attend professional development CEU's		
Office Admin	Keep and maintain Social Work Service files			
Other Duties	Participate in Bus arrival and departure unless otherwise occupied with student or family needs.	Participate in lunch and recess duty		



Executive Director Professional Development Plan

Job Title	Executive Director
Reports To	Spero Academy Board of Directors
Supervises	Principal, Academic Department, Operations Department, Special Education Department, and staff.
Status	Full-time, Non-Exempt, 40 hrs wk, 8:00-4:00, M-F, 12 months

Position Summary:

Oversees all academic, financial, and operational functions of the school. Functions as the superintendent of the school, reports directly to the school board, and is accountable to the University of St. Thomas and the Minnesota Department of Education

- Reports directly to the Spero Academy School Board of Directors
- The Executive Director (ED) serves as the highest administrator at Spero Academy.
- The ED is cumulatively responsible for all aspects of organizational health, including but not limited to:
 - enacting the school's vision/mission;
 - overseeing the realization of the school's goals and outcomes;
 - meeting the school's fundraising and other financial goals;
 - maintaining MDE accreditation;
 - guiding the school's professional culture; being accountable to the school's authorizer;
 - and managing finances, development, and human resources.
- The ED is ultimately responsible for the execution of all programs and procedures in alignment with the school's mission and vision, with input from a broad range of constituents.

Position Qualifications

Minimum Qualifications	Requirement met?	Comment
MN School Administrative Licensure or a combination of education, experience and skills that reflect the MN legislative requirements for leadership and supervision of a charter school, including:		
<ul style="list-style-type: none"> • Degree in Education or Business Administration 	No	Working towards completing degree in Business Administration
<ul style="list-style-type: none"> • Minimum of three years of teaching, administrative or organizational leadership experience. 	Yes. 20+ years experience	
Goal(s) for Professional Growth in this Area	Timeline	Action Steps
1. Obtain Business Administration degree.	Ongoing SY 2021-2022	Continue progress toward Business Administration degree.

Knowledge, Skills and Abilities

Proficiency Levels

- **1: Emerging.** Limited experience. Carries out responsibilities with resources and/or support from others.
- **2: Intermediate.** Adequate experience and knowledge to carry out responsibilities independently and efficiently.
- **3: Advanced.** Highly experienced in this area. Recognized as an expert in this area by others within and outside of the organization.

Special Knowledge, Skills and Abilities	Proficiency level:	Comment
Experience leading an administrative team and support staff.	Advanced	
Experience with non-profit fund development.	Advanced	
Knowledge of MN charter school finance, including special education.	Intermediate	I attend all MDE training related to school finance and financial reporting annually.
Knowledge of financial reporting requirements needed to generate school revenue and reimbursement of expenditures.	Intermediate	
Knowledge of State and Federal Law as it relates to charter schools, general and special education, non-profit organizational status, employment, open meeting, and student rights	Intermediate	I regularly attend the Special Education Law & Leadership Conference held by local law firm Ratwick, Roszak, and Maloney.
Ability to communicate with diverse groups: staff, students, families, and the general public. • Ability to achieve and maintain status of “not disqualified” upon completion of criminal background check.	Advanced	

Goal(s) for Professional Growth in this Area	Timeline	Action Steps
1. Increase knowledge and expertise in charter school finance and financial reporting.	Annually By Aug. 2021	Attending all MDE training related to school finance and financial reporting. Reach out to Creatively Focused to inquire about special education finance training for myself and Spero's Special Education Director.
2. Increase knowledge of State and Federal Law as it relates to charter schools, general and special education, non-profit organizational status, employment, open meeting, and student rights.	Annually	Regularly attend the Ratwick, Roszak, and Maloney Special Education Law & Leadership Conferences and other school law conferences.

Position Responsibilities

Responsibility Area	Responsibility	Proficiency level:	Comment
<i>Enacting Mission and Vision</i>	Maintain alignment between all programs and the overall vision, mission, and core values of Spero Academy.	Advanced	
<i>Organizational Leadership</i>	Work with the Special Education Director, Academic Director, and Principal to develop, maintain, and enhance all aspects of Spero Academy to ensure positive outcomes for students and a strong, collaborative professional culture.	Advanced	
<i>Organizational Leadership</i>	Supervises direct reports in a manner that promotes success, efficiency, and on-going development. This includes effective delegation; training, development, and support of staff; establishing performance requirements; and evaluating staff supervised	Advanced	
<i>Strategic Planning and Implementation</i>	Consistently plan for efforts to achieve the strategic outcomes of all aspects of organizational health and growth, including but not limited to academics, child development, health and wellness, support services, organizational stability, and financial strength.	Intermediate	<p>Spero Academy has a strategic plan and I work together with the leadership team to achieve the goals on that plan.</p> <p>A key strategic outcome on the current plan is to open a second school site. Notable progress has been made in SY 2020-2021 to achieve that outcome.</p>

			There is opportunity for more regular and deliberate review of progress toward the strategic outcomes with the Board of Directors.
	Maintain alignment between the school's mission/vision and the policies and strategic direction of Spero Academy's Charter School's Board of Directors.	Advanced	
<i>Board Work</i>	<p>Report to the board and maintain a positive, working relationship with the Board. It is incumbent upon the ED to keep the Board informed of all financial and legal matters, and to work with board members on the various committees.</p> <p>The ED is expected to attend all committee meetings, within reason, and to share updates on the school and bring back recommendations from the committees to be implemented in practice.</p>	Advanced	
<i>Enforcement of Rules & Regulations</i>	Honor all local, state, and federal laws, rules, and regulations.	Intermediate	Spero Academy is in compliance with all of the laws, rules and regulations governing public charter schools in Minnesota, including but not limited to charter school law, employment law, the Pupil Fair Dismissal Act, FERPA and the MN Data Practices Act, and all requirements governing academic programming, financial reporting and more. This is achieved through my own knowledge and expertise, and in partnership with the professionals who serve Spero Academy.

			This is a very broad area of professional responsibility and I look forward to continuing to expand my knowledge and expertise.
	Appropriately and directly respond when infractions occur.	Advanced	
<i>School Culture</i>	Develop and maintain a staff culture that embodies the school's core values and brings the mission/vision to life. To do this, the ED will work directly with the Special Education Director, Academic Director, and Principal to develop and maintain this school culture.	Advanced	
<i>Financial Management</i>	Ensure accurate financial management and oversight to guarantee that Spero Academy secures all needed revenues (including enrollment projections), stays within the board approved budget, and effectively protects assets.	Advanced	
	Ensure effectiveness of accounting and auditing consultants.	Advanced	
<i>Human Resources</i>	Establish systems that ensure that recruiting / selection processes benefit Spero Academy; ensure that employment legal requirements are met; and ensure ongoing care and overall HR administration meets the needs of employees and Spero Academy.	Advanced	

<i>Internal Communication</i>	Implement high quality, timely, and effective communication from Spero Academy Charter School leadership to the staff, students, board members, committee members, and other internal stakeholders.	Advanced	
<i>Development Work</i>	Ensure the financial health and longevity of the school by cultivating relationships with foundations, corporations, and individuals who provide financial support to the school.	Intermediate	Historically, development efforts have not been prioritized at Spero Academy. A Foundation Chairperson has been identified for SY21-22. I look forward to working with the new chair to actively grow the school's foundation and expand development activities.
	Ensure that the school meets its short- and long-term fundraising goals.	Intermediate.	I have advanced knowledge in how to fundraise, but the infrastructure to generate meaningful revenue through philanthropic giving is not currently in place.
<i>Community Outreach and Partnerships</i>	Be the face of the school to the external community. Although the ED may not be the primary point person for every relationship, the ED must be aware of, connected to, and nurturing relationships with all organizations (including and not limited to: Minnesota Association of Charter Schools, Pacer, University of St. Thomas, internship sites, etc.). Community outreach may also include advocacy at the local and state policy level.	Advanced	

<i>Authorizer Relationship</i>	Maintain a strong relationship with the school's authorizer, currently the University of St. Thomas (UST).	Advanced	
	Funding and external assessments go through UST and it is essential that the ED maintains a positive, working relationship with the authorizer	Advanced	
	External Communication: Implement quality, timely, and effective communications from Spero Academy leadership to key partners, the community at large, and other critical stakeholders.	Advanced	
Goal(s) for professional Growth in this area		Timeline	Action Steps
1. Improve accountability and reporting on progress toward Spero Academy's Strategic Plan.		By the Aug. 2021 board meeting	Add a standing agenda item to monthly board meetings to discuss and review progress toward one component of Spero's strategic plan.
2. Improve the infrastructure for Development and Philanthropic Giving.		SY 2021-2022	Work with the new Foundation Chair to grow the Spero's foundation and expand development activities.

APPENDIX K. Board Member Information

Board Member Information Template												
School: Spero Academy						Updated As Of: 9/16/2021						
Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings			
									Governance	Employment	Financial Management	Annual Ongoing Training
Donna Piazza	2011	2023	Chair	Education	Education, Law, Strategic Planning	dpiazza@spero.academy	612.387.3615	2/2	3/8/12 - MACS	3/8/12 - MACS	11/13/15 - MACS	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021
Diane Pangal (Non-Voting, Executive Director)			Executive Director (Non-Voting)	School Director	Management, HR	dpangal@spero.academy		2/2	08/19/20 - Online	In Progress	9/22/20 - Online	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021
Karen Marshall	2017	2024	Treasurer	Community	Non-profits, Finance	kmarshall@spero.academy	763.370.3068	2/2	11/10/18 - MACS	11/10/18 - MACS	9/24/18 - MACS	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021
Katie Rose Kammerude	2016	2022	Secretary	Teacher	Special Education, Marketing	kkammerude@spero.academy	651.335.0979	2/2	11/29/16 - The Wilder Center	11/10/16 - The Wilder Center	11/18/16 - Online	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021
Jim Lawrence	2018	2022	Member	Community	Administration, Finance, Facilities	jlawrence@spero.academy		1/2	2/9/19 - MACS	2/9/19 - MACS	2/26/19 - MACS	
Stacey Monsen	2020	2023	Vice-Chair	Community	Marketing	smonsen@spero.academy		2/2	In Progress	In Progress	In Progress	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021
DaVonté Robertson	2020	2022	Member	Teacher	Education	drobertson@spero.academy		2/2	In Progress	In Progress	In Progress	• Joe Nathan - Charter school State and Federal Legislation 9/28/2021

[illegible]

APPENDIX L. Long Range Budget Projections

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

Enrollment SPED Percentage	139 92% <i>Actual</i> 2019-2020	138 90% <i>Revised</i> 2020-2021	150 90% <i>Adopted</i> 2021-2022	220 90% <i>Replication</i> 2022-2023	270 90% 2023-2024	319 90% <i>Projections</i> 2024-2025	367 90% 2025-2026	387 90% <i>Full Enrollment</i> 2026-2027
Enrollment Projections								
Number Students Grade K	13	17	20	18	18	18	18	18
Number Students Grade 1	18	20	21	22	20	20	20	20
Number Students Grade 2	26	20	23	24	24	24	24	24
Number Students Grade 3	23	20	24	25	25	25	25	25
Number Students Grade 4	20	20	25	25	25	25	25	25
Number Students Grade 5	21	19	20	25	25	25	25	25
Number Students Grade 6	18	22	17	21	25	25	25	25
Enrollment Projections - Replication								
Number Students Grade K		0	0	24	25	25	25	25
Number Students Grade 1		0	0	14	29	29	29	29
Number Students Grade 2		0	0	12	20	34	34	35
Number Students Grade 3			0	10	18	25	35	35
Number Students Grade 4			0	0	16	23	30	35
Enrollment totals by site								
Total Number of Students Minneapolis Campus		138	150	160	162	162	162	162
Total Number of Students Replication		0	0	60	108	157	205	225
Enrollment totals by state pupil unit weighting category								
Total Number of Students Grade K	13	17	20	42	43	43	43	43
Total Number of Students Grades 1-3	67	60	68	107	136	157	167	168
Total Number of Students Grades 4-6	59	61	62	71	91	119	157	176
Total Number of Students	139	138	150	220	270	319	367	387
Percentage of Special Education Students	92%	90%	90%	90%	90%	90%	90%	90%
Total Number of Current Year Pupil Units	138.96	138.00	150.00	220.00	270.00	319.00	367.00	387.00
Membership Hours	140,905	134,964	162,825	238,810	293,085	346,275	398,379	420,089
Students with IEPs Membership Hours	129,330	121,468	146,543	214,929	263,777	311,647	358,541	378,080
Setting 3 and above Service Hours	41,484	29,692	35,822	52,538	64,479	76,180	87,643	92,419
State Revenue Assumptions and Calculations								
General Education Aid								
State Averages Per Pupil Unit	\$6,438	\$6,567	\$6,632	\$6,765	\$6,900	\$7,038	\$7,179	\$7,323
Inflation Rate Assumption - Basic only	2.0%	2.0%	1.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,137.99	\$6,260.74	\$6,326.41	\$6,459.06	\$6,594.36	\$6,732.37	\$6,873.13	\$7,016.72
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.91	30.29	30.29	30.29	30.29	30.29	30.29	30.29
Operating Capital	226.51	226.52	226.52	226.52	226.52	226.52	226.52	226.52
Equity	119.91	116.27	116.27	116.27	116.27	116.27	116.27	116.27
Referendum	78.64	85.43	85.43	85.43	85.43	85.43	85.43	85.43
Transportation	300.01	306.02	306.02	306.02	306.02	306.02	306.02	306.02
Total Per Pupil Unit State Aid	\$6,905.97	\$7,038.27	\$7,103.94	\$7,236.59	\$7,371.89	\$7,509.90	\$7,650.66	\$7,794.25
Total General Education State Aid	959,654	971,281	1,065,591	1,592,049	1,990,410	2,395,657	2,807,793	3,016,373

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

	Enrollment SPED Percentage	139 92% <i>Actual</i> 2019-2020	138 90% <i>Revised</i> 2020-2021	150 90% <i>Adopted</i> 2021-2022	220 90% <i>Replication</i> 2022-2023	270 90% 2023-2024	319 90% <i>Projections</i> 2024-2025	367 90% 2025-2026	387 90% <i>Full Enrollment</i> 2026-2027
Pension Adjustment Revenue									
PY Member Salaries		1,772,412	1,975,603	2,252,471	2,495,738	3,699,447	3,984,936	4,658,134	5,167,297
Pension Adjustment Rate		0.0042	0.0063	0.0084	0.0105	0.0105	0.0105	0.0105	0.0105
Pension Adjustment Revenue		7,444	12,446	18,921	26,205	38,844	41,842	48,910	54,257
		40%	42%	33%	40%	40%	39%	40%	39%
Compensatory Revenue									
A: Number of Students prior yr.		<u>127</u>	<u>142</u>	<u>135</u>	<u>150</u>	<u>220</u>	<u>270</u>	<u>319</u>	<u>367</u>
B: Number of Free Lunch Students prior yr.		<u>36</u>	<u>46</u>	<u>33</u>	<u>39</u>	<u>55</u>	<u>72</u>	<u>83</u>	<u>91</u>
C: Number of Reduced Lunch Students prior yr.		<u>15</u>	<u>13</u>	<u>11</u>	<u>21</u>	<u>34</u>	<u>34</u>	<u>44</u>	<u>52</u>
D: Adjusted Counts = 100% Free, 50% Reduced - (A)		43.50	52.50	38.50	49.50	72.00	89.00	105.00	117.00
E: Concentration Portion		0.3425	0.3697	0.2852	0.3300	0.3273	0.3296	0.3292	0.3188
F: Concentration Factor (lessor of 1 or Conc. portion/.8)		0.4281	0.4621	0.3565	0.4125	0.4091	0.4120	0.4114	0.3985
G: PU = .6 * D * F		11.17	14.56	8.23	12.25	17.67	22.00	25.92	27.97
H: Initial Revenue = aid at per pupil unit *G		62,567	83,386	47,707	72,602	107,121	136,404	164,342	181,381
I: Short Year Factor		1	1	1	1	1	1	1	1
Misc. Rounding		20	(13)			(14)	(579)	(296)	
Calculated Compensatory State Revenue ((A) x (B))		62,547	83,399	47,707	72,602	107,135	136,983	164,638	181,381
EL (English Learners) Revenue									
		9%	4%	3%	3%	3%	3%	3%	3%
Prior Year EL Eligible ADM		11	5	5	5	6	7	8	10
Current Year EL Eligible ADM		13	5	5	6	7	8	10	11
ADM Served		139	138	150	220	270	319	367	387
Adjusted EL ADM		13	5	5	6	7	8	10	11
EL Marginal Cost Pupils		20	20	20	20	20	20	20	20
EL Revenue		14,080	14,080	14,080	14,080	14,080	14,080	14,080	14,080
EL Concentration Revenue		2,611	394	362	356	395	436	592	680
Total EL Aid		16,691	14,474	14,442	14,436	14,475	14,516	14,672	14,760
Building Lease Aid									
Building Lease Expense		1,294,638	1,364,638	1,434,563	2,315,060	3,034,510	3,409,510	3,408,210	3,410,710
Lease Aid at per WADM as per state cap - \$1,314		<u>182,593</u>	<u>181,332</u>	<u>197,100</u>	<u>289,080</u>	<u>354,780</u>	<u>419,166</u>	<u>482,238</u>	<u>508,518</u>
Aid at 90% of Lease		<u>1,165,174</u>	<u>1,228,174</u>	<u>1,291,106</u>	<u>2,083,554</u>	<u>2,731,059</u>	<u>3,068,559</u>	<u>3,067,389</u>	<u>3,069,639</u>
90% of lease payment - per pupil unit		<u>8,385</u>	<u>8,900</u>	<u>8,607</u>	<u>9,471</u>	<u>10,115</u>	<u>9,619</u>	<u>8,358</u>	<u>7,932</u>
Lesser of pupil unit cap or 90% of lease payment		182,593	181,332	197,100	289,080	354,780	419,166	482,238	508,518
Estimated Proration of Lease Aid Revenue		<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue		182,593	181,332	197,100	289,080	354,780	419,166	482,238	508,518
Lease Aid Revenue per pupil unit (before proration)		<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>	<u>1,314</u>
Long-Term Facilities Maintenance Revenue									
Revenue per Adjusted Pupil Unit		132	132	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue		18,343	18,216	19,800	29,040	35,640	42,108	48,444	51,084

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

Enrollment	139	138	150	220	270	319	367	387
SPED Percentage	92%	90%	90%	90%	90%	90%	90%	90%
	<i>Actual</i>	<i>Revised</i>	<i>Adopted</i>	<i>Replication</i>		<i>Projections</i>		<i>Full Enrollment</i>
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>

Special Education Revenue

Special Education Aid (includes tuition billing)	5,963,610	6,686,021	7,297,646	10,789,312	11,839,027	13,810,046	15,430,503	16,294,011
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Gen. Ed. to Defray the cost of Special Education

Total Gen. Ed. Expenditures	836,674	1,155,526	1,221,483	2,212,717	2,259,813	2,515,249	2,704,378	2,801,828
Instructional Expenditure Percentage	16%	18%	18%	18%	18%	18%	18%	18%
Instructional Gen. Ed. Expenditures	150,601	207,995	219,867	398,289	406,766	452,745	486,788	504,329
Gen. Ed. Revenue per Total Membership Hour	6.81	7.20	6.54	6.67	6.79	6.92	7.05	7.18
Instructional Portion of Gen. Ed. Revenue	1.06	1.30	1.18	1.20	1.22	1.25	1.27	1.29
Total Gen. Ed. to Defray (Based on Setting 3 or higher Service Hours)	43,792	38,463	42,197	63,045	78,820	94,868	111,189	119,448

Special Education Appeal Revenue

General Ed. Expenditures including lease and transportation	2,261,327	2,520,164	2,656,045	4,527,777	5,294,323	5,924,759	6,112,588	6,212,538
General Ed. Revenue including Lease Aid	1,265,727	1,314,097	1,378,328	2,038,548	2,558,420	3,072,408	3,590,832	3,850,509
Total Unreimbursed Costs	1,039,393	1,244,530	1,319,915	2,552,275	2,814,724	2,947,219	2,632,945	2,481,478
Appeal Rate	7.38	9.22	8.11	10.69	9.60	8.51	6.61	5.91
Total Special Education Appeal Revenue	954,007	1,120,077	1,187,923	2,297,047	2,533,252	2,652,497	2,369,651	2,233,330
Additional Appeal Revenue if SPED 90% or over	85,387	124,453	131,991	255,227	281,472	294,722	263,295	248,148

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

Enrollment SPED Percentage	139 92% <i>Actual</i> 2019-2020	138 90% <i>Revised</i> 2021-2021	150 90% <i>Adopted</i> 2021-2022	220 90% <i>Replication</i> 2022-2023	270 90% 2023-2024	319 90% <i>Projections</i> 2024-2025	367 90% 2025-2026	387 90% <i>Full Enrollment</i> 2026-2027
Budget Projections								
Revenue Summary and Projections								
State Aids								
General Education Aid	959,654	971,281	1,065,591	1,592,049	1,990,410	2,395,657	2,807,793	3,016,373
Pension Adjustment Revenue - begins FY19	7,444	12,446	18,921	26,205	38,844	41,842	48,910	54,257
Declining Enrollment Revenue		1,765	0	0	0	0	0	0
Compensatory Revenue	62,547	83,399	47,707	72,602	107,135	136,983	164,638	181,381
EL Revenue	16,691	14,474	14,442	14,436	14,475	14,516	14,672	14,760
Subtotal	1,048,359	1,083,366	1,146,661	1,705,292	2,150,864	2,588,998	3,036,014	3,266,771
<i>General Education Revenue - PY over/under accrual</i>	65							
Safe Schools Supplemental Aid - one-time FY20	3,793							
Endowment Aid	5,783	5,910	5,910	5,910	7,910	7,910	7,910	7,910
Literacy Aid	6,791	7,381	8,857	9,226	9,226	14,226	16,226	16,226
Building Lease Aid	182,593	181,332	197,100	289,080	354,780	419,166	482,238	508,518
Long-Term Facilities Maintenance Revenue	18,343	18,216	19,800	29,040	35,640	42,108	48,444	51,084
Special Education Aid (includes tuition billing)	5,963,609	6,686,021	7,297,646	10,789,312	11,839,027	13,810,046	15,430,503	16,294,011
<i>Special Education Aid - PY over/under accrual</i>	(107,652)							
Gen Ed Revenue to Defray the Cost of Special Education	(43,164)	(38,463)	(42,197)	(63,045)	(78,820)	(94,868)	(111,189)	(119,448)
Total State Aids	7,078,520	7,943,763	8,633,777	12,764,815	14,318,626	16,787,586	18,910,146	20,025,072
Other Revenue								
Special Education Appeal Revenue	932,567	1,120,077	1,187,923	2,297,047	2,533,252	2,652,497	2,369,651	2,233,330
Additional Special Education Appeal Revenue if SPED 90% or over	83,468	124,453	131,991	255,227	281,472	294,722	263,295	248,148
MA Billing Revenue	329,982	72,422	260,240	386,276	476,696	665,457	702,407	688,636
Federal Title Grants (offset by expenditures)	18,670	3,957	4,000	5,987	7,416	8,821	10,197	10,770
Federal CARES Funding (offset by expenditures)		78,014	85,518	173,969	0	0	0	0
Federal Special Ed (offset by expenditures)	68,816	67,549	73,423	107,687	132,161	156,146	179,641	189,431
Billed by Charter, Fees from Patrons and Misc.	2,697	143	0	0	0	0	0	0
Donations, Fundraising, Gifts	13,175	4,879	0	0	0	0	0	0
Insurance Recovery	0	12,870						
Rent Revenue	0	0	0	0	1	2	3	4
Food Service Program Revenues	58,453	47,500	52,663	78,362	97,849	117,703	137,940	148,299
Transfer from Fund 01 to Fund 02	48,218	21,475	50,868	107,061	131,226	179,238	208,635	218,957
Total Other Revenue	1,556,045	1,553,339	1,846,627	3,411,616	3,660,073	4,074,586	3,871,768	3,737,575
Total Revenue	8,634,566	9,497,102	10,480,404	16,176,430	17,978,699	20,862,172	22,781,914	23,762,647

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

Enrollment SPED Percentage	139 92% <i>Actual</i>	138 90% <i>Revised</i>	150 90% <i>Adopted</i>	220 90% <i>Replication</i>	270 90% <i>Projections</i>	319 90% <i>Projections</i>	367 90% <i>Projections</i>	387 90% <i>Full Enrollment</i>
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>

Expenditure Calculations

Inflation Calculations

Other Costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
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Budget Calculations

Salaries	320,788	401,865	445,267	544,691	564,360	640,147	664,650	683,793
Benefits	84,132	85,831	95,100	121,258	125,500	141,600	146,900	151,000
Marketing	8,894	13,300	27,794	58,350	62,717	64,495	65,085	65,687
Contracted Services	111,830	139,863	131,775	201,370	251,775	301,437	350,085	370,355
Postage	0	63	75	142	145	148	151	154
Transportation	107,684	107,189	112,548	161,403	200,982	241,384	281,056	299,027
Staff Travel and Training	5,234	9,500	31,500	38,434	44,120	49,923	55,635	58,418
Field Trips/Student Activities	0	0	240	2,854	4,946	7,082	9,174	10,049
Non Instructional Supplies	12,957	13,000	13,260	19,177	23,970	28,862	33,665	35,836
Dues and memberships	17,085	19,250	18,365	27,959	34,900	41,736	48,432	51,222
Instructional Software, Supplies, & Curriculum	8,946	9,923	5,839	10,542	14,071	17,594	21,045	22,483
Contracted Technology Services & Repairs	3,737	22,538	3,426	4,757	5,685	6,586	7,468	7,836
Copier Lease	6,952	6,900	7,800	15,358	15,603	15,746	15,893	16,042
Non Instructional Software	14,802	20,524	23,161	33,628	34,115	34,297	34,483	34,673
Technology Equipment & Devices	7,840	5,809	400	19,953	35,579	51,525	67,146	73,655
Capital Lease - Principal & Interest	4,687	4,800	4,800	10,016	4,994	5,094	5,196	5,300
<u>Building Lease</u>								
2017 & 2021 Bonds Issued - Principal and Interest	1,139,775	1,209,775	1,279,875	2,090,735	2,790,885	3,145,885	3,144,585	3,147,085
Annual fees for Issuer	44,863	44,863	44,688	44,325	43,625	43,625	43,625	43,625
Annual fees for trustee, accounting and audit, other	30,000	30,000	30,000	60,000	60,000	60,000	60,000	60,000
Capital Repair & Replacement Account funding	80,000	80,000	80,000	120,000	140,000	160,000	160,000	160,000
Total Building Lease Amount	1,294,638	1,364,638	1,434,563	2,315,060	3,034,510	3,409,510	3,408,210	3,410,710
Communication Services	35,361	36,720	37,454	75,658	77,171	78,714	80,289	81,895
Utilities	130,244	157,486	160,636	549,595	559,302	567,018	574,889	582,917
Property & Liability Insurance	19,412	20,706	21,120	42,328	43,006	43,410	43,822	44,242
Repairs and Maintenance	34,837	57,885	58,923	88,018	108,938	129,491	149,625	158,014
Maintenance Supplies	15,690	20,353	20,000	42,093	42,775	43,199	43,631	44,071
Furniture/Equipment	11,787	2,022	2,000	125,133	5,160	5,760	6,060	5,160
Safe Schools Supplemental Aid - one-time FY20	3,793	0	0	0	0	0	0	0
Moving Expenses	0	0	0	20,000	0	0	0	0
Federal Title Funds	18,670	3,957	4,000	5,987	7,416	8,821	10,197	10,770
Food Service Expenditures	106,671	68,975	103,531	185,422	229,075	296,941	346,575	367,256
Funds Transfer to Fund 02	48,218	21,475	50,868	107,061	131,226	179,238	208,635	218,957
MA Billing Expenditures - nonreimbursable	67,486	20,000	23,897	39,985	40,594	40,890	41,191	41,499
Federal CARES Funding		78,014	85,518	173,969	0	0	0	0
Federal Special Ed	68,816	67,549	73,423	107,687	132,161	156,146	179,641	189,431
Total General Fund Expenditures excluding State Special Ed	2,571,188	2,780,134	2,997,283	5,147,888	5,834,796	6,606,795	6,898,828	7,040,451

**Spero Academy
Minneapolis, MN
Long Range Budget Projection Model**

6/28/2021

	Enrollment SPED Percentage	139 92% <i>Actual</i>	138 90% <i>Revised</i>	150 90% <i>Adopted</i>	220 90% <i>Replication</i>	270 90% <i>Projections</i>	319 90% <i>Projections</i>	367 90% <i>Projections</i>	387 90% <i>Full Enrollment</i>
		<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Special Education - State									
01-740-100's Special Ed Salaries		3,630,417	4,103,077	4,546,209	6,854,202	7,405,511	8,676,121	9,669,944	10,231,493
01-740-200's Special Ed Benefits		1,108,215	1,286,253	1,425,168	1,941,597	2,067,400	2,350,200	2,569,500	2,698,200
01-723-360 Special Ed Transportation		804,280	835,782	877,571	1,258,505	1,567,114	1,882,137	2,191,469	2,331,595
01-740-433 Special Ed Instructional Software, Supplies, & Curriculum		117,029	114,114	71,648	126,039	166,686	207,205	246,897	263,435
01-740-350 Special Ed Contracted Tech Service & Repairs		25,885	29,182	39,394	71,787	72,907	73,514	74,134	74,765
01-740-556 Special Ed Technology Equipment & Devices		23,970	66,799	4,600	55,950	96,845	138,530	179,364	196,378
01-000-582 Special Ed Capital Lease Principal/Interest		55,602	35,214	24,416	15,310	27,558	40,061	52,309	57,412
01-740-533 Special Ed Furniture & Equipment		6,109	4,600	5,000	50,300	13,500	18,900	21,600	13,500
01-740-394 Special Ed Contracted Student Services		192,103	211,000	303,640	415,622	421,506	423,377	425,286	427,233
Total State Special Ed Expenditures		5,963,610	6,686,021	7,297,646	10,789,312	11,839,027	13,810,046	15,430,503	16,294,011
Total Expenditures		8,534,798	9,466,155	10,294,929	15,937,200	17,673,823	20,416,841	22,329,331	23,334,463
Total Revenue		8,634,566	9,497,102	10,480,404	16,176,430	17,978,699	20,862,172	22,781,914	23,762,647
Total Expenditures		8,534,798	9,466,155	10,294,929	15,937,200	17,673,823	20,416,841	22,329,331	23,334,463
Cost per Student		61,419	68,595	68,633	72,442	65,459	64,003	60,843	60,296
Annual Surplus (Deficit)		99,768	30,947	185,475	239,230	304,876	445,331	452,583	428,184
Beginning Fund Balance		<u>1,296,289</u>	<u>1,396,057</u>	<u>1,427,004</u>	<u>1,612,479</u>	<u>1,851,709</u>	<u>2,156,586</u>	<u>2,601,917</u>	<u>3,054,500</u>
Projected Ending Fund Balance		<u>1,396,057</u>	<u>1,427,004</u>	<u>1,612,479</u>	<u>1,851,709</u>	<u>2,156,586</u>	<u>2,601,917</u>	<u>3,054,500</u>	<u>3,482,684</u>
	<i>per audit</i>	1,396,056							
Fund Balance Percentage of Total Expenditures		16.4%	15.1%	15.7%	11.6%	12.2%	12.7%	13.7%	14.9%
Days Cash on Hand		48	37	39	23	25	26	30	34

Spero Academy

Based on working budget @ 138 students

FY21 Cash Flow Projection

	2020-21						
	Projected Cash flow	Jul-20 Actual	Dec-20 Estimated	Jun-21 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total state aids 2020-21 (Gen Ed., lease)	\$ 1,296,205	344,819	82,137	82,137	\$ 1,166,584	\$ 1,296,205	\$ 129,620
Total state aids 2020-21 (State Special Ed.)	7,892,088	342,210	604,384	604,384	7,102,879	7,892,088	789,209
Total state aids 2019-20 holdback	454,325	454,325	-	-	454,325	454,325	-
Total federal aids receivable 2019-20	14,460	-			14,460	14,460	-
Total other 2019-20 receivables	50,025	50,000	-		50,025	50,025	-
Total other cash inflow (Title, Fsped, MA Billing, Misc)	282,312	-	25,234	25,234	254,081	282,312	28,231
Total cash inflow	\$ 9,989,415	\$1,191,354	\$ 711,755	\$ 686,521	\$ 9,042,354	\$ 9,989,415	\$ 947,060
Cash Outflows							
Cash outflows	\$ 9,466,155	\$ 522,924	\$ 794,948	\$ 794,948	\$ 9,021,453	\$ 9,466,155	\$ 444,702
Prior year payables	289,205	216,904			289,205	289,205	0
Total cash outflow	\$ 9,755,360	\$ 739,828	\$ 794,948	\$ 794,948	\$ 9,310,657	\$ 9,755,360	\$ 444,702
Monthly cash flow surplus (deficit)		\$ 451,527	\$ (83,193)	\$ (108,427)			
Beginning cash balance (deficit)		1,120,858	1,434,906	935,748			
Ending cash balance		\$1,572,384	\$1,351,713	\$ 827,321			

FY22 Cash Flow Projection

Based on projected budget @ 150 students

	2021-22						
	Projected Cash flow	Jul-21 Estimated	Dec-21 Estimated	Jun-22 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total cash inflow	\$ 11,085,315	\$1,231,076	\$ 760,429	\$ 770,682	\$ 10,071,410	\$ 11,085,315	\$1,013,905
Cash Outflows							
Total cash outflow	\$ 10,449,150	\$ 1,025,401	\$ 803,050	\$ 803,050	\$ 10,081,305	\$ 10,449,150	\$ 367,845
Monthly cash flow surplus (deficit)		\$ 205,674	\$ (42,621)	\$ (32,368)			
Beginning cash balance (deficit)		827,321	977,950	814,106			
Ending cash balance		\$1,032,995	\$ 935,329	\$ 781,738			

Spero Academy

Based on projected budget @ 220 students

FY23 Cash Flow Projection

	2022-23						
	Projected Cash flow	Jul-22 Estimated	Dec-22 Estimated	Jun-23 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total cash inflow	\$ 17,770,289	\$1,768,051	\$1,256,729	\$1,248,624	\$ 16,094,650	\$ 17,770,289	\$1,675,638
Cash Outflows							
Total cash outflow	\$ 16,992,059	\$ 1,529,725	\$ 1,345,803	\$ 1,345,803	\$ 16,517,480	\$ 16,992,059	\$ 474,579
Monthly cash flow surplus (deficit)		\$ 238,325	\$ (89,074)	\$ (97,179)			
Beginning cash balance (deficit)		781,738	837,479	399,667			
Ending cash balance		\$1,020,063	\$ 748,405	\$ 302,487			

FY24 Cash Flow Projection

Based on projected budget @ 260 students

	2023-24						
	Projected Cash flow	Jul-23 Estimated	Dec-23 Estimated	Jun-24 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total cash inflow	\$ 19,387,119	\$2,170,384	\$1,328,361	\$1,356,828	\$ 17,615,971	\$ 19,387,119	\$1,771,148
Cash Outflows							
Total cash outflow	\$ 18,019,926	\$ 1,656,445	\$ 1,419,155	\$ 1,419,155	\$ 17,504,439	\$ 18,019,926	\$ 515,488
Monthly cash flow surplus (deficit)		\$ 513,939	\$ (90,794)	\$ (62,327)			
Beginning cash balance (deficit)		302,487	809,515	424,793			
Ending cash balance		\$ 816,426	\$ 718,722	\$ 362,466			

Spero Academy

Based on projected budget @ 310 students

FY25 Cash Flow Projection

	2024-25						
	Projected Cash flow	Jul-24 Estimated	Dec-24 Estimated	Jun-25 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total cash inflow	\$ 21,974,536	\$2,416,228	\$1,515,254	\$1,531,073	\$ 19,954,197	\$ 21,974,536	\$2,020,339
Cash Outflows							
Total cash outflow	\$ 20,459,651	\$ 1,871,104	\$ 1,613,360	\$ 1,613,360	\$ 19,875,811	\$ 20,459,651	\$ 583,841
Monthly cash flow surplus (deficit)		\$ 545,123	\$ (98,106)	\$ (82,287)			
Beginning cash balance (deficit)		362,466	872,234	453,838			
Ending cash balance		\$ 907,589	\$ 774,128	\$ 371,551			

FY26 Cash Flow Projection

Based on projected budget @ 349 students

	2025-26						
	Projected Cash flow	Jan-25 Estimated	Dec-25 Estimated	Jun-26 Estimated	Total Cash Flow	Total Budget	Remaining Cash Flow
Cash Inflows							
Total cash inflow	\$ 23,990,516	\$2,680,466	\$1,647,763	\$1,670,534	\$ 21,793,499	\$ 23,990,516	\$2,197,018
Cash Outflows							
Total cash outflow	\$ 22,322,047	\$ 2,047,486	\$ 1,755,566	\$ 1,755,566	\$ 21,650,630	\$ 22,322,047	\$ 671,417
Monthly cash flow surplus (deficit)		\$ 632,979	\$ (107,802)	\$ (85,032)			
Beginning cash balance (deficit)		371,551	979,846	525,825			
Ending cash balance		\$1,004,531	\$ 872,044	\$ 440,793			