Heartland Lakes Community School
FY2025 ANNUAL REPORT AND
CACR REPORT

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I. INTRODUCTION

Statutory Purpose

Heartland Lakes Community School (HLCS) is to issue an Annual Report & World's Best Workforce report by November 1 of each year to satisfy Minnesota Statutes, section 124E.16, Subdivision 2. Annual Public Records and World's Best Workforce requirements found in Minnesota Statutes, section 120B.11. Additionally, this report satisfies the requirements of Volunteers of America, the organization that serves as the Authorizer for HLCS. The purpose of the Annual Report & World's Best Workforce Report is to provide data and information regarding the functioning of the school in several areas including school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans.

Heartland Lakes Community School statutory purposes are to:

- Improve pupil learning and student achievement
- Increase learning opportunities for students, encouraging the use of different and innovative teaching methods, and create different and innovative forms of measuring outcomes;
- creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program, site improvements, and student learning and student achievement.

Brief History of Heartland Lakes Community School

Heartland Lakes Community School was founded in 2022 and opened for its first year of serving students and families for the 2024-2025 school year. During that first year, HLCS serviced students in grades Kindergarten - 6th grade. The goal of HLCS is to create a small learning community that uses the innovative practices of Expeditionary Learning, Outdoor Classrooms, and a strong foundation in Social Emotional Learning and Restorative Practices to help students thrive.

Mission

Heartland Lakes Community School exists to empower students to bravely live their truth, to become wise stewards of the land and water, and to ignite lasting curiosity that leads to a positive change in their school, their communities, their world and themselves.

Vision

To empower students:

- To be leaders of their own learning
- To make choices regarding their education

To bravely live their truth:

- By welcoming and celebrating families and staff of all backgrounds and identities

- Helping students explore other ways of being and examine how multiple perspectives align or digress from their own

To ignite lasting curiosity:

- Using a cross curricular approach, scholars will learn content and skills through exploring topics from multiple perspectives
- Giving students and teachers tools to ask questions and investigate their ideas

Positive Change in their School, their community, and their world

- HLCS believes in the importance of students becoming producers, rather than consumers
- Our scholars will be equipped to look for problems in their space that they would like to solve

Wise stewardship of the land and resources

- Learning about and appreciating our natural surroundings in the north woods
- Expanding education regarding the land as a collaboration with community organizations, such as DNR and local city parks

Explanation of How HLCS is meeting our Mission and Vision

During our first year of operation, HLCS worked diligently to make sure our mission and vision were at the center of our practices - both in the classrooms and in the board meetings.

Explanation of Educational Program Model

The educational program model of HLCS can be summarized as a model of education where learners are empowered to make their own decisions, dig deeper, connect their learning to their real lives, and use hands-on and engaging projects to deepen their learning. To achieve this model, we have used Expeditionary Learning, Outdoor Classrooms, a small learning community, and a strong base of social emotional learning and restorative practices.

II. Authorizer

Authorizer Contact Information:

Volunteers of America
MINNESOTA AND WISCONSIN

Charter School Authorizing Program
Main Contact: Stephanie Olsen, Manager
9220 Bass Lake Rd Ste 255, New Hope, MN 55428
Phone: 612- 345-8271
E-Mail: solsen@voamn.org

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is

realized through a unique system of accountability that begins even before a school opens its doors. VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the "Academic Program Description" addendum of the charter contract.

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

ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?
FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?
SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

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

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

50% weighting: Academic Program (statutory purposes, including primary purpose)
20% weighting: Financial Sustainability
30% weighting: Organization
15% governance
15% management & compliance

Combining Data Over the Contract Term - Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected. Each school receives an annual "Scorecard" from the authorizer that evaluates the school's performance on the authorizer standards for Academic, Finance, Board Governance, and Management and Operations.

Contract Renewal Eligibility - VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision. If a school is performing below standard to receive a three-year renewal contract but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient

school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

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

Ongoing Authorizer School Monitoring - One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal. Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA- MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

III. Governance

Annual Board Election

Our initial board forms in June, 2023. As required by Minnesota statute, we will hold our first board election within three years of forming. The board election is scheduled for April, 2026.

Annual Board Meeting

Annual Meeting. The annual meeting of the Members of the Corporation shall be held at such time and location as determined by the Board of Directors. Notification shall be by electronic and other means consistent with Minnesota Statutes, Chapter 124E. Such notice shall contain the date, time and place of the meeting.

The annual board meeting was held on October 14, 2024.

School Board Membership and Attendance 2024-2025

Name	Board	Group	Date	Date	Term	Phone	Email	Meeting

	Position	Affiliation	Elected	Seated	Expiration			Attendance Rate (%)
Sarah Skjonsby	Board Chair	Parent	N/A	June 17, 2023	June 17, 2026	701-866-0770	sarah@heartlandlakescs.org	93%
Nikki Gack	Secretary	Community Member	N/A	June 17, 2023	June 17, 2026	218-556-6174	nikki@heartlandlakescs.org	93%
Jamie Simon-Linkowitz	Member	Parent	N/A	June 17, 2023	June 17, 2026	612-715-2541	jlklinkowitz@gmail.com	87%
Elise Erickson	Member	Teacher	N/A	June 17, 2023	June 17, 2026	715-781-0547	eliseerickson@heartlandlakescs.org	87%
Rebekah Sunds-rud	Member	Parent	N/A	October 15, 2024	June 17, 2026	701-866-9978	rsundsrud@gmail.com	75%
Joanna Wallenberg	Chair	Parent	N/A	June 17, 2023	Resigned October 2024	218-255-3576	Joanna Walle...	100%
Jovan Rebollar	Member	Community Member	N/A	June 17, 2023	Resigned August 2024	240-505-4203	jovanspeller@gmail.com	33%

Initial Training Completed by Board Members in 2024-2025 after Seating

Board Member	Date of Seating	Charter School Board's Role and Responsibilities Regarding Student Success	Public School Funding and Financial Management	Employment Policies and Practices
Rebekah Sundsrud	October 15, 2024	June, 2025	June, 2025	June, 2025

Annual Training Completed by Board Members in SY2024-2025

Board Member	Training Topic	Date of Training	Trainer
Sarah Skjonsby	Introduction to Board Governance	July, 2024	MN Charter Board Training and Development Center

Nikki Gack	Introduction to Board Governance	July, 2024	MN Charter Board Training and Development Center
Elise Erickson	Introduction to Board Governance	July, 2024	MN Charter Board Training and Development Center
Jamie Simon-Linkowitz	Introduction to Board Governance	July, 2024	MN Charter Board Training and Development Center
Joanna Wallenberg	Introduction to Board Governance	July, 2024	MN Charter Board Training and Development Center
Jovan Rebollar	Safeguard Student Data World's Best Workforce Meeting	7/1/24 7/1/24	MN Charter Board Training and Development Center

New Board Member Orientation
Any new School Board Member is provided with an orientation packet that includes the HLCS bylaws, current fiscal year's board approved budget, copy of the charter contract, and a contact list of important contacts. They are asked to review the Open Meeting Law and Data Practices materials and then to complete three required training sessions before being seated. In addition, a background check is completed.

Board Annual Assessment of Training Needs

Board Self-Evaluation
Each year, the board completes a self-evaluation of the board's performance. In 2024-2025 the board self-evaluation was conducted in June 2025 and indicated that the vast majority of board members felt confident in the category of Duty of Care and Duty of Loyalty. Several board members indicated that they would like additional training in the area of Duty of Obedience - specifically around MN Nonprofit Law, MN Pupil Fair dismissal Law, and the MN Human Rights Law.

In addition, the school board conducts a quarterly self-evaluation that is less formal and evaluates the following indicators: open meeting law, board meeting organization, board meeting atmosphere, and board agenda.

During the summer of 2025, HLCS received a $3000 grant from Northwest Minnesota Foundation for building board capacity. This grant will be used to ensure that all board members have access to both the required training and anything they feel would support their capacity to lead well.

Board Election
Below is an excerpt from our Bylaws describing our board elections process:

Election of Directors. At an annual meeting or any special meeting for election and properly called, current board members, staff members employed at the school, including teachers providing instruction under a contract with a cooperative, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the Members of the school's board of directors. Elected directors are the result of those elections and voters.

Because HLCS is still within our first three years of officially forming, we have not yet held our first board election. Our first board election will be held in April 2026.

In preparation for the upcoming election, and to meet MN statutory requirements, all eligible voters will be notified of the candidates names, biographics, and candidate statements. This notice will occur at least ten calendar days before the election and be posted to the HLCS website.

Board Strategic Planning and/or Board Development Plan

The Heartland Lakes Community School Admin Team and School Board worked on a strategic plan for 2024-2025, our first year in operations, that was focused mainly on moving from the preoperational stage into service kids and families in our community. Our main goals were to maintain our enrollment, build our academic programs, and develop a staff crew that was centered on the mission and vision set forth by the board.

Some of our Goals for 2024-2025 included:

- Expeditionary Learning for all of our scholars
- Direct instruction on Social Emotional Learning for all of our scholars
- Community engagement

Explanation of the schools progress in meeting VoA-MN Board Governance Standards

Governance Standard 1: the Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute

During the 2024-2025 School Year, the HLCS School board always maintained the model requirements and membership requirements laid out in our bylaws.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat § 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

All of the School board members during the 2024-2025 School Year have participated in the required training on finance/budget, policy/legal, personnel/employment, and education. The board also participates in both formal and informal continuing education and training.

Governance Standard 3: The board adheres to an orientation process for bringing on new members.

We have developed a board orientation process for any new member that includes receiving a packet that includes the HLCS bylaws, current fiscal year's board approved budget, copy of the charter contract, and a contact list of important contacts. All new board members are asked to review the Open Meeting Law and

Data Practices materials and then to complete three required training sessions before being seated. In addition, a background check is completed.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

The HLCS School board adheres to the initial training requirements for new board members - and ensures that all ongoing board members receive both required and requested trainings.

Governance Standard 5: The Board of Directors completes a self-evaluation each year.

During the 2024-2025 School year, the HLCS School Board conducted our first self-evaluation. The results are included in this report.

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

The HLCS School Board complies with open meeting law for all of our meetings and had quorum for all meetings.

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

After legislative changes in 2025, applicable changes and updates were made to the HLCS bylaws.

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute.*

2026 will be the first year for our board elections. A process that adheres to state statute is written and will be followed.

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

The HLCS School Board conducted an evaluation and then the Board Chair reviewed that evaluation with the School Director in the spring of 2025.

Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2).*

Because our School Director does not hold a MN administrative license, she participated in and received the required hours of professional development. She also created a plan for the following year.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.

The HLCS School Board has a policy review calendar and reviews them at each meeting.

Governance Standard 12: The Board of Directors provides ongoing oversight of school academic performance.

Academic performance is reviewed at least quarterly by the HLCS School Board.

Governance Standard 13: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Considering this was our first year of operations, the HLCS Crew is pleased with our parent, teacher and student satisfaction rates.

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.

Board packets - including agendas and all relevant documents - are distributed to board members and VoA-MN via email at least 3 days before any scheduled board meeting.

Governance Standard 15: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website.*

A board documents binder is maintained by the Admin Crew and Board of Directors - and is present at all meetings.

Governance Standard 16: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

The HLCS board maintains a policy review calendar and our board secretary tracks upcoming policy reviews.

Caregiver Satisfaction Survey Results

Number of Caregivers who took the Survey	Number of Caregivers who were satisfied or very satisfied with HLCS	Percent Satisfaction Rate
25	20	80%

IV. **School Management**

Name	**Admin License?**	**File Folder**	**Position**	**Years Employed at HLCS**	**Returning (r) Or Not Returned (NR) FY26**
Laura Seter	N	1046157	School Director	2	R
Kristin Hoff	N	1046157	Assistant	2	R

			Director		
Sheila Caswell	N	1032489	Operations Manager	2	R
Stacy Bender	N	381011	Community School Site Coordinator	1	NR
Kayla Daigle	N	1027518	Interim Co-Assistant Director	1	NR
Joanna Wallenberg	N	1036747	Interim Co-Assistant Director	2	R

Roles and Responsibilities of the Admin Team

The HLCS Administrative team is made up of our School Director, Assistant Director, and Operations Manager. Their individual roles and responsibilities are below:

- School Director: The School Director is responsible for carrying out HLCS's mission and vision. They will achieve this by monitoring and overseeing all school operations, including academics, curriculum, and staff performance and evaluation. The Director will also be responsible for fundraising, community events, community outreach, and being accountable to HLCS's authorizer.
- Assistant Director: The Assistant Director is responsible for supporting staff oversight, teacher evaluation, student behavior planning, caregiver communication, community outreach.
- Operation Manager: The Operations Manager will be responsible for planning, coordinating, and supervising the day-to-day operations of HLCS. This may include: student information systems, transportation, MDE submissions/reports, and payroll.

School Director: credentials, evaluation and professional development

For the 2024-2025 school year, our School Director, Laura Seter, brought a wide variety of credentials, education, and experience to her role. She has a Masters of Arts in Teaching and has decades of experience teaching and designing curriculum. In addition, she has experience in nonprofit leadership with her most recent job at the Regions 2 Arts Council as their Executive Director.

The evaluation process used to evaluate her effectiveness as School Director was to gather individual board members' evaluations of the School Director's performance through a google survey. This survey evaluated several different categories: Leadership and Vision, Staff Development and Support, Management and Operations, Student-Focused Leadership, and Communication and Collaboration. Board members rated the School Director's performance with answers ranging from strongly agree to strongly disagree. The results of this survey were used to conduct the School Director's annual performance review.

As a School Director who does not hold a valid MN administrator's license, Laura was required to complete at least 25 hours of professional development. She completed the bulk of this training through a day-long training during the VoA-MN Charter School Leadership Conference in June, 2025, conducted by Dr. Meg Cavalier.

XIV. School Staffing

FY25 Licensed Staff Information

Name	Position	Area of Licensure	File Folder Number	Returned (R) or Not Returned (NR) for FY26
Elise Erickson	Lead Teacher	Tier 4 Elementary Ed K-6; Tier 4 Science 5-8	453388	R
Todd Marsden	Classroom Teacher + Math Teacher	Tier 3 Restricted 7-12 Mathematics Out of Field Placement: K-6	1008009	NR
Mitchell Howe	Classroom Teacher	Tier 3 Elementary Ed K-6	1033090	NR
Emily Kirchenwitz	Classroom Teacher	Tier 3 Elementary Ed K-6	1034581	R
Kasey Schorn	Special Education	Tier 4 ASD and Early Childhood	433047	NR
Kara Lawhorn	Special Education	Tier 2 Learning Disabilities K-12	1039027	R
Emily Blake	Special Education	Academic and Behavior Strategist K-12	508308	R
Madison Benham	Classroom Teacher	Tier 3 Elementary Ed K-6	1031260	NR
Sarah Wilson	Specialist	Tier 4 Elementary Ed K-6 Tier 4 Literature/Communications 5-8	356835	NR
Joanna Wallenberg	School Social Worker	Tier 4 School Social Work	1036747	R
Kristin Hoff	Art Teacher	Tier 3 Arts	1046157	R

FY25 Non-licensed Staff Information

Name	Position	Returned (R) or Not Returned (NR) for FY26
Ellie Kirchner	SpEd Paraprofessional	R
Garnett Mosse	SpEd Paraprofessional	NR
Talya Smith	SpEd Paraprofessional	R
Taylor Peterson	SpEd Paraprofessional	R
Tina Burkman	SpEd Paraprofessional	R
Jamie Melott	SpEd Paraprofessional	R
Patrick Kaufenberg	SpEd Paraprofessional	R
Faith Houlihan	SpEd Paraprofessional	NR
Marlin Good	Custodial Staff	R
Evangalina Melara	Custodial Staff	R
Candace Henry	Yoga Instructor	NR

Faculty Professional Development Description

All staff at HLCS are invited to participate in an extensive calendar of professional development training. These trainings include topics central to our mission and vision (for example: trauma-informed care, social emotional learning, restorative practices, outdoor learning, behavior management) as well as topics that support our teachers and staff in improving all student learning and achievement (for example: standards-aligning curriculum, management of the active classroom book study, literacy training).

24-25 Yearly Staff Development Calendar

September		
Date:	**Topic:**	**Facilitator:**
Wed the 11th	JMC Training	Virtual
Wed the 18th	Infinitec Training Behavior Management. Reflection on active engagement/redirection.	Admin
Mon the 23rd Full Day	Morning-circle, nuts & bolts Adrienne-Fastbridge/Student Led Conferences	Adrienne

Wed the 25th	Student led conferences-complete reading portion and come back together at 3:30 to discuss next steps	Elise

October		
Date:	**Topic:**	**Facilitator:**
Wed the 2nd	Making Sense of Behavior 3:30-4:30	Indigo
Wed the 9th	FastBridge Reports	Adrienne
Wed the 23rd	Book Club (Chapter 1)	Elise

November		
Date:	**Topic:**	**Facilitator:**
Wed the 6th	Logistics: 3:00-3:30 Laying the Safety and Regulation 3:30-4:30	Admin Team Indigo
Full day Mon the 11th	Indigo trainings Standards based Grading, Alice Training?	Deana Adrienne
Wed the 13th	SEL Training/Behavior Flow Chart	Joanna & Elise
Wed the 20th	Book Study Chapter 1. Assign Chapters 2 & 3	Elise & Joanna
Full day Wed the 27th (END of Tri1)	Author Brit Hawthorne. 9-3 (Contracted time 7:45-4:45)	Virtual Adrienne/Laura contacts

December		
Date:	**Topic:**	**Facilitator:**
Wed the 4th	New Lens on Behavior	Indigo
Wed the 11th	**MAC Chapters 2 & 3 assign 4 & 5**	**Adrienne**
Wed the 18th	Letrs Kick Off/MAC book club	Adrienne

January		
Date:	**Topic:**	**Facilitator:**
Wed the 8th	Now Let's Fix Those Behaviors! Getting to know Owl, Watchdog, Possum Brain 3:30-4:30	Indigo
Wed the 15th	3:30-4:30 Para Visuals Training 3:15-4:45 EL Discussion and Bridges	
Full Day Mon. the 20th	**LETRS** Work Time Staff Development Agenda	
Wednesday the 29th	**Review Standards Based Learning**	

February		
Date:	**Topic:**	**Facilitator:**
Wed the 5th	Strategies to Calm the Watchdog Brain 3:30-4:30	Indigo
Wed the 12th	LETRS work time/	
Wed the 19th	Grading/Report Card Prep time	
Friday 28th	LETRS Unit 1-8:30-3:30 / in Bemidji at AWCL	Adrienne

March		
Date:	**Topic:**	**Facilitator:**
Wed the 12th	Adrienne in meeting with Admin-Teachers work on: grades/LETRS	
Wed the 19th	Indigo-Behavior #6	
Full day Mon. the 24th	8:15am: 2.5 hours with Dana Ellingson in AM - needs to be done by 10:45 Adrienne in for Afternoon for LETRS part 2 1-4 p.m.	Adrienne

April		
Date:	**Topic:**	**Facilitator:**
Wed the 9th	What About a Consequence? What to Do When the Owl Brain Returns 3:30-4:30	Indigo
Monday 21st	CPI training	Trainer comes in
Wed the 23rd	Camp Day Planning	Admin team
Wed the 30th	Celebration of Learning Planning	Elise

May		
Date:	**Topic:**	**Facilitator:**
Wed the 7th	The Adult Nervous System 3:30-4:30	Indigo
Wed the 14th	Prep for Celebration of Learning - Review Standards	Elise
Wed the 21st	LAST DAY of SCHOOL	

Teacher Evaluation Description

All licensed teachers at HLCS are evaluated by the administrative team 3 times each school year. This evaluation includes:

APPENDIX: Teacher Evaluation Rubric

XV. School Enrollment and Retention

School admissions, lottery and enrollment procedures

All admissions, lottery, and enrollment procedures at HLCS adhere to the Minnesota statutory requirements.

APPENDIX: Enrollment Policy
APPENDIX: Student Application Form

Student Enrollment

Year	PK	K	1	2	3	4	5	6	7	8	Total
24-25	0	15	16	8	7	10	11	6	0	0	77.08

25-26	**0**	**9**	**13**	**15**	**7**	**7**	**6**	**10**	**7**	**0**	**74**
Projected 26-27	**0**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**8**	**88**

Student Demographics

They want student demographics reported in a table something like this:

Demographic Trends	2024-2025
Total Enrollment	77
Male	42
Female	35
African American	3
Latino	4
Asian/PI	1
American Indian	4
White	76
2 or more races	12
Special Education	24
LEP	0
F/R Lunch	28

Student Attrition and Retention Rates

Student Attrition			
School Year	**Total # Students Enrolled on October 1**	**Total # of October 1 Students enrolled at End of Year**	**Attrition Rate (%)**
2024-2025	**85**	**77**	**90%**

Student Retention			
School Year	**Total # Students Eligible at End of Year to Return in Fall**	**Total # of Students who Returned at Start of Next Year**	**Retention Rate (%)**
2024-2025	**77**	**64**	**83%**

XVI. Academic Performance

Program Model

2024-25 was Heartland Lakes Community School's first year of teaching and learning which meant multiple new curricula implemented by teachers. The school selected to use the following curriculum: Bridges Math 3rd Edition, EL Open Up curriculum (Highly Aligned to Evidence-based Structured Literacy Practices as reported by Minnesota Department of Education (MDE) who partnered with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota) as well as UFLI for foundational phonics (also selected as Highly Aligned to Evidence Based Structured Literacy Practices). In addition to using the EL curriculum for instruction in English Language Arts, HLCS has also integrated Learning Expeditions which are long-term, in depth studies on a topic. Minnesota Academic Standards for College and Career Readiness are embedded into Expeditions across subject areas such as science and social studies. This empowers students to make connections across disciplines, deepen understanding, think critically, and take ownership in meaningful learning. Last year our students celebrated the culmination of Expeditions with a "Celebration of Learning" where the community was invited to see and participate in a showcase of student learning with final projects.

In June of 2024, our teaching and admin Crew came together for the first time to pick up the physical curriculum, get to know one another, and to receive an introduction to EL from consultant Adrienne Eickman. In July, Laura Seter (Director) and Elise Erickson (Lead Teacher) were able to attend EL's Core Practices conference in Boston to gain a better understanding of the structure and philosophy of EL. Elise also attended virtual meetings to help new teachers use the Bridges Math Curriculum. Throughout the year, weekly staff development was offered with professional development ranging from social emotional learning, behavior management, crisis training, instructional practices, and more. Phase 1 teachers also began LETRS Science of Reading training and development in January.

The data from Fastbridge Screenings and Spring MCA's helps provide a baseline of information. Moving forward, teachers will continue to work on implementing curriculum with increased fidelity and confidence going into year 2.

State Accountability Tests

In 2024-2025, Heartland Lakes Community School had our first year of MCA tests. The testing was done in the spring for all students in grades 3-6.

MCA Test	FY25
HLCS Reading	45.2%
Local Public School	43.6%
MN	49.6%
HLCS Math	33.3%
Local Public School	45.2%
MN	45.2%
HLCS Science	20%
Local Public School	12.5%
MN	26.2%

Annual Plan for Assessments

Each year, the calendar for assessments is posted on the school website. The annual assessments that are given to all scholars are: Fastbridge (three times each year) and MCA's (once/year for students in 3rd grade and above).

XVII. Finances

In our first year of operations, there were several factors that made budgeting and financial planning a challenge. First, there were several expenses that were far higher than we budgeted for - due to the fact that we were a newly opened school. For example, our insurance premiums were five times higher than we had budgeted for. In addition, in our first year of operating we had a good deal of start-up equipment to purchase (for example: furniture, technology, etc). Similarly, working to outfit a new space with everything needed proved to be a financial challenge.

On the other hand, we had the federal Charter School Program (CSP) Developer Grant supporting our programming. This grant is a five year grant - and FY25 was a second year of the grant funding. This helped to alleviate some of these equipment and technology start-up costs and helped us offset the high insurance premiums.

One challenge in our financial stability during our first year of operation was variable enrollment. Inevitably, in the first year of serving students and families we had both students leave our programming midyear and join our programming midyear. This proved to be a challenge for financial planning and stability.

Our preliminary financial reports are being prepared by our auditor at the time of this report.

APPENDIX: FY25 budget

Internal Controls

There are several internal controls used during board oversight of financial matters. The first one is our finance contractor, Designs for Learning. They do the bulk of our accounting - including UFARS coding, payroll, and accounts receivable. They also help us in creating and monitoring our annual budget. Our second internal control is an active finance committee. The finance committee meets monthly to review financial statements and make recommendations to the board.

Below is a detailed summary of how HLCS is meeting the VoA-MN finance standards, as outlined in our contract:

Finance Standard 1: The school maintains a balanced budget.

We monitor and track this closely, with the support of our Designs for Learning team.

Finance Standard 2: The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.

Our required submissions are done collaboratively with Designs for Learning, as we developed our processes around this. Their support ensures that we meet all relevant deadlines and requirements.

Finance Standard 3: The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

We are currently in the process of our first audit. Our auditor is Miller McDonald and the completed audit will be submitted to all required parties by December 31.

Financial Standard 4: Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst's review of the check registers, it will be rated in Standard Four and noted in Standard Five.)

We are currently in the process of our first audit.

Finance Standard 5: The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. The school reports late payments in the monthly financial reports.
To date, HLCS has not had any late payments.

Finance Standard 6: The school provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)

Monthly financial statements are prepared by Designs for Learning and distributed to all board members and VoA-MN in our board packet each month. They include all required components (1)detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment.

Finance Standard 7: The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.

In our first year of operation, HLCS was proud to report a General Fund balance at the end of the fiscal year.

Finance Standard 8: The School Board has a finance committee that meets regularly to review financial reports.

The Finance Committee meets monthly and reviews financial reports and makes any necessary recommendations to the board.

Finance Standard 9: All finance committee members exhibit working knowledge of financial Oversight

Each one of the members of the finance committee have had relevant training on Financial Oversight and school budgeting when they joined the board.

Finance Standard 10: The school is not in Statutory Operating Debt (SOD).

After our first year of operation, HLCS was not in Statutory Operating Debt (SOD).

XVIII. Service Learning

As we continue to develop our expeditionary learning program at HLCS, we continue to add to our Service Learning at every grade level. In our first year of operation, we were proud to accomplish the following service learning projects:

- Welcoming Communities Grant
- Adopting Deanne Park
- Gear Swap
- Holiday Cards to local nursing homes
- Community Pollinator Mural

Overview of the Service Learning Plan

The service learning plan at HLCS aims to incorporate service learning into our expeditions - so that all students at every grade level are exposed to service learning. Because of our focus on environmental learning, many of our expeditions and service learning plans center around stewardship of the land and water. Some examples of how this played out in the 2024-2025 school year included planting trees at Deane Park in Park Rapids, MN for our Kindergarten Crew as part of their expedition on trees; planning and hosting a gear swap for families to reuse instead of throw away or buy winter gear; partnering with other groups who share our building to host traditional Central American meals for

our students and their families; inviting our community to join us in create two murals of pollinator gardens. In each of these examples students benefited both from doing the service learning projects - but also through interacting with community members like the City Parks Department staff, other families in our learning community, and community experts.

XIX. Innovative Practices

In our first year of operation, we have used a variety of innovative practices to create a unique learning community rooted in our mission and values.

1. **Social Emotional learning**: every scholar at HLCS receives direct instruction on social emotional learning as one of the specialist classes once each week. During these instructions the scholars learn a wide variety of skills they can use to be successful learners and successful community members.
2. **Outdoor Education:** Similarly, every scholar received forest instruction once each week from our Forest Specialist. Each crew had a designated forest classroom where they got to practice skills like foraging, fort building, nature observations and more.
3. **Unique Specials Classes**: In addition to SEL and Forest as specials, we have also been able to offer other kinds of classes for physical movement like yoga. Students also got access to Art. In the future, we hope to keep expanding our specials offerings - relying on community experts - and including world languages, robotics/STEAM, and music.
4. **Student Led Conferences** - at HLCS all students - at every level - get to lead their conferences with their teacher and caregiver. This instills leadership and ownership over their learning experience.
5. **Expeditionary Learning -** All of the scholars get to experience Expeditionary Learning. Each trimester, they receive an expedition topic that guides the majority of their learning. This includes service learning and community experts.
6. **Multi-Age Classrooms -** In our first year of operations, we have been pleased to see the positive impact of the mixed-age classrooms on both academic and social learning. The scholars have naturally developed mentoring relationships and have expanded their social circles.

Heartland Lakes Community School was honored to receive the Hewitt Family Foundation Award at the Annual Park Rapids Rotary Club Meeting in June, 2025. This award was given to someone who made Park Rapid a “better place for kids”.

XI. Future Plans

Future plans for HLCS include - continuing to cultivate our learning community, attracting teachers who are invested in teaching differently, increasing our enrollment, finding a physical location where we can grow our program and enrollment, creating more community partnerships, inviting community experts into our learning space,

XII. Dissemination of Information

Heartland Lakes Community School uses a variety of strategies to disseminate information about our offerings and enrollment procedures, in accordance with MN Statute 124E.17. First, we have developed

a robust list of contacts through subscriptions on our website (411). We send, at minimum, quarterly newsletters to this group. We also publish information and news on our website. Finally, our social media accounts have 801 followers and we use this to disseminate information as well.

XIII. Organization Nonprofit Status

Documents Included:

1. MN Attorney General Filing
2. MN Secretary of State Filing

APPENDIX

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd. Minneapolis, MN 55413	**District Revenues and Expenditures Budget for Fiscal Year (FY) 2024 and FY 2025**					ED-00110-47
General Information: Minnesota Statutes 2023, section 123B.10, requires that every school board shall publish the subject data of this report.							
District Name:	Heartland Lakes Community School					District Number:	4302
Fund	**FY 2024 Beginning Fund Balances**	**FY 2024 Actual Revenues and Transfers In**	**FY 2024 Actual Expenditures and Transfers Out**	**June 30, 2024 Actual Fund Balances**	**FY 2025 Budget Revenues and Transfers In**	**FY 2025 Budget Expenditures and Transfers Out**	**June 30, 2025 Projected Fund Balances**
General Fund/Restricted	$ -	$ -	$ -	$ -	$ -	$ -	$ -
General Fund/Other	$ -	$ 125,657	$ 124,429	$ 1,228	$ 1,244,764	$ 1,240,362	$ 5,631
Food Service Fund	$ -	$ -	$ -	$ -	$ 47,850	$ 47,850	$ -
Community Service Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Building Construction Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Debt Service Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Trust Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Internal Service Fund	$ -			$ -			$ -
* OPEB Revocable Trust Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
OPEB Irrevocable Trust Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
OPEB Debt Service Fund	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total - All Funds	$ -	$ 125,657	$ 124,429	$ 1,228	$ 1,292,614	$ 1,288,212	$ 5,631

Long-Term Debt		**Current Statutory Operating Debt per Minnesota Statutes, section 123B.81**	
Outstanding July 1, 2023	$ -	Amount of General Fund Deficit, if any, in excess of 2.5% of expenditures 06/30/2024	$ -
Plus: New Issues	$ -		
Less: Redemeed Issues	$ -	**Cost per student - Average Daily Membership (ADM) 06/30/2024**	
Outstanding June 30, 2024	$ -		
Short-Term Debt		Total Operating Expenditures	$ 124,428.50
Certificates of Indebtedness	$ -	FY 2024 Total ADM Served + Tuitioned Out ADM + Adjusted Extended ADM	-
Other Short-Term Indebtedness	$ -	FY 2024 Operating Cost per ADM	

The complete budget may be inspected upon request to the superintendent.

Comments:

Office of the Minnesota Secretary of State
Certificate of Incorporation

I, Steve Simon, Secretary of State of Minnesota, do certify that: The following business entity has duly complied with the relevant provisions of Minnesota Statutes listed below, and is formed or authorized to do business in Minnesota on and after this date with all the powers, rights and privileges, and subject to the limitations, duties and restrictions, set forth in that chapter.

The business entity is now legally registered under the laws of Minnesota.

Name:	Heartland Lakes Community School
File Number:	1338027800029
Minnesota Statutes, Chapter:	317A
This certificate has been issued on:	09/23/2022

Steve Simon
Secretary of State
State of Minnesota

The Office of
Minnesota Attorney General Keith Ellison
helping people afford their lives and live with dignity, safety, and respect • www.ag.state.mn.us

May 22, 2025

Laura Seter
Heartland Lakes Community School
1005 Park Avenue North
Park Rapids, MN 56470-

Re: Heartland Lakes Community School (EIN: 920453479)
Charitable Trust Initial Registration Accepted

Dear Laura Seter:

I thank you for submitting the registration materials for Heartland Lakes Community School, as required by the Minnesota Supervision of Charitable Trusts and Trustees Act, Minn. Stat. §§ 501B.33- 45.

This letter confirms that this Office has received these materials and registered your organization. You may wish to retain this letter as evidence that your initial registration has been accepted by this Office.

Please note that acceptance of these materials is not an endorsement of your organization or an approval or attestation regarding the accuracy or completeness of the submitted documents.

Your organization's next annual report for June 30, 2025 is due on November 17, 2025. Please visit *www.ag.state.mn.us/Charity/DownloadForms.asp* to download Minnesota annual report forms, to request an extension of the date by which your annual report must be filed, or to review additional information about your reporting obligations.

Sincerely,

Julie Brengman

JULIE BRENGMAN
Charities Registrar

445 Minnesota Street, Suite 600, St. Paul, MN 55101-2131
Office: (651) 296-3353 • Toll Free: (800) 657-3787 • Minnesota Relay: (800) 627-3529

HLCS Teacher Evaluation Feedback

Observer: _____ Teacher: _____

Date: _____ Time: _____ Lesson: _____

Developing Courage and Bravery by Learning to Face Challenges

Criteria:	Evidence:
Teacher creates opportunities for challenges and risk taking in learning.	
Teacher invites scholars to collectively and individually explore and grapple with the information provided.	
Lessons are designed to emphasize a growth mindset, in which process is allowed to be more important than the end goal.	

Developing Curiosity through Student Engagement

Criteria	Evidence
Teacher offers tasks that take scholars toward targets that are clearly aligned with standards.	
Learning is active, not just remembering: scholars are creating, applying, analyzing, and/or evaluating during a significant portion of the class.	
Teacher uses strategies/protocols that encourage all scholars to participate and be accountable for learning.	
Teacher promotes critical thinking by offering questions and opportunities for scholars to engage in dialogue.	
Teacher makes connections between new learning and past learning.	

Becoming Wise by Fostering Responsibility through Learning

Criteria	Evidence
Learning is purposeful: Lesson connects scholars to real lives and/or our world and natural environment.	
Teacher offers scholars specific roles and responsibilities in group settings so they can learn to collaborate and communicate effectively.	
Lesson provides opportunities for self/peer reflection and comment.	
Teacher recognizes and shows they value scholars' voices.	

Classroom Management / Restorative Practices/ Social-Emotional Learning Observation Prompts (to be added)

Pre-post observation: items for discussion and reflection

Teacher involves students in discussing and creating goals for learning and criteria for success.

Teacher encourages multiple drafts and multiple revisions

Teacher has high expectations and provide thoughtful scaffolding to support high-quality work.

Teachers work with scholars to create work that is of higher quality than they thought was possible and take pride in their own craftsmanship and growth.

Teachers support scholars in learning to talk about why their learning matters

HEARTLAND LAKES COMMUNITY SCHOOL EXISTS TO EMPOWER SCHOLARS TO: BRAVELY LIVE THEIR TRUTH, TO BECOME WISE STEWARDS OF THE LAND AND RESOURCES AND TO IGNITE LASTING CURIOSITY THAT LEADS TO POSITIVE CHANGE IN THEIR SCHOOL, THEIR COMMUNITIES, AND THEMSELVES.

Policy 538

Enrollment Policy

Adoption:	November 16, 2023
Revision History	Amended January 22, 2024

Board Review: December 16, 2024

Last Board Review: February 24, 2025
2nd Reading Approval: March 24, 2025

Review Frequency: Annually (per Policy 208)

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at Heartland Lakes Community School (HLCS) so that families will have information to make decisions regarding their children's school attendance.

II. GENERAL STATEMENT OF POLICY

This policy establishes guidelines for admission into Heartland Lakes Community School that are consistent with the admission requirements of Minnesota Statute 124E and other applicable laws.

III. LIMITATIONS ON ENROLLMENT

A. Heartland Lakes Community School places age appropriately for all students.

B. Pursuant to the contract with its authorizer, HLCS has limited eligible pupils to: Pupils within K-6th grade

1. HLCS does not accept applications for Kindergarten students who are not age five on or before September 1st of the school year for which the student seeks admission.

2. HLCS does not accept applications for first grade students unless the student is at least six years of age on September 1st of the calendar year in which the school year for which the student seeks admission **or has completed Kindergarten.**

IV. PUBLICATION AND COMMUNICATION OF POLICY AND PROCEDURES

A. Information regarding enrollment deadlines and procedures will be published on the Heartland Lakes Community Schools website. Information regarding Minnesota Statute 124E will be included on the application form.

B. Each year, Heartland Lakes Community School will inform the public of the open enrollment period. Interested families are required to submit an application form for admission for the following school year.

C. Each year, HLCS will publish a date for its lottery for admission for the following school year.

D. The lottery will be held on a scheduled date in a setting open to the public. If the lottery must be postponed due to inclement weather conditions, the lottery shall be conducted at the scheduled time on the following day.

V. GENERAL ENROLLMENT PROVISIONS

A. Heartland Lakes Community School is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, HLCS will begin lottery procedures described in section IX.

B. Before admitting a student by lottery, HLCS shall give preference to currently enrolled students, siblings of current students, a foster child of that pupil's parents, and children of the school's staff.

C. HLCS shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

D. HLCS shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws. This does not preclude the school from seeking such information for a lawful purpose about a student after the student has been admitted.

E. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in ACLU v. TiZA, et al. litigation, HLCS shall not select students based on religious preference.

F. HLCS will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by Minnesota's Pupil Fee Law.

VI. POLICY AND PROCEDURES FOR CURRENTLY ENROLLED STUDENTS

A. HLCS will provide an email notice to parents of currently enrolled students with guidance on how to complete the Annual Update paperwork for the following school year.

B. HLCS will request that current families complete and submit the Annual Update forms for each child returning for the following school year. Completion of forms will not impact enrollment status for the following school year, but will ensure that the school maintains current information on students from year to year. Students are considered enrolled in the school year to year until the family formally withdraws the student or the student is expelled under the Pupil Fair Dismissal Act.

C. Annual Update forms will be available to current families starting the first Monday in April until the last Friday in August, beginning in 2025.

D. If a current family has not completed the Annual Update forms by the last Friday in August, the student will remain enrolled at HLCS for the following year.

VII. POLICY AND PROCEDURES FOR SIBLINGS OF ENROLLED STUDENTS AND STUDENTS OF STAFF MEMBERS

A. If a family wishes to enroll a sibling of a currently enrolled student, the application form must be completed within the assigned time frame in order to receive preference.

1. A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.

B. If an HLCS staff member wishes to enroll their child, the application form must be completed within the assigned time frame in order to receive preference.

1. If a staff member's employment is ended for any reason, the child moves to the end of the non-preferential waiting list.

C. If there are more sibling's of currently enrolled students and students of staff members than spots in a particular grade, applicants will be shuffled by lot and a separate lottery for these students will occur. Offers of enrollment will be made following the lottery. After all open slots are filled, the siblings of currently enrolled students and students of staff members who were not offered an enrollment slot will be placed on the top of the waiting list in the order in which their names are drawn by the electronic lottery.

VIII. APPLICATION AND ENROLLMENT PROCEDURES

A. HLCS will accept application forms for admission for Kindergarten through 6th grade. The board of directors may increase one or more grades' capacity by resolution and without changing this policy prior to the date on which applications are no longer accepted.

B. HLCS welcomes inquiries and scheduled tours throughout the school year. The school will encourage families to meet with faculty, staff, and/or board members to discuss the value of HLCS and its expectations of students and their families.

C. Families are required to submit one application form for each student. All application forms are time and date-stamped and labeled sequentially, designating the order in which they were received.

D. A completed application is required for anyone wishing to be considered for enrollment. It is the responsibility of the applicant to retain confirmation from HLCS of the receipt of the application. If confirmation of receipt is not received, it is upon the applicant to follow up with HLCS to request the confirmation.

E. Each year, the open enrollment period will begin on **January 14 and will close on February 14.** All applications must be received by 2:30 PM on the last date of the published open enrollment period. All applications received after that date and time will be processed in the order they are received. The board of directors may change the deadline for applications for the next school year by resolution without changing this policy.

F. HLCS is not responsible for mistakes or omissions on submitted application forms. An incomplete application form will not be considered for enrollment and therefore will not be processed until complete.

G. All parents/guardians of applicants will be notified within one week following the close of the open enrollment period. Notification will also include their child's enrollment status and information regarding any necessary lottery.

H. If the number of new applicants exceeds the number of enrollment slots that remain available, all timely new applicants will be placed in the lottery.

IX. LOTTERY

A. If a lottery is necessary, it will be conducted within 10 business days after the close of the open enrollment period.

B. The lottery will be open to the public.

C. All timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law or this policy, and (b) all other applicants. Both lists will be shuffled and offers of enrollment will be made to students in the order in which they are electronically sorted, first exhausting the preference list, and then proceeding to the non-preference applicants.

D. Families who have received notification of the lottery as stated in section VIII are not required to attend the lottery.

E. Families will be notified electronically by email of their child's admission status within 10 business days of the lottery taking place.

F. Parents/Guardians of students admitted through the lottery will receive an acceptance email using the email address provided by families during the admissions process. Parents will be notified at this time to complete the required enrollment documents by the deadline set forth in the acceptance email. If all enrollment forms are not returned by the date set forth in the acceptance email, the enrollment spot will be considered forfeited.

G. Students who did not get accepted into the program through the lottery will be put on the waitlist and will be admitted to the program as enrollment slots become available.

H. Students who apply after the lottery is held will be added to the waiting list in the order in which they turn in an application form.

X. WAITING LIST

A. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from HLCS, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.

1. In the case an enrollment space becomes available, the applicant will be notified via email. The applicant will then be provided with enrollment paperwork which must be completed in order to secure a spot.

2. If the email address provided on the application is not valid, it is the responsibility of the applicant to provide HLCS with current contact information. HLCS is not responsible for enrollment slots forfeited due to incorrect contact information.

B. Once the applicant has been notified, as defined above, the applicant has 48 hours to complete the enrollment paperwork or the spot will be considered forfeited.

C. If the applicant chooses not to enroll their student or does not respond within the allocated time frame, HLCS will continue contacting applicants in the order in which they are listed on the waiting list.

D. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application form for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

XI. STUDENT RECRUITMENT ACTIVITIES

A. HLCS shall market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.

B. In accordance with its marketing strategy, HLCS may use the measures below, among others, to recruit student applicants.

1. Post flyers and notices in local newspapers and/or blogs and online newspapers.

2. Post the admissions policy and application (available for download) on the school's website.

C. HLCS will provide translation services, as necessary, for all promotional materials and any person-to-person interaction.

XII. INTERPRETATION OF POLICY

A. Should any question or unanticipated scenario occur regarding the admission and enrollment policy, the director is responsible for final interpretation and implementation of the policy above and recommendations for any appropriate updates.

Note: The applicability and enforceability of this Policy 538 is limited to, and qualified by, Minnesota or Federal law that, at the time any such circumstance within the scope of the policy arises, may be contrary to some aspect or all of the policy.

Legal References: Minn. Stat. 124E.11 (Admission Requirements)
Minn. Stat. 123B.36-.37 (Authorized Fees; Prohibited Fees)

HLCS New Student Application Form

Thank you for your interest in enrolling your child at Heartland Lakes Community School (HLCS).

HLCS does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. All Minnesota students in grades Kindergarten through 7th grade are invited to apply for the 2025-2026 school year.

If you would like to enroll more than one student, **please complete separate applications for each individual**.

Current applications will be placed on our waitlist in the order they are received. Once we know how man you our current scholars are returning, we will know how many open spots we have to offer for the 2025-2026 school year.

If you have any questions about enrollment or admissions, please contact: info@heartlandlakescs.org.

If you would like to read the full Student Enrollment Policy, click here.

elisemarieerickson@gmail.com Switch account

Not shared

* Indicates required question

What Academic Year are you Applying for? *

- 2025-2026

Student's Grade in year you are Applying: *

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade

Student's First Name: *

Your answer

Student's Last Name: *

Your answer

Student's Street Address: *

Your answer

Student's City and State: *

Your answer

Student's Zip Code: *

Your answer

Your Name (First, Last) *

Your answer

Your Email Address: *

Your answer

Your Phone Number: *

Your answer

Your Address (if different from your student):

Your answer

Does the Student have a Sibling who is currently enrolled at HLCS? *

- Yes
- No

If Yes, Please List the Sibling's First and Last Name:

Your answer

Does the Student have a Caregiver who is currently employed at HLCS? *

- Yes
- No

If Yes, Please List the Caregiver's First and Last Name:

Your answer

Submit Clear form